



ELEVATE STUDENTS' READING COMPREHENSION THROUGH QUESTION GENERATION STRATEGY (QGS)

MENINGKATKAN PEMAHAMAN BACAAN SISWA MELALUI QUESTION GENERATION STRATEGY (QGS)

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Abstract

The purpose of this study was to prove that the Question Generation Strategy (QGS) can develop students' reading comprehension. This research was limited in literal and inferential/interpretative understanding in descriptive texts. The researcher applied a quasi-experimental research design. The sample of this study was class VIII A as an experimental class consisted of 22 students and VIII C as a control class of 22 students. Data collection was carried out through pre-test and post-test. The results of this study show that there is a significant increased of students' score who were taught by using Question Generation Strategy (QGS). The increasement can be seen from the change of student qualification from previously poor to fair. Furthermore the t-count value is 5.26 while the t-table is 1.68 which means the t-count is higher than the t-table. Thus the research hypothesis is accepted. In other words, the use of the Question Generation Strategy (QGS) can develop reading comprehension of grade VIII students of SMP Negeri 7 Palu. It implies that teachers are suggested to use the Question Generation Strategy (QGS) in teaching reading comprehension, especially in the junior high school level.

Keywords : Develop, Reading Comprehension, Question Generation Strategy.

Abstrak

Tujuan penelitian ini adalah untuk membuktikan bahwa Question Generation Strategy (QGS) dapat mengembangkan pemahaman membaca siswa. Penelitian ini dibatasi pada pemahaman literal dan inferensial/interpretative dalam teks deskriptif. Peneliti menerapkan desain penelitian kuasi-eksperimen. Sampel penelitian ini adalah kelas VIII A sebagai kelas eksperimen yang berjumlah 22 siswa dan kelas VIII C sebagai kelas kontrol yang berjumlah 22 siswa. Pengumpulan data dilakukan melalui pre-test dan post-test. Hasil penelitian ini menunjukkan bahwa terjadi peningkatan nilai siswa yang diajar dengan menggunakan Question Generation Strategy (QGS) secara signifikan. Peningkatan tersebut terlihat dari perubahan nilai siswa dari sebelumnya kurang menjadi cukup. Lebih lanjut, peningkatan itu juga dapat dilihat dari hasil analisis data yang diperoleh dari hasil penelitian. Yang



menyatakan bahwa nilai t-hitung adalah 5.26 sedangkan t-tabel adalah 1.68 yang berarti t-hitung lebih tinggi dari t-tabel. Dengan demikian hipotesis penelitian diterima. Dengan kata lain, penggunaan Question Generation Strategy (QGS) dapat mengembangkan pemahaman membaca siswa kelas VIII SMP Negeri 7 Palu. Penelitian ini mengimplikasikan bahwa guru disarankan untuk menggunakan Question Generation Strategy (QGS) dalam pengajaran pemahaman membaca khususnya pada jenjang SMP.

Kata Kunci : Mengembangkan, Pemahaman Membaca, *Question Generation Strategy*.

1. INTRODUCTION

Reading is one of language skills that have to be mastered by the students. Through reading, the student can comprehend and get many information from the text. Furthermore, it is a thinking process to catch the sense of text and take the essence of language in education field (Herman and Danamik 2021). However, if the reader will get accurate information, the reader should have good comprehension. Reading comprehension refers to understanding information and idea through the interaction between the reader and the author from a certain kind of text. It is an ability that involves knowledge of the students when they read a text. The students understand the text through reading and explore their ability to find information and experience or main idea that the writer wrote.

In comprehending the text, the students will face various level of comprehension, one of them is literal comprehension level. In the level of literal comprehension, students learn about the explicit information in the text. Based on Emancipated Curriculum, the students are expected to be able to read and respond unknown words. However, based on the preliminary research at SMPN 7 Palu, the researcher found that the students are not able to get the main ideas and specific information in various texts. They cannot yet identify the purpose of the text and start making inferences to understand the implied information in a text. Therefore, the students do not achieve the objective of the learning.

Regarding to the problem, the researcher applied a question generation strategy which is expected to develop students' reading comprehension in accordance with the achievements of the Emancipated Curriculum. Question generation strategy (QGS) is a reading comprehension strategy in which the readers make and answer question about the important of the text or main ideas that the writer given. By making questions, students will active, more focus on the text and students become aware of their ability to answer their own question and ultimately have a deeper understanding of the text. When using the question generation strategy (QGS), students will make the question and answer to improve their comprehension in reading. According to Safitri (2016), question generation helps to improve critical and creative thinking skills as students learn to ask question about an assigned text. Therefore, the researcher implemented Question generation strategy to improve students reading comprehension.

2. RESEARCH METHOD

This research applied quasi-experimental research design. There were two classes involved in this research, namely experimental class and control class were selected by random sampling technique. Each class consisted 22 students. Next, these two classes were given pre -test and a post-test but only the experimental class were given treatment using Question Generation Strategy while the control class was using traditional strategy. The pre-test was given to the students to measure their pre-reading comprehension before getting the treatment. The post-test was used to measure the effect of Question Generation Strategy after the treatment that conducted in 6 meetings. The test patterns were multiple choice and essay. The hypothesis of this research was if t-counted is higher than t-table, it means that the hypothesis is accepted or there is a significant influence. In other words, the use of question generation strategy is effective to elevate students reading comprehension in literal and inferential level. In contrast, if the t-counted is lower than t-table, the hypothesis is rejected or there is no significant influence on the students' achievement in reading.



3. RESULT AND DISCUSSION

Findings

In this chapter, the researcher presents the data from the research conducted. The research instruments in this study consisted of pre-test and post-test. Hypothesis testing with SPSS 30 includes mean scores, and significant t-tests. The kind of test was multiple choice and essay. The total number of questions in each test was 15, which consists of 10 multiple choice and 5 essays. For the assessment, each correct answer was awarded one point in multiple choice questions, while the essay test was worth five points. The result of the test can be seen as follows:

Table 1. The Pre-test and post-test of Experimental Class Descriptive Statistics

	N	Minimum	Maximum	Mean
The Pre-test Result Experimental Class	22	20	71.42	45.45
The Post-test Result Experimental Class	22	45.71	80	70.9
Valid N (listwise)	22			

Table 2. Scoring Range Pre-test Experimental Class

Classification	Score	Frequency	Percent
Valid Very Good	90-100	-	0
Good	80-89	-	0
Fair	70-79	1	4.54
Poor	40-69	16	72.72
Very Poor	0-39	5	22.72
Total	0	22	100

Table 3. Scoring Range Post-test Experimental

Classification	Score	Frequency	Percent
Valid Very Good	90-100	-	0
Good	80-89	6	27.27
Fair	70-79	10	45.45
Poor	40-69	6	27.27
Very Poor	0-39	-	0
Total	0	22	100

The table above shows the pre-test and post-test data of the experimental class. In the experimental class, the number of students was 22. The average score for the pre-test experimental class was 45.45, a poor category. The highest score achieved was 71.42, while the lowest score was 20. Regarding the pre-test assessment range, there was only one student who reached the graduation standard, one student (4.54%) in the fair category, sixteen students (72.72%) in the poor category and five students (22.72%) in the very poor category did not achieve the graduation standard. This shows that the level of students' reading comprehension is relatively low. This means that the average reading comprehension score of some students is still below the school's standard passing score.

When compared to the experimental class post test, there was a significant improvement in students' reading comprehension. The average score is 70.9, in the fair category. The highest score is 80, while the lowest score is 45.71. Regarding the post-test assessment range, there were sixteen students who reached the graduation standard, six students (27.27%) in the good category, ten students (45.45%) in the fair category, and six students who did not meet the standard of passing scores, namely (27.27%) in the poor category. The school standard passing score (KKM) is 70. This means that the average score of the experimental class in the post-test increased from 45.45 to 70.9 and is included in the fair category.

**Table 4. The pre-test and post-test of Control Class Descriptive Statistics**

	N	Minimum	Maximum	Mean
Pre-test result control Class	22	0	77.14	48.43
Post-test result control Class	22	25.71	80	66.74
Valid N (listwise)	22			

Table 5. Scoring Range Pre-test Control Class

Classification	Score	Frequency	Percent
Valid Very Good	90-100	-	0
Good	80-89	-	0
Fair	70-79	3	13.63
Poor	40-69	12	54.54
Very Poor	0-39	7	31.81
Total	0	22	100

Table 6. Scoring Range Post-test Control Class

Classification	Score	Frequency	Percent
Valid Very Good	90-100	-	0
Good	80-89	1	4.54
Fair	70-79	5	22.72
Poor	40-69	14	63.63
Very Poor	0-39	2	9.09
Total	0	22	100

The table above shows the pre-test and post-test data of the control class. The total number of students is 22. The average score for the pre-test control class was 48.43 in the poor category. The highest score is 77.14, while the lowest score is 0. Regarding the pre-test assessment range, there are three students who achieved the graduation standard. The results were three students (13.63%) in the fair category, twelve students (54.54%) in the poor category and seven students (31.81%) in the very poor category. This shows that the level of reading comprehension of students is below the school's standard passing score.

Furthermore, the results of the study showed that in the post-test there was also an insignificant increase in students' reading comprehension. The average score is 62.74, in the poor category. The highest score is 80, while the lowest score is 25.71. Regarding the score range, there are six students who reached the graduation standard. Namely, one student (4.54%) in the good category, five students (22.72%) in the fair category, fourteen students (63.63%) in the poor category and two students (9.09%) in the very poor category. The school standard passing score (KKM) is 70. This means that the average score of the control class in the post-test increased from 48.29 to 62.64 but was still in the poor category.

The Normality Test

After obtaining the average pre-test and post-test scores, the researchers used the normality test from Shapiro-Wilk to see if the data followed the normal distribution. The results of the normality test can be seen in the table.

Table 7. Tests of Normality used Shapiro-Wilk

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Experimental Class	,234	22	,003	,902	22	,032
Post Test Experimental Class	,247	22	,001	,819	22	,001
Pre Test Control Class	,135	22	,200*	,958	22	,449
Post Test Control Class	,193	22	,033	,945	22	,254



Lilliefors Significance Correction

Based on the normality test table above, it is known that the significant value (Sig) of the Shapiro_Wilk normality test for the experimental class is < 0.05 . Therefore, it can be concluded that all research data are distributed abnormally. Thus, because the data distribution is abnormal, the hypothesis test uses the Wilcoxon test.

Test Statistics^a

	PostTest - PreTest
Z	-4,111 ^b
Asymp. Sig. (2-tailed)	<,001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the output, the test technique used is the Wilcoxon test with a significant level of 0.05. Thus, the results of data processing with SPSS version 30 show that Asymp. The sig (2-tailed) is < 0.001 , which means the Asymp value. Sig (2-tailed) < 0.05 . Therefore, H_0 is rejected, and H_1 is accepted. This shows that the use of Question Generation Strategy (QGS) can significantly improve students' reading comprehension.

Discussion

In this section, the researcher explained the results of his findings regarding the use of Question Generation Strategy (QGS) to develop reading comprehension of students in class VIII SMP Negeri 7 Palu. Researchers use pre-test and post-test for instruments in data collection thus QGS is a strategy to make students understand, think critically about the information in reading and train them to make their own questions based on the text they read. The researcher initially gave a pre-test in the experimental class and the control class which aimed to determine the ability of students to understand reading texts with the control class. Both classes were given tests in the form of multiple-choice questions and essays without using QGS. After knowing the students' ability to understand the reading text through the pre-test, the researcher then applied QGS in learning in the experimental class, while in the control class it did not. In the post test, the researcher gave the reading text to the students in the form of descriptive text, after reading the text then asked them to make a question and answer their own questions according to the content of the descriptive text given.

After giving pre test and post test to students, the researcher then compared the results of the pre test and post test obtained by students in the control class and the experimental class. The results of the pre-test in the experimental class showed that there was only one student who passed the given test. Meanwhile, in the control class, the students who passed the test amounted to three people.

In the post-test, researchers found an increase in test results given to students. The increase was found in the experimental class where the researcher obtained the result that the number of students who completed increased significantly. This is shown by the number of students who completed the post test in the experimental class where out of twenty-two students there were sixteen students who completed the test. The average score obtained also increased, which was previously poor to fair. In the control class, there is not much improvement. The number of students who completed the post test increased from three students to six students and the average result of students in the control class did not increase significantly, where the average category of student scores in the control class remained in the poor category. The researcher also compared the t-count and t-table values, where from the results of data analysis it was found that the t-counted value was higher than the t-table value. The results of this study are supported by previous research conducted by Affandy (2017), which shows that there is a significant influence of Question Generation Strategy (QGS) on students' reading comprehension. The same thing was also conveyed by Safitri (2016) who stated that students' reading comprehension improved significantly with Question Making Strategies (QGS).



Thus, it can be seen that the application of Question Generation Strategy (QGS) shows a very significant change in students' reading comprehension. Therefore, it can be said that the Question Generation Strategy (QGS) method is very effective and can be used in developing students' reading comprehension. So that the Question Generation Strategy (QGS) can be suggested to teachers and can be used in teaching students' reading comprehension, especially at the junior high school level.

4. CONCLUSION

The purpose of this study was to determine whether the use of Question Generation Strategy (QGS) can develop students' reading comprehension. This study used a quasi-experimental research design. The results of this study confirmed that the use of the Question Generation Strategy (QGS) method can develop students' reading comprehension. The development can be seen from the average score of students. In the pre-test of the experimental class, the average score of students was 45.45, while in the post-test of the experimental class, the average score of students was 70.9. Then in the pre-test of the control class, the average score of students was 48.43, while in the post-test of the control class, the average score of students was 56.74. The t-count result is higher than the t-table. As a result, the null hypothesis is rejected and the research hypothesis is accepted. In conclusion, the use of Question Generation Strategy (QGS) can develop students' reading comprehension at SMP Negeri 7 Palu.

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