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Using Reading Questioning Answering (RQA) Model to Improve Student Reading Skill During Online Learning

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Abstract

This research is motivated by the lack of reading interest in students at MTS Khazanah Kebajikan which affects online learning activeness in increasing reading interest, student understanding and students' critical thinking skills. As we already know, online learning makes learning less effective because students can easily answer all questions from the internet without reading in detail, but there are also students who are hampered in terms of facilities, technology and networks. This study uses a descriptive qualitative method based on information data collection, interviews and observations about the problems or difficulties of students during online learning and especially in increasing students' reading interest. The main target of this research is students at MTS Khazanah Kebajikan, where students lack reading interest during online learning. With the RQA model it can be seen how high the level of students 'reading interest is during online learning and can optimize students' understanding at school.

Keywords: *Education, Online Learning, Reading Interest, RQA*

Introduction

The COVID-19 pandemic has thrown the traditional educational system into disarray. The interaction between students and teachers is what makes learning possible. "Learning is an activity that involves students actively learning something by constructing new knowledge based on their experience," writes (Permitasari & Bangun, 2021). Learning is a process of empowering the mind to the phenomena or problems that are occurring, rather than just memorizing facts. Students should improve their ability to manage their learning activities in order to better understand the issues that arise. These activities are not separate from reading and comprehending the content of the reading. The importance of reading activities in the learning process cannot be overstated. (Liu et al., 2007) defines teaching as "guiding and facilitating learning, enabling the learner to learn, and creating the conditions for learning." As a result, teaching is the process of assisting, facilitating, and guiding students in their learning and development of knowledge. an implementable alternative to traditional learning

Learning takes place entirely online during the Covid-19 period. (Moore et al., 2011) define online learning as learning that takes place over the internet and is characterized by accessibility, connectivity, flexibility, and the ability to engage in a variety of learning interactions. According to research conducted in 2004, the use of the internet and multimedia technology can change the way knowledge is conveyed and can be a viable alternative to traditional classroom learning. Mobile devices such as smartphones, tablets, and laptops, which can be used to access information anywhere and at any time, are required for the implementation of online learning.

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"Reading is a process of receiving and interpreting information encoded in language from the medium of print," according to (Nergis, 2013). This means that data is gathered after the reading process is completed. "Reading is a cognitive activity in which a reader receives and interprets information from the brain." (Grabe, 2009). Reading, according to (Wong & Nunan, 2011), is an interactive process in which a reader's prior knowledge of a topic or subject interacts with what the writer writes. The process of teaching and learning to read is critical because the teacher must be able to instruct and build students' knowledge through reading activities, particularly reading English texts.

"Reading is a process carried out and influenced by the reader to get the message to be conveyed by the author through the medium of words/written language," (Suryadi & Milawasri, 2019). The ability to think is influenced by learning activities. Students must participate actively in the learning process in order to think. "The RQA strategy forces students to read and comprehend the content of the reading, seeks out substantial or very substantial content of reading, asks questions, and answers the questions they ask, all of which tends to strengthen students' cognitive abilities" (Bahtiar, 2013). "Creating student learning activities through reading activities, making questions, and answering questions will ensure that students are truly assigned to study and will improve critical thinking skills" (Bustami & Corebima, 2017). "Critical thinking is a skilled and active interpretation and evaluation of observation and communication, information and argumentation," according to (Fisher et al., 2008)

Realized by grasping the concept of learning and empowering the mind, which requires students to be engaged and truly learn. Thus, through the Reading Questioning Answering (RQA) model, the responsibilities assigned can certainly create a deep understanding of a specific topic, allowing the ability to reason, provide arguments, evaluate, and formulate problems on the topic of discussion to be realized. Based on these viewpoints, it can be concluded that employing RQA learning strategies in the classroom can allow students to construct their knowledge independently through learning experiences, thereby improving critical thinking skills and becoming more engaged in the teaching and learning process.

Method

This report's method or approach is a descriptive qualitative approach. A qualitative method is one that emphasizes an item's or object's quality or the most important aspect of its nature. The meaning behind an incident that can be used as a valuable lesson for the development of a theoretical concept is the most important aspect of a product or service in the form of an event, phenomenon, or social phenomenon. Don't let an opportunity pass you by without reaping the rewards. (Lawshe, 1975) Qualitative research can be designed to contribute to theory, practice, policy, social problems, and action. According to (Poerwandari, 2007), "qualitative research produces and processes descriptive data, such as transcription, interviews, and observations". "Qualitative research as a way to make direct observations on individuals and relate to these people to obtain the data they extract" (Devetak et al., 2010)

This method can be used to solve research problems that require a deep and thorough understanding of the object under study in order to arrive at research conclusions in the context of the time and place in question. Because the main purpose of research is to obtain data, data collection techniques are the most important step in the research process. "Observation, interviews, documentation, and a combination of these techniques are the four types of data collection techniques" (Atkinson & Bolt, 2010). Observation techniques, interview techniques, documentation and test techniques were all used in this study to collect data.

Results and Discussion

Learning is implemented in two cycles, with one meeting in each cycle, with a total of 28 students in the class. The first cycle of observations yielded the following results: learning data through the implementation of the RQA strategy reaches 92%, with an achievement value of 75.77. Student learning outcomes revealed classical completeness, with a score of 70 for as many as 20 students (71.43%) and an average student learning of 75.14. Based on these findings, this study cannot be considered a success because there are still students who do not finish or the completion rate is only 71.43%. This is still lower than the learning completion criteria, which is set at 75%. As a result, reflection activities were carried out on the first cycle's learning activities, and re-planning activities were carried out in the second cycle to improve the first cycle's learning activities.

The results of cycle II are as follows: data on the implementation of learning through the implementation of the RQA strategy reaches 100%, with an achievement value of 90.38. Data on student learning outcomes revealed that a value of 70 was achieved by as many as 26 students (92.86 %) with an average student learning of 82.14. Students' classical mastery has increased from 71.43 percent in the previous cycle to 92.86% this cycle. These results met the specified target, with 75% of the students meeting the Average score. Obstacles encountered during cycle I of learning have been well addressed in the implementation of cycle II of learning.

Based on the findings of the research, it is known that the results of observing the implementation of learning through the application of the RQA strategy to improve reading comprehension of MTS Khazanah Kebajikan class VIII students revealed that in the first cycle, an implementation score of 92% was achieved with an achievement score of 75.77. This is because two aspects of learning are not implemented: the teacher provides opportunities for students to ask questions about material they don't understand, and the teacher guides students to contribute ideas to finish the learning material. The research will be successful if the percentage of learning through the implementation of the RQA strategy is 80 %, with a learning activity achievement score of 70 or more, according to the research criteria.

Teachers and students both pose challenges during the learning process. The teacher's obstacles include: the teacher's voice is not clear when giving feedback, the feedback given is less relevant to the learning material, the teacher does not motivate students, so most students are still hesitant to express their opinions, and the teacher's time management needs to be improved because not all aspects of learning can be implemented properly. In addition to obstacles posed by the teacher, students may face obstacles such as a lack of courage and self-confidence, resulting in a large number of students who are hesitant to express their opinions.

Realized by grasping the concept of learning and empowering the mind, which requires students to be engaged and truly learn. Thus, through the Reading Questioning Answering (RQA) model, the responsibilities assigned can certainly create a deep understanding of a specific topic, allowing the ability to reason, provide arguments, evaluate, and formulate problems on the topic of discussion to be realized. Based on these viewpoints, it can be concluded that employing RQA learning strategies in the classroom can allow students to construct their knowledge independently through learning experiences, thereby improving critical thinking skills and becoming more engaged in the teaching and learning process

Conclusion

The application of the RQA strategy can improve the reading comprehension skills of the eighth-grade students of MTS Khazanah Kebajikan, based on the formulation of the problem and the findings of the study. The observational data on the implementation of learning through the implementation of the RQA strategy in cycles I and II demonstrates this. Learning was implemented at a rate of 92% in the first cycle, with an achievement value of 75.77. During cycle II, there was an increase in the results of learning implementation, with an achievement value of 90.38 and a percentage of 100%. These findings suggest that using the RQA strategy to learn reading comprehension can help students in class VIII MTS Khazanah Kebajikan improve their learning outcomes.

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