

THE IMPACT OF GQS (GENERATING QUESTION STRATEGY) TOWARDS STUDENTS' READING COMPREHENSION ACHIEVEMENT ON ENGLISH SUBJECT AT SMPN 1 BUNTA

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Abstrak

Tujuan dari penelitian ini adalah untuk menguji pengaruh strategi menghasilkan/membuat pertanyaan terhadap pencapaian pemahaman bacaan siswa pada pelajaran bahasa Inggris. Penelitian ini mengaplikasikan metode penelitian quasi eksperimental dengan desain control grup non-equivalent. Populasi dari penelitian ini berjumlah 134 siswa kelas IX di SMPN 1 Bunta yang tersebar di 6 kelas paralel. Sampel dari penelitian ini dipilih berdasarkan teknik purposive sampling yang mana terdapat 2 kelas yang dipilih secara sengaja sebagai kelompok eksperimen dan kelompok kontrol. Kelas IX A sebagai kelompok eksperimen sedang kelas IX E sebagai kelompok kontrol. Penelitian ini berlangsung selama sepuluh pertemuan. Data dikumpulkan melalui test. Pre dan post test. Data juga dianalisa dengan mengaplikasikan formula t test. Berdasarkan analisa data, hasil dari data ini mengindikasikan bahwa pengaplikasian strategi menghasilkan/membuat pertanyaan telah mengatasi permasalahan siswa. Setelah dianalisa, hasil dari t-hitung adalah 4.391. Dengan derajat kebebasan 40, dan tingkat signifikansi 0,05, nilai dari t-tabel adalah 1.683. Oleh karena itu, nilai dari t-hitung lebih tinggi dari t-tabel. Itu artinya, hipotesa dari penelitian ini dapat diterima. Terbukti bahwa strategi menghasilkan/membuat pertanyaan memiliki pengaruh terhadap pencapaian pemahaman bacaan siswa pada pelajaran bahasa Inggris di SMPN 1 Bunta dan dapat menyelesaikan semua masalah siswa dalam memahami bacaan teks narasi.

Kata Kunci: *Pengaruh, Pemahaman Bacaan, Pencapaian dan Strategi Menghasilkan/Membuat Pertanyaan.*

Inteaching English at Junior High School level, students must be able to gain the reading skill as one of the four language skills since the National Examination becomes an urgency and one of determinations of the students' next education level, where most of the test types prosecute the students to have a good reading comprehension and skill. They need the reading skill/comprehension in order to understand the contents of a written text. Due to the urgency of both the reading skill and the reading comprehension in English learning, teachers must develop and prioritize the integrated English teaching to SMP/MTs level. Therefore, the teachers can integrate the teaching of other language skills and even language components while they are

teaching reading to their students. The opinion of course is very good.

Based on the researcher's preliminary observation there were several problems that could be identified. Many students of SMPN 1 Bunta encountered problems of reading comprehension. They were not enthusiastic and passive when learning English. They also encountered difficulties in comprehending the content of the reading passage and answering both multiple choice and essay tests. Many of them also found difficulties in extracting specific informations, finding detailed information and inferring information which contained in reading passage because they were not interested in doing this activity.

Another problem which occurred at the reading class was the way the class was

treated in the reading activity. The class focussed only in pronunciation and vocabulary mastery. In other words, the teachers tended to ignore the strategy for comprehending the English reading text in teaching. As a result, the students did not comprehend the passage and answered the essay test as well; they only spent most of their time learning how to read the English passage with good pronunciation. As the result, at the end of the students' learning process, they got less knowledge, they could not even answer the questions given by the teachers both multiple choice and essay forms, they misunderstood with the questions given, there were no connection among the answers, questions and text given, and the last was, students usually got confuse in interpreting the "Wh" questions, in order that they never gave good connection when answering the questions given.

Therefore, in this study, the researcher was interested in providing a solution to help the students to increase their reading comprehension achievement. This research was conducted by applying an appropriate reading strategy, in this research the researcher used GQS (Generating Question Strategy) that used reporters questions to help students to achieve their reading comprehension.

GQS or (Generating Question Strategy) is a strategy that involves requiring students to read a specific assignment, create questions designed to elicit important information from the passage, and answer their questions. Asking students to create their own questions about a reading passage encourages them to read more actively and helps them to focus their attention on key ideas. The questions should be in general, use question stems commonly referred to as reporters' questions or known as wh-questions.

Additionally, this strategy provides an opportunity for all students to share their ideas with at least one other student which, in

turn, increases his/her sense of involvement in classroom learning. The researcher used this strategy and provide reading materials based on students' level of proficiency and students' level of education to support this strategy.

Based on the statements above, the researcher conducted a research to know the impact of GQS towards students' reading comprehension achievement on English subject at SMPN 1 Bunta. Therefore, the researcher carried out an experimental research by employing a research question as follows: *Does GQS have impact towards students' reading comprehension achievement on English subject at SMPN 1 Bunta?*

Reading Comprehension

Reading comprehension derived from two words namely "reading" and "comprehension". Edwards (1972: 249) defines "Reading as a developmental process; the first stage is learning sound symbols correspondence to, either directly or by reading aloud sentences or words that have been mastered orally." The students learn to read these some words and sentences in combination. Hollingworth (2007: 36) defines, "Comprehension as the ability to grasp meanings of written symbols." Therefore, it can be concluded that reading comprehension is an activity to read and interpret the meaning conveyed in written symbols in order to master the content of a written text. According to Pakhare (2007), "Reading comprehension is as the level of understanding a reading passage or text."

In accordance with the effort to understand the content of reading passage, the readers need motivation, mental framework for holding ideas, concentration and good study techniques. According to Goldenberg (1993:317), "One technique in comprehending a reading passage is discussion through which the higher level thinking opportunity for students can be

created.” The purposes of the discussion are to promote critical and aesthetic thinking about a text and to encourage full classroom involvement.”

As a matter of fact, the levels of comprehension are influenced by several factors. Blair (1981:78) formulates, “Three factors that can influence the level of comprehension; (1) vocabulary knowledge, (2) reading comprehension instruction based on the reading strategies, and (3) practices being critical to the effective reading comprehension teaching.” So, in teaching reading comprehension, a teacher should provide an opportunity to vocabulary building, train students to employ reading strategies, and practice to comprehend a reading passage both individually and in groups.

Levels of Reading Comprehension

Teachers need to pay full attention that in the reading comprehension there are four levels of reading comprehension itself. Here are the following levels:

1. Literal Reading Comprehension

At this level, teachers focus on asking students to find information and ideas that are clearly stated in the text. For readers, being able to read for literal meanings requires fluency and mastery of word meanings in the context. It is also an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations (Day and Park, 2005: 3). This level involves the comprehension of the surface meanings within the context that students/readers are reading. And to answer literal reading comprehension questions, simply demands the students from memory what the text says. In other words, literal comprehension is the lowest level type of understanding.

2. Interpretive Reading Comprehension

Students/readers in this level go beyond what is stated, and read for deeper

meanings. According to Chang (2000: 1), “Students need to be able to see relationships among ideas, so they must know how ideas go together and meanings of these ideas.” Because all the information, ideas, and meaning are suggested and implied. Students/readers are also required to draw conclusions, make generalizations and predict outcomes. At this level, teachers can ask more challenging questions as follow:

- a. Re-arrange the ideas or topics discussed in the text.
- b. Explain the author's purpose in writing the text.
- c. Summarize the main idea when this is not explicitly stated in the text.
- d. Select conclusions which can be deduced from the text they have read.

3. Critical Reading Comprehension

This level means reading to assess or review ideas. This also involves intense concentration. Critical reading comprehension requires that students/readers distinguish among opinions, assumptions, and facts, and recognize fallacious or illogical reason, false statements, emotional language, etc. while according to Chang (2000: 2), “At this level students are supposed to have the abilities such as the ability to recognize persuasive statements, the ability to differentiate between facts and opinions, and the ability to judge the accuracy of the information given in the text.”

4. Creative Reading Comprehension

This level involves going beyond the material presented by the author and requires students/readers to think as they read and to use their imagination. The students also try to come up with a new or alternative solution to those presented by author. According to Dagostino, Carifio, Bauer, and Zhao (2013: 5), “This level refers to ability to do an overall evaluation towards a certain information or idea

which is read, precision or suitability of the given information of a new idea.” At this level the reader is also stimulated towards new and original thinking.

GQS (Generating Question Strategy)

GQS (Generating Question Strategy) or Question generation strategy is an important comprehension-fostering and self-regulatory cognitive strategy (Palincsar & Brown, 1984). It is caused by the act of composing questions which focuses the student's attention on content. It involves concentrating on main ideas while checking to see if content is understood (Palincsar & Brown, 1984). Garcia and Pearson (1990) suggest, “Question generation is one component of teaching students to carry out higher-level cognitive functions for themselves.”

Referring to above statement, GQS means strategy that involves requiring students to read a specific assignment, create questions designed to elicit important information from the passage, and answer their questions. Asking students to create their own questions about a reading passage encourages them to read more actively and helps them to focus their attention on key ideas.

Principles of GQS

Every strategy has its own principles, as what GQS has. Because these help everyone who wants to apply and use this strategy. According to Rus and A. Graesser (2008), “Before generating questions, we must first decide where to insert them”. Another word, we have to know where to address the question. Some previous work inserted questions to assess or assist comprehension during reading, but after randomly chosen sentences in the text. Its only conclusion about when to insert a question was “not too soon after the prior one,” which often provoked hasty guesses.

Another principles which included in GQS is Reporter questions. Reporter question (also known as WH questions) are kinds of questions which usually used by the journalists or reporters in gathering information. These reporter questions will surely help the students in generating a question. Because, before they want to generate a question they have to select a kind of reporter question in order to find information stated at the reading text.

Application of GQS (Generating Question Strategy)

For most Indonesian students, to comprehend reading text are not as easy as students where English as their first language. In the application, GQS offers opportunities to the students/readers to comprehend, to help, and to improve their reading comprehension achievement effectively and to understand their complex reading comprehension demands. Belanich, Wisner, & Orvis (2005) define that question-generation strategy as an activity in which students generate exam questions based on the reading content, using multiple-choice, matching, short answer, true-false, and fill-in-the-blank formats or word puzzles. Therefore, it really helps students to blend with the reading text when they are faced by many type of reading comprehension questions. Beside that, students can more actively comprehend a text, and monitor their comprehension through the process of GQS.

There is also significant point of GQS, where GQS is the quality of questions which stimulate development of cognitive abilities beyond memorization and the second one is equivalent of the effects of teaching question-generation on subsequent reading comprehension tasks, especially its influence on the recognition tests.

Impact of GQS (Generating Questions Strategy) towards Students' Reading Comprehension Achievement

In giving impact to the reading comprehension achievement through GQS, teachers need to know what aspect to be influenced. For example, the way to generate integrative questions that capture larger units of meaning and integrate various facts and information across the passage being read. The strategy has proven to improve text memory, ostensibly because of improved context. To scaffold learning experiences, gradually expand selections over which questions are generated. Use question generation as part of a multiple strategy approach if possible (Rosenshine, Meister and Chapman, 1996). In addition, to use its logical follow-up—question answering—there are indications that use of question generation with other reading comprehension strategies is highly effective.

The way to employ questioning strategies in various domain-specific disciplines, for instance as a pre-reading strategy (proven effective in adding text memory retention, making reading tasks manageable rather than insurmountable, and focusing reading on the domain specific goals at hand), or precursor and/or guide to further investigation, research, and/or experimentation. Measure (critique) the quality (and improvement in the quality) of their own questions and those of other students. Measurable criteria or critiquing points might include whether the question focuses on materials of importance, is integrative, and can be answered based on what is in the text being read.

Hypothesis

The following assumptions are what the study sought to either confirm or refute:

1. The alternative hypothesis (Ha): GQS has impact towards students' reading comprehension achievement on English subject.

2. The null hypothesis (Ho): GQS does not have impact towards students' reading comprehension achievement on English subject.

METHODOLOGY

Design of Research

The research was carried in a quasi-experimental research. It employed Non-equivalent Control Group Design that the experimental group and control one were not chosen randomly. It is also as "one of the most commonly used by quasi-experimental design in educational research" (Cohen, Manion, & Morrison, 2007).

Population and Sample

The population was grade IX students at SMPN 1 Bunta academic year 2015/2016 which consisted of six parallel classes. Where the samples were IX A as experimental group and IX E as control group. The samples were selected by using non-probability sampling techniques, which was purposive sampling technique.

Variables of the Research

There are two variables in this research, dependent variable and independent variable. The dependent variable represents the effect, while the independent variable represents the cause. In this study, students' achievement in comprehending text was the dependent variable, while the strategy used or (GQS) was the independent variable.

Instrument of Data Collection

The researcher used two instruments. First was observation checklist, it is aimed to know the initial information of the students around the subject that was taught by the researcher. The second was test. Test sheet was given to both groups. The test was answered by the students individually. The form of test was in multiple choice form. The test sheet consists of four numbers.

Experimental Procedures

1. GQS was applied to treat the experimental group by using the narrative text as the

literal reading passage in this group. The students in this group read the reading passage silently to comprehend the passage, then generated question based on the passage. In generating question, the students used kinds wh-questions in their questions to find out the information from the passage, then they were the ones who answered the questions.

2. Pretest was performed after delivering observation checklist to measure the groups initial ability.
3. Posttest was done after the treatment to measure the impact and outcome of the strategy towards students reading comprehension achievement.

Technique of Data Analysis

The researcher gained the data through pre-test and post-test, and were analyzed to find out the individual score from the students by using a simple formula purposed by Sugiyono (2013:123)

$$\Sigma = \frac{x}{n} \times 100$$

After getting the individual score from pretest, the data then were collected in a table. The data then were counted to find the mean score or average from each groups by using formula proposed by Sugiyono (2013:54):

$$\overline{X}_2 = \frac{\Sigma X_2}{n_2} \quad \overline{X}_1 = \frac{\Sigma X_1}{n_1}$$

Then, the researcher computed the variance of each groups. This average squared deviation or variance of each groups were important to be calculated because it was used later in counting the t-test. If the standard deviation of a normal distribution were known, it was possible to compute the percentiled rank of the data. Sugiyono (2011:276) proposed the formula in counting

the variance for each sample class which can be looked at bellow:

$$S_x^2 = \frac{n \cdot \Sigma X^2 - (\Sigma X)^2}{n(n - 1)}$$

The last, the researcher computed t-test in order to analyze the significance difference between the experimental class and the control class. Analysis of independent data sample t-test were used to measure whether there was a positive influence in students' learning outcomes in experimental class after giving treatment or not. Formula of t-test according Sugiyono (2011: 273-274) as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

The researcher then compared the result of t-count with t-table to find out whether (Ho) is accepted or rejected. The t-table is found by adjusted df with the formula in significance level $\alpha = 5$ percent or 0,05.

Data Presentation and Analysis

Research Findings

The researcher calculated every correct item gained by each students in pretest and posttest. In the following table, the mean scores of pretest and posttest data from both groups are listed with the summary of mean deviation and variance. Here is the interpretation of the table:

Sample	Mean Mean		Variance	df	Sig.	T	
	N	Score of Pretest					Score of Posttest
Experimental Group	24.25	59.62	35.37	72.54			
Control Group	22	26.36	48.29	21.93	67.81		
Equal Variances Assume (1.683)					40	0.05	4.391

The above table represents the summary of statistic data. The mean score of pretest from both group are almost simmilar. After the treatment is conducted in experimental group, the mean score of the pretest is highly increased. It can be seen in mean deviation score of experimental group which is 35.37. To test the hypothesis and to make sure the signficant different from the data gained, the analysis used was independent sample t-test with degree of freedom 40 or equal to 1.683 in probability 0.05. The result of data computation t-count is 4.391. It was greater than the t-table (df = 40,1.683). The result indicates that there is significant impact/effect on students' reading comprehension achievement in English subject by employing GQS (Generating Question Strategy). Therefore, the alternative hypothesis (Ha) in this research is accepted, while the null hypothesis (Ho) is rejected.

DISCUSSION

This study was focussed on the impact of GQS on students' reading comprehension achievement in English subject. It was conducted to examine whether there is a signicant impact on students' reading comprehension achievement or not. The result of this study also required the comparison between experimental group and the control group. It was found that the experimental and control groups' prior competence were almost similar in the pretest. It corresponded to the result of both groups, the experimental group mean score in pretest was 24.25 while the control group was 26.36. It means, there was no significant

difference between the two groups before conducting the treatment.

After giving pretest, it was time to apply treatment. In applying treatment (GQS), the students of experimental group were the ones who create the questions. The process of creating the questions really took time, because they had to follow some procedures. The procedures that were given by the researcher covered the process of finding an information in order they could create a question based on that information that they found in the reading text. And then, they had to know how to create a simple question. In this part, the researcher gave a lot of examples of simple sentences (past form) such as *Ani ate banana yesterday* then, the students change the sentence become interrogative form. So, it becomes *Did Ani eat banana yesterday?* The students were also asked to insert one of the WH-questions. For example, the word *what*. It means the question ask about the object the sentence. So, it become *What did Ani eat yesterday?* And when asking about the time, it become *When did Ani eat banana?* These examples and patterns become something that the researcher taught till the students find no problems when they generate a question based on the reading text.

Difficulties usually deal with the researcher in each meetings that have been done. Starting from the obstacles for several students who could not directly produce a question in English version, all the students wanted to be guided one by one, and helping them translated some sentences or terms into Bahasa Indonesia and vice versa. Those were

difficulties that researcher usually find in his early meetings, but with all the patiences, the researcher let the process flow, guided and helped the students as possible as he can till they could do it independently and mastered the way to generate questions using WH-questions.

When finishing the process of generating questions, it was time to give chance to the students to answer their own questions, but not for every meeting. Because at the next meetings, the questions were answered by other students randomly. The objective of this strategy was to make sure that they were not in under pressure when answering the questions, because they were the one who generate the question and it does not come from the teacher. So, they could answer their question correctly and if it was successful, it means they really comprehend the reading text. And at the end of the meeting, there would not any problems when they face many kinds of test which use WH-questions and they do not need to open the dictionary or asking the teacher or other students to find out the meaning of *what, who, when, where, why, how, and how many* when joining a test, because they used to close with this kinds of WH-questions before.

This strategy worked as the expectation of the researcher. Through this strategy, the students became more confident and more quite when joining a test. It was proven by the range score that the experimental group obtained. From 24,25 in pretest to 59,62 in posttest. It indicated that there was a significant acvиеvement in term of mean score. From the students who could only obtain 4 - 18 correct answer in pretest became 17 - 35 correct answers in posttest from 40 multiple choice questions.

Different treatments were given to both groups after pretest. The experimental group was taught by applying GQS, while the control group was taught by using conventional method. Both classes indicated different learning condition. Moreover,

students' attitude and response were also different. The experimental group students were more interested, enthusiastic, motivated, active and the group did not encounter difficulties in comprehending the content of the reading text anymore, answering both multiple choice and essay tests correctly, finding detail information from the reading text easily, the group did not misunderstand and get confuse to interpretate the WH-questions, and making bad connection when answering the questions given any more than the group which not given treatment.

Students were required to be more active and confident to work in group in generating question based on the passage topic given by the teacher. That is way, during the study, the researcher divided them into groups even in pairs for several meetings. They were freely active in reading the passage, genereting and answering their own questions. Therefore, after giving the treatment they (IXA) were confident to face the posttest which given by the researcher.

Both groups' achievement are not significantly different in pretest, but after applying the treatment it was found that there is significantly different achievement between the students who are taught by applying GQS than those who are taught by no special treatment. It is based on the result of posttest of experimental group compared to the control class in which t-count is 4.391 while t-table (tt) for degree of freedom 40 and the level of significance = 0.05 was 1.683. So, t-count was greater than t-table. It means that H_0 was rejected and H_a was accepted. The result indicates that GQS has impact towards students' reading comprehension achievement on English subjek, or in another word, GQS can influence students' reading comprehension achievement on English subject at SMPN 1 Bunta. Briefly GQS is effective to influence student' achievement on reading comprehension especially for narrative text.

CONCLUSION AND SUGGESTIONS

Conclusion

After analyzing all the data, the researcher concludes that there is significant impact on students' academic achievement in comprehending narrative text in the experimental group after the treatment. The class is taught by GQS has better achievement than the class taught by no treatment. It is also proved by the passing score of posttest result in the experimental group after treatment.

The statistic data analysis result also indicates that the mean score of posttest in experimental group 59.62 is greater than the mean score of posttest in control group 48.29. The data gained from both groups are statistically analyzed by the independent t-test. Since the number of sample $n_1 \neq n_2$ and the variants are the same or homogenous, degree of freedom was counted by using formula $(df) = n_1 + n_2 - 2$. The df value counted was 40. In accordance with the significance probability level 0.05, the value of t-table was 1.683. The result of the t computation indicates that t-count 4.391 is greater than t-table 1.683. It means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. This suggests that GQS can solve all the problems of the grade IX students of SMPN 1 Bunta especially IXA students as the experimental group. They become motivated students and more enthusiastic when learning english subject. They also become active students, because this strategy put a trust to the students to increase themselves to be knowledgeable and being focussed students when doing the reading activity through the narrative text. No more difficulties in comprehending the content of the narrative text and when answering both multiple choice test and essay one, because GQS gives them simple solution to face every kinds of test even National Examination test. They do not need to feel afraid when there is no

dictionary beside and they do not need to memorize a billion English word to join English subject test, because GQS practices them mastering all WH-question types. So, there is no more bad connection among the questions, the reading text, and the answer. This strategy also gives a good influence on the process of the students to comprehend a reading text. Therefore, a very good achievement on the students' reading comprehension becomes a definite choice. In briefly, GQS gives influence on students' reading comprehension achievement.

Suggestions

Students should obtain new experiences in the application of this strategy, involve themselves to read a specific assignment, create questions designed to elicit important information from the passage, and answer their questions based on the reading passage, and read more actively. Students also have to keep their spirit and motivation up in learning English particularly reading comprehension. It takes time but if they keep learning, they can achieve a good achievement and improve their reading comprehension significantly at the same time.

While for the teachers, they should give special efforts to the students to practice their reading comprehension independently and give solution to the students of how to comprehend the reading text or face an English test with dictionary or without dictionary since English lesson is being taught in the classroom. GQS needs many preparations and takes time. So, the teachers have to be wiser in managing the time and more creative in preparing the material. The result of this study can also be used as additional reference for further research in different context that will contribute in teaching reading comprehension to the students.

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