

Comparative Study of Using KWL and QAR Strategies on Students' Reading Comprehension

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Abstract

Reading is a complex activity. Through reading activities, readers have responses like rejection, acceptance, and criticism of what they have read. Therefore, appropriate strategies are needed in reading learning activities for students to facilitate reading comprehension. This study aims to determine significant differences in using KWL and QAR strategies on students' reading comprehension abilities. This study used an experimental method with a post-test-only design. The population in this study were students of class VIII SMPN 5 Banjarmasin. The sampling technique used in this study was using a saturated sampling technique for as many as 261 students. The instrument used was multiple choice questions in the form of a post-test. The data analysis technique in this study was the t-test at a significance level of 5%. The results showed that the student's reading comprehension who were taught by using the KWL strategy was 52.09 lower than those of the students taught by using the QAR strategy of 57.09 with a t_{count} of 2.251 and a p of 0.025 ($p < 0.05$). The difference in the post-test mean of reading comprehension skills in the KWL and the QAR strategy groups was 5.00. This shows that there is a significant difference in the use of KWL and QAR strategies on the reading comprehension skills of eighth-grade students at SMPN 5 Banjarmasin.

Keywords: *QAR, KWL, reading comprehension*

INTRODUCTION

Language has a significant role in life. In other words, language becomes a bridge in communication. Language has a role as a means of conveying a thought or idea. Language skills are a daily necessity in life, both orally and in writing. Therefore, Indonesian language skills are taught in schools from elementary school education to tertiary institutions. Language teaches students to know how to convey something properly and correctly.

Learning English includes four language skills: listening, speaking, reading, and writing. These four skills are learned and must be possessed by students. Based on these four language skills, reading skills are the principal capital of an individual, both personally and within the community, in obtaining insights and information. This occurs because the process of acquiring students' knowledge is carried out by reading, so students' reading skills will influence the knowledge they have. Reading activities require a variety of actions and lead to the skills possessed by the reader.

Learning to read at school aims to improve student's reading skills in understanding some information in the reading. Reading skill is an aspect that must be trained in students because reading is essential in the smooth learning of Indonesian and other subjects. A person's success in reading depends on conditions or situations, both from the reader, reading material, and the environment where the activity takes place (Nuriadi, 2008: 1). Reading is a complex activity. Through reading activities, readers have responses in the form of rejection, acceptance, and criticism of what they have read.

A constructive attitude to absorb and understand the reading text will emerge in reading activities. Thus, reading activity can stimulate the activeness of a person's various mental and physical functions. Reading activities require a level of understanding that is relevant to the supporting factors in reading. Students' current reading ability is marked greatly reduced. This is caused by the need for more interest in reading students. Students think that reading could be more exciting and more important. In addition, the development of advanced technology and modern communication media that make it easier for students to obtain information is part of the reduced ability to read and understand students (Damlan, 2013: 53).

Students' reading ability still needs to improve, especially in intensive reading skills. This has implications for reading ability tests in tests and National Examinations that have yet to be maximized. The students' understanding score needs to be maximized due to students' interest and enthusiasm towards learning to read. In addition, students also need more focus and enthusiasm when faced with reading texts, especially long readings.

The reading factor is one of the factors outside the reader. In addition to these factors, the decline in reading interest and reading culture is caused by the influence of everyday audio-visual, which causes students to be lazy to read. In addition, the process of learning and teaching reading in schools tends to use conventional methods.

Students fixate on the reading and just read without understanding the content and information from the reading. The learning activities made by the teacher still follow classical learning, namely question and answer activities, the process of reading then answering questions from the reading. This is considered boring for some students and needs to develop as it should.

Teachers need more extra performance to improve students' reading comprehension. This understanding will only be achieved if the purpose of reading is realized. Reading activities must be able to interpret and relate the reading experience to what is read to achieve proper understanding. Therefore, appropriate strategies are needed in reading learning activities for students to facilitate reading comprehension.

Klein and Peterson (in Raphael & Kathryn, 2005: 372) state that developing reading comprehension skills is one of the responsibilities of teachers teaching reading in elementary schools. The development of reading comprehension skills is directed at analyzing and understanding the contents of the text and providing appropriate responses to the contents of the text. Regarding the teacher's responsibility in learning to read, Abidin (2012) stated "teachers should introduce various reading strategies that are relevant to students' needs." Furthermore, he also revealed that the introduction of this reading strategy must be practiced by teachers and students when learning takes place.

Based on the results of discussions conducted by the researcher with the English teacher at SMPN 5 Banjarmasin, the researcher obtained an illustration that students' reading comprehension skills had yet to reach the expected reading comprehension. This is indicated by the acquisition of an average score of reading comprehension students (6.34) have not reached the minimum completeness criteria (KKM) that have been set (7.0), besides that students have not shown aspects of understanding such as answering questions about the contents of the discourse correctly, telling the contents of the discourse correctly and concluding the contents proper discourse. In addition, teachers still use conventional strategies that have yet to be varied with reading learning strategies. Therefore, teachers must find and apply appropriate learning approaches to improve students' reading skills.

By choosing the right reading learning strategy, students can understand the contents of the reading well, and to improve students' reading comprehension skills. Choosing the right strategy makes it easier for students to get and explore the information that should be owned from a text. Therefore, accuracy is needed in choosing and determining reading techniques in learning reading comprehension. Based on this background, the problems in this study will be focused on reading comprehension skills at class VIII SMPN 5 Banjarmasin who participate in learning using the KWL (What We Know, What We Want to find Out, What We Learned and Still need to Learn) strategy, and those who take part in learning using the QAR (Question Answer Relationship) strategy.

Reading comprehension skills are important to pay attention to in the classroom learning process so that using appropriate strategies can improve students' ability and willingness to read. The KWL strategy (Warganegara, I. R. P., 2022) can be used as a teaching strategy to improve students' reading comprehension. This strategy invites students to use their previous reading experience and knowledge. So

the students' insight and curiosity can be poured out through this strategy. This is the main factor for the reader in understanding a reading content. In addition, the QAR strategy can also be used in reading comprehension.

Arsyad, R., et al. (2022) said that QAR is a reading comprehension strategy developed for how students understand assignments from reading texts and answer questions. Question Answer Relationship (QAR) teaches students how to distinguish questions with answers found "In the Text (explicit)" and questions with answers found "In My Head (implied)". Teachers can use QAR strategy to encourage students to read the question, understand level QAR questions, read text reading, answer questions, and share answers. This strategy invites students to be more careful and focus on their reading text. This strategy is too complex and stimulates students to express the contents of the reading. Students more easily understand the contents of a text simply by paying attention to factors in the reader.

The purpose of the two strategies is the same: to improve students' reading comprehension skills. The KWL and QAR strategies have simple but complex steps that can be applied in middle-level reading comprehension learning. These two strategies will stimulate students' knowledge of reading before carrying out reading activities. The two strategies for learning to read that have been described each have their advantages and disadvantages. Based on this background, it is necessary to conduct research to compare the use of the two strategies. Through this study, differences in reading comprehension ability between students who were taught using the *What We Know, What We Want strategy to find Out, What We Learned and Still need to learn* (hereinafter as KWL) and students who were taught using the Question Answer Relationship (hereinafter as QAR) will be found. The aims of this research are (1) Describes the students' ability in reading comprehension by using the KWL strategy, (2) Describes the students' ability in reading comprehension by using the QAR strategy, and (3) To determine the significant difference in reading comprehension ability between students who take lessons using the KWL strategy and those with the QAR strategy.

RESEARCH METHODS

This research is an experimental study that compares reading comprehension skills between students who take part in learning using the QAR strategy and students who use the KWL strategy. This research design uses a posttest-only control design approach. The population in this study were class VIII students at SMPN 5 Banjarmasin. The sampling technique used in this research was a saturated sampling technique of 261 students. Classes VIII A, VIII B, VIII C, and VIII D were selected as the KWL group while Classes VIII E, VIII F, VIII G, and VIII H were chosen as the QAR group.

In this research, the data collection technique used was a test. The test functions to assess student's reading ability and understanding of English language learning using the QAR strategy and using the KWL strategy. The data analysis technique in this research is the t-test at a significance level of 5%. Before data analysis was carried out, the analysis requirements were first carried out as a normality

test and homogeneity test which showed that all data in this study were normal and homogeneous.

RESULTS AND DISCUSSION

RESULTS

The highest score obtained by the KWL and QAR groups was 90 and the lowest score was 25. Before the t-test was carried out, a normality test calculation was required. Normality Test calculations are intended to determine whether the variables in the research have a normal distribution or not. The results of calculating the normality of the posttest data distribution for the KWL strategy group have a sig value of 0.054. This value is greater than 0.05, so it can be concluded that the posttest data for the KWL strategy group is normally distributed. The results of calculating the normality of the post-test data distribution for the QAR strategy group have a sig value of 0.056. This value is greater than 0.05, so it can be concluded that the post-test data for the QAR strategy group is normally distributed.

From the results of the normality test, it can be seen that the data from all variables have a p -value (Sig.) > 0.05 , so all variables are normally distributed. Once it is known that the data is normally distributed, the analysis can proceed to the homogeneity test.

The homogeneity test is useful for testing the similarity of samples taken from the population. Homogeneity rule: if $p > 0.05$ then the test is declared homogeneous, if $p < 0.05$ then the test is said to be inhomogeneous. From the data analysis, the results of the posttest homogeneity test in the KWL group and QAR group obtained a result of 0.776. These results can be seen from the Test of Homogeneity of Variances table, the sig value $p > 0.05$ so the data is homogeneous. Because all data is homogeneous, data analysis can be continued with the t-test. Before carrying out the t-test, students were given treatment using the KWL strategy or QAR strategy.

The KWL strategy group and the QAR strategy group took part in reading comprehension learning activities using the steps contained in each strategy.

In the KWL experimental classes (VIII A, VIII B, VIII C, and VIII D), the following learning steps are used. First is the know step, in this step the teacher instructs students to think about and make notes of everything they know about the general topic of the topic being studied. Students are given 6 to 8 minutes to work. Teachers observe, listen, and help students who appear to be experiencing problems. Students try to gain knowledge about the topic presented. Students write down what they know from the topic that has been given.

In this step, students have the freedom to express their insights and knowledge regarding the reading topic. Students are active in thinking and expressing insight into reading information based on previous reading experience. This is also the opinion of Nurgiyantoro (2010: 369) who states that there are many purposes for people to read, for example, because they want to gain knowledge, get entertainment, please themselves, and so on.

Second, is the want-to-know step. In this step, the teacher announces the specific reading topic and asks students to predict what they want to find or what they want to know from the reading topic. Based on this topic, students explore their curiosity about the topic in the reading. This is manifested in questions regarding the topic given by the teacher. Students may also add new ideas that they think of. Students review the list of questions for 2 or 3 minutes, checking, and adding new ideas. The question form can be created based on 5W1H. In this step, students further expand the purpose of reading.

Third, the Learned step. In this step, the teacher gives reading instructions to students. Students then read individually. Even though you read individually, it doesn't mean the class is quiet. The hope is that there will be quiet conversations between students about the information found in the text. The teacher observes the class and monitors how well students do the activities.

In this step, after reading students check what they have done before. Students write down what information they have found in the reading. The teacher leads a discussion to connect what students know before reading, what students want to know, and the content of the reading, as well as new information that students obtain after reading. The final product of this activity is a complete understanding of the reading concept that students have. Students have high enthusiasm for discussing. Several students volunteered to present what they had obtained from all the stages that had been carried out. From this discussion, students will gain a complete understanding of what has been gained in the learning process.

Based on the two steps of reading, namely want to know and learn, this is by Anderson's opinion (via Tarigan, 2008: 9) states the goals of a person's reading, namely (1) reading to solve problems created by characters (reading for details or facts), (2) reading to find out why it is a good and interesting topic (reading for main ideas), (3) reading to express or find out what happens in each part of the reading (reading for sequence or organization). Students asking questions about what they want to know from the reading is part of determining the purpose of reading.

From the results of observations, students who take part in learning using the KWL strategy have higher motivation and enthusiasm for the topic that will be presented. Apart from that, learning using the KWL strategy is easy to use for learning to read, because it can be used for short or quite long reading. Apart from that, learning to read using the KWL strategy does not require special tools or materials, does not require complicated preparation, and does not require changing the content of the text or reading textbook.

Different from what happens in classes with the KWL strategy (VIII A, VIII B, VIII C, and VIII D), in the QAR strategy classes (VIII E, VIII F, VIII G, and VIII H) learning to read comprehension uses the following learning steps. First, the teacher must explain to students about the four types of questions they may encounter when reading the text. These types of questions are: Right There: Questions where the answer can be found literally in the text, Think and Search: Questions that require students to search for and combine information from several parts of the text, Author and You: Questions that ask students to make connections between information provided by the author with their personal experience or knowledge and On My Own:

Questions that ask students to use their knowledge and experience to answer the question.

In the second step, the teacher can provide examples of questions that represent each type of question in QAR. Students need to understand the characteristics and appropriate strategies for answering each type of question.

In the third step, before reading the text, students need to set their goals for reading. This helps students focus on information that is relevant to their goals and prepares them to identify the types of questions that may arise.

Fourth step, Students must read the text actively with the aim of understanding and identifying information that is relevant to questions that may arise. They can use strategies such as reading aloud, taking notes, or highlighting important passages.

Fifth step, after reading the text, students need to analyze the questions given to understand the type of question and decide the most appropriate strategy to answer it. They can identify keywords or clues in the question that help them connect it to the information in the text.

Sixth step, Students must structure their answers by considering the type of question asked. This helps students construct appropriate answers based on the information they glean from the text.

The final step, after answering the questions, students can reflect on their experiences and participate in group discussions or with the teacher about the strategies they used, the difficulties they encountered, and their understanding of the text.

After the reading comprehension learning activities in the KWL experimental class and QAR experimental class were completed, a posttest was carried out on the reading ability of students in the KWL strategy group and QAR strategy group. The posttest was carried out to determine whether there was a difference in the reading comprehension abilities of students in the KWL strategy group and the QAR strategy group after being given different treatments.

These differences in learning activities mean that the level of comprehension of students in the KWL strategy group and the QAR strategy group are also different. Using learning strategies with interesting steps will influence students' interest, motivation, and level of comprehension.

The post-test data obtained was then analyzed using a t-test using the SPSS 22 computer program. Data analysis showed significant differences in the post-test results of the two strategy groups. The highest score obtained by the KWL and QAR experiments was 90 and the lowest score was 25.

Based on the results of the t-test analysis carried out, it shows that the t_{count} is 2.251 and the significance value of p is $0.025 < 0.05$, so H_0 is rejected and H_a is accepted, which means there is a significant difference between the KWL group and the QAR group regarding students' reading comprehension abilities.

DISCUSSION

Theoretically, Ogle (1986) asserts that the KWL strategy activates students' prior knowledge, retrieves information from texts, interprets texts, reflects, and creates personal knowledge. Activating, students have the freedom to express their insights

and knowledge on the topic of reading to fill in column K (know). Students are active in thinking and expressing insights on reading information from previous reading experiences. Then, students are asked to fill in column W (Want to know) by predicting what they want to find or what they want to know from the reading topic. Furthermore, students are asked to read the text to retrieve information and create personal experiences. To fill in column L (learned), students are asked to rewrite information and knowledge from reading the text.

Based on research findings conducted by Pakpahan's (2017) research, both teachers and students did not have any knowledge about reading strategies. Even though the researcher has provided instructions and explained the strategy to students, they are better experienced in using the strategy. The results of this study refer to the importance of reading strategies and their impact on students' reading performance in class. Reading strategies can be considered as a means to provide opportunities for EFL students to improve their reading skills in class through the implementation of KWL. Students learn to plan before starting to read. Therefore, it is one way to teach students to have some responsibility and be more active throughout the learning process.

Theoretically, the QAR strategy, according to Raphael (1986) is to increase the level of understanding, create responses, activate prior knowledge, and integrate information. Students' level of understanding was improved when they passed three stages: Right There, Think and Search, and On My Own. In Right There stage: questions whose answers can be found literally in the text. In Think and Search stage: questions that require students to search for and combine information from several parts of the text. The last one, in On My Own stage: questions that ask students to use their knowledge and experience to answer questions. Creating responses was achieved by students when they were asked to identify answers to each question and discuss their relationships. Finally, activating prior knowledge is achieved by students when they are asked to integrate information from texts and collaborate on that information with their knowledge in understanding texts.

Theoretically, these two strategies have the same end goal of achieving good reading comprehension, but they have different ways of increasing student achievement during the reading process. In the KWL strategy, the process of activating prior knowledge occurs at the beginning (before the student reads the text), whereas, in the QAR strategy, the process of activating prior knowledge occurs in the last phase (after the student reads the text). Theoretically, both strategies treat students to be active and independent readers while QAR treats students to be passive and dependent readers. Empirically, the two strategies have different phenomenon.

When students are taught using the QAR strategy, students are not very enthusiastic because they already know all the information and knowledge they want to know when they read the text, then proceed with finding out the relationship between the questions and the answers. Students' prior knowledge is only provoked when students meet critical questions. That's why in the KWL strategy, students are still passive even though the topic chosen by the teacher is very interesting. In short, the QAR strategy pays more attention to the process of reading comprehension while the KWL strategy pays more attention to the product of reading comprehension.

Based on the mentioned above, it can be concluded that in learning reading comprehension it is necessary to use the right strategy to increase students' interest, motivation, and enthusiasm to think actively through the learning experiences they have experienced. That way, students will have a good understanding of the content of the reading. The choice of using the right strategy is something that needs to be considered in learning reading comprehension. The use of the QAR strategy is an alternative to overcome boredom in the learning process. The QAR strategy is proven to be more effective in improving reading comprehension skills.

CONCLUSION

The KWL strategy and QAR strategy have the same goal, namely to achieve good reading comprehension. The difference between these two strategies lies in the reading process. In the KWL strategy, the process of activating prior knowledge occurs at the beginning (before students read the text). Meanwhile, the QAR strategy process of activating initial knowledge occurs at the end of the phase (after students have read the text).

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