

Students Perceptions of Mechanical Engineering Department of Balikpapan University and Balikpapan Foreign Language Academy Semester I on The Application of The RQA (Reading, Questioning, And Answering) Method in English Courses

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Abstract:

This research discusses RQA (Reading, Question, and Answer), This RQA learning model is a newly developed model taking into account the fact that all students who are given reading assignments are not interested in reading the assignment. This strategy forces students to read the material given because this strategy requires them to use reading texts, and then answer the questions, students formulate questions so that they force students to think critically and think maximally about the things they have read, The implementation of RQA can motivate undergraduate students to read the assigned material and have an impact on improving the understanding of learning material. These findings provide valuable insights into how students perceive and experience the RQA method in their English learning activities. However, to enhance the comprehensiveness of your research report, you might consider providing direct quotes from participants to illustrate their views and experiences. Additionally, you could discuss the implications of these findings for educators and curriculum developers, such as the need for clearer guidance on RQA method implementation and the advantages of using text in a concise format.

Keywords: *Learning Model, RQA Learning Model, Learning Strategies, Learning Process*

INTRODUCTION

English courses are still applied in various departments, both exact and non-exact, because English is still very necessary in the international communication process in various fields of work, but some data shows that language learning still mostly uses lecture and question-and-answer methods, This causes students' or students' responses to be not optimal, as well as being directly involved in practice is not optimal (Pertiwi, 2018). One of the successes of learning a language is being able to communicate directly well, not only in writing, The process of forming active speaking is mastering a lot of vocabulary, and vocabulary is obtained from a continuous reading process. By reading so much, the reader can develop their ideas to write, have the insight to communicate with others and have background knowledge about the topic of listening. (Kasdi & Auzar, 2016). As we know, language teaching and learning activities require an active, creative, and fun atmosphere so that students or students who take the lesson can easily understand the material provided,

According to (Rahayu, 2017) An interesting way of teaching English is an art that requires style and certain techniques so that the learning process becomes more enjoyable and the learning material becomes more easily accepted by students. Apart from learning strategies, the presentation of material is also one of the most important things in attracting the interest of language learners, especially foreign languages. One learning model that has only been developed in the past few years is RQA (Reading, Questioning, and Answering). According to (Haerullah & fadillah, 2013) the RQA learning model is considered a learning model based on constructivist learning theory. This RQA learning model is a newly developed model taking into account the fact that almost all students who are given reading assignments are not interested in reading the assignment. This strategy forces students to read the material given because this strategy requires them to use reading texts, and then answer questions and can also students formulate questions so that they force students to think critically and think maximally about the things they have read. (Purwanto, 2018)

LITERATURE REVIEW

Reading, Questions and Answers

Reading, Questioning, and Answering (RQA) is a constructivist based learning strategy. The implementation of RQA can motivate undergraduate students to read the assigned material and have an impact on improving the understanding of learning material. (Nasrudin & Azizah, 2019).

RQA is a learning strategy that can be used in accordance with recent events or adapting the material to the learning characteristics formed in Reading, Asking and Answering (RQA) teaching materials. This RQA activity begins by providing reading material, then identifying or understanding the things that It is also important to find keywords in the material, then in the questioning step students or students make questions based on the material they have understood, then in the asking stage and in the final stage is the answering stage where students or students predict the answers to the questions they have

prepared. (Nasrudin & Azizah, 2019). The application of the RQA method is able to train students to be serious about reading and understanding the text given, training them to find substantial things so that during the learning process they have gained important concepts about the material being studied.

Reading Activities

According to (Grabe, 2019) stated the Reading is the process of receiving interpreting information in language from via the medium of print and Reading activities in learning English are closely related to comprehension, because the reading process must be accompanied by a process of understanding so that the final result well achievable. Reading skills are unique, and act as the main communication tool for human life. Such skills also play an essential role in the development of science. (Iskandarwassid & D. H., 2011), This implies that meaning development requires that the reader link knowledge from the handwritten note to existing facts in order to arrive at meaning and comprehension. Reading is an activity that readers who can get a message conveyed by the writer or by a level of maturity or a cursive writing conduct and use. (Fakhrunnisa et al., 2021).

Asking Activities

In the RQA strategy, asking or questioning activities must also be carried out or implemented by teachers so that pupils or students can practice their abilities in determining important things in the text they read, this is in line with the expression (Zahra, 2017) questioning can help students determine ideas. main and supporting sentences in each paragraph. To support the next activity, the teacher adds an activity, namely students use their own sentences in rewriting a paragraph, this will help students remember the information they read so that they can more easily understand the reading text. By using this strategy, the writer hopes that students can improve their reading comprehension skills.

Rqa Strategy

In improving student enthusiasm and learning outcomes, teachers need to know, study and apply learning strategies and one way to improve student outcomes is to apply the Reading, Questioning and Answering (RQA) method, according to (Hasanuddin, 2012). The RQA learning model can increase awareness metacognitive, to metacognitive skills, and cognitive learning outcomes of students. This is because the RQA learning model is a learner-centered learning model and requires students to actively prepare themselves before learning. The RQA learning model forces students to read the material to be taught, so that the designed learning model can be implemented and the understanding of the material is successfully improved. Another advantage in the RQA learning model is the assignment of making questions and making answers. RQA is a learning model that is based on constructivism theory, and in research entitled *The Effect of the Reading, Questioning and Answering (RQA) Model on the Learning Process of Class XI Ipa Students at SMA PGRI 6 Banjarmasin*

on the Concept of the Human Coordination System details the RQA learning strategy as follows:

1. The assignment of reading the learning material to be discussed and the learning resources to be read have been determined, either from textbooks, dictates, handouts or download sources from the internet.
2. Based on the reading that has been studied, the next assignment is given, namely making a summary of the material that has been read.
3. The next stage is given the assignment of compiling several related questions in writing. The questions that take precedence are high-level questions (High Order Questions/Quality Questioning).
4. The questions that have been made are then self-answered in writing.
5. The next assignment is to present the results of the work that has been carried out (making summaries, questions, and answers), followed by class discussions.
6. At the end of the lesson the teacher clarifies, corrects, and refines everything that has been presented and discussed (assignment results are in the form of summaries and questions and answers are collected for the benefit of authentic assessment). (Purwanto, 2018b)

RESEARCH METHODOLOGY

Research Design

This research was conducted to determine the extent to which students' perceptions and their understanding of the implementation of the RQA (Reading, Questioning and Answering) Method. Perception can be interpreted as a response, view, or assessment that exists within an individual towards an object or the surrounding environment. So that it has an assumption or description of the object or person it has observed. Perceptions arising from students can have a positive value and also a negative value. Perception describes knowledge about an object, event, or relationship that is received by gathering information and interpreting messages (Rakhmat, 2007), the method used is The qualitative method, method is used to produce descriptive data in the form of written or spoken words obtained from research subjects or through directly observed behavior (Wulandari, 2019). This study does not display the results of data processing in the form of numbers, statistical formulas, or mathematical calculations, but instead displays words from observations, interviews, and supporting documents, and as explanatory data, the researcher will display data in the form of a simple chart.

Sample/Participants

This research was conducted at Balikpapan University and the Balikpapan Foreign Language Academy by taking the research subjects were first semester students consisting of 87 students, 70 students from Balikpapan University majoring in Mechanical Engineering and 17 students from Balikpapan Foreign Language Academy.

Instruments

The collecting data using observation, literature review and interviews as a complement to the required data, from all data collection activities it was concluded that students who took part in lecture activities at Balikpapan University and Balikpapan Foreign Language Academy in the English Subject. The researcher made observations by entering the first class at different times and places, during the observation process; the researcher takes notes and takes the required photos, To complete the research data, the researcher arranges some questions in the google form and also analyzes through references that discuss the same problem and conducts interviews with participants by asking questions that are relevant to research needs.

FINDINGS

The information related to the purpose of this study, the researcher asked several questions to be answered by the respondents, the questions were asked using the Google form application, then the results of the answers were processed and grouped according to research needs.

Knowledge About RQA

From the results of initial data collection and processing, information on their knowledge about RQA was obtained, as many as 73 (seventy three) students already knew the RQA method and as many as 14 (fourteen) students did not know this method at all, so when asked further questions to students who did not yet get to know RQA about how in the end they can find out about the RQA method, most of them only got to know this method when they had studied at university, and overall data was obtained as many as 48 (Forty Eight) students got to know the RQA method well through the English Lecturer in Higher Education and as many as 39 students knew when they were in junior high school. From the data obtained, researchers can conclude that not all English teachers use the Reading, Question and answer method.

Apakah Anda pernah mengetahui Strategi Pembelajaran RQA (Membaca, Membuat Pertanyaan dan Menjawab Pertanyaan)?

87 jawaban

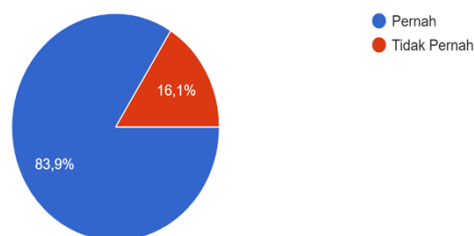


Diagram 1 The Level of Student Knowledge Regarding the Implementation and Steps of the RQA Strategy

The number of students regarding their learning experiences using the RQA method, the researchers asked several questions, including whether during their time studying English from elementary to tertiary level, their teachers or lecturers had ever applied the RQA method, 83 (Thirty-Three) students answered Never, and as many as 4 (Four) stated Never or in percentage 96.6% Never and 3.34% Don't Know. For the next question, the researcher wants to know about the advantages of the RQA method were that 51 (Fifty-One) students answered Knowing or 58.6%, 21 (Twenty-One) students answered Maybe or 24.1% and 15 (fifteen) 17.2% of students answered that they did not know, This could mean that the majority of students had experienced learning using the RQA method, and to find out whether they knew the steps of the RQA method strategy, 45 (four-five) students answered yes or 52.3%, 24 (twenty-four) students answered Maybe 27.9%, 17 (Seventeen) students answered No and 1 (one) student did not answer 19.8%.

Apakah Dosen Bahasa Inggris anda Pernah Melakukan Strategi Pembelajaran RQA dalam proses pembelajaran?

87 jawaban

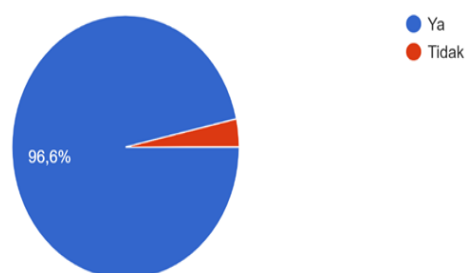


Diagram 2

Apakah Anda mengetahui kelebihan dari strategi RQA?
87 jawaban

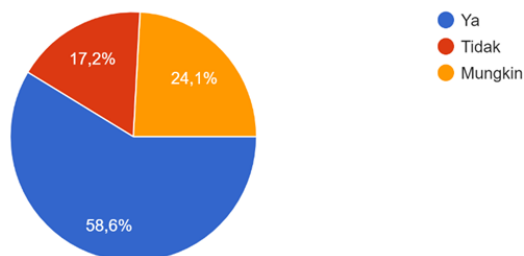


Diagram 3

Apakah anda mengetahui Langkah-langkah Strategi RQA?
86 jawaban

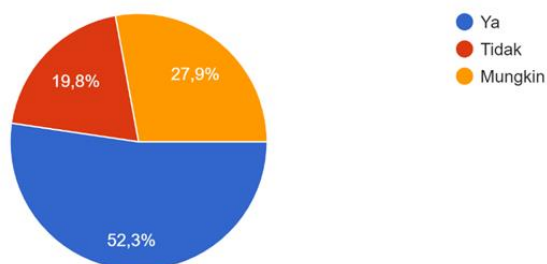


Diagram 4

From the results of data collection, it was concluded that most of the English learners at the University of Balikpapan and the Academy of Foreign Languages had received teaching with the RQA method but they did not know about the advantages of the RQA method where this method can train identification and determine the most important things when they do reading activities and get also that students only take part in learning using the RQA method but do not clearly understand the steps of this method.

Level of Student Likeness for the RQA Method

The important role of methods or strategies in the right learning and teaching process can help improve English language skills and to be able to understand a material students must first like the course or lesson they are taking because the level of this liking will determine whether they can take the course or not. learn well, as stated by (Piaget, 1963) dalam (Widyasari, 2016) “young learner's foundation of thinking, language, vision, attitudes, and other characteristics develop through the direct interaction with things and the environment around them. In this case, foreign language learning must consider the needs and characteristics of young learners in order to be successful in learning. In this study,

information was obtained that as many as 63 (sixty-three) or 72.4% of respondents liked the use of the RQA method, 22 (twenty-two) answered Maybe or 25.3%, and 2 (two) respondents answered no or 2.3%.

Apakah Anda Menyukai penggunaan Metode RQA dalam pembelajaran khususnya Bahasa Inggris?
87 jawaban

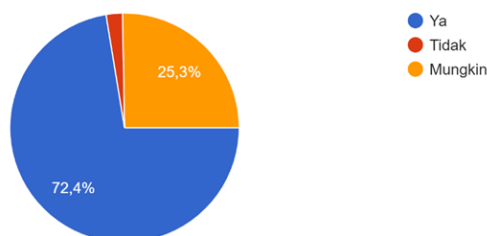


Diagram 5

The next question asked by the researcher was about choosing long or short texts that were preferred by students, as many as 66 (sixty six) or 75.9% chose to prefer short texts and as many as 21 (twenty one) or 24.1% chose short texts. long, and to find out whether RQA is quite helpful in increasing student vocabulary, 84 (eighty four) respondents or 96.6% admitted that the RQA method is quite helpful in increasing their vocabulary or vocabulary, but as many as 3 (three) respondents have not felt the benefits of addition of vocabulary after using the RQA method.

Dalam Pembelajaran Reading Comprehension dengan menggunakan Strategi RQA, apakah anda menyukai penggunaan teks yang panjang (lebih 5 paragraph) atau teks pendek (3 atau 4 paragraph)?
87 jawaban

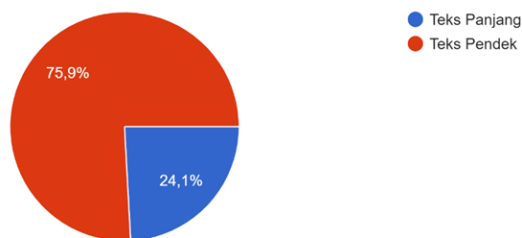


Diagram 6

Apakah dengan strategi RQA dapat membantu penambahan vocabulary Bahasa Inggris anda sebagai Mahasiswa?
87 jawaban

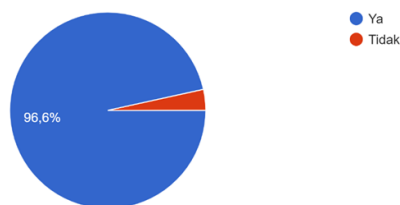


Diagram 7

DISCUSSION

After going through data collection and data processing, results were obtained regarding the views of students at the University of Balikpapan and the Balikpapan Foreign Language Academy, most of whom were familiar with and experienced learning using the RQA method, students gained learning experience using this method through learning in middle school, high school and most others through their eyes. studying at a university. The application of RQA in courses and courses apparently does not make participants clearly aware of the steps or strategies, objectives and benefits of RQA, but most students really like its application in English learning activities, but for the application of the RQA method students prefer the use of text short form for the reason that it makes it easier for them to understand the content and saves time and in the end students realize that the RQA method is very useful for training the ability to capture ideas from a text and also increase vocabulary.

CONCLUSION

The RQA method is a method that is theoretically still new, but in practice it is often used by teachers. This method requires texts that are appropriate to the learner's needs or events that are happening in the environment. This method step aims to train students to read carefully, determine important ideas, new vocabulary, train the ability to determine questions according to the knowledge they have read. When applied to students, it turned out to be very helpful in increasing their English vocabulary, and most of them liked the application of this method. This strategy still needs to be developed in terms of classroom practice and can be tried in combination with other English language skills courses.

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