THE USE OF QUESTION – ANSWER INSTRUCTION IN
TEACHING READING COMPREHENSION

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ABSTRACT

The research aimed at finding out the improvement of students' reading comprehension by using Question-Answer Instruction at the eleventh grade students of SMA Muhammadiyah Disamakan Makassar. The researcher applied pre-experimental research. The researcher has conducted pre-test, treatment and post-test. The population of this research was the eleventh grade of students SMA Muhammadiyah Disamakan Makassar academic years 2018/2019. The number of sample this research was 12 students. The variables were dependent and independent variables. Dependent variable was students' reading comprehension in term literal comprehension and interpretative comprehension, while independent variable was question answer instruction. The t-test value of Literal Comprehension (main idea) is greater than t-table (3.78 > 2.20) and t-test value of Interpretative Comprehension (conclusion) are greater than t-table (4.95 > 2.20). The value of the t-test is greater than t-table. It is said that the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. It means that there is a significance difference between, the result of the students' literal and interpretive reading comprehension in reading through Question-Answer Instruction after treatment.

Key Words*:   Question-Answer Instruction, Reading Comprehension, Literal Comprehension, Interpretative Comprehension*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca siswa dengan menggunakan Instruksi Tanya Jawab pada siswa kelas XI SMA Muhammadiyah Disamakan Makassar. Peneliti menerapkan penelitian pra-eksperimental. Peneliti telah melakukan pre-test, perawatan dan post-test. Populasi penelitian ini adalah siswa kelas XI SMA Muhammadiyah Disamakan Makassar tahun akademik 2018/2019. Jumlah sampel penelitian ini adalah 12 siswa. Variabelnya adalah variabel dependen dan independen. Variabel terikat adalah pemahaman bacaan siswa dalam pengertian literal dan pemahaman interpretatif, sedangkan variabel bebas adalah instruksi menjawab pertanyaan. Nilai t-test Pemahaman Literal (ide utama) lebih besar dari t-tabel (3,78> 2,20) dan nilai uji-t dari Pemahaman Interpretatif (kesimpulan) lebih besar dari t-tabel (4,95> 2,20). Nilai uji-t lebih besar dari t-tabel. Dikatakan bahwa hipotesis nol (Ho) ditolak dan hipotesis alternatif (H1) diterima. Ini berarti bahwa ada perbedaan yang signifikan antara, hasil dari pemahaman membaca literal dan interpretatif siswa dalam membaca melalui Instruksi Tanya Jawab setelah perawatan.

Kata Kunci: *Instuksi Tanya Jawab, Pemahaman Membaca, Pemahaman Literal, Pemahaman Interpretatif*

Introduction

Everyone has a way to comprehend and understand the information that they want to get. If you want to share the information for everyone, you should understand the information that you want to share. Indeed, the readers are not able to understand the information if they cannot understand the information clearly. Reading is one of the language skills that enable you to understand the information clearly. However, some people are not interested in reading because they do not have good topic for reading. Reading skill is one of the basic's English skills. Kenyon (2008) states that when you plan reading sessions with your learners, make sure that there is time to talk about the text (passage, story and to write). Thus, the readers can explain what they have read from the story or passage and they also can write some messages and explore their ideas in reading. Stone (2009) states that reading is a fundamental goal that children must master in order to be successful in school and in life.

However, in reality, reading is difficult skill in language especially the students who are still difficult to understand the content of the reading text. Generally, the teachers only provide text for students and teachers ask students to read and look for the answers of the existing text with aids namely English dictionary and the students do it individually or work with their partner.

Question-Answer Instruction is a technique which could be useful as an alternative strategy which is expected to improve reading comprehension of the students. Question-Answer Instruction is a technique that can help students to determine general information, find specific information, recognize textual meaning and recognize textual 3 references in the reading text. Therefore, question and answer instruction is a technique that makes the learning process more interesting, enjoyable, understandable, and more communicative.

REVIEW OF LITERATURE

In order to make different research from the previous research, the research had found a few previous related research as follows:

Namdi (2005) states that the manual explores various methods and activities that help pupils to maintain and continue to develop reading comprehension. Boardman (2008) states that teaching students to ask questions 9 before, during, and after reading supports engagement and understanding. Although teacher questions are most commonly used as an assessment strategy,

they can also be used as an effective comprehension practice when they teach students how and where to find answers.

Armbruster and Osborn (2003) state that question-answering instruction encourages students to learn how to answer questions better and therefore to learn more as they read. In this instruction, readers learn to answer questions that require an understanding of information that is text explicit (stated explicitly in a single sentence); text implicit (implied by information presented in two or more sentences); or scriptal (not found in the text at all, but part of the reader's prior knowledge or experience).

From those two researches that had been explained above by using question-answer instruction, the students' reading comprehension in English is an effective method. The result of each research explained that after giving the treatment, the students' ability in reading comprehension was much better and higher than the previous one before the students were given treatment. However, in those two researches only multiple choice tests were used as instrument. According to experts said that the essay test is used to understand the questions and realize their ideas through written language, so the type of essay test is more powerful test. In addition, the present research using essay test to measure the students' understanding based on the text that has been read and the students can learn how to answer the question correctly based on the reading text.

1. Reading Comprehension

Reading comprehension is essentially defined as the ability to understand the information which has been read. Reading comprehension is a process to recognize the text and remember any information in the text.

Walberg (2003) states that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

2. Level of Reading

- Literal Reading

    Literal reading refers to the idea and fact that are directly stated at the printed pages. The literal level comprehension is fundamental to all reading skills at any level because a reader must first understand what the researcher said before he can draw inference or make evaluation.

    Literal reading is getting the primary, direct, literal meaning of an idea in context. The readers are only able to use the information which is stated explicitly in the text. The readers are able to answer such a question that simply, demand them to recall from memory what the exact words given in the book.

- Interpretative Reading

    Interpretative reading involves reading between the lines or making inference. It is the process of deriving ideas that are implied rather than directly state. This level demand higher of thinking ability because the questions in the category of interpretation are concern with answer that are not directly stated in the text but they are suggest or implied.

3. Conceptual Framework

    The conceptual framework explains about the process of teaching English, especially reading comprehension. The researcher uses Question-Answer Instruction in teaching reading comprehension which is applied in Pre-Experimental Research.

    This strategy can help the student to develop their reading comprehension especially for literal and interpretative reading comprehension and finally with this strategy we can see the improvement of students' reading comprehension.

Methodology

    The researcher used pre-experimental design. The design of this study was experimental design because the researcher wanted to know the effect of Question-Answer Instruction in Teaching Reading Comprehension at the eleventh grade students of SMA Muhammadiyah Disamakan Makassar. According to Arikunto (2010) experimental study is a study which aimed to know there is or not the effect of the variable studied. In line eight, Ary (1985) said that experimental design refers to the conceptual framework within which the experimental is

conducted. The most important criteria are the design to appropriate for testing the particular hypothesis of the study.

Figure 1 Research Design
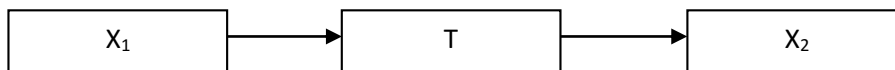
Where:

X_1 : Pretest

T : Treatment

X_2 : Post Test

(Hatch 2003:87)

1. Research Variables and Indicators

In this research consisted of two variables. They were independent variable and dependent variable. The independent variable was Question-Answer Instruction and the dependent variable was Students' Reading Comprehension at the Eleventh Grade Students of SMA Muhammadiyah Disamakan Makassar. Where, the indicator of this research were literal and interpretative reading.

2. Population and Sample

a. Population

The Population of this research was the Eleventh Grade Students' which only one class of SMA Muhammadiyah Disamakan Makassar in the 2018-2019 academic years.

b. Sample

The researcher used Purposive Sampling to the eleventh grade students' of SMA Muhammadiyah Disamakan Makassar. In this research only would take one class to represent all of the population. The sample of this research was the members of students' in Class XI that consist of 12 students'.

3. Procedure of Collecting Data

a. The researcher asked permission to the head master of the school.

b. The researcher came to the class to do pre-test.

c. After doing the pre-test the researcher applied Question-Answer Instructions.

d. After doing the treatment the researcher give post-test to the student in the last meeting.

e. The teacher compared student score in pre-test and post-test

1) Pre-test

The students were given a pretest before doing the treatment to know their prior knowledge. In this case, the teacher give a text and let the students answered the essay test.

2) Treatment

The treatment was given after students had done the pre-test. The researcher did procedure as follows:

a) Teacher gave prior knowledge about Reading Comprehension to the students.

b) Teacher explained about Question-Answer Instruction.

c) Teacher gave a text which had some questions to all the students

d) Students read the questions before reading the text.

e) Students read the text silently while thinking about the answers of the questions which had been read before.

f) Students write the answers.

g) Students presented their answers to the class.

h) Teacher and students concluded the correct answers.

3) Post-test

The post-test was given to the students after giving treatment.

4. Technique of Data Analysis

In analyzing, the data collected through the pre-test and post-test the researcher used the procedures as follows:

a. To find out the mean score of the students' answer by using the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Table 2 Rubric Assessment Literal Comprehension (Main Idea)

Indicators	Score
The answer includes a clear generalization that state or implies the main idea	4
The answer states or implies the main idea from the story.	3

Indicator inaccurate or incomplete understanding of main idea	2
The answer includes minimal or no understanding of main idea	1

Table 3 Rubric Assessment Interpretative Comprehension (conclusion)

Indicators	Score
Conclusion reflect reading in development of idea. It is excellent	4
Conclusion reflect reading in development of idea. It is good	3
Conclusion reflect only readings in development of idea. It is poor	2
Conclusion there answer, but does not reflect any reading of resources in development idea	1

(Pollard, 2007)

The steps were analyzed by using a quantitative analysis employing the following formulas:

$$\text{Score} = \frac{Students' Correct Answer}{Maximum Score} \times 100$$

(Depdikbud, 2004)

Then the researcher classified the students score into following criteria to find out the mean score as follows:

Table 4: Classification of Score

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

(Depdikbud, 2008)

b. To know the development of the students' reading comprehension, the researcher used the precentage technique.

$$P = \frac{x2 - x1}{x1} \times 100\%$$

To find out the significant different between the pre-test and post-test by calculating the value of the test used the formula:

$$\bar{D} = \frac{\sum D}{N}$$

c. To find out the significant differences between the score of pre-test and post-test, the researcher used the following formula:

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Findings

The findings of the research that teaching reading comprehension by using Question-Answer Instruction could improve students reading comprehension in literal comprehension and also could improving reading comprehension in interpretive comprehension. In the further interpretation of the data analysis were given below

1. Students' Literal Reading Comprehension in term of Main Idea

The improvement of Students' literal reading comprehension by using Question-Answer Instruction have different in pre-test and post-test. In pre-test students' achievement in reading comprehension was less understandable about main idea but after applied the use Question-Answer Instruction the students' more understandable about main idea, it can be seen clearly in Table 4.1:

Table 5   The mean score of Students' improvement in Literal Comprehension (Main Idea)

Literal Reading Comprehesion	The Students' Score		Improvement
	Pre-Test	Post-Test	

Main Idea	87.91	93.33	6.16%

Based on the Table 4.1 it shows that the score of students in post-test improved after teaching reading comprehension in term of literal comprehension by using Question-Answer Instruction. The mean score of the students in pre-test were 87.91 and post-test which to be 93.33.

2. Students' Interpretative Reading Comprehension Term of Conclusion.

The improvement of Students interpretative reading comprehension by using Question-Answer Instruction have different in pre-test and post-test. In pre-test students still less understand about conclusion but after using Question-Answer Instruction the students more understand about conclusion, it can be seen clearly in Table 4.3:

Table 6   The mean score of Students' Interpretative Reading Comprehension (Conclusion)

Interpretive Reading Comprehesion	The Student's Score		Improvement (%)
	Pre-Test	Post-Test	
Conclusion	73.75	80,83	9.6%

Based on the Table 4.3 it shows that the score of interpretive comprehension from of students in post-test improved after teaching reading comprehension in term of conclusion by using Question-Answer Instruction. The mean score of the students in pre-test were 73.75 and post-test which to be 80.83.

3. Hyphothesis Testing

The hyphothesis is tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that is a test to know the significance difference between the result of students' mean score in pre-test and post-test the researcher used t-test analysis on the level of significant $(\alpha) = 0.05$ with the degree of freedom $(df) = N - 1$, where

N = Number of subject (12 students) then the value of t-table is 2.20 the t-test statistical, analysis for independent sample is applied.

The result of the data analysis t-test of the students' reading comprehension through Question-Answer Instruction table below:

Table 7   The Comparison of T-test and T-table Score of the Students' Reading Comprehension

Variables	T-test	T-table	Description
Literal Reading Comprehension	3.78	2.20	Significance
Interpretive Reading Comprehension	4.95	2.20	Significance

The table above shows that the value of the t-test is higher than the value of t-table. The t-test value of Literal Comprehension (main idea) is greater than t-table (3.78 > 2.20) and t-test value of Interpretative Comprehension (conclusion) are greater than t-table (4.95 > 2.20).

The value of the t-test is greater than t-table. The score in variable of Reading Comprehension is (8.73>2.20). It is said that the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. It means that there is a significance difference between, the result of the students' literal and interpretive reading comprehension in reading through Question-Answer Instruction after treatment.

Discussion

In this part, the result of finding was explained clearly about students' improved in literal comprehension focused on main idea and interpretative comprehension focused on the conclusion of text. In findings, the data shows that the improvement of students' in reading skill was significant after analyzing t-test and t-table value.

1. Students' Reading Comprehension Skill in Literal Comprehension (Main Idea)

The researcher specified the discussion by concerning in the literal comprehension. Senior high school students were in the process of learning some skills in English, and one of them is reading. In the process of the research, from pre-test until post-test the researcher analyzed

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student's ability in aswering the question based on the text given was still lack and need more inprovement. The students tent to spent most of their time in reading the whole text without understanding the meaning of the text that they read. It lead them to be confused in answering some question that given while the research is held.

Most of the students were unable to highlight the main idea and some impotant statements in text which are being the answer of the questions given. It has been proven by the findings above that in the pre-test there were 5 students (41.65%) got excellent score, 5 students (41.65%) got good score, and 2 students (16.66%) got fairly good score. The entire score only classified in the level of fair to good score because students were lack in understanding literally the text, all 5 questions which related with the literal comprehension was not completely answered by the students.

2. Students' Reading Comprehension Skill in Interpretative Comprehension (Conclusion)

The use of Question-Answer Instruction is quite effective in teaching reading for senior hihg school students. As a fact, based on the finding, most of the students have a good score in post-test. It meant that, the treatment was effective in improving the students' reading comprehension skill. Furthermore, this method actually able to make the learning process became more interesting in learning process in the class. Interpretative comprehension is one of important factor to prove that the students were able to understand the whole text. In the treatment given, the researcher gave 5 questions which are able to make the students answered the questions by putting their interpretation. It could prove that the students already understood the meaning of the text. It also could stimulized the students to explore their idea in answering the questions and putting their critical thinking in their answer.

Furthermore, after giving pre-test the scores were quite lower. From 12 sample of the research, there were 2 students (16.66%) got very good score, 2 students (16.66%) got good score, 6 students (49.98%) got fairly good score, and 2 students (16.66%) got poor score. In the post-test the researcher found quite significant improvement of students' score, from 12 samples of the research 2 students (16.66%) got excellent score, 1 student (8,33%) very good score, 6 students (50%) got good score, 1 student (8,33%) got fairly good score and 2 students (16,66%) got fair score. The percentage in post-test that students got very good score was higher than percentage in pre-test.

3. The Significant Difference of T-test and T-table

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 11 indicated that t-table value is 2.20 and t-test value is 8.73. Therefore, it can be concluded that statistically hypothesis of H_1 is accepted and the statistically hypothesis of H_O is rejected. It means that the using Question-Answer Instruction in teaching reading comprehension could improve the students' comprehension of reading.

Conclusion

Based on the research findings and discussion in the previous chapter, the researcher draws conclusion as follows:

1. The use of Question-Answer Instruction can improve the students' literal reading comprehension. It shown from the result of the pre-test, there were 12 students took the test. The total score of the students was 1055 for their literal reading and the mean of the students score was 87.91. While in the post-test the total score of the students was 1120 for their literal reading the mean of the students score was 93.33.

2. The use of Question-Answer Instruction can improve the students' interpretative reading comprehension. It shown from the result of the test from the pre-test with the total score 885 for their inferential reading and the number of the students who took the test was 12 students with the mean score 73.75. While the score in the post-test was 970 for their inferential reading and the number of the students who took the test was 12 students, so the mean of the students score was 80.83.

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