





Improving the Understanding of *Maharah Qira'ah* Students of MTsN 3 Jombang Using the Question-Answer Relationships Method

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ABSTRACT

Seventh-grade students of MTsN 3 Jombang in learning Arabic still need to improve in understanding questions related to reading. They need help to identify the main ideas in the reading, have not been able to make conclusions, and have problem retelling in their language. So it can be concluded that the *maharah qiraah* of grade VII students is still low. The QAR method provides a framework to help students to be able to read by understanding the material, answering questions, and concluding the reading text. The purpose of this study 1) To determine the level of understanding before and after implementing the QAR method at MTsN 3 Jombang. 2) To determine the effectiveness of the QAR method in increasing the *maharah qiraah* of class VII students at MTsN 3 Jombang. This study uses a quantitative approach with the type of actual experiment. This study used purposive sampling for classes VII-A and VII-B. Data analysis used descriptive research, normality, homogeneity, and hypothesis testing. The results of this study indicate that 1) After the QAR method treatment in the experimental class in learning Arabic, there was a significant increase in post-test scores and an increase in students' ability to conclude the content of the reading, be able to interpret difficult words in the reading text, and be able to explain the values obtained in reading. 2) Based on the results of research and discussion on the effectiveness of using the QAR method in learning Arabic, it can be concluded that, through the results of descriptive analysis for the experimental class, the average pretest score is 66, and the posttest average value for the experimental class is 74. At the same time, the control class has an average score. The average pretest is 58, and the average posttest value for the control class is 62. It can be concluded that the experimental class is superior and has a significant increase compared to the control class.

KEYWORDS: QAR Method; Arabic Learning; Maharah Qiraah.

Introduction

Indonesia is still said to be in the low category in *maharah qiraah*, which involves understanding (Adawiah & Manurung, 2021; Adriana et al., 2022; Agustina & Hariyadi, 2018). The factor of the shared reading ability and culture of students in Indonesia of which is the misperception of the concept of *maharah qiraah* in most people, including students and teachers, who assume that teaching reading ends when an elementary school student has been able to read and write the beginning which is usually carried out in schools (Nuha, 2019). Grades I and II elementary

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schools. Meanwhile, at higher levels, namely grades III to VI, teaching advanced reading (reading comprehension) has not received serious attention because it has not started to be continuously implanted.

To this presentation, reading interest in Indonesia is low because reading activities have yet to become a habit in the community (Dahlan & Mansyur, 2021; Halawa, 2020; Saadati & Sadli, 2019). When learning in elementary schools, the cultivation of *maharah qiraah* is only more applied to grades I and II than the following grades have not received significant planting and capacity-building (Fatmawati, 2021). In this case, teachers and parents are essential in fostering students' improving reading skills. *Maharah qiraah* is increased from elementary age, even early age because elementary-age children are in a golden age. At this time, children are elementary to accept stimuli from their environment (Piniel, 2018).

Their *maharah qiraah* strongly influences the success of students participating in learning and increasing their knowledge. Therefore, teaching reading has a critical strategic position in the learning (Ritonga, 2020). However, only some people and society know this, so reading has yet to become an essential and basic need. Schools can grow, develop, and improve reading skills through teaching and learning activities (KBM). The more skilled a person understands a reading, the clearer and more open his thinking will be. In learning to read, children must understand the relationship between reading and the reading field's content-field (Tse, 2019). Teaching reading must teach children that they must also produce understanding when reading. Reading comprehension is an activity where a person understands the contents of the reading and is limited to questions about what, why, and how and draws conclusions based on a reading.

Understanding a person is not an ability passed down from generation to generation but the result of a learning process and diligent practice (Elgort, 2018). Reading comprehension is a reading activity that is carried out to capture deep thoughts so that readers have satisfaction after reading. Problems in class VII MTsN 3 Jombang based on the results of observations and interviews with teachers of class VII-A and VII-B students' ability is still low in understanding 5W+1H questions, students have difficulty in identifying main ideas in reading, students have not been able to make conclusions in reading, and students have problem retelling in their language. So it can be concluded that the understanding of seventh-grade students is low.

Researchers applied the QAR method in elementary or secondary schools to improve students' understanding of *maharah qiraah*; Taffy and Kathy researched low grades with listening comprehension activities and high grades with *qiraah* comprehension activities. Through this research, the QAR method provides a framework for achieving increased literacy comprehension, helping students to be able to read by understanding the material, gaining new knowledge with new concepts and information, and reflecting on what is read. Students can comfortably read all genres of fiction, nonfiction, procedural texts, and poetry. So that students can read comprehension marked by the ability to answer questions, interpret, criticize, and evaluate the text read (Munawwaroh, 2021). As for other research related to this method, revealed by Raoda Arsyad in his research results, students' reading ability increased significantly; this is because students are motivated to find answers by reading and understanding to the fullest. After all, they know there will be a question (Arsyad et al., 2022a).

Based on the background of the problems described above, the researchers wanted to conduct a study, "Improving the Understanding of *Maharah Qira'ah* Students of MTsN 3 Jombang Using the Question-Answer Relationships Method," to find out the causes and to find the right solution to the problem of understanding students' *maharah qiraah*. Efforts can be made to improve the understanding of *maharah qiraah* at MTsN 3 Jombang by applying the Question Answer Relationships Method in learning Arabic. The QAR method can help teachers and students to use a specific language to discuss the reading comprehension process that is difficult to explain. Students are taught the types of questions and how to develop plans to find answers to specific questions (Anggun, 2018).

Methods

This study uses an experimental type of quantitative approach; the sample used in the study is a purposive sampling (Hermawan, 2019) by taking samples of class VII-A and VII-B at MTsN 3 Jombang. The treatment given in this study was the introduction of the Question Answer Relationships (QAR) method in learning Arabic. After that, the effectiveness of the QAR method was seen in improving the understanding of *maharah qiraah* for the seventh-grade students who were the samples in this study. Pure experimental design is the group of subjects carried out by purposive sampling.

In this study, the data sources were taken from students of class VII-A and VII-B MTsN 3 Jombang. The data collection techniques used by the researcher are 1) Observation, where observations are made before the implementation of the research in the form of field surveys, data, and research objects; 2) Interview, the object of the interview is the teacher, students, and several experts in the field of methods used in this research; 3) Questionnaires, which were distributed by researchers and given to students and teachers related to learning Arabic; 4) Field trials conducted by researchers to find out how effective the methods used in learning Arabic has on students' grades or learning outcomes. The data analysis techniques in this study were descriptive analysis, normality test, homogeneity test, and hypothesis testing.

The descriptive analysis is used in this research as a basis for describing the tendency of respondents' answers to variables regarding learning activities using the question-answer relationships method and the discussion method at MTsN 3 Jombang; This normality test uses the Kolmogorov-Smirnov and Shapiro-Wilk tests. The data is said to be normal or cannot be seen in the SPSS Tests of Normality output table by looking at the significance level; The variance homogeneity test of the data is said to be homogeneous or cannot be seen from the Sig value. In the SPSS Test of Homogeneity of the Variances output table, test this hypothesis using the paired sample T-test using SPSS 22. The point is to test paired samples to test the hypothesis and find out the comparison of the mean differences between the two samples that are interconnected. If the probability value, $p < 0.05$, then H_a is accepted and H_0 is rejected, conversely, if $p > 0.05$, then H_a is rejected, and H_0 is accepted (Fitri & Haryanti, 2020; Hardani et al., 2020; Paramita et al., 2021).

Result and Discussion

QAR is a language-based method and framework developed by Taffy Raphael in 1986 to improve students' ability to speak and answer comprehension questions. Then, Rafael classifies question-and-answer relationships as a taxonomy that constructs comprehension questions based on where their answers can be found (Arsyad et al., 2022b). According to the taxonomy, there are four categories: "Right There," "Think and Search," "Author and Me," and "On My Own." "Right There," "Think and Search" questions can be found directly in the text, in one location, or several places in the respective text. "Author and Me," and "On My Own." Questions

require more thought because readers have to use the text to make inferences or use the information to the fullest of their ability (Nasrullah, 2020).

Supporting the above statement, Sari et al. said about the purpose of QAR. First, the goal of QAR is to define the form of the answer to a question rather than encouraging the determination of the correct answer. Therefore, students should not be told the types of questions and how to answer them after understanding them. Second, QAR can only be used to track readers' opinions on their answers (Sari & Emelia, 2022). According to Septiani et al. The QAR structure was chosen for the professional development initiative as it is standard practice for students to answer questions in the text. QAR provides a space for students to reflect on a problem and the tools and language to recognize the relationship between the text and the question. QAR directs classroom learning and helps students become more metacognitive in the reading (Septiani & Juliana, 2020).

Reading comprehension is an activity in which a person understands the contents of the reading and is limited to questions about what, why, how, and drawing conclusions based on a reading (Fiantika et al., 2018). Understanding a person is not an ability passed down from generation to generation but the result of a learning process and diligent practice. Reading comprehension is a reading activity that is carried out to capture deep thoughts so that readers have satisfaction after reading.

Through reading comprehension learning, students can respond appropriately to the information that has been read. In addition, reading can also be the key to unlocking knowledge. With this key, students can explore various sciences and utilize their benefits to optimize the fundamental learning objectives. The teacher's role in forming students' reading skills includes creating experiences that introduce, maintain, or expand students' ability to understand the content of the text (Khotiah, 2020). This requires teachers to carry out direct learning, modeling, helping improve, facilitating students, and engaging in learning.

Reading comprehension is one of the abilities that must be developed to increase students' knowledge and information constantly evolving (Amalia et al., 2022). Reading comprehension has a purpose where the reader can take meaning from the contents of the reading that has been read; according to Septiani, the sense of reading comprehension is pleasure, increasing his knowledge of a topic, connecting new information with the information he already knows, obtaining data for oral and

written reports, confirming and reject a conjecture/prediction, and answer questions (Septiani & Juliana, 2020).

Students Understanding of *Maharah Qiraah* Before and After the Implementation of the QAR Method at MTsN 3 Jombang

Based on initial observations and interviews, students' abilities are still low in understanding 5W+1H questions related to reading; students have difficulty identifying main ideas in reading, have not been able to make conclusions in reading, and have difficulty retelling in their language. Then the teacher states that students have learning outcomes below the KKM, which is less than 75. Then the teacher usually uses the lecture, discussion, and assignment methods. Therefore, it can be concluded that the understanding of *maharah qiraah* for grade VII students is low. It is proven that the pretest results of the experimental class before the implementation of the QAR method got scores with fewer criteria for as many as 1 student, sufficient measures for as many as 4 students, reasonable standards for as many as 15 students, and perfect criteria as many as 2 students. After the treatment of the QAR method in the experimental class in Arabic learning, there was a significant increase in the post-test score with scores with fewer criteria of as many as 1 student, criteria of as many as 3 students sufficient, good criteria of as many as 11 students, and perfect criteria as many as 7 students. Students can conclude the contents of the reading, students can interpret difficult words in the reading text, and students can explain the values contained in the reading.

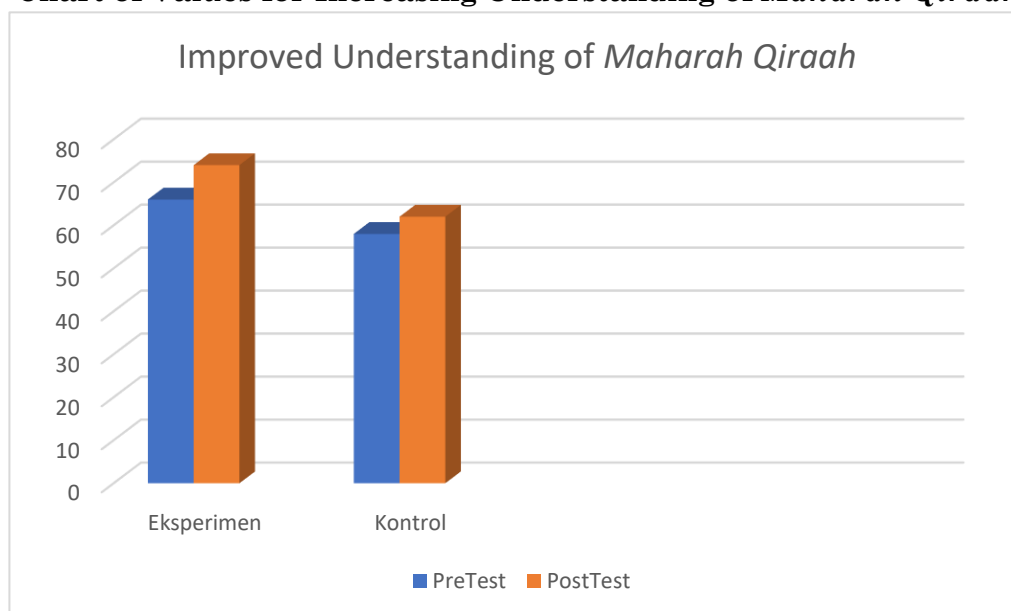
Table 1.1.
Values PreTest and PostTest Experiment Class
Value Criteria

	Less	Enough	Good	Very Good
PreTest	1	4	15	2
PostTest	1	3	11	7

The acquisition of students' understanding of *maharah qiraah* in the experimental and control classes showed that in the experimental class pretest, the average value was 66. Furthermore, in the posttest experimental class, the average value was 74. While in the control class pre-test, the average value was 58. Furthermore, in the post-test control class, the average value is 62. It can be concluded that the results of students' reading comprehension ability in the experimental class are higher than in the control class. The results of the paired

sample T-test show that the sig. (2-tailed) experimental class as much as 0.01 and sig. (2-tailed) control class as much as 0.00 less than 0.05. So as for the decision that H_0 is rejected and H_a is accepted, there is a difference in the average results of the pretest and posttest using the QAR and the discussion methods. Look at the paired sample T-test results on the experimental and control groups' pretest and posttest score data. Thus, the null hypothesis (H_0), which states, "The reading comprehension ability of students who study with the QAR Method is not different from that of students who study with the discussion method," is rejected. Meanwhile, the alternative hypothesis (H_a) states, "The reading comprehension ability of students who study with the QAR method has increased compared to the reading comprehension ability of the discussion method," which is accepted.

Chart of Values for Increasing Understanding of *Maharah Qiraah*



Before the implementation of the QAR method, students' abilities were still low in understanding questions related to reading; students had difficulty identifying the main ideas in the reading, students had not been able to make conclusions in reading, students had difficulty retelling their language. It was proven by the results of the experimental class pretest before the implementation of the QAR method several students get scores with low criteria. After the treatment of the QAR method in the experimental class in Arabic learning, there was a significant increase in post-test scores and an increase in students' ability to conclude reading content, be able to interpret difficult words in the reading text and be able to explain the values contained in the reading.

During the implementation of learning, students become the center of learning. Students read reading texts in student books, examine the types of questions, and try to answer questions; the process takes a long time because some students have different reading abilities. Some students are not fluent in reading, so they need special attention so that students stay active while learning. The teacher gives quizzes about reading texts to keep students focused during learning (Nuha & Musyafa'ah, 2022). After the treatment activities were carried out, there was a significant increase in post-test scores and the ability of students who were accustomed to studying several types of questions and understanding how to answer them, accustomed to concluding readings, and understanding the values contained in reading texts.

Theoretically, the QAR method leads to the ability of students to relate the knowledge they have with the understanding of the texts they read. In this study, the QAR method was applied to class VII students in cognitive development at the concrete operational stage. At this stage, students would need more critical things to understand abstract things; students were limited to thinking concretely, accurately, definitely, and precisely. According to Piaget (Pratiwi, 2022), students in the concrete operational stage gain additional abilities called the system of operations (units of thinking steps), which are helpful for students to coordinate their thoughts and ideas with specific events in their studies so that the QAR method is applied by the cognitive development of class VII students by increasing students' reading comprehension skills.

The Effectiveness of the QAR Method in Understanding *Maharah Qiraah* at MTsN 3 Jombang

Through the results of the paired sample T-test, the value of understanding *maharah qiraah* of students in the experimental and control classes above shows that the average value in the experimental pretest class is 66. Furthermore, the average value of the post-test experimental class is 74 using the QAR method. While in the pretest control class, the average value is 58. Furthermore, the average value in the post-test control class is 62 using the discussion method. It can be concluded that the results of students' reading comprehension in the experimental class were higher than in the control class.

Table 1.2. T-Test

t-Test: Paired Two Sample for Means (Control Class)	
Nilai Pre Tes	Nilai Pos Tes

Mean	58,2	62,1
St. Dev	12,625374892	7,7364859374
Variance	119,35714811	78,83745621
Observations	23	23
Pearson Correlation	0,35465768	
Hypothesized Mean Difference	0	
Df	22	
t Stat	-13,43526475	
P(T<=t) one-tail	2,456732E-12	
t Critical one-tail	1,4538596974	
P(T<=t) two-tail	6,354675E-13	
t Critical two-tail	1,6474538596	

Table 1.3. T-Test

t-Test: Paired Two Sample for Means (Experimental Class)		
	Nilai Pre Tes	Nilai Pos Tes
Mean	66,1	74,4
St. Dev	10,236498374	6,689375395
Variance	126,27389506	70,73648596
Observations	22	22
Pearson Correlation	0,635479695	
Hypothesized Mean Difference	0	
Df	21	
t Stat	-7,374658695	
P(T<=t) one-tail	3,342663E-19	
t Critical one-tail	1,465759604	
P(T<=t) two-tail	8,3647586E-13	
t Critical two-tail	3,354758699	

Based on the research results above, it can be seen that the QAR method significantly increased the average score higher than the discussion method; in the experimental class, students received treatment in the form of learning Arabic *qiraah* using the QAR method. Students are accustomed to reading, examining types of questions, and trying to answer them, which significantly affects their understanding of *maharah qiraah*. Furthermore, in learning Arabic in the control class, students learn the *qiraah* without using the QAR method. The control group Arabic *qiraah* learning process uses the discussion method; through the implementation of the discussion method, the teacher acts more as a learning center because it provides a stimulus to students to convey an understanding of the reading texts in students'

books. The differences between the results of the QAR method and the discussion method are detailed in the table as follows:

Discussion Method	QAR Method
Teacher learning center	Student learning center
Students who are good at speaking who often think	All students are active in opinion
Conversations sometimes deviate from the subject of discussion	Focusing students' attention on the subject of discussion

Based on this explanation, other studies implementing the QAR method, namely Anggun, have proven that Question Answer Relationship (QAR) can be taught effectively to students in primary and secondary schools to lay a solid foundation for reading comprehension (Anggun, 2018). In a research study, an elementary and middle school teacher implemented QAR in a classroom. The results show that QAR if applied effectively, can improve students' understanding and provide a solid basis for understanding *qiraah*.

Theoretically, the teacher's role in forming students' reading skills is, among others, to create experiences that introduce, maintain, or expand students' ability to understand the content of the text (Arsyad et al., 2022b). Supported by Raphael's opinion in Widyantari that the QAR method explicitly shows the relationship between questions and answers, categorizes various levels and types of questions, and helps students to analyze, understand, and respond to the concepts of reading texts (Widyantari & Ismail, 2022). The QAR method allows students to recognize the relationship between text and questions. The QAR method directs learning and helps students increase their understanding of *qiraah*. Through the explanation above, it has been proven empirically, showing significant results that the experimental class using the QAR method effectively experienced a higher score than the control class using the discussion method.

Conclusion

Before the implementation of the QAR method, students' ability to understand reading was still low, as evidenced by the results of the experimental class pretest before the performance of the QAR method; some students got scores with standard criteria. After the treatment of the QAR method in the practical class in Arabic learning, there was a significant increase in post-test scores and an increase in

students' ability to conclude the content of the reading, be able to interpret difficult words in the reading text, and be able to explain the values contained in the reading. Based on the results of research and discussion on the effectiveness of using the QAR method in learning Arabic, it can be concluded that, through the effects of descriptive analysis for the experimental class, the average pretest before treatment was 66, and the posttest average after the practical class was 74. Meanwhile, the control class has an average pretest score of 58, and the posttest average value of the control class is 62. It can be concluded that the experimental type is superior and has a significant increase compared to the control class.

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