THE USE OF QUESTION AND ANSWER METHOD TO IMPROVE STUDENTS READING COMPREHENSION IN RECOUNT TEXT
(A Classroom Action Research for the First Grade Students of SMK AL FALAH Salatiga in the Academic Year of 2016/ 2017)

GRADUATING PAPER

Submitted to the board of examiner as a Partial Fulfilment of the Requirements for the Bachelor Degree of Educational Studies (S.Pd.) In English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

SITI NURUL TAUFIQI RAHMAH
113-12-058

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA

2017
THE USE OF QUESTION AND ANSWER METHOD TO IMPROVE
STUDENTS READING COMPREHENSION IN RECOUNT TEXT
( A Classroom Action Research for the First Grade Students of SMK AL
FALAH Salatiga in the Academic Year of 2016/ 2017 )

GRADUATING PAPER

Submitted to the board of examiner as a Partial Fulfilment of the Requirements for
the Bachelor Degree of Educational Studies (S.Pd.)
In English Education Department of Teacher Training and Education Faculty State
Institute for Islamic Studies (IAIN)
Salatiga

By:

SITI NURUL TAUFIQI RAHMAH
113-12-058

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2017
DECLARATION

“In the name of Allah, The most gracious and the most Merciful”

Hereby the researcher declares that the graduating paper is written by the researcher herself. This research does not contain any materials which have been published by other people; and it does not cite any other people’s ideas except the information from the reference.

The researcher is capable to account her graduating paper if in the future it can be proved of containing others’ idea or in fact that the researcher imitates the others’ graduating paper. Likewise, this declaration is written by the researcher, and she hopes that this declaration can be understood.

Salatiga, February 14th, 2017
The Writer, 

[Signature]

SITI NURUL TAUFIQI RAHMAH
NIM: 113 12 058
Sari Panutarsih, M.A.
The Lecturer of Teacher Training
and Education Faculty
State Institute for Islamic Studies of Salatiga

ATTENTIVE COUNSELOR’S NOTES
Case: Siti Nurul Tantiqi Rahmah’s Graduating Paper

Dear,
Dean of Teacher Training
and Education Faculty

Assalamualaikum Wr. Wb.

After reading and correcting Siti Nurul Tantiqi Rahmah’s graduating paper entitled
"THE USE OF QUESTION AND ANSWER METHOD TO IMPROVE STUDENTS READING COMPREHENSION IN RECOUNT TEXT FOR THE FIRST GRADE STUDENTS OF SMK AL FALAH SALATIGA IN THE ACADEMIC YEAR OF 2016/2017" I have dedicated and would like to propose that if could be accepted by teacher training and education faculty, I hope it would be examined as soon as possible.

Wassalamualaikum Wr. Wb.

Counselor,

Sari Panutarsih, M.A.
NIT: 19810911 201101 2 004
A GRADUATING PAPER
"THE USE OF QUESTION AND ANSWER METHOD TO IMPROVE STUDENTS READING COMPREHENSION IN RECOUNT TEXT (A Classroom Action Research for the First Grade Students of SMK AL FALAH Salatiga in the Academic year of 2016/2017)."

CREATED BY:

SITI NURUL TAUFIQI RAHMAD
NIM: 113 12 058

Has been brought to the board of examiners of English Education Department Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga on March 3rd, 2017 and hereby considered to completely fulfilled the requirements of the Bachelor Degree of Educational Studies (S. Pd).

Board of Examiners,

Head : Noor Malliyah, Ph. D
Secretary : Sari Alfian Hidayah, M. A
1st Examiner : Faizal Risdianto, S. S. M. Hum
2nd Examiner : Setia Rini, M. Pd

Salatiga, March 3rd, 2017
Teacher Training and Education Faculty
“And my success is can only come from Allah.

In Him I trust, and unto Him I look.”

(Q. S : Al Huud. 11:88)
DEDICATION

This graduating paper is dedicated to:

1. My beloved Mother (Tri Mulyani) and My beloved Father (Wahyudi) Who always has honesty sincerity to grow me up, educate, and accompany. Who always give me their irreplaceable endless love and pray for me until getting success to accomplish this graduating paper.

2. My younger sister and brother, Alfina Shoimatun Alfitriyah and Rizqi Aulia Rahman, who curious about my graduation ceremony, and finally become motivation for me. Thank you so much for everything.

3. The big family of PPTI Al Falah Salatiga. Mr. KH. Zoemri RWS (Alm) and Mrs. Lathifah Zoemri, thanks for your knowledge and your prayer. All of santri in Al Falah and special thanks to my entire friends in C19 room (dek Vaid; Mba Ani; Kak Hajar; Epii; Mba Ninis; Mba Fitroh; Uzie) and II Wustho class.


5. The big family of English Education Department 2012, especially for B class (Mba Endang, Winta, Ira, Mba Atik, Mba Yusi, Mba Nieta, Mba Yuyun) who cannot be mentioned, thanks for being such a great companion and the writer’s history during study in State Institute for Islamic Studies (IAIN) Salatiga.
6. My closest friend, Aim and Asna thank you for being my best friend.

7. Ms. Dra. Tri Fatichah as the teacher at SMK Al Falah Salatiga, as the collaborator of research. Thank you for the value time to all knowledge and suggestion during the teaching and learning process.

8. All class member of X TB SMK Al Falah, thank you for the cooperation and nice participant during the teaching and learning process.

9. The big family of PPP MTs NUSA (NU Salatiga) Mas Riswan, Mas Ucil, Pak Slamet, Pak Eko, Darul, Rizal, Mba Lina, Mba Aini, Mba Fuah, and Mba Indah, thank you so much for always inspire each others.

10. The big family of KKN Kajoran I, Abah Untung; Ibuk Ilmi; Mas Noky; Mas Bryan; Dek Delfi; Sinchan, Mahendra, Imron, Mba Aini, Mba Puji, Mba Rizza, Mba Lia, thanks for your pray motivation, and suggestion.

11. All of my friends who cannot be mentioned one by one that have helped me to finish this graduating paper.
ACKNOWLEDGEMENT

Alhamdulillahi rabbil alamin,

Firstly, the writer said as praise and great gratitude to Allah SWT who always gives blessing and gracious, finally the graduating paper could be completed.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness.

However, this paper would not be completed without those supports, advices, guidance, helps and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for :

1. Dr. Rahmat Hariyadi, M. Pd, the Rector of State Institute for Islamic Studies (IAIN) Salatiga.

2. Noor Maliah, Ph. D, as the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.

3. Sari Famularsih, M. A, as the counselor who has educated, supported, directed and gives me advice, suggestion, and recommendations for this graduating paper from the beginning until the end.

4. All of the lecturers of English Education Department. The writer deeply thank you all for giving not only knowledge but also insight.
Finally, the writer realizes that this graduating paper is still far from being perfect and still need many improvements. Therefore all suggestion and criticism for perfection will be most welcome and received with gratitude. The writer hopes that this research will give useful significance for readers.
ABSTRACT


Key words: question and answer method, reading comprehension, recount text

This research is about improving students’ reading comprehension in recount text using question and answer method of language teaching for the first grade students of SMK Al Falah Salatiga in the academic year of 2016/2017. The objective of the research is to find out the question and answer method can improve students on reading comprehension in recount text for the first grade students of SMK AL FALAH Salatiga in the academic year of 2016/2017, to find out how the use of Question and Answer Method Improve students on Reading Comprehension in Recount text for the first grade students of SMK AL FALAH Salatiga in the academic year of 2016/2017, to find out the result of the use question nad answer method to improve students on reading comprehension in recount text for the first grade students of SMK AL FALAH Salatiga in the academic year of 2016/2017. Based on the observation during teaching and learning process, the students were active and enthusiasm with the use of question and answer method. The method of the research was classroom action research which consist of two cycles. The total of the students in this research was 22 students. In completing the research, the researcher used observation sheet, documentation and test (pre-test and post-test) as the instrument of collecting data. By conducting classroom action research, it was found that the implementation of question and answer method improved students on reading comprehension in recount text. The result of this research showed that the findings in cycle 2 was higher than KKM (Minimum Competence Criteria) at SMK Al Falah Salatiga in the score 70 in the academic year of 2016/2017. The mean score of post-test in cycle 2 was 84.8. Based on the result of this research, it could be concluded that the implementation of Question and Answer Method Improve students on reading comprehension in recount text for the first grade students of SMK Al Falah Salatiga in the academic year of 2016/2017.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ATTENTIVE COUNSELOR NOTES</td>
<td>iii</td>
</tr>
<tr>
<td>STATEMENT OF CERTIFICATION</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLE AND FIGURE</td>
<td>xiv</td>
</tr>
<tr>
<td>CHAPTER I. INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Statement of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>C. Objective of the Study</td>
<td>5</td>
</tr>
<tr>
<td>D. Limitation of the Study</td>
<td>6</td>
</tr>
<tr>
<td>E. Definition of the Key Term</td>
<td>6</td>
</tr>
<tr>
<td>F. Significances of the Study</td>
<td>8</td>
</tr>
<tr>
<td>G. The Outline of Graduating Paper</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER II. THEORITICAL FRAMEWORK</td>
<td></td>
</tr>
<tr>
<td>A. Review of Previous Study</td>
<td>10</td>
</tr>
</tbody>
</table>
CHAPTER IV. IMPLEMENTATION OF THE STUDY

A. Cycle 1 .............................................................. 53
B. Result of Cycle 1 .................................................... 58
C. Cycle 2 .............................................................. 63
D. Result of Cycle 2 .................................................... 66
E. Result of the whole test ........................................... 72

CHAPTER V. CLOSURE

A. Conclusions ......................................................... 74
B. Suggestion .......................................................... 76

REFERENCES

APPENDICES
LIST OF TABLE AND FIGURE

Table 3. 1 The Situation of the Students of SMK Al Falah Salatiga ....................... 36
Table 3. 2 Evaluation Criteria .................................................................................. 49
Table 3. 3 Reading Comprehension Rubric ................................................................. 49
Table 4. 1 The Result of Cycle 1 ............................................................................... 58
Table 4. 2 The Result of Cycle 2 ............................................................................... 66
Table 4. 3 Analysis of Students Improvement ............................................................. 72
Figure 3. 1 Action Research Cycle ............................................................................. 38
Figure 3. 2 Research Design ...................................................................................... 43
CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used by people to express and receive some information, message and express their idea. Every social group has different language, for example, a group of people who were born and live in Korea, speak Korean as native language, and the group of people who were born and live in Indonesia, speak Indonesian. According to Wahyu (2001: 3), language is a system symbol that are meaningful and articulate sound (generated by organ speech) which are arbitrary and conventional, which is sound used as a means of communicating by a group of human beings to express to feelings and thoughts. Another case according to Keraf in Smarapradhipa (2005: 1), providing two language understanding. The first, nation of language as stated means of communication between members of the public in the form of a symbol of the sound produced by means of human speech. Second, language is a communication system that uses symbols vocal (speech sound).

English is international language which is popular all over the world including Indonesia. According Machan (2013: 20), draws on original archival research as well as historical and grammatical analysis. It addresses English past, present, future, and also the reason why English – speakers have cared so deeply
about their language. As foreign language, English in Indonesia become the major subject in educational aspects. Therefore, in Indonesia English has been thought since elementary school and as a major subject in junior high school, and senior high school. In English, there are four skills, such as speaking, listening, writing and reading. In order to master English well, the students have to master the four English language skills. From the four language skills above, reading is one of the skill that most emphasized, it plays important part in our life. As stated by Mc Donough, (2003: 89) reading is the most important foreign language skill, particularly, in cases where students’ have to read English material for their own specialist subject. Through reading the readers can explore the world and gain the knowledge. Allah has commanded in the surah Al-‘Alaq 1-5.

“Read in the name of your Lord who created, created man from clots of congealed blood. Read! Your Lord is the most beautiful one, who taught by the pen, taught man what he did not know.” (QS. Al-‘Alaq 1-5)

From the surah above, Allah asks us to read. Reading makes us knowing something that readers did not know before and also enriches our knowledge. Reading can be thought as a way to draw information from a text and to form an interpretation of that information.
Reading is a multifaced process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print, accorded by Diane Henry (2001: 20). Reading is useful for language acquisition, it has a positive effect on students vocabulary knowledge, on their spelling and writing. According to Fauziati (2005: 155), vocabulary is central to language and critical importance to typical language learner. Vocabulary knowledge and reading comprehension are very closely related. One of the major components of the reading is developing vocabulary and background knowledge. Reading is an activity that gives language input, it means that the reader gets vocabularies and language forms that important in their communicative interaction.

Teaching English in senior high school is based on literacy approach, in curriculum of KTSP. There are many types of texts (genre) taught in senior high school, one of them is recount text. For students, reading English text is not always easier, likewise in reading recount text. Students’ find some difficulties with reading comprehension since they cannot understand the text. A reading comprehension ability to construct meaning effectively, immediately, and effortlessly with little conscious attention. It means that students have to know the meaning of each word to construct the whole meaning.

To make students’ easier to comprehend reading text, teacher needs to design the comprehension activity. The success of teaching learning influenced by some factors, such as classroom interaction involves students - teacher’s interaction and student-students interaction and also teaching technique. Concerning with the problem above, it is make an innovation in teaching reading, teacher must have a
method in teaching reading to help the students to understand the meaning of the text easily. One of the method should be used by teacher to help students in reading comprehension is question and answer method.

Question is a process where an individual asks or makes an inquiry about something and the listener responses verbally. The main purpose is to assess the extent of an individual’s knowledge, undersanding, or comprehension of some topics or subject, Partin (2005: 184). Based on reseacher survey and interview with the teacher and the students on 04 August 2016. The students had serious problem in reading comprehension. The average reading comprehension was 55.9. In fact, students of the tenth grade students of SMK AL FALAH Salatiga had low comprehension in reading recount text they had difficulties in comprehending the text when they found new words and constructed the meaning in appropriating. Therefore, their marks were poor since they cannot answer the reading comprehension questions. Based on this problem, the researcher wants to introduce Question and Answer Method as a problem solving. Therefore, reseacher take the research entitle “The Use of Questions And Anwer Method to Improve Students on Reading Comprehension in Recount Text (A Classroom Action Research for the First Grade Students of SMK AL FALAH Salatiga in the Academic year 2016/2017)”.
B. Statement of the Problem

Based on the background of the study above, many problem arise. Some problems that can be identified are as follows:

1. How is the result after question and answer method are used students of studied reading comprehension in recount text for the first grade students of SMK AL FALAH Salatiga?

2. Can question and answer method improve students reading comprehension in recount text for the first grade students of SMK AL FALAH Salatiga?

3. How is the use of question and answer method to improve students reading comprehension in recount text for the first grade students of SMK AL FALAH Salatiga?

C. Objective of the Study

Based on the statement of the study above, the objective of the study are as follows:

1. To find out the result of the use question and answer method to improve students reading comprehension in recount text for the first grade students of SMK AL FALAH Salatiga

2. To know the question and answer method can improve students reading comprehension in recount text for the first grade students of SMK AL FALAH Salatiga
3. To find out how the use of question and answer method to improve students reading comprehension in recount text for the first grade students of SMK AL FALAH Salatiga

D. Limitation of the Study

This study concerns to “The Use of Question and Answer Method to Improve Students Reading Comprehension in Recount Text”. In order to focus on this research, so the result is valid and must be boarded from the problem. The topic must be limited in order to investigate the problems more accurately, precisely, and correctly. Therefore, this research especially would be focused on how is the use of question and answer method to improve students on reading comprehension in recount text for the first grade students of SMK AL FALAH Salatiga.

E. Definition of the Key Term

To avoid any mistake in interpreting the title of this research, the researcher need to explain the term relating to it. The term are as follows:

1. Question and Answer

   Question and Answer is the way are essential components of teaching and learning, the teacher asks and the student answer (Partin, 2005: 184).

2. Improving

   Improving is the way to make something better (Hornby, 1995: 586). Act of enhancing or making better in terms of quality, value or usefulness. This can be by making ideas, objects or processes more desirable by adding
or removing components. The term can be also be applied to people as well, via methods such as performance reviews which are meant to try and improve an employee in some manner.

3. Reading Comprehension

According to Hornby, (1995: 586) reading is way in which something is interpreted or understood, and comprehension is minds power to understand or exercise to improve one understand.

4. Student

According to Longman, (2003: 1929) student is someone who is studying at a university, school etc. According Grolier (1974: 1972), student is a person attending on educational intuition, for example high school or college. Studying anything, one devote to careful and systematic study.

5. Recount text

Recount text is piece of text retell past events, usually in the order in which they happened and it has the purpose in give the audience what it accurate (Djuharie, 2007: 44). According another expert, recount is a text which retells event or experiences in the past. It is purpose is either to inform or to entertain the audience.

F. Significances of the Study

The researcher hopes that the research will be useful for:

1. Teacher

The positive result of this research can support the English teacher to apply this method in teaching reading especially in recount text. They can use
this method to make students enjoy and relax in teaching learning process. Teachers do not confuse anymore in choosing the appropriate method.

2. Student

The result of this research can help students to comprehend on reading text easily especially in recount text how to improve students reading comprehension by using question and answer method.

3. Researcher

The researcher will understand more about using Question and Answer method in recount text and the researcher will know deeply in improve reading comprehension.

G. The Outline of Graduating Paper

Chapter one is introduction. It contains background of the study, statement of the problem, objective of the study, limitation of the study, definition of key term, significance of the study and the outline of the study.

Chapter two is literature of review, contains all of supporting theory dealing with research: definition of the question and answer method, definition reading comprehension, definition of genre, definition of recount text and the example of recount text.

Chapter three is contains of general description of SMK AL FALAH Salatiga by giving supporting data: the location of research, the identity of school and the vision – mission of school, collaborator, design/ method of research, subject of the
research, research procedure, method of data collection and method of analyzing data.

Chapter four is data analysis: the implementation of question and answer method to improve reading comprehension in recount text.

Chapter five is contains of closure presents by giving conclusion and suggestion.

References

Appendices
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the researcher discusses about previous of study and review of related theory. Review of related theory consist of explanation definition of question and answer method, definition of reading comprehension, definition of genre, definition of recount text and the example of recount text.

A. Review of Previous Study

There are examples of thesis that related to this research as comparative of the case. The first review related to this research, the theme is Improving reading achievement through communicative language teaching. This research applied for the eleventh grade students of SMA Al Manar Tengaran in the academic year 2010/ 2011 by Arifin (2011). This research showed that the use of communicative language teaching can improve students reading achievement which the students can involve actively in teaching learning process. They were more enthusiastic and motivated to read English text. He was assumed that communicative language teaching is affective and applicable to improve students reading achievement.

The second previous study is written by Rispitawati (2008) with the theme was Improving the Students Narrative Reading Comprehension Through Folktales the case of 8 Grade students. This research conducted at SMPN 2 Patebon Kendal in academic years of 2007/ 2008. This research
showed that the use of cultural approach in teaching reading narrative text can help students to solve their problem in understanding narrative text especially folktales and applicacle as the approach of teaching narrative reading. It produced significant improvement to the students in narrative reading skill.

The third review related to this research, the theme is Improving Students Ability in Writing Recount Text through the Question and Answer Method. This research applied for the first grade students at MTs Siti Mariam Banjarmasin by Roudlotun (2013). Based on the result of the achievement in writing especially in recount text was still unsatisfactory and the students had low motivation to participate in the writing tasks. To solve the problems, the Question and Answer method was chosen. Thus, this study was designed to investigate how the Question and Answer method could improve the ability of the grade eight students of MTs Siti Mariam Banjarmasin in writing recount text. (http://karya-ilmiah.um.ac/index.php/disertasi/article/view/1364)

However, this research is different from previous one, the two researches above were conducted to analyze the implementation of communicative language teaching and folktales in teaching reading comprehension to improve students reading comprehension, while this research use question and answer method. The last one shows that question and answer method could improve the ability of the grade eight students of MTs Siti Mariam Banjarmasin in writing recount text. In fact, this study, the researcher wants to implement question ans answer method to improve
students reading comprehension in recount text. Therefore, those are still having relevance and significance factors why it is interested to be observed.

B. Definition of Question and Answer Method

Question and answer method is teaching method to enrich students creativity (Partin, 2005: 184). The Question and Answer method can improve the reading comprehension of the students in recount text. Which question about the type of text, what is the aim the text, what the characteristics of the text, what used tenses in recount text, what the general structure of the text, which the text conclude about orientation, event, and reorientation. Therefore, from the question the students can understand the content of the text. The complete answers of the questions were then constructed in a certain way to make a well-organized recount text.

While most of using questions as way of prodding students and instantly testing comprehension, there are simple ways of tweaking our questioning method which increase students’ involvement and reading comprehension. Though some of the method listed here are “obvious”, we will proceed on the principle that the obvious sometime bears repeating (a useful pedagogical principle, to be sure).

According to Jacobson (2009: 172-175) type of question is:

1. Ask open-ended, not just close-ended question
A close-ended question “yes” or “no”, or by a very brief phrase. An open-ended question leaves the form of the answer up to the person answering and so elicits much more thinking or information.

Close-ended question are most appropriate when the instructor wants to check whether the students have learned or remembered specific information, or to get or keep their attention. If an instructor wishes to encourage students involvement, open-ended question are preferable because they require a more complex student response. Instructors sometimes complain that students never entity into a discussion, that they answer only in monosyllables. This may be because that is the only kind of answer our questions permit.

2. Ask divergent as well as convergent questions

The distinction between convergent and divergent question are whether there is a single accepted “correct” answer (to a convergent question) or are there a number of possible answers, many of which may be acceptable (to divergent question). Convergent questions often require new and creative insights.

The answers to divergent questions may be more acceptable than others in terms of logical consistency, synthesis of relevant data, solutions of major aspects of the problem, etc. The major advantages in asking divergent questions is that the task they set for the students is to think about an issue or problem, not to discover the “correct” answer to
the answer the teacher is looking for. Usually students are more willing to attempt answering divergent questions because they run less of a risk of giving a “wrong” answer. Also divergent questions require a “higher” level of thinking. They cannot be answered to the question in a lecture, reading, etc).

Reader have emphasized divergent questions because they are employed less frequently, even in college-level instruction. We do not mean to imply that instructors should not ask convergent questions. In so far as what is taught at the college-level deals with correct answer, convergent questions are obviously appropriate. What we do to caution against is using mainly convergent questions, especially when trying to teach divergent thinking.

C. Reading Recount Text

1. Definition of Reading

In teaching learning process reading is very important, it is central to the learning process, to understanding and getting general information from the text, getting specific information from a text, and for pleasure or for interests. Reading is not only source of information, but also an active process which consists of recognition and comprehension skill. Reading is certainly activity for extending one’s knowledge of the language (Patel, 2008: 114).
According to Juel in Sandjaja (2005) Reading is the process to know word and fused the meaning of word in sentence and structure of the text. From the reading someone could to found gist of text. Reading it is important in our knowledge broadened and informed by reading activities, and the activity of reading can be found in the article, book, etc. Everyone must be practice their reading more and more. So, reading ability and reading experience will be improved. Maybe, they find difficulty and frustrating, but if they keep practicing, they will to get a good sense of English and will help them to saw the total meaning of the word. Everyone must be remembered in reading process should not open dictionary too often, because it will slow down their reading rate and can make them bored. If they find new words, not understood the meaning of word, they must try to guess the meanings by trying to find out any words according to the context in the passages.

According to Brown (2004: 185) reading is what the reader does to get the meaning he needs from textual sources. Reading also is the process of acquiring and authors meaning and of interpreting, evaluating, and effecting upon those meaning. From the definition of reading the writer conclude that, reading is a process of reading or processing of text that aims to explore the information contained in the text and involves components of language, ideas, tone and style, and are included in the category of the context, and the context of the components that are beyond the linguistic component.
2. **Type of Reading**

According to Patel & Praveen (2008: 117), divide the types of reading into:

### a. Extensive reading

Extensive reading is teaching students to read directly and fluently in the target language without the aid of the teacher. According to Brown (2004: 212), extensive reading is that the expected response from the reader is likely to involve as much written (or sometime oral) performance as reading. The importance of extensive reading is for the development of students' reading recognition and language, Harmer (2001: 210). According to Patel (2008: 120), there are characteristics of extensive reading:

1. Extensive reading helps learners to actively develop vocabulary
2. The learners play a main role to ask
3. The idea can be developed
4. This reading aims to enrich learners' knowledge
5. Extensive reading is silent reading
6. In extensive reading, emphasized in subject matter
7. By using extensive reading, good reading habits can be developed.

### b. Intensive Reading

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage.
Students forced to pay great attention to the text, the aim of intensive reading is to arrive at a profound and detailed understanding of the text. Reading not only understands the meaning but also how the meaning is produced.

Intensive reading is related to improve in language learning under the teacher’s guidance. There are characteristics of intensive reading (Patel, 2008: 117-119):

1) Understanding the plain sense or factual exact surface meanings in the text.

2) Understanding implication which involves making inferences and being sensitive to emotional tone and figurative language.

3) Understanding the relationship of ideas in the reading passage including intersentential relationship and linkages between paragraphs.

4) Being able to relate the reading material to one’s own knowledge and experience.

c. Silent Reading

Silent reading is important skill in teaching English. In addition, the student will easy when reading because they read whisper. Silent reading is also to get any information. Below are the advantages of silent reading:
1) In silent reading focus of learners toward subject matter and naturally
2) This reading is saves time because all students participate in the activity at a time
3) This reading makes students active
4) Silent reading is useful to develop reading skill fast
5) This skill use play main role to improve the students’ knowledge.

d. Aloud Reading

According to S. Venketeswaran quote by Patel (2008: 120) defined that reading aloud is not useful at the secondary level because of it is very difficult skill for students who does not know how to pronounce the text. Besides that, if students have not prepared themselves for reading yet, it will be very difficult for them and will be unnatural. Basically reading is silently reading, text should be read aloud which have been written to read aloud like poetry, dialogue, and other type of text. The texts which have no need not to read aloud should not be read aloud. Patel (2008: 122) says that the advantages of aloud are:

1) Aloud reading aims to develop learners in pronounce well
2) Learners will enjoy in reading when the teacher give stimuli during reading

3) Language learning is kind of imitation. When teacher says anything or read any text, the learners also tries to repeat what the teacher said. So teacher should have innovation ideas that can make the activity is affective.

4) This reading help learners to improve reading skill well by speaking and expressing ideas

3. Definition of Genre and Kind of Genre

a. Definition of Genre

“Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose”. The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind that students will have to write.
b. Kind of Genre

Kinds of reading text are so excessive, but the writer only mentions six texts of English reading (Djuharie, 2007: 24-43) those are:

1) Recount

Recount is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.

2) Procedure

Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

3) Explanation

Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

4) Report

Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
5) Narrative text

Narrative text is text to amuse or entertain the readers and to tell a story. In other hands, this text tells us something so that the reader enjoys and imagines the story. Those texts are well known as narrative, such as: folktale, legend, novel etc.

6) Spoof

Spoof is a kind of genre used to retell an event with a humorous twist. On the other hand spoof text is a text which tells factual story, happened in the past time with underedictable and funny ending. Its social function is to entertain and share the story.

4. Reading Process

According to (Fauziati, 2005: 139) process of reading is:

a. The complex reading.

Reading process are consist of two major sub process:

1) The first level is identification

At this level the reader on the process of identification is the way of determining rapidly and accurately just what the text says.
2) The second level is interpretation

At this level the reader must negotiate a meaning with the writer of the text, the text serving as spokes person for the writer.

b. Bottom-up

Bottom-up is a process of decoding meaning from the printed page. The essential features of the bottom-up are that the reader tries to decode each individual letter to the minimal units of meaning. The reader first identifies each letter in a text, these letters are blended together to identify the words, words are chained together to form sentences, sentences are linked together into paragraphs and paragraphs are tied together to form complete text. Finally, comprehension is the final step in a lengthy process of decoding. It can be concluded that the reader focuses on individual words and phrases, and stringing these details elements together to build up a whole to achieve understanding.

c. Top-down

Top-down processing is the interaction process between the readers and the text. The interaction process involves activating knowledge of the world, experience or background knowledge plays a significant role in the process.
Top-down strategies that good readers employ include the following:

1) Using background knowledge to assist in comprehending a particular text

2) Scanning the text for headings, subheadings to acquire a broad understanding before more detailed reading

3) Skimming the text and thinking about the content

4) Identifying the genre of the text, knowing the type of text that we read can facilitate reading comprehension

5) Discriminating between more and less important information, for example discriminating between key information and supporting detail.

d. Interactive

Interactive model is a of cognitive learning. Based on this model, readers get meaning than material that is read by the surface structure of language, the structure of language and though the depth of experience and knowledge than it is. The reading process is a process that requires the Guard of database searches or media escort elements using the navigation system. Moreover, this interactive process using the mold as an input and as an output meaning.

5. Reading Comprehension
a. Definition of Reading Comprehension

Emerald (1982: 312), argued that comprehension is a thinking process, it is thinking through reading. As such, it is dependent upon the learners basic cognitive and intellectual skill, upon their background of experience (vocabulary, knowledge, concept and ideas), and and upon their language skill (knowledge, morphology, syntax and grammar).

According to Suyanto, (2010: 65), reading comprehension is a complex intellectual process involving a number of abilities. Reading is an activity that we do to get the information. Through these activities, we are required to capture not only the origin of ideas and reading aloud. That is why there are problems associated with reading the text after we read a discourse. Problems are conducted to test whether we have a grasp of reading well or not.

After knowing that the is to capture the idea of reading a text. Then we move on to reading comprehension it self. Reading comprehension is a major pillar in the activity of reading in which readers build an understanding of a text. He combines logical thinking which is owned by a collection of letters, words, and sentences in the text. From the statements above the writer conclude that reading comprehension is the English text is not just about how well you read that includes pronunciation accuracy and loud voice. However, reading comprehension is it self an activity to build understanding of
the meaning of a text which can then be translated by you and though your own language. In the comprehending of the text kind two techniques that will help the reader become a better reader. Two techniques are skimming and scanning.

1) Skimming

According to (Brown, 2004: 213), skimming is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view the writer. Skimming is a reading technique with high speed to look for things that are important or main idea of a reading.

2) Scanning

Scanning is quickly reading to find the specific information. Mikulecky & Jeffries as quoted by Risdianto (2012: 22) elaborated that, scanning is quickly searching for some particular piece or piece of information in a text.

Scanning is a technique to get quick read information without reading the others. Practice learning how to do the scanning for specific information can be done either by using a variety of reading material that is usually read by scanning the functional reading activities. An expert on scanning to obtain certain information has develop special skill in a way that is different from other reading.
Skimming and scanning speed reading technique is often done by the reader. Both of these technique are actually very funtional, especially in day to day activities. Reading skill are arranged systematically to obtain efficient results separately various purposes, a case of the following:

a) To identify the topic of reading  
b) To find out the opinion of reading  
c) To determine the organization of writing  
d) To get the important part that we need a whole without reading.

6. Principle in Teaching Reading

According to (Harmer, 2007: 101-102), the principle of reading it is:

a. To encourage students to read as often as much as possible.

The more students read the better. The teacher should encourage them to read extensively as well as intensively.

b. Students need to be engaged with what they are reading.

In outside the classroom, when students read extensively, they should be involved in joyful reading but during lesson, the teacher should ensure students that they are engaged with the topic of a reading text and asked to do the activities dealing with it.
c. To encourage students to respond to the content of a text (and explore the feeling about it), not just concentrate on it is construction.

   It is important for students to read a text in order to find out such things as the way they use language. The meaning or the message of the text is just as important. As a result is the teacher must give students a chance to respond to that message, especially they should be allowed to show their feeling about the topic.

d. Prediction is a major factor in reading.

   Before start reading, the readers usually predict the content from the book cover. It gives the readers a clue about what is in the book. The moment which the reader gets a clue, our brain starts predicting what the text going to be read. In class, teacher should give students hints so that they also have a chance to predict what is coming.

e. Match the task to the topic when using intensive reading task.

   Once decision about what reading text that student are going to read based on their level, the topic of the text and it is linguistic, the teacher needs to choose a good reading tasks for example the right kinds of questions, appropriate activities during and after reading and useful study exploitation, etc.
f. Good teachers exploit reading texts to the full

   Reading text is full of sentence, words, ideas, descriptions, etc. Good teacher integrates the reading text into interesting lesson sequence, using the topic for discussion and further task, using the language for study and then activation and using a range of activities to bring the text to life.

7. General Concept of Recount Text

   a. Definition of Recount

      There are many references to define what recount is, such as; definition, social function, generic structure and significant Lexico grammatical features or language features. According to (Djauhari, 2007: 44) “Recount is a piece of text that retell past events, which is usually told in order in which they happened”.

      From the definition above, it can be concluded that a recount text is a spoken or written text, which is used to tell other people about their experiences.

   b. Social Function of Recount Text

      “The social function of recount is to retell events for the purpose of informing or entertaining”. It means that the purpose of
recount is to give the reader a description of when and where an event occurs.

c. **Generic Structure of Recount Text**

   There are some steps for constructing a written recount, there are:

   1) **Orientation**: Information on the context of the recount.
   2) **Events**: a record of events in a temporal sequence.
   3) **Re-orientation**: Closure of events.
   4) **Coda**: Comment on events (optional stages in schematic structure).

   From the statement above, the researcher concluded that recount introduces orientation to lead the readers to the context. It is continued by sequence of events, which tell the context of the text. Than, it is concluded in re-orientation or coda.

   **d. Significant Lexicogrammatical or Language Feature of Recount**

   The significant lexicogrammatical or language features of recount are:

   1) Using of nouns and pronouns to identify people, animals, or things involved. For example: John, he, we, the cat, the philately, etc.
2) Individual participant, focusing on particular specifics of the story.

3) Using the past tense to locate events in relation to speaker’s or writer’s time. For example: Fina went to Jogja, I was there, etc.

4) Using of conjunction and time connetives to sequence the events. For example: and, but, then, after that, etc.

5) Using of adverbs and adverbial phrases to indicate place and time. For example: at home, carefully, etc.

6) Using of adjective to describe nouns. For example: blacked, lazy, soft.

The aimed of recount text is to advise or entertain. The function of recount text is as a reconstruction of events. It deals with edited highlights of events from a person’s life rather than one set of events (Djuharie, 2007: 44).

e. The Example of Recount

As It Happened

One very spooky encounter with a UFO (an Unidentified Flying Object) occurred in May 1974 involving a couple driving from Zimbabwe to South Africa.

Using preposition noun to show where and when
As they carefully drove throughout the night they saw a flashing blue-white light that was going on, off in a slow and steady rhythm. Shortly after noticing this, the car was covered in a bright circle of light.

Inside the car it suddenly became very cold. The couple wrapped themselves in thick blankets and turned on the heater but they still shivered.

Then their car began to act very strangely. Suddenly the headlights went off, the brakes failed, the steering wheel locked and the fuel gauge showed empty. Next the car began speeding up and raced along the road at 190 kilometers an hour. To one side of the car, the UFO continued to follow.

The driver and his passenger lost consciousness. When they awoke they were near the small town of Fort Victoria. The car’s odometer showed that only 12 kilometers had been travelled, yet the distance from where they first saw the UFO to Fort Victoria was 290 kilometers.
Although the couple’s description of what happened contained plenty of details, many people find it hard to believe that UFOs do exist (Anderson and Anderson, 2003: 50-51).

Based on example of recount above, the readers know the language features of recount text clearly. If the readers will construct better recounts, we have to extend our sentences (Anderson and Anderson, 2003: 57). These sentences give the audience details about the subject. The more details, the better of the recount. That is clearer if we look at the example below:

The baby cried.

Adding detail – why? because he was hungry
Adding detail – how? As loudly as he could

Detailed sentence: The baby cried as loudly as he could because he was hungry. According to Anderson and Kathy (2003: 59) recount can also be improved by using words that add detail. In this way the audience learns more about the participants. The reader can look at the example below and compare the sentences.

She walked to the telephone.

She _slowly_ walked to the red telephone.

By adding _adverbs_ and _adjectives_, more information is given to the audience. The word _slowly_ is an adverb. It gives more information about the verb _walked_. The word _red_ is an
adjective, which gives more information about the noun

*telephone*
CHAPTER III

METHODOLOGY OF RESEARCH

A. Setting of Research

This study is conducted in Vocational School AL FALAH Salatiga is an educational organization under supervisor of the institution of Yayasan Al Falah Salatiga. It is located in Bima street Number 02, Dukuh, Sidomukti, Salatiga.

SMK Al Falah Salatiga is permanently subsidized by the government, the facilities are, library, text books, laboratory, teachers officials and has 7 classrooms for teaching learning process, 2 laboratory room and 2 productive room. The students of SMK Al Falah Salatiga in the Academic year of 2016/2017 are 166 students, are consist of 68 students of first grade students, 55 students of second grade students and the third grade are 43 students.

B. The Identity of the School and the Vision Mission of the School

1. School Identity
   a) Name of School : SMK Al Falah Plus Salatiga
   b) Foundation Name : Yayasan PPTI Al Falah Salatiga
   c) N. P. S. N : 20330954
   d) Status : Accredited B
   e) School Address : Jl. Bima no. 02, Dukuh, Sidomuti, Salatiga 50722. TELP (0298) 321685

2. School Vision and Mission
a. **Vision of School**

“To create a competent generation and noble character”

b. **Mission of School**

a. To create a generation who master in science, technology and religious 

b. To create a generation who autonomous, intelligent, and honest 

c. To create a generation who has entrepreneur spirit 

d. To create a generation who competent in broad skill 

e. To organize school that skillful.

3. **General Information of School**

a. The Situation of Educational Facilities and Tool of SMK Al Falah Salatiga

   SMK Al Falah Salatiga in the academic year of 2016/2017 has educational facilities and tool, they are: 1 headmaster room, 8 classrooms, 1 administration room, 1 library, 1 computer lab, 1 science lab, 1 student health units, 1 canteen school, 1 workshop room, 1 dressmaking room, 2 bathroom / WC headmaster/ teacher, 2 bathroom/ WC students, 1 auditorium and 1 mosque, all of the facilities and tools are in good condition.
### Table 3.1

The Situation of the Students of SMK Al Falah Salatiga in the Academic Year of 2016/2017

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Technic Automotive</th>
<th>Technic Dressmaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>1.</td>
<td>X</td>
<td>36</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>XI</td>
<td>40</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>XII</td>
<td>30</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>106</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

C. Methodology of Research

This study is classroom action research that used observation data toward teaching learning process of English subject with focuses on recount text, those data were analyzed through 2 cycles in action.

According to Elliot in Hopkins (1993: 45), action research might the student of a social situation with a view to improve the quality of action within it. In action research, theories are not validated independently and then applied to practice. They are validated through practice.

Arikunto (2006: 3) divided three components in classroom action research, they are: research, action, and class. Research is an activity to find out accuracy some object using methodology which interesting and important for the writer. Action is some activities deliberately done by having several
Aims, in the research in form activities cycles. Class is a group of students in the same time, have same lesson from teacher.

A group of students, they got a lesson from a teacher in the same time. Then, concludes that classroom action research means monitoring toward teaching learning process in the form an action, which is deliberated on action and occur in the class.

Action research deals with social practice, education is a social practice. In most cases, it involves the direct interaction of teacher and groups of students. Classroom action research is complex arenas, secondary school are lives of intrigue and conspiracy. Trying to reach understanding of issues concerned with teaching and learning, therefore, implies getting to grips with a work range of human issues such as the attitude of students, the politics within departments and the ethos an environment of the institution.

The aim of classroom action research is to feed practical judgement in concrete situation, and the validity of the theories or hypothesis it is not generate depends so much on scientific test of truth as an their usefulness in helping people to act more intelligently and skill fully. In recent years action research has been solve the problem involve the curriculum development and in service education, particularly within the field of self-evaluation (Arikunto, 2006: 57).
Classroom action research is research designed to help the teacher to find out what is going in the classroom, and to use the information which make wise decision for the future.

The figure below is the brief description of the component that is done in each cycle.

**Figure 3.1 Action Research Cycle**

![Action Research Cycle Diagram]

Source: Arikunto (2010: 131)

All those steps can be explained as follow:

1. Planning

   At planning stages, the researcher formulates some procedural acts how to improve students reading comprehension skill through question and answer method. The procedure are put in some lesson plans.
They are formulated based on observation and reflection note of the previous teaching learning process.

2. Acting

At acting stage, the researcher tries to implement some method/procedural acts that have been formulated at planning.

3. Observing

When the researcher is implementing some method/procedural acts in improving students reading comprehension skills through question and answer, she is also observing the teaching and learning process.

4. Reflecting

After observation process is done, the researcher make a reflection to evaluate teaching learning process and the students reading comprehension improvement.

D. Subject of the Research

The subject of this study was students of X TB of SMK Al Falah Salatiga, English subject with focuses on recount text for the first semester in the academic year 2016/2017 that consist of 22 female students.
E. The Procedure of the Research

The researcher would took two cycles in this research; every cycle consists of two meetings. After the first cycle is done, the second cycle follows the first cycle and hope it can improve the activities of the first cycle. The researcher used some steps in every cycle. The researcher procedures were as follows:

1. Cycle 1
   a. Planning
      In this stage, the researcher need to prepare instrument which were support in learning process, they are:
      1) Arrange the lesson plan, students worksheet and teaching material
      2) Arrange the observation scheme
      3) Prepare pre-test and post-test to measure students on reading comprehension.
   b. Acting
      In this stage, the researcher would implement action research and do some action, they are:
      1) First meeting
         a) The researcher greeted students.
         b) The researcher introduced herself to the students.
c) The researcher called the students to know their attendance in the class.

d) The researcher gave pre-test to the students.

e) The students were given motivation by the researcher related with the material in order the students have description about the material.

f) The researcher explained the material about recount text, generic structure and lexicogrammatical features.

g) The researcher explained about simple past tense and gave the example

h) The researcher gave time to the students to ask about the material explained.

i) The researcher asked the students to read the recount text entitle “Camping” one by one.

j) The researcher asked the students to answer her questions that related with the material.

k) The researcher and the students discuss about the worksheet related the material.

l) The researcher asked the students to conclude the material.

m) The researcher closed the process of teaching learning process.

2) Second meeting
The researcher continued the second meeting as follow:

a) The researcher greeted students.

b) The researcher called the students to know their attendance in the class.

c) The researcher continued about the material.

d) The researcher divided students into six groups.

e) The researcher gave material to be discussed in group entitled “Fantastic Holiday”.

f) The researcher gave form of question to students.

g) The researcher gave post-test after discussing together.

3) Observing

This research, the researcher asked the English teacher in SMK Al Falah, Dra. Tri Fatichah H to be an observer. This research is needed to help researcher to observe the situation in the class. She observed the students in teaching learning process. She and researcher observe the activity in the classroom, such as students interest, students response, and observe of the group discussion.
4) Reflecting

Based on the research of the observation, the researcher makes an evaluation to the students during teaching learning process. It is important action if the researcher will do better in the next cycle like the first cycle.

The figure below is the brief description about two cycles in research process:

**Figure 3. 2**

**Research Design**

- Planning
- Observation
- Reflection
- Cycle 1

2. Cycle 2

a. Planning

1) Arranged

2) Prepared teaching material

3) Prepared observation scheme

4) Prepared test instrument’s (pre-test and post-test)

b. Acting

1) First meeting

a) The researcher gave pre-test

b) The researcher divided students into some of group consist of six students after attendance students

c) The researcher gave material to students entitle “The Holiday Idul Fitri 2016”

d) The researcher asked every group to find the word of simple past tense

e) The researcher asked every group of students to decide the generic structure of recount text

f) The researcher asked every students in group to make the story which represent the orientation, event and reorientation of the text

g) The researcher asked students to present the result in front of the class
2) Second meeting
   a) The researcher greeted students
   b) The researcher gave the questions related the last material
   c) The researcher gave form question to students
   d) The researcher asked the students to make a recount text related the questions
   e) The researcher asked some students to present in the front of class
   f) The researcher closed the process of teaching learning

3) Observing

   Observing the teaching learning process focused on the students participation and showed their understanding of the lesson given, observing the students when they answer question with the passage they read in speaking form their own language by their work. The students more active than cycle one. In this cycle researcher gave the students oppotunity to be active to answer the questions and to understand about the material. Researcher asked students to make a recount text related to the question that was given and asked some of students to present in front of class.
4) Reflecting

Analyzing the data of the cycle, the researcher and observer identified the result of the cycle. Then, the researcher and observer made the conclusion after comparing the students between cycle 1 and cycle 2 to find out how far the improvement of students ability in comprehending reading recount text. From the result of the cycle 2 showed that students completed in this minimum competence criteria (KKM) in that school is 70. While the percent is 95% of students have the score more than 70.

3. The criterion of the assessment

The students success and failure in doing the activities planned above would be assessed by referring to the criterion of KKM (standardized of minimum score). The criterion says that a students can be said to pass the test if she can solve 70 of the whole problems.

F. Method of data collection

To find the result of this study, first step to do is collecting data. This is needed to have the valid and obvious information. The collected data is to be analyzed forth. In addition, the data which is collected is a proof of the
study done. To collect the data, the researcher uses several methods, they are observation and test.

a) Observation

According to Arikunto (1998: 149) observation is the activity giving total concern to research object using five senses. An observation was used to know the process of the implementation of question and answer method in teaching reading recount text. It used to know the condition of class and obstacles appeared during teaching learning process. It also used to saw students difficulties, problem and understanding about material given.

b) Test

According to Arikunto (1998: 150) Test is a series question used to measure the competence, intelligence and skill of the individual of group. In this study, the researcher used multiple-choice test consist of 30 items which represented the reading comprehension related with the passage. This test was given in every cycle before and the end of each treatment. The purposed of test is to know the students ability of English competence, especially in the reading comprehension of recount text.

To know more the detail of the test accomplished, the researcher put in plain below:
1. **Pre-test**

This can be called as the pre-test because the test doing students before the action of this research. The pre-test is aimed to measure how far the students understand the material of reading text. It also aimed to measure the students reading comprehension before the treatment carried out. In the testing process, the students have to read a passage silently answer five ten question related with the test given. This test as also intended to have general description about the English skill of the students.

2. **Post-test**

This test can be called as the post-test because the test doing students after the action of research. From the score of this test, the researcher is intended to know about the improvement of the students reading comprehension. The result of the scoring then is compared with the pre-test. In this case, the researcher finds the how far the improvement of students reading comprehension in recount text after getting the treatment of question and answer method.

**Table 3. 2**

**Evaluation Criteria**

The criteria of this result will be presented as follow:
<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>81 – 100</td>
</tr>
<tr>
<td>Good</td>
<td>71 – 80</td>
</tr>
<tr>
<td>Good Enough</td>
<td>61 – 70</td>
</tr>
<tr>
<td>Poor</td>
<td>0 – 60</td>
</tr>
</tbody>
</table>

Source: Endang Purwanti (2008: 6)

Table 3. 3

Reading Comprehension Rubric

<table>
<thead>
<tr>
<th>Assessed Targets</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehend</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>• Identifies theme or message and supporting details</td>
<td>Explains theme or message in own words, acknowledging different interpretations, and offering supportive evidence</td>
<td>Restates understanding of theme or message and identifies supporting details</td>
<td>Identifies theme or message inconsistently</td>
<td>Identifies theme or message with guidance</td>
</tr>
<tr>
<td>• Summarizes with evidence</td>
<td>Summarizes in own words by identifying three main points and elaborating with evidence using correct form</td>
<td>Summarizes in own words by identifying three or more main points from text</td>
<td>Attempts to summarize in own words, but lacks one or more main points or includes unnecessary details</td>
<td>Recognizes a summary statement, but lacks ability to write a summary independently/Retells selection randomly</td>
</tr>
<tr>
<td>• Makes inferences</td>
<td>Recognizes subtle clues in selection and consistently makes valid</td>
<td>Makes independent inferences based on numerous</td>
<td>Makes inferences when coached or given</td>
<td>Works with others to understand inferences when explained</td>
</tr>
<tr>
<td>inferences</td>
<td>ideas in the selection</td>
<td>obvious clues from selection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interprets vocabulary</td>
<td>Applies word structure, origin, and context clues to interpret meanings of unfamiliar words</td>
<td>Interprets meanings of unfamiliar words</td>
<td>Decodes unfamiliar words but is not always able to interpret meaning from context</td>
<td>Attempts to decode unfamiliar words in text, but does not independently interpret meaning</td>
</tr>
</tbody>
</table>

Source: Everett Public School

**G. Technique of data analyzing**

Data analysis is an attempt by the teacher researcher to summarize the data that have been collected in a dependable, accurate, reliable, and correct manner. The data analysis used in this research are:

Data analysis method used in this research is descriptive analysis that is presented and analyzed by factual information systematically. While, qualitative data is gained from observation note and interview. Quantitative data was gained from the test in every cycle, it is used to know the students achievement in comprehending recount text in every cycle.

The score of students achievement would be calculated using the following formula:

1. Mean
The mean score of the class would be searched by using this following formula:

\[ M = \frac{\sum X}{N} \]

Where, \( M \) : The average of student score
\( \sum X \) : Total score
\( N \) : The number of students

2. SD (Derivation Standart)

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\( S_D \) = Derivation standart for one sample t-test
\( D \) = Difference between pre-test and post-test
\( N \) = Number of observation in sample

3. T-test

T-test is formula to know the significant differences between pre-test and post-test. The formula is:

\[ t_0 = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD_D}{\sqrt{N - 1}} \right)} \]
\( t_0 \) = T-test for the differences of pre-test and post-test

\( S_D \) = Deviation standard for one sample t-test

\( D \) = Defference between pre-test and post-test

\( N \) = Number of observations in sample.
CHAPTER IV

THE IMPLEMENTATION OF THE STUDY

In this chapter, the researcher analyzes the data which is gathered from the research activities. The data obtained from teaching learning process and evaluation. The goal of the analysis is purposed to measure students improvement of reading comprehension in recount text in teaching process in applying question and answer method.

A. First Cycle

1. The Implementation of the Action

The first research was conducted on Monday, January 16th 2017. The first meeting, the researcher introduced herself after greeting students. The researcher check students attendance with call one by one and asks bring dictionary or no. Today did not absent students. The researcher gave students pre-test to doing test.

While the researcher waited, some students ask about the instruction of the test. Then they did the test, but the situation of the class was crowed, some of them ask each other, event they walked to get friend’s help. One of them called friends to ask the key answer. While some of students were busy to do the test quietly. Twenty minutes later the researcher asked the students to submit the answer paper.
Before the researcher started the lesson, she gave motivation to students while the students paid attention. The treatment was focused on deciding the main idea and generic structure. First, researcher gave explanation about recount text, the generic structure, and the lexicogrammatical features. After that, the researcher gave them reading text (recount text) by the title “Camping”, then the researcher asked the students to read it, but there were some students who did not pay attention to the researcher instruction, and they tried to talk each other. Then, the researcher tried to approach them and gave warning. The teacher stimulated to them, but there was no one able to answers and response anything, they were silent.

After those activity, the researcher explained about recount text including:

a. What is recount text ?

b. How to built recount text ?

c. The characteristics of recount text ?

1) Social functions: to retell events for the purpose of informing or entertaining.

2) Schematic structure: orientation, events, and re-orientation.

3) Language Feature:

(a) focusing on individual participant

(b) using of past tense

(c) focusing on a temporal sequence of events
(d) using of material or action clauses.

All of students paid attention during the lesson. Sometimes the researcher gave some questions in order to make students more active.

After that, the researcher divided class into groups consists of four students, this activity makes the class noisy because they have to change their seat position in order to make good position to work in group. Then the researcher asked each group to discuss the reading material and answers all of question from the researcher, the researcher monitor this activity. Sometimes each group asked the researcher if they faced the problems.

The researcher asked students to get the meaning of difficult words, after the students were finished, the researcher asked each group choose one volunteer to come forward in front of class to presents the result of their discussion in group. Then the researcher asked them to compare their suggestions. After those activities were done, the researcher gave briefly explanations about all of the materials. The researcher’s time was over, the researcher continued the meeting in the next day of Tuesday.

On Wednesday, 18th January 2017, the researcher continued the second meeting, before the researcher begun the teaching learning process, the researcher greets students. Then, the researcher called one by one to check attendance list and check all of students bring dictionary or no. At the time, no one students absent. Before the researcher started the lesson, she
gave motivation more to students especially the students who less active in group discussions, while the students paid attention.

After students finished, the researcher gave them reading (recount text) that was more exciting than before by the title “Beach”, then the researcher asked the students to read it, the students paid attention to the researchers instruction. The researcher stimulated to them, but there was no one able to answer and response anything, they were silent. According to observer they still confused about that.

After those activities, the researcher reviewed explained about recount text including:

1) What is recount text?

2) How to built recount text?

3) The characteristics of recount text?
   a. Social functions: to retell events for the purpose of informing or entertaining.
   b. Schematic structure: orientation, events, and re-orientation.
   c. Language Feature:
      (a) focusing on individual participant
      (b) using of past tense
      (c) focusing on a temporal sequence of events
      (d) using of material or action clauses.
All of students paid attention during the lesson. Sometimes the researcher gave some questions in order to make students more active.

After that, the researcher divided class into groups, each group consist of four students, this activity makes the class noisy because they have to change their seat position in order to make good position to work in group. Then the students asked each group to discuss the reading material and answer question from researcher, the researcher monitor this activity. Sometimes each group asked the researcher if they faced the problems and the teacher focused on the students passive and less motivation in group.

The researcher asked students to get the meaning of difficult words, after the students were finished, the researcher asked each choose one volunteer to come forward in front of class to present the result of their discussion in group. Then the researcher asked them to compare their suggestions.

After those activities were done, the researcher gave briefly explanations about all of the materials. The last activity, the researcher gave individual test.

2. Observing

In the first cycle, the researcher obtained the field note from the observer. The researcher observed the teaching learning process by monitoring the students activity and their attention during teaching and learning process. This was the result of observation:
a. The students interest in learning process in enough although they still confused

b. Students’ response in learning process in the use of question is enough

c. Students did the discussion better then before

d. Students engagements question is good

e. Students engagements in reading comprehension is good

Furthermore, the researcher will analyze the students improvement in reading comprehension in recount text by searching the mean of pre-test and post-test and extent of the use of “question and answer” t by t-test calculation as follows:

Table 4. 1

The result of cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aliyatuz Zulfa</td>
<td>53</td>
<td>80</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>2.</td>
<td>Datik Wahyuningsih</td>
<td>66</td>
<td>73</td>
<td>7</td>
<td>196</td>
</tr>
<tr>
<td>3.</td>
<td>Dhiyaul Abidah</td>
<td>66</td>
<td>73</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>4.</td>
<td>Dinda Viki Nurzaki</td>
<td>60</td>
<td>66</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>5.</td>
<td>Evi Tia Utami</td>
<td>60</td>
<td>73</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>6.</td>
<td>Feni Murtia Ningsih</td>
<td>66</td>
<td>73</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>7.</td>
<td>Fina Lailatul Faizah</td>
<td>60</td>
<td>66</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>8.</td>
<td>Ghumaeroh</td>
<td>66</td>
<td>73</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>9.</td>
<td>Inka Novianita</td>
<td>66</td>
<td>66</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>Laila Nur Khasanah</td>
<td>53</td>
<td>73</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Age</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>-----</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>11.</td>
<td>Lailatul Karimah</td>
<td>66</td>
<td>73</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>12.</td>
<td>Maemunah</td>
<td>66</td>
<td>80</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>13.</td>
<td>Maslikhatul Afifah</td>
<td>66</td>
<td>73</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>14.</td>
<td>Naila Mar’atus S.</td>
<td>53</td>
<td>73</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>15.</td>
<td>Noviana</td>
<td>73</td>
<td>73</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16.</td>
<td>Nurul Chutma</td>
<td>53</td>
<td>73</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>17.</td>
<td>Revika Widi Astuti</td>
<td>53</td>
<td>73</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>18.</td>
<td>Risma Kurnia Dewi</td>
<td>66</td>
<td>66</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19.</td>
<td>Syifa Cahya Mahanani</td>
<td>66</td>
<td>66</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20.</td>
<td>Tisatun Nasicha</td>
<td>60</td>
<td>66</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>21.</td>
<td>Titis Wulandari</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>22.</td>
<td>Yuni Krisnawati</td>
<td>66</td>
<td>73</td>
<td>7</td>
<td>49</td>
</tr>
</tbody>
</table>

|   | Σ                             | 1371| 1578    | 311     | 4715    |

1. Calculation mean of pre-test and post-test 1
   a. Mean of pre-test

\[
M = \frac{\sum}{N}
\]

\[
M = \frac{1731}{22}
\]

\[M = 62,3\]

2. Mean of post-test
$M = \frac{\sum}{N}$

$M = \frac{1578}{22}$

$M = 71,7$

3. Calculation of Standard Deviation

$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$

$= \sqrt{\frac{3545}{22} - \left(\frac{221}{22}\right)^2}$

$= \sqrt{161,1 - 100,1}$

$= \sqrt{61,1}$

$= 7,8$

4. Calculation of t-test

$t_0 = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD}{\sqrt{N-1}}\right)}$

$= \frac{\left(\frac{221}{22}\right)}{\left(\frac{7,8}{\sqrt{22-1}}\right)}$

$= \frac{10,1}{2,2}$

$= \frac{7,8}{4,5}$
= \frac{10.1}{1.7} = 5.8

5. Giving Interpretation t₀

a. Calculate of df

\[ df = n - 1 \]

\[ df = 22 - 1 \]

\[ df = 21 \]

b. Consult with t-table value

With \( df = 21 \), the table value of t-table with level of significant 5% is 2.08

c. Comparing t-test with t-table

\[ T\text{-test} = 5.8 \] therefore \( T\text{-test} \) is greater than t-table with level of significance 5 %

If \( T\text{-test} \) similar or greater than t-table, so null hypothesis (\( H₀ \)) is rejected. \( H₀ \) is no significance difference between pre-test and post-test. T-table with \( n = 22 \) is 2.08. The result of t-test is \( 5.8 > 2.08 \). So, t-test calculating is greater than t-table.

Therefore, \( H₀ \) is rejected, it means that there is significant difference between pre-test and post-test. From the calculation above, the researcher concluded that between pre-test and post-test have significant difference, where the post-test is greater than pre-test score of students. It shows that using “question and answer” method in teaching reading comprehension can improve
the students comprehended, because the students achievement have been increased after the “question and answer” method applied.

3. Reflection

Based on the result of cycle 1, the researcher has notion that English teacher must have seriousness on teaching reading. The teacher also have to be more creative to give material that make the students more interesting and active to speak English in the class. Besides, the teacher also has to be careful in correcting the students pronounciation and she must give example of the right pronounciation.

In the first cycle also have shown that the students can improve their English score, it can be proved by the score of pre-test and post-test. The researcher also calculates the minimum competence criteria in score 70. The result of post-test shonws that students who complated this standardized is more than in pre-test, in pre-test there is only 3 students who has the score more than 70 and in post-test only 19 students who have the score more than 70. From the result, researcher thinks that necessary to cary out cycle 2.

b. Second Cycle

Based on the result of cycle 1, it is necessary for the researcher to continued the next level:
1. The Implementation of the Action

This activity was done on Monday, 23\textsuperscript{th} January 2017. In this cycle using same method as first and second cycle use question and answer method. The researcher came into class and greets the students, they responded the researcher greeted and then the researcher checked the students attendance list, at the time no one students absent. Before the researcher started the lesson, she gave motivation more to students especially the students who less active in group discussions, while the students paid attention. Then, she gave pre-test and paid attention during the students works.

In this activity, teaching learning process run well. Researcher prepared planning as well as previous one. Researcher improved learning tool in order to made students comprehension can be reached perfectly.

The researcher started the lesson by giving stimulation to the students to remain the previous lesson about recount text and reading material. The researcher choose one of them to answer the question because they didn’t want to express their ideas.

R: \textit{Do you understand the topic for the last meeting?}

S: yes, of course. Sometimes I am still confused.

R: \textit{which one?}
S: I often find the difficult words when I translate it into Indonesian language. But in group work we can share each other to solve it.

The researcher divided students into groups, each group consist of four students. Then, the researcher gave motivation to students and gave them reading text (recount text) by the title “The Idul Fitri Holiday 2015”. The researcher described and explained about the topic, all of the students paid attention. After that, the researcher asked students to discuss about the topic, the researcher monitor this activity. They read and tried to understand the text enthusiastically, they were active when discussed the story.

The researcher wrote a question from text on the board and asked students to answer, all of team answers the researcher question, after that the researcher asked them to make a sentence related with the text. Researcher asked each team to demonstrate the sentence in the front of class. Then the researcher and students discussed it. Then the researcher close the teaching learning process and continued in next meeting on Wednesday.

On Wednesday, 25th January 2017 the researcher continue the second meeting of cycle 2. In this steps researcher did not re-explained about the last materials. After researcher greeted and attendance students, researcher ask students to make a recount related the question.

a. Did you have a nice vacation on last graduating from Junior High School?
b. Where did you go?
c. When did you go for that vacation?

d. How did you go there?

e. Did you go there with your family?

f. What places did you visit?

g. How long did you stay there?

h. Did you have a good time there?

i. How did you feel?

j. What time did you get home?

After the students finished to write the researcher asked come students to presents in front of class conclude about the material and the last activity the researcher gave post test and closes the teaching learning process when the time is over.

2. Observing

The researcher obtained the field note from the observer. The researcher observed the teaching learning process by monitoring the students activity and their attention during teaching and learning process.

This was the result of observation:

a. Teacher motivated students well.

b. Students did the discussion well.

c. Students engagement in vocabulary well.

d. Students engagement in reading comprehension weel.
<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>D</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aliyatuz Zulfa</td>
<td>66</td>
<td>86</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>2.</td>
<td>Datik Wahyuningsih</td>
<td>73</td>
<td>80</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>3.</td>
<td>Dhiyaul Abidah</td>
<td>73</td>
<td>93</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>4.</td>
<td>Dinda Viki Nurzaki</td>
<td>66</td>
<td>93</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>5.</td>
<td>Evi Tia Utami</td>
<td>73</td>
<td>86</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>6.</td>
<td>Feni Murtia Ningsih</td>
<td>80</td>
<td>86</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>7.</td>
<td>Fina Lailatul Faizah</td>
<td>73</td>
<td>80</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>8.</td>
<td>Ghumaeroh</td>
<td>80</td>
<td>86</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>9.</td>
<td>Inka Novianita</td>
<td>66</td>
<td>80</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>10.</td>
<td>Laila Nur Khasanah</td>
<td>66</td>
<td>93</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>11.</td>
<td>Lailatul Karimah</td>
<td>73</td>
<td>86</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>12.</td>
<td>Maemunah</td>
<td>66</td>
<td>93</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>13.</td>
<td>Maslihatul Afifah</td>
<td>73</td>
<td>80</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>14.</td>
<td>Naila Ma'atus S.</td>
<td>80</td>
<td>93</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>15.</td>
<td>Noviana</td>
<td>73</td>
<td>80</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>16.</td>
<td>Nurul Chutma</td>
<td>80</td>
<td>86</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>17.</td>
<td>Revika Widi Astuti</td>
<td>73</td>
<td>80</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>18.</td>
<td>Risma Kurnia Dewi</td>
<td>80</td>
<td>86</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>19.</td>
<td>Syifa Cahya Mahanani</td>
<td>66</td>
<td>73</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>20.</td>
<td>Tisatun Nasicha</td>
<td>80</td>
<td>73</td>
<td>7</td>
<td>49</td>
</tr>
</tbody>
</table>
1. Calculation mean of pre-test and post-test 1

b. Mean of pre-test

\[ M = \frac{\sum}{N} \]
\[ M = \frac{1634}{22} \]
\[ M = 74.3 \]

2. Mean of post-test

\[ M = \frac{\sum}{N} \]
\[ M = \frac{1865}{22} \]
\[ M = 84.8 \]

3. Calculation of Standart Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]
\[ = \sqrt{\frac{4127}{22} - \left( \frac{245}{22} \right)^2} \]
\[ = \sqrt{187.6 - 123.2} \]
\[ = \sqrt{64.4} = 8.02 \]

4. Calculation of t-test

\[ t_0 = \left( \frac{\sum D}{\sqrt{SD}} \right) \left( \frac{1}{\sqrt{N - 1}} \right) \]
\[
\frac{245}{22} = \frac{8.02}{\sqrt{22 - 1}}
\]

\[
\frac{245}{22} = \frac{8.02}{\sqrt{21}}
\]

\[
\frac{11.1}{8.02} = \frac{4.5}{1.7}
\]

\[
\frac{11.1}{1.7} = 6.5
\]

5. Giving Interpretation \(t_o\)

a. Calculate of df

\[\text{df} = n - 1\]

\[\text{df} = 22 - 1\]

\[\text{df} = 21\]

b. Consult with t-table value

With \(\text{df} = 22\), the table value of t-table with level of significant 5% is 2.08.

c. Comparing t-test with t-table

\(T\)-test = 6.5 therefore t-test is greater than t-table with level of significance 5%

If t-test similar or greater than t-table, so null hypothesis (\(H_o\)) is rejected. \(H_o\) is no significance difference between pre-test and post-test. T-table with \(n = 22\) is 2.08. The result of t-test is 6.5 > 2.08. So, t-test calculating is greater than t-table.
Therefore, H₀ is rejected, it means that there is significant difference between pre-test and post-test.

3. Reflection

After the analyzing the result of cycle 2, the researcher concludes that using “question and anser” can improve the students reading comprehension both of writing and speaking composition. In previous cycle, the result of post-test show just 15 students who have the score more than 70. From this result, the researcher feel happy, because there is an increasement in cycle II. In second cycle, the result of post-test shows that almost of the students achieve the minimum competence criteria. It can be proved by the score of post-test in cycle II. There are 20 students who have the score more than 70. In this cycle, the researcher concluded that using appropriate method in teaching English is very important.

c. Discussion

In this section, the researcher would like to analyze all data and describe the finding of the research.

Cycle I is the first meeting between researcher and students of X TB class of SMK Al Falah Salatiga. In the first meeting the students looked shy. In the action of applying the method, the students are more enthusiastic and feel comfort in the learning process. This method is used to help and encourage many learners to sustain their interest. Question and
Answer is the way are essential components of teaching and learning, the teacher asks and the students answer (Partin, 2005: 184).

In this treatment, when the researcher explained question and answer method, the students looked interest, because the method was very interesting and it made them confidences and enjoy with this method.

In this cycle, the researcher made a field note that noted all the activities in the classroom. After computing and comparing the result of the pre-test and post-test, It could be seen that there was a progress in their learning English, meanwhile, nearly students had showed their confidence to read in front of class, but also researcher found that all students paid attention in learning process. However there many students that were not active asking. Based on the observation checklist, the students who were active asking were only students. They mostly kept silent.

Before the researcher begun to teach, the researcher asked whether the students brought dictionary or not. In fact, most of students did not bring dictionary. In this case, the researcher asked the students to bring dictionary on the following meeting.

In the first cycle, the test instrument also shows the students improvement in class. The mean score of pre-test is 62,3 and the post-test is 71,1. The best score of pre-test 73 and the worst score is 53. Then, the best score of post-test is 80 and the worst is 53.

In order to get more data, the researcher continues to the next cycle. In this cycle in the beginning meeting, the researcher asked the students
whether they brought dictionary or not. All of students brought their dictionary as the researcher commanded in the previous class. The researcher then did not need to guide them to translate from word to words.

In the field note, the researcher finds that there are 10 students who were to active to ask. The 10 students also were more active in responding question, so they showed good motivation as well as interest in learning English. Most of the students who were active in responding the question not silent like cycle I and showed more enthusiasm to study. The researcher hope this is always in once of learning process. In addition, all the students finished their work. It is very great that all of the students were able to complete their job well. After computing and comparing the result of the pre-test and post-test. It could be seen that there was a progress in their learning English Process.

The test instrument in second cycle also shows the improvement of students achievement. The mean score pf pre-test is 74,3 and the post-test is 84,8. The best score in pre-test is 80 and the worst is 66. Then, the best score in post-test is 93 and the worst is 73. It means that there was a progress in their learning English, meanwhile their students confidents to response question and active to ask question to the teacher. They also showed their more enthusiasm to study, even there was a students who wanted to be accompanied in the next meeting of English lesson. So from
direct observation the researcher hoped that is condition also in every learning process not only in this time.

Based on the explanation above, the researcher will analyze the students attention improvement. The analysis of students improvement between cycle I and cycle II are as follows:

Table 4.3
Analysis of Students Improvement

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of :</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Pre-test</td>
<td>62,3</td>
<td>74,3</td>
</tr>
<tr>
<td></td>
<td>b. Post-test</td>
<td>71,1</td>
<td>84,4</td>
</tr>
<tr>
<td></td>
<td>c. SD</td>
<td>7,8</td>
<td>8,02</td>
</tr>
<tr>
<td>2.</td>
<td>T-table N = 22</td>
<td>2,08</td>
<td>2,08</td>
</tr>
<tr>
<td>3.</td>
<td>T-test</td>
<td>5,8</td>
<td>6,5</td>
</tr>
</tbody>
</table>

From the table above, the use of question and answer method can improve students reading on comprehension in recount text. Therefore, this classroom action research of the implementation of question and answer method was successful. It can be seen from the result in each cycle.

From the table above, the research conclude that there was an improvement on students comprehension on recount text using question
and answer method. Pre-test cycle I showed that students average was 62.3, it means that students comprehension was low because of KKM is 70.

In cycle I showed that there was improvement from 62.3 up to 71.1, and in cycle II was from 74.2 up to 84.8. It means that there was improvement in every cycle after using question and answers method.
CHAPTER V
CONCLUSION

This chapter presents the conclusions and suggestions to the reader, especially for the students and teacher. The researcher hopes it would be useful for the reader to improve the quality of English teaching.

A. Conclusions

Based on the research and observation in conducted this classroom action research of teaching reading recount text using question and answer method can be conclude as follow:

1. The result from the research, the use of question and answer method can support the English teacher in teaching reading especially in recount text, it made students enjoyed and relaxed in teaching learning process. The use of question and answer method can improve students comprehension in reading recount text. It can be seen from the average score of students from each cycle. In the first cycle, the average score of students was 62,3 up to 71,1. In second cycle, the average of students score achievement was from 74,4 up to 84,8 Students reading comprehension increased as well as their understanding in reading recount text. Tje percent is 68% students in cycle 1 and 95% in cycle 2 who has the score more than 70.

2. Yes it can. The use of question and answer method can improve students on reading comprehension in recount text, it was done in 2 cycle. The researcher
used different recount text in each cycle, in the first cycle used “Camping”, and second cycle used “The Idul Fitri Holiday 2015”, researcher divided students into some of group consist of four students, it was used to make them cooperate and work together. After read a text, students were asked to answer question form based on text that they have read. Furthermore, students discussed the result together. Question and answer builds students comprehension. It is designed to increase comprehension with the emphasis on story-grammar. By constructing question from teacher and students answer it and find the keyword of reading text made students easier to understand and comprehend the story.

3. The use of question and answer method on reading recount text is an classroom action research for the first grade students of SMK Al Falah Salatiga which consist of two cycles. The researcher used observation sheet, documentation, and test (pre-test and post test) as the instrument of of collecting data. In addition to pre-test and post-test, the researcher also gave the recount text to students and asked them to read the text one by one, and asked to answer the question that related with the text. After finishing answer the question, the researcher and students start to discuss together and the situation is changed more pleasant because the students fight to answer the question.

B. Suggestions

Based on the result of this research which positively indies that there is positive effect of using question and answer method to improve students on
reading comprehension in recount text, the researcher would like to give some
suggestion for the teaching learning English, as follow:

1. To the English teacher

   Question and answer method can be used as the method in learning
   process, because help the students to improve on reading comprehension.
   The teacher must give more explanation to her students about the material
   especially about how to comprehend a text and also speak in front of the
   class so that they are confident.

2. To the Students

   The students have to motivate themselves to study English especially
   in reading because reading is very important for students. The students
   should try read hard. Reading make us knowing something that readers did
   not know before and also enriches our knowledgement. The students should
   do not worry to make mistakes because it made them better and the mistakes
   will be the best teacher as experience for them.
REFERENCES


Patel, M. F. Praveen M. Jain. 2008. *English Language Teaching (Methods, Tools and Technique)*: Jaipur, Sunrise Publisher & Distributors.


APPENDICES
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK Al Falah Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X TB/ II
Alokasi Waktu : 2 x 45 Menit (2 X Pertemuan/ Cycle 1)
Materi Pokok : Recount Text (Membaca)

A. Standar Kompetensi


B. Kompetensi Dasar


C. Indikator

✓ Mengidentifikasi makna dalam teks recount.
✓ Merespon wacana monolog dalam bentuk recount.

D. Tujuan Pembelajaran

✓ Siswa dapat mengidentifikasi makna dalam teks recount.
✓ Siswa dapat merespon wacana monolog dalam bentuk recount.

Katakter siswa yang diharapkan:

✓ Komunikatif,
percaya diri,
cermat,
tolerans,
kerjasama dan ketelitian.

E. Materi Pembelajaran

Recount Text

• Definition

Recount is a piece of text that retell past events, which is usually told in order in which they happened.

• Social Function of Recount Text

The social function of recount is to retell events for the purpose of informing or entertaining.

• Generic Structure of Recount Text

There are some steps for constructing a written recount text:

1. Orientation : It tells about background information of the story. As the opening of paragraph, it should answer the question: who, what, where, when, and how.
3. Re-orientation : It tells the type of conclusion with a summary about the topic of the story.
• Language Features of Recount Text
  1. Using of simple past tense
  2. Using conjunction or connectors, like: First, after that, than, finally, next, etc.
  3. Using adverb of place and adverb of time.

F. Strategi Pembelajaran: Question and Answer Method

G. Langkah – langkah Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Kegiatan Pembuka       | • Guru mengkondisikan kelas (membuka dengan salam, berdo’a, memperkenalkan diri dan memeriksa kehadiran).  
                          • Memotivasi siswa dengan menanyakan language feature dan generic structure dari recount text.  
                          • Guru memberitahukan kepada siswa tentang tujuan pembelajaran. | 10 Menit |
| Kegiatan Inti          | • Guru memberikan pre-test kepada siswa  
                          • Guru menanyakan kembali tentang recount text untuk mengetahui kemampuan siswa.  
                          • Guru menjelaskan materi pembelajaran tentang generic structure dan language feature dari recount text.  
                          • Siswa diminta bertanya jika memiliki kesulitan.  
                          • Siswa diminta untuk membaca text tertulis | 70 Menit |
recount secara bergilir, serta memahami makna apa yang terkandung dalam teks tersebut.

- Siswa diminta mendengarkan monolog *recount text* yang dibacakan dua kali oleh guru.
- Siswa diminta menjawab pertanyaan-pertanyaan berdasarkan monolog *recount text* yang telah dibacakan oleh guru.
- Guru memberikan *post-test*.

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th>10 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru menuntun siswa untuk menyimpulkan materi yang telah dibahas, dan memberi waktu pada siswa untuk bertanya jika ada kesulitan.</td>
</tr>
<tr>
<td></td>
<td>• Guru mengakhiri pelajaran dengan berdo’a dan mengucapkan salam.</td>
</tr>
</tbody>
</table>

H. Sumber/ Bahan/ Alat :

- LKS Bahasa Inggris kelas X (Penerbit: Fokus)
- Buku Ajar Acuan Pengayaan Bahasa Inggris (Penerbit: Yrama Widya)

I. Penilaian Hasil Belajar

1. Indikator, Teknik, dan Bentuk

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi makna dalam teks recount</td>
<td>Tes tulis</td>
<td>Short answer questions</td>
</tr>
</tbody>
</table>
2. Pedoman Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jawaban benar</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Jawaban kurang tepat</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Skor maksimal = 100
Nilai siswa = skor maksimal

Salatiga, 16 Januari 2017

Guru Mata Pelajaran

[Signature]

Dra. Tri Fatihah H.

Researcher

[Signature]

Siti Norul Taufiqi Rahmah

Menerima,
Kepala Sekolah

[Signature]

Ramsiri, S.Pd.Kim., M.Pd.
NIP: 19570703 195003 1 011
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK Al Falah Salatiga

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X TB/ II

Alokasi Waktu : 2 x 45 Menit (2 X Pertemuan/ Cycle 2)

Materi Pokok : Recount Text (Membaca)

J. Standar Kompetensi


K. Kompetensi Dasar


L. Indikator

✓ Mengidentifikasi makna dalam teks recount.

✓ Merespon wacana monolog dalam bentuk recount.

M. Tujuan Pembelajaran

✓ Siswa dapat mengidentifikasi makna dalam teks recount.

✓ Siswa dapat merespon wacana monolog dalam bentuk recount.

Karakter siswa yang diharapkan:
✓ Komunikatif,
✓ percaya diri,
✓ cermat,
✓ toleransi,
✓ kerjasama dan ketelitian.

N. Materi Pembelajaran

Recount Text

• Definition

   Recount is a piece of text that retell past events, which is usually told in order, in which they happened.

• Social Function of Recount Text

   The social function of recount is to retell events for the purpose of informing or entertaining.

• Generic Structure of Recount Text

   There are some steps for constructing a written recount text:

   4. Orientation : It tells about background information of the story. As the opening of paragraph, it should answer the question: who, what, where, when, and how.

   5. Material : It tells of event in chronological order.

   6. Re-orientation : It tells the type of conclusion with a summary about the topic of the story.
• Language Features of Recount Text

1. Using of simple past tense

2. Using conjunction or connectors, like: First, after that, than, finally, next, etc.

3. Using adverb of place and adverb of time.

O. Strategi Pembelajaran: *Question and Answer Method*

P. Langkah – langkah Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan Pembuka</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Kegiatan Pembuka | • Guru mengkondisikan kelas (membuka dengan salam, berdo’a, memperkenalkan diri dan memeriksa kehadiran).  
• Memotivasi siswa dengan menanyakan *language feature* dan *generic structure* dari *recount text*.  
• Guru memberitahukan kepada siswa tentang tujuan pembelajaran.  | 10 Menit |

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Kegiatan Inti | • Guru memberikan *pre-test* kepada siswa  
• Guru menanyakan kembali tentang *recount text* untuk mengetahui kemampuan siswa.  
• Guru menjelaskan materi pembelajaran tentang *generic structure* dan *language feature* dari *recount text*.  
• Siswa diminta bertanya jika memiliki kesulitan.  | 70 Menit |
- Siswa berdiskusi dan menjawab pertanyaan-pertanyaan dari sebuah teks tertulis, bersama teman satu kelompok yang telah ditentukan oleh guru, dan guru memberikan feedback dari hasil diskusi.
- Siswa diminta mendengarkan monolog recount text yang dibacakan dua kali oleh guru.
- Siswa diminta menjawab pertanyaan-pertanyaan berdasarkan monolog teks recount yang telah dibacakan oleh guru.
- Guru memberikan post-test.

| Kegiatan Penutup | Guru menuntun siswa untuk menyimpulkan materi yang telah dibahas, dan memberi waktu pada siswa untuk bertanya jika ada kesulitan.
| | Guru mengakhiri pelajaran dengan berdoa dan mengucapkan salam. |

<table>
<thead>
<tr>
<th>Q. Sumber/ Bahan/ Alat :</th>
</tr>
</thead>
<tbody>
<tr>
<td>- LKS Bahasa Inggris kelas X (Penerbit Fokus)</td>
</tr>
<tr>
<td>- OKE ZONE English Book (Penerbit Erlangga)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R. Penilaian Hasil Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Indikator, Teknik, dan Bentuk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi makna dalam teks recount</td>
<td>Tes tulis</td>
<td>Short answer questions</td>
</tr>
</tbody>
</table>
2. Pedoman Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jawaban benar</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Jawaban kurang tepat</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Skor maksimal = 100
Nilai siswa = skor maksimal

Salatiga, 23 Januari 2017

Guru Mata Pelajaran

Dra. Tri Fatchah, H.

Researcher

Siti Nurul Taufiqi Rehmah

Mengetahui,
Kepala Sekolah

Sarsifah, S. Pd. Kim, M. Pd
NIP. 19670703 199003 1 011
LEMBAR OBSERVASI KETERLAKSANAAN PEMBELAJARAN BAHASA INGGRIS DENGAN "QUESTION AND ANSWER METHOD"
Cycle 1
First Meeting

Petunjuk:
Berilah tanda centang (✓) sesuai dengan hasil pengamatan pada kolom yang tersedia.

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan Guru</th>
<th>Keterlaksanaan</th>
<th>Faktor Penghambat</th>
<th>Kegiatan Siswa</th>
<th>Keterlaksanaan</th>
<th>Faktor Penghambat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ya</td>
<td>Tidak</td>
<td></td>
<td>Ya</td>
<td>Tidak</td>
</tr>
<tr>
<td>1</td>
<td>Memulai pelajaran dengan mengucapkan salam, menanyakan kabar dan berdoa.</td>
<td>✓</td>
<td></td>
<td>Menjawab salam dan berdoa bersama.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Menerjaka kehadiran siswa.</td>
<td>✓</td>
<td></td>
<td>Menjawab absen.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Apresentasi.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Menginformasikan tujuan pembelajaran dan memotivasi siswa.</td>
<td>✓</td>
<td></td>
<td>Mendengarkan penjelasan dan mengemukakan gagasan.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Memberi informasi mengenai suatu konsep yang akan dipelajari.</td>
<td>✓</td>
<td></td>
<td>Mendengarkan penjelasan atau bertanya.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Activity</td>
<td>Completed</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Meminta siswa untuk menggerakkan pre-test</td>
<td>✓</td>
<td>Mengerjakan pre-test yang dibezikan oleh guru.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Menjelaskan tentang generic structure dan language feature dari recount test</td>
<td>✓</td>
<td>Mendengarkan penjelasan atau bertanya.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Meminta siswa untuk membaca recount test tertulis secara bergilir.</td>
<td></td>
<td>Menyiapkan recount test yang dibaca oleh teman.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Meminta siswa untuk menyimak monolog recount text yang akan dibaca dua kali</td>
<td></td>
<td>Menyiapkan recount test yang dibaca oleh guru.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Meminta siswa untuk mengjawab pertanyaan berdasarkan teks yang telah dibaca</td>
<td></td>
<td>Menjawab pertanyaan yang diberikan oleh guru, ber-kesarakan teks yang telah dibaca.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Membahas bersama jawaban dari pertanyaan-pertanyaan berdasarkan teks yang telah dibaca</td>
<td></td>
<td>Mengikuti kegiatan dengan baik.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Meminta siswa untuk menggerakkan post-test</td>
<td></td>
<td>Mengerjakan post-test yang diberikan oleh guru.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Kegiatan</td>
<td>L</td>
<td>Keterangan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------</td>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Merayakan kesalahan siswa selama proses kegiatan belajar mengajar.</td>
<td>✓</td>
<td>Memberikan pendapat tentang kesalahan yang dihadapi selama pelajaran berlangsung.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Refleksi.</td>
<td>✓</td>
<td>Mengikuti kegiatan refleksi.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</td>
<td>✓</td>
<td>Siswa mendengarkan dengan seksama.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Doa penutup.</td>
<td>✓</td>
<td>Berdoa bersama.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Salatiga, 16 Januari 2017
Observer

[Signature]

Drs. Tri Fatichah H.
LEMBAR OBSERVASI KETERLAKSANAAN PEMBELAJAAN BAHASA INGGRIS DENGAN
"QUESTION AND ANSWER METHOD"
Cycle I
Second Meeting

Petunjuk:
Berilah tanda centang (✓) sesuai dengan hasil pengamatan pada kolom yang tersedia.

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan Guru</th>
<th>Keterlaksanaan</th>
<th>Faktor Penghambat</th>
<th>Kegiatan Siswa</th>
<th>Keterlaksanaan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>Memulai pelajaran dengan menyapa dan salam, menanyakan kabar dan doa.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Memeriksa kehadiran siswa.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Apresentasi.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Menginformasikan tujuan pembelajaran dan memotivasi siswa.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Memberikan informasi mengenai suatu konsep yang akan dipelajari.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>No</td>
<td>Deskripsi Hari 1</td>
<td>Deskripsi Hari 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>------------------</td>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Meminta siswa untuk mengerjakan pre-test</td>
<td>Mengerjakan pre-test yang diberikan oleh guru.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Menjelaskan tentang general structure dan language feature dari recount text.</td>
<td>Mendengarkan penjelasan atau bertanya.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Meminta siswa untuk membaca recount text tertulis secara bercerita. ✓</td>
<td>Menyimak recount text yang dibaca oleh teman. ✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Meminta siswa untuk menyimak monolog recount text yang akan dibaca dua kali. ✓</td>
<td>Menyimak recount text yang dibaca oleh guru. ✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Meminta siswa untuk menjawab pertanyaan berdasarkan teks yang telah dibaca. ✓</td>
<td>Menjawab pertanyaan yang diberikan oleh guru, berdasarkan teks yang telah dibaca. ✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Memeriksa bersama jawaban dari pertanyaan-pertanyaan berdasarkan teks yang telah dibaca. ✓</td>
<td>Mengikuti kegiatan dengan baik. ✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Meminta siswa untuk mengerjakan post-test ✓</td>
<td>Mengerjakan post-test yang diberikan oleh guru. ✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Item</td>
<td>Description</td>
<td>Resolution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16. December 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LEMBAR OBSERVASI KETERLAKSANAAN PEMBELAJARAN BAHASA INGGRIS DENGAN
"QUESTION AND ANSWER METHOD"
Cycle 2
First Meeting

Petunjuk:
Berilah tanda centang (✓) sesuai dengan hasil pengamatan, pada kolom yang tersedia.

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan Guru</th>
<th>Keterlaksanaan</th>
<th>Faktor Pengamatan</th>
<th>Kegiatan Siswa</th>
<th>Keterlaksanaan</th>
<th>Faktor Pengamatan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Memulai pelajaran dengan mengucapkan selamat, menyapaakan kabar dan berdik.</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Menerima kehadiran siswa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Apersepsi.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Menginformasi rujukan pembelajaran dan memotivasi siswa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Memberi informasi mengenai suatu konsep yang akan dipelajari.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Konten Aksi</td>
<td>Siklus</td>
<td>Konten Aksi Lainnya</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-------------</td>
<td>--------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Meminta siswa untuk mengerjakan pre-test</td>
<td>✓</td>
<td>Mengerjakan pre-test yang diberikan oleh guru.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Menjelaskan tentang generis structure dan language feature dari recount text.</td>
<td></td>
<td>Mendengarkan penjelasan atau harganya.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Meminta siswa untuk membaca recount text terulis secara bergilir.</td>
<td></td>
<td>Membaca recount text yang dibaca oleh teman.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Meminta siswa untuk membuat kelompok diskusi</td>
<td></td>
<td>Membuat kelompok diskusi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Meminta siswa untuk membuat teks recount singkat tentang liburan secara berkelompok.</td>
<td></td>
<td>Membuat teks recount singkat tentang liburan dengan teman kelompok.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Meminta perwakilan kelompok untuk membaca hasil diskusi dan memberikan umpan balik.</td>
<td></td>
<td>Membaca hasil diskusi ke depan kelas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Meminta siswa untuk mengerjakan post-test</td>
<td></td>
<td>Mengerjakan post-test yang diberikan oleh guru.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Menanyakan kesulitan siswa selama</td>
<td>✓</td>
<td>Memberikan pendapat tentang</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>proses kegiatan belajar mengajar.</td>
<td></td>
<td>keadaan yang dihadapi selama pelajaran berlangsung.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---</td>
<td>--------------------------------------------------</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Refleksi.</td>
<td>✓</td>
<td>Mengikuti kegiatan refleksi.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Doa penutup.</td>
<td>✓</td>
<td>Berdoa bersama.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sidoarjo, 23 Januari 2017

Observer

Dra. Tri Fatichah H.
**Lembar Observasi Keterlaksanaan Pembelajaran Bahasa Inggris Dengan “Question and Answer Method”**

**Cycle 2**

**Sekolah:**

**Petunjuk:**

Berilah tanda centang (√) sesuai dengan hasil pengamatan, pada kolom yang tersedia.

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan Guru</th>
<th>Keterlaksanaan</th>
<th>Faktor Penghambat</th>
<th>Kegiatan Siswa</th>
<th>Keterlaksanaan</th>
<th>Faktor Penghambat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Memulai pelajaran dengan mengacupkan salam, menunjukkan kahar dan bercakap.</td>
<td>√</td>
<td></td>
<td>Menjawab salam dan berbicara bersama.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mengendalikan kehadiran siswa.</td>
<td>√</td>
<td></td>
<td>Menjawab absensi.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Apersepsi.</td>
<td>√</td>
<td></td>
<td>Mengikuti kegiatan dengan baik.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Menginformasikan tujuan pembelajaran dan motivasi siswa.</td>
<td>√</td>
<td></td>
<td>Menderajakan penjelasan dan mengemukakan gagasan.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Memberi informasi mengenai suatu konsep yang akan dipelajari.</td>
<td>√</td>
<td></td>
<td>Mendengarkan penjelasan atau bertanya.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Deskripsi</td>
<td>Jumlah</td>
<td>Keterangan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>--------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Revisi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Deskripsi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keterangan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tanggal: 25 Januari 2017
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Siti Nurul Tegia &

**NIM:** 118-72-0328

**Dosen Pembimbing:** Siti Fandiawati, M.A

**Judul:** The Year of Question and Answer: Help to Improve Students on Reading Comprehension in English Texts. A Classroom Action Research for the First Grade Students at SMK 4 Tulang Sari (2016-2017 Academic Year)

<table>
<thead>
<tr>
<th>NO.</th>
<th>Tanggal</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMBING</th>
<th>PARAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>20/07/2016</td>
<td>Project Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>01/08/2016</td>
<td>Project Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>10/12/2016</td>
<td>Project Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>20/10/2016</td>
<td>Project Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>16/10/2016</td>
<td>Project Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>08/11/2016</td>
<td>Project Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>18/11/2016</td>
<td>Project Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>21/03/2016</td>
<td>BA 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>16/12/2016</td>
<td>BA 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>04/10/2016</td>
<td>BA 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>28/11/2016</td>
<td>BA 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>12/12/2016</td>
<td>BA 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>30/12/2016</td>
<td>BA 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>12/01/2017</td>
<td>RPP + Instrumen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>19/01/2017</td>
<td>BA 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>14/02/2017</td>
<td>BA 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>15/02/2017</td>
<td>BA 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>17/02/2017</td>
<td>BA 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>20/02/2017</td>
<td>BA 11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Catatan:**

Setiap konsultasi lembar ini harus disetujui.

**Diterima Pembimbing:** [Signature]

**Dibuat Pembimbing:** [Signature]
**DAFTAR SATUAN KREDIT KEGIATAN (SKK)**

Nama : Siti Nurul Taufiqi Rahmah  
NIM : 113 – 12 – 058  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris (PBI)

<table>
<thead>
<tr>
<th>NO</th>
<th>JENIS KEGIATAN</th>
<th>WAKTU KEGIATAN</th>
<th>JABATAN</th>
<th>NILAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sertifikat “Orientasi Peserta Akademik dan kemahasiswaan” (OPAK DEMA)</td>
<td>05-07 September 2012</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Piagam Penghargaan “Mewujudkan Gerakan Mahasiswa Tarbiyah Sebagai Tonggak Kebangkitan Pendidikan Indonesia”(HMJ Tarbiyah)</td>
<td>8-9 September 2012</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sertifikat “ Membangun Karakter Keislaman Bertaraf Internasional di Era Globalisasi Bahasa” (ODK)</td>
<td>10 September 2012</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Piagam Penghargaan “ Dalam SeminarExplore Your Entrepreneurship Talent” (Mapala Mitapasa dan KSEI)</td>
<td>11 September 2012</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sertifikat “Achicvment Motivation Training” (AMT)</td>
<td>12 September 2012</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sertifikat “ UPT Perpustakaan” (IAIN)</td>
<td>13 September 2012</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Surat Keputusan Pengesahan Pengurus PPTI AL FALAH Masa khidmat 2012-2013</td>
<td>17 Oktober 2012</td>
<td>Pengurus</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Surat Keputusan Pengesahan</td>
<td>23 Desember 2012</td>
<td>Pengurus</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Keterangan</td>
<td>Tanggal</td>
<td>Pendekatan</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Sertifikat “Seminar Kesehatan Wanita bersama AVAIL”</td>
<td>13 Januari 2013</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Piagam Penghargaan “Seminar pencegahan bahaya NAPZA”</td>
<td>29 April 2013</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Sertifikat seminar “EPST, it's your chance to express and show up your skill” Communicative English Club</td>
<td>11 Mei 2013</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Sertifikat Seminar Nasional “How to Develop the Best Generation” Communicative English Club</td>
<td>01 Juni 2013</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Surat Keputusan Pengesahan Pengurus PPTI AL FALAH masa khidmat 2013-2014</td>
<td>15 Oktober 2013</td>
<td>Pengurus</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Piagam Penghargaan “Musabaqah Tilawatil Qur’an Mahasiswa V” JQH STAIN Salatiga</td>
<td>23 Oktober 2013</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Sertifikat “Panitia 1 Muharram 1435 H” PPTI AL FALAH Salatiga</td>
<td>07 November 2013</td>
<td>Panitia</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Sertifikat “Training Pembuatan Makalah” LDK STAIN Salatiga</td>
<td>17 September 2014</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Sertifikat Lomba Juara 1 “Aktualisasi Dakwah dalam Membentuk Generasi yang Bertaqwa, Berilmu, dan Berakhlakul Karimah” LDK Fathir Ar Rasyid</td>
<td>06 Mei 2015</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Sertifikat “Teacher Training Workshop” IALF Bali</td>
<td>27 Mei 2015</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Sertifikat Seminar Nasional</td>
<td>Tanggal</td>
<td>Peserta/Panitia</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>“Sertifikat Seminar Nasional ‘Memperkuat Peran Pemuda dalam Meningkatkan Ekonomi Nasional’ KOPMA IAIN Salatiga”</td>
<td>26 April 2016</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>“Sertifikat ‘Nusantara Mengaji’ JQH IAIN Salatiga”</td>
<td>08 Mei 2016</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Kegiatan/Sertifikat/Seminar</td>
<td>Lokasi</td>
<td>Jumlah</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------</td>
<td>--------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Sertifikat Seminar Nasional</td>
<td>Peserta</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;The Use of English as a Medium of Islamic Preaching&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicative English Club</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>28 Mei 2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JUMLAH</td>
<td></td>
<td></td>
<td>114</td>
<td></td>
</tr>
</tbody>
</table>

Salatiga, 08 Desember 2016

Mengetatui,

Wali Deken Bidang
Kepakaran worm dan Kejissanu

[Signature]

Agus Maimun, M. Ag
NIP. 197005101998031003
KEMENTERIAN AGAMA
INSTUTUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Nomor: 16/2011/1/PN 03/06/14 09/2015
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten
      Pembimbing Skripsi

Kepada
Yth. Sari Fatmawati, S.Pd.I, M.A

Ditempat

Assalamualaikum w.w.

Dalam rangka pelaksanaan Skripsi Mahasiswa Program Sarjana (S.1), Saya ditunjuk sebagai Dosen Pembimbing Skripsi sebagaimana:

Nama : SITI NURUL TAUFIQI RAHMA
NIM : 113-12-058
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADIRIS BAHASA INGGRIS
Judul Skripsi : THE USE OF QUESTION AND ANSWER TECHNIQUE TO IMPROVE THE STUDENTS’ READING COMPREHENSION IN RECOUNT TEXT OF THE FIRST GRADE STUDENTS OF VOCATIONAL SCHOOL OF AL FALAH SALATIGA

Apabila dipandang perlu, Saya diminta menganalisis tema skripsi di atas

Demikian untuk diketahui dan disampaikan.

Wassalamualaikum w.w.

Salatiga, 05 Desember 2015
a.m. Dekan,
Wakil Dekan Bidang Akademik

Tanda Tangan : [Signature]

Tambahan : 1. Dosen Pembimbing
Nama: SITI NUR TAUFIQI RAHMAN
NIM: 113-12-028
Mahasiswa: Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S1 di IAIN Salatiga, diajukankan memenuhi salah satu persyaratan yang berupa penulisan SKRIPS.

Judul Skripsi:
THE USE OF QUESTION AND ANSWER METHOD TO IMPROVE STUDENTS READING COMPREHENSION IN RECOUNT TEXT

Dengan Pembimbing: Suri Fauziah, S.Pd.I, M.A.

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk menggunakan penelitian guna memperoleh data atau keterangan dan bahan yang digunakan dimulai tanggal 08 Januari 2017 i.d seluas.

Kemudian atas perbantuan Bapak/Ibu, kami ucapkan terima kasih.

Wasaalalatikum w.w.

08 Januari 2017

[Signature]

Siswa/SPKd.
NIS 16010301827

Penambahan: 1. Mahasiswa yang bertanggung
SURAT KETERANGAN
No. : 1/513/SMK-A/1/17

Yang bertanda tangan di bawah ini:

Nama : Samsidi, S.Pd.Kim., M.Pd
NIP : 19670703 199001 1 011
Jabatan : Kepala Sekolah

Menerangkan bahwa:

Nama : SITI NUR TAUFIQI RAHMAN
NIM : 112-12-058
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Teknis Bahasa Inggris (130)
Institut Agama Islam Negeri (IAIN) Salatiga

"Telah melaksanakan penelitian di SMK Al Falah Salatiga pada tanggal 8 Januari 2017 sampai dengan seleksi untuk pembuatan skripsi yang berjudul THE USE OF QUESTION AND ANSWER METHOD TO IMPROVE STUDENTS READING COMPREHENSION IN RECOUNT TEXT ."

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tanggal: 31 Januari 2017

Kepala Sekolah

[Signature]

Samsidi, S.Pd.Kim., M.Pd
NIP : 19670703 199001 1 011