THE IMPLEMENTATION OF MODIFIED QUESTIONING THE AUTHOR (MQTA) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION

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ABSTRACT

This research aimed to find out the impact of implementing Modified Questioning the Author (MQtA) and original Questioning the Author (QtA) strategies toward students’ reading comprehension achievement, which aspect of reading comprehension score mostly increased after the treatment, and the students’ responses toward the implementation of MQtA strategy. This research used true experimental design with quantitative approach. The samples were 52 eighth grade students of SMP IT Ar Raihan Bandar Lampung in academic year of 2018-2019 which were chosen randomly. The data were collected using multiple choices tests and questionnaire. Pretest and posttest were conducted in experimental and control groups. The N-Gain score of control group was 27.60 while in experimental group was 54.10 with the difference was 26.50. The t-ratio is 5.995 while the critical value for t-table (df=48) is 2.011 at the level of significance 0.05 and 2.682 for 0.01. Thus, t-ratio is higher than t-table, that is, 2.011<5.995>2.682. Based on questionnaire result, percentage of students’ response score toward the implementation of MQtA is 82.35%. It means that teaching reading recount and narrative texts using Modified Questioning the Author (MQtA) strategy had significant effect on the students’ reading comprehension. Thus, the researcher drew conclusions as follows: i) there was significant improvement at students’ reading comprehension achievement after treated using original and modified QtA, ii) there was significant difference in students reading achievement after being taught using original and modified QtA strategies, iii) determining main idea and inferences were the most significantly increased aspect in experimental group, while in control group was determining references, and iv) teaching reading story text by using Modified Questioning the Author (MQtA) strategy had positive contribution on the students’ reading comprehension achievement. Since the QtA and MQtA are obviously worthy and they could help students to be successful learners, the teacher are recommended to explore and implement them in enhancing students reading comprehension by considering the students’ situation first.

Keywords: Questioning the Author (QtA), Modified Questioning the Author (MQtA), Reading Comprehension.