

# THE USE OF PSRA AND QAR STRATEGIES TO IMPROVE TENTH GRADE STUDENTS' READING COMPREHENSION

Sopia Rahmawati<sup>1</sup> Indri Nurhasanah<sup>2</sup> Yuni Inda Sari<sup>3</sup> Sri Haryati<sup>4</sup>

Universitas Sultan Thoha Jambi

[Sophiarahma9@gmail.com](mailto:Sophiarahma9@gmail.com)<sup>1</sup>

[Indrinurhasanah454@gmail.com](mailto:Indrinurhasanah454@gmail.com)<sup>2</sup>

[indah\\_yuni2093@gmail.com](mailto:indah_yuni2093@gmail.com)<sup>3</sup>

[srihayati1389@gmail.com](mailto:srihayati1389@gmail.com)<sup>4</sup>

First Received: 28 October 2022

Final Proof Received:

## Abstract

The study's objectives were to determine whether or not there was any significant achievement on students' reading comprehension between students taught by PSRA Strategy, (2) whether or not there was any significant achievement on students' reading comprehension taught by QAR Strategy, and (3) whether or not there was any significant difference in students' reading comprehension achievement between students taught by PSRA Strategy and QA Strategy. The study's population consisted of all tenth grade students at SMAN 4 Kota Jambi during the academic year 2021/2022. The samples were collected by two classes, each with 32 students. This study used a quasi-experimental design with two groups of students. Cluster Sampling was used as a sampling technique. For In order to collect data, the test was given twice, once before and once after. The findings revealed that both the PSRA strategy and the QAR strategy had a significant impact on students' reading achievement in each class. Based on the data, it was discovered that the students' mean post-test score in the experimental group who were taught using the PSRA Strategy was 84.63 and the students' mean post-test score in the control group who were taught using the QAR Strategy was 79.70. However, based on the independent sample t-test analysis, the t-obtained (3.216) was found to be greater than the ttable (1.671), indicating that the null Hypothesis (Ho) was rejected and the alternative Hypothesis (Ha) was accepted. It indicates that there was a significant difference in students' reading comprehension achievement between those taught using the PSRA Strategy and those taught using the QAR Strategy. Furthermore, the students' score achievement when using the PSRA strategy is greater than the students' score achievement when using the QAR strategy. Finally, the PSRA strategy is more significant than the QAR strategy

**Keywords:** *vocabulary learning strategies, reading comprehension*

## INTRODUCTION

Reading is one method for increasing students' knowledge and experience. If people say that a book is the window to the world, we can say that reading is the eye to the world because it allows us to identify things. Furthermore, Vaughn and Thompson (2004) asserted that reading is an active process that involves the reader in ongoing interaction with the text. Furthermore, reading constantly involves guessing, predicting, checking, and comprehending. Reading is also important and necessary for students because the majority of their academic success is dependent on their ability to read. If their reading ability is poor, they are very likely to fail or struggle to make progress in their studies. On the other hand, if they have a strong reading ability, they will have a better chance of succeeding in their studies. Students in this global era are aware that the education community emphasizes the importance of reading comprehension, but they do not always realize how important reading is.

Students must use their reading skills in almost every subject they study and in almost every aspect of their lives. Students, for example, must comprehend difficult science textbooks as well as directions and word problems on text. Reading comprehension should be mastered by high school students, as English is one of the subjects tested in national exams. As a result, high school students must have strong reading comprehension skills in order to succeed in national exams. As far as what the writers have observed, the English teacher at SMAN 4 Kota Jambi usually explains all of the materials to the students, including reading, speaking, writing, and listening. The teacher explained the materials or transferred knowledge during the teaching and learning process, and the students simply received the materials without exploring their knowledge. At that point, the students were deafeningly quiet. The teacher then delegated the tasks to the students. The teachers, on other

---

**How to cite this article:** Rahmawati, S., Nurhasanah, I., Sari, Y. I., & Haryati, S. (2022). The Use of PSRA and QAR Strategies to Improve Tenth Grade Students' Reading Comprehension. *Global Expert: Jurnal Bahasa dan Sastra*, 10(2), 30-36.

hands used traditional methods.

This method was ineffective for the students, particularly in the reading section, because the students became passive in the teaching and learning process, and they were unable to express their opinions, ideas, and so on. Another fact was that the students' reading scores were low. Examination results demonstrate this. They received a score less than the minimum (KKM) of 75. Only a few students received high marks. This condition was brought about by students who did not understand the passage. Furthermore, Brashdi (2002) stated that unknown words, keeping the meaning in mind, and the lack of illustration are some factors that contribute to EFL students' poor reading comprehension.

Reading comprehension is not achieved easily. It required a reasonable knowledge of grammar, the ability to identify main ideas, and awareness of discourse structure. Jeniffer Serravallo stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind text (Heinemann, 2010, p. 43. Budiyanto, 2019). In order to help students improve their reading comprehension achievement, the writers used the strategy described above. The researchers utilized two strategies to avoid subjectivity and limit the tendency of research results. PSRA strategy is one of the options. PSRA is an important strategy for reading comprehension because it teaches you how to approach a passage in an organized manner (Lougheed, 2007). Another method is the QAR strategy. It denotes a question-and-answer relationship. QAR is a strategy for assessing students' reading comprehension after they have read. QAR teaches students how to recognize the types of questions they are asked and where to find the answers. Muzammil (2016) proposed a QAR strategy to aid readers in comprehension to strengthen this strategy. It means that it is thought to aid students in answering questions about their reading.

Based on the discussion above, the researchers carried out a study comparing the use of the PSRA strategy and the QAR strategy in reading comprehension. The authors compared the use of the PSRA strategy and the QAR strategy on students' reading comprehension in the tenth grade at SMAN 4 Kota Jambi. As a result, the purpose of this study was to determine whether or not the PSRA strategy resulted in greater significant achievement in reading skill than the QAR strategy. It is written as follows: 1. "Was there any significant improvement in students' reading comprehension in narrative text taught using the PSRA strategy?", 2. "Was there any significant improvement in students' reading comprehension of narrative text taught using the QAR strategy?" and 3. "Was there a significant difference in students' reading comprehension achievement between those taught using the PSRA strategy and those taught using the QAR strategy?"

The study's findings are expected to help students improve their reading comprehension. Students were more interested in reading a text when they used the PSRA and QAR strategies. The students understand and correctly answer the questions. Students will be more motivated, active, and self-sufficient in their reading learning. The findings of this study were expected to assist teachers at SMAN 4 Kota Jambi in varying their strategies for teaching reading comprehension to their students, for the writers, the outcome of this study was expected to provide a positive contribution, information, and expand her knowledge as an English teacher in the future and for other researchers, this study should serve as a good example, providing positive contributions and information on how to use the PSRA and QAR strategies in reading comprehension.

## METHOD

According to Richards and Schmidt (2010), reading is the process of comprehending the meaning of a written text. Silent reading is when this is done. It's referred to as reading comprehension. Reading is both a conscious and unconscious thought process. Students read in the classroom to correctly answer questions in the materials. To complete this challenge, students must understand the passage's content. As a result, the English teacher should choose strategies that are best suited to his or her students' specific needs. The process of extracting meaning from a text is known as reading comprehension (Wolley, 2011). The goal is thus to gain a comprehensive understanding of what is described in the text rather than to derive meaning from isolated words or sentences. Students must be able to understand what they read, which includes the process of constructing grammatical structures, vocabulary, and meaning.

Furthermore, reading is one of the four skills, as well as a component of communication, according to Tampubolon (2008). Reading cannot be separated from comprehension because comprehension is the primary goal of reading. As a result, in order to comprehend the reading text, readers must be able to integrate information from the text with what they already know by committing their background, experiences, and emotions to comprehension.

Narrative text is used to entertain people by telling a story or an account sequence of events. When students tell a friend about something interesting that happened in the past, they use narrative text. According to Rebecca (2003), a narrative text is a text that relates a series of logically and chronologically related events that are caused or experienced by factors. She also claims that understanding a narrative requires a sense of plot, theme, characters, and events, as well as how they relate to one another. Furthermore, Anderson and Anderson (2003)

**How to cite this article:** Rahmawati, S., Nurhasanah, I., Sari, Y. I., & Haryati, S. (2022). The Use of PSRA and QAR Strategies to Improve Tenth Grade Students' Reading Comprehension. *Global Expert: Jurnal Bahasa dan Sastra*, 10(2), 30-36.

define a narrative as a text that tells a story while entertaining the audience. As a social function, narrative serves to amuse, entertain, and deal with problematic events that lead to a crisis or turning point of some kind, which is then resolved. A narrative text can be a story, fable, legend, folklore, myth, and so on.

### *Hypotheses*

Based on the explanation above, the research hypotheses was following:

1. Ho1: There was no significant achievement on students' reading comprehension who were taught by using PSRA strategy.  
Ha1: There was any significant achievement on students' reading comprehension who were taught by using PSRA strategy.
2. Ho2: There was no significant achievement on students' reading comprehension who were taught by QAR strategy.  
Ha2: There was any significant achievement on students' reading comprehension who were taught by QAR strategy.
3. Ho3: There was no significant difference on students' reading comprehension achievement between students who were taught by PSRA strategy and students who were taught by QAR strategy to the tenth-grade students of SMAN 4 Kota Jambi.  
Ha3: There was any significant difference on students' reading comprehension achievement between students who were taught by PSRA strategy and students who were taught by QAR strategy to the tenth-grade students of SMAN 4 Kota Jambi.

The writers used one of the quasi-experiment designs, the non-equivalent control group design, in this study. The design included experimental and control groups, each of which received a pre- and post-test. Based on the basic research method described above, the authors divided the study into two groups: experimental and control. Both groups would be taught in a different way. The experimental group was taught using the PSRA strategy, while the control group was taught using the QAR strategy. The population is a general group of individuals with specific characteristics that the researchers would want to use in their research (Wallen and Fraenkel, 2005). Furthermore, McMillan (2001) stated that a population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which the research results were intended to be generalized. This study included all tenth grade students at SMAN 4 Kota Jambi during the academic year 2021/2022.

A sample is a group of elements or a single element from which data is obtained (McMillan, 2001). The writers used cluster sampling in this study. The researchers select the Experiment and Control groups by flipping a coin. It showed a picture for the experimental group and a number for the control group. As a result, the writers chose the X2 class as the experimental group and the X3 class as the control group. Some criteria were considered when selecting the sample. To begin, all students are taught by the same English teacher. Second, the students' levels of competence should be the same. The writers collect data through a written test. The test was used because it was thought to be the most reliable way to obtain information. There would be two types of tests to assess students' reading comprehension achievement: pre-test and post-test.

The pre-test was administered prior to treatment, and the post-test was administered following treatment. Both pre-test and post-test were administered to the experimental and control groups. The writers gathered data by administering a reading comprehension test. The writers then assessed the students' reading abilities by having them read to the texts and answer comprehension questions based on the text they had just read. The writers gave the test to non-sample students before administering it to the sample students. Students from SMAN 4 Kota Jambi were in class X.3. The test materials were gathered from various related sources by the writers. There were 40 multiple-choice questions, and the writers chose the questions themselves. When the try-outs were finished, the writer gave each group a different treatment. The writers used the paired sample t-test to compare the progress shown by the experimental and control groups' pre-test and post-test scores, then compared the t-values obtained by two groups to determine which group made more progress. The group with the highest t-value made the most progress and independent samples t-test in this study to compare the more significant effective on students' reading comprehension achievement between students taught with the PSRA strategy and students taught with the QAR strategy.

## **FINDINGS AND DISCUSSION**

The study's findings were based on the analysis performed using the method and procedure outlined in the previous chapter. The following are the findings that the authors discovered while conducting the research.

---

**How to cite this article:** Rahmawati, S., Nurhasanah, I., Sari, Y. I., & Haryati, S. (2022). The Use of PSRA and QAR Strategies to Improve Tenth Grade Students' Reading Comprehension. *Global Expert: Jurnal Bahasa dan Sastra*, 10(2), 30-36.

## The Statistical Analysis

In this study, three statistical analyses were performed: (1) a paired sample t-test statistical analysis on the experimental group, (2) a paired sample t-test statistical analysis on the control group, and (3) a difference analysis of the post-test results in the experimental and control groups using an independent sample t-test.

### 1) *The Statistical Analysis in the Experimental Group by Using Paired Sample t-Test*

To determine whether the PSRA strategy could improve students' reading comprehension achievement, the Paired sample t-test was used. Tables 1 and 2 show the results of the paired samples t-test in the experimental group.

Table 1. *The Result Of Paired Samples Statistic In Experimental Group*

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE_TEST	47.90	30	7.237	1.321
POST_TEST	84.63	30	6.387	1.166

Based on the data above, students' number 30 had a mean of 47.90 before treatment and a mean of 84.63 after treatment, with a standard deviation of pretest 7.237 and a standard error mean of pre-test of 1.321, a standard deviation of posttest of 6.387 and a standard error mean of post-test of 1.166.

Table 2. *The Result Of Paired Sample T-Test In Experimental Group*

Paired Samples Test								
Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 PRE_TEST - POST_TEST	36.733	9.165	1.673	40.156	33.311	21.953	29	.000

The results showed that the experimental group's mean difference between pre and post-test was 36.733. The standard error mean was 1.673 and the standard deviation was 9.165. The obtained t-value (21.953) was significant at 0.05 (two tailed), with 29 degrees of freedom (df) and 1.699 as the critical value of t-table. Because 0.000 (significance 2-tailed) was less than alpha value 0.05. The PSRA strategy taught in the experimental group was found to be effective in improving students' reading comprehension achievement.

### 2) *The Statistical Analysis in the Control Group by Using Paired Sample t-Test*

To determine whether the QAR strategy could improve students' reading comprehension achievement, the Paired sample t-test was used. Table 3 shows the outcome of the paired samples statistic in the control group.

Table 3. *The Result Of Paired Samples Statistic In Control Group*

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE_TEST	41.40	30	7.440	1.358
POST_TEST	79.70	30	5.459	.997

Based on the data above, students' number 30 had a mean of 41.40 before the treatment and a mean of 79.70 after the treatment, with a standard deviation of pretest 7.440 and a standard error mean of pre-test of 1.358, a standard deviation of posttest of 5.459 and a standard error mean of post-test of 0.997. Table 4 shows the results of the paired sample t-test in the control group.

Table 4. The Result Of Paired Sample T-Test In Control Group

Paired Samples Test										
Paired Differences										
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)		
				Lower	Upper					
Pair 1 PRE_TEST - POST_TEST	38.300	10.178	1.858	42.101	34.499	20.610	29	.000		

The results showed that the experimental group's mean difference between pre and posttest was 38.300. The standard error mean was 1.858 and the standard deviation was 10.178. The obtained t-value (20.610) was then significant at 0.05 (two tailed), with 29 degrees of freedom (df) and 1.699 as the critical value of t-table. Because 0.000 (significance 2-tailed) was less than alpha value 0.05. The QAR strategy taught in the control group was found to be effective in improving students' reading comprehension achievement.

### 3) The Difference Analysis of the Result of Post-Test in the Experimental and Control Group by Using Independent Sample t-Test

In this study, the writers used an independent sample t-test to compare the scores of experimental and control groups in order to determine whether or not there was a significant difference in students' reading comprehension achievement between students taught using the PSRA strategy and students taught using the QAR strategy. To be clear, the statistical results were presented in tables 5 and 6

Table 5. The result of independent samples statistic in experimental and control group

Group Statistics					
GROUP	N	Mean	Std. Deviation	Std. Error Mean	
POST_TEST EXPERIMENTAL	30	84.63	6.387	1.166	
CONTROL	30	79.70	5.459	.997	

As per the table above, each group had 30 subjects, with the mean of the experimental group being 84.63 and the control group being 79.70. The standard deviation of the experimental group was 6.387, while that of the control group was 5.459. While the experimental group's standard error mean was 1.166, the control groups was 0.997. Table 6 shows the results of the independent sample t-test.

Table 6. The result of independent samples t-test in experimental and control group

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper							
POST_TEST	Equal variances assumed	.666	.418	3.216	58	.002	4.933	1.534	1.863	8.004
	Equal variances not assumed			3.216	56.628	.002	4.933	1.534	1.861	8.006

The obtained t-value was 3.216 at the significance level of 0.05 (2-tailed), with 58 degrees of freedom (df)

and a critical value of t-table of 1.671. Because 0.418 (sig. 2-tailed) was greater than the alpha value of 0.05. Because t-obtained (3.216) was greater than t-table (1.671), there was no significant difference in reading comprehension between students taught using the PSRA strategy and students taught using the QAR strategy.

## DISCUSSION

Based on the findings of the data analysis, it is possible to conclude that the QAR and PSRA strategies were effective in improving students' reading comprehension. The experimental group's average pretest score was 47.90, while the students' average post-test score was 84.63. The value of t-obtained (21.953) at the significance value 0.05 (2-tailed) with degree of freedom (df) of 30 was obtained from the paired sample t-test, and the critical value of t-table was 1.699. Because t-obtained 21.953 was greater than t-table 1.699. It means that there was a significant improvement in the reading comprehension of students who were taught using the PSRA strategy. The average pre-test score in the control group was 41.40, while the average post-test score in the students was 79.70. The value of t-obtained (3.216) at the significance value 0.05 (2-tailed) with degree of freedom (df) of 30 was obtained from the paired sample t-test, and the critical value of t-table was 1.699. Because t-obtained 3.216 was greater than t-table 1.699. It means that students who were taught using the QAR strategy achieved a significant improvement in their reading comprehension. It is assumed that the QAR strategy improved students' reading comprehension achievement. It can be concluded that the PSRA and QAR strategies were highly effective in improving students' reading comprehension achievement.

Following the results of the independent sample t-test, t-obtained (3.216) was greater than t-table (1.671). It was concluded that there was no significant difference in students' reading comprehension achievement between students taught using the PSRA strategy and students taught using the QAR strategy to SMAN 4 Kota Jambi tenth grade students. After the writers completed the treatment, the students who were taught using the PSRA strategy, as well as those who were taught using the QAR strategy, received advanced scores on the posttest. It is assumed that these strategies were effective in improving students' reading achievement by teaching reading comprehension. These strategies assist students in understanding the author's message, retrieving information and constructing meaning from the text, and stimulating critical thinking in the learning process.

## CONCLUSION

Based on the study's findings and interpretation, it is possible to conclude: (1) there was no significant difference in students' reading comprehension achievement who were taught using the PSRA strategy. It is assumed that the PSRA strategy was effective in improving students' reading comprehension achievement, and (2) there was any significant difference in the reading comprehension achievement of students who were taught using the QAR strategy. The QAR strategy was found to be effective in improving students' reading comprehension achievement. It can be demonstrated that the results of the pre-test and post-test improved the students' reading comprehension achievement using the PSRA strategy and the QAR strategy. It means that both the PSRA strategy and the QAR strategy were effective in improving students' reading comprehension, and (3) based on statistical data analysis, there was no significant difference in students' reading comprehension achievement between students taught with the PSRA strategy and students taught with the QAR strategy. It can be seen that t-obtained (3.216) was greater than t-table (1.671). It was determined that alternative Hypothesis (Ha) was accepted and null Hypothesis (Ho) was rejected.

## REFERENCES

- Anderson, M. & Anderson, K. (2003). Text types in English 2. Macmillan Education Australia PTY LTD.
- Brashdi, A. B. (2002). *Problem in English as a foreign language: problems & strategies*.
- Budiyanto, D. (2019). Using Peer Assisted Learning Strategy On Reading Comprehension Of Analytical Exposition. *Jurnal Ilmiah Bina Edukasi*, 12(01), 42-56.
- Lougheed, L. (2007). *Barron's students' #1 Choice TOEIC Test*, Jakarta :BinarupaAksara.
- McMillan, J. (2001). *Research in education: A conceptual introduction*. New York, 5<sup>th</sup> edition: Harper College Publisher.
- Muzammil, S. (2016). QAR (question answer relationship) as an alternative strategy to teach reading. *JL3T Journal of Linguistics, Literature & Language Teaching*, 2(2), 101-123.
- Rebecca, J. L. (2003). *A Critical Handbook of Children's Literature*. Massachuset: Pearson Education, Inc.

---

**How to cite this article:** Rahmawati, S., Nurhasanah, I., Sari, Y. I., & Haryati, S. (2022). The Use of PSRA and QAR Strategies to Improve Tenth Grade Students' Reading Comprehension. *Global Expert: Jurnal Bahasa dan Sastra*, 10(2), 30-36.



- Richards, J. C. & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics (4th edition)*. Harlow: Longman.
- Tampubolon, D. P. (2008). *Kemampuan membaca Teknik membaca efektif dan efisien*. Bandung : Angkasa.
- Vaughn, S. & Thomson, S. L. (2004). *Research based methods of reading instruction: Grades K-3* Alexandria, VA: Association for Supervision and Curriculum Development.
- Wallen, N.E. & Fraenkel, J. R. (2005). *How to design and evaluate research in education*. New York, NY: McGraw Hill, Inc.
- Wolley, G. (2011). *Reading comprehension : assisting children with learning difficulties*. New York : Springer Science, Business Media.