THE APPLICATION OF QUESTIONING TECHNIQUE TO ENHANCE STUDENTS’ COMPREHENSION IN READING TEXT ACTIVITY (A Classroom Action Research of First Grade Students Sultan Fatah Junior High School, Blotongan, 2015)

A GRADUATING PAPER

Submitted to the board of Examine in Partial Fulfillment
The Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
In the English of Education Department

By

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SALATIGA
2015
DECLARATION

BISMILLAHIRROHMANIRROHIIM

Hereby the writer declares that this graduating paper is made by the writer herself, and it is not containing materials and written and has been published by other people’s idea except the information from the references.

The writer is capable to account to her graduating paper if in the future it can be proved of containing others’ idea or in fact the writer imitates the others’ graduating paper.

Likewise, this declaration is made by the writer and she hopes that this declaration can be understood.

Salatiga, September 12, 2015

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ATTENTIVE COUNSELOR’S NOTE

Case: Noor Khomariyah’s Graduating Paper

Dear
The Head of State Institute
For Islamic Studies of Salatiga

Assalamu’alaikum. Wr. Wb.

After reading and correcting Noor Khomariyah’s graduating paper entitled **THE APPLICATION OF QUESTIONING TECHNIQUE TO ENHANCE STUDENTS’ COMPREHENSION IN READING TEXT ACTIVITY (A Classroom Action Research of First Grade Student Sultan Fatah Junior High School, Blotongan, 2015)**. I have decided and would like to propose that if it could be accepted by Teacher Training and Education Faculty, I hope this graduating paper can be examined as soon as possible.

Wassalamu’alaikum. Wr. Wb

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GRADUATING PAPER

THE APPLICATION OF QUESTIONING TECHNIQUE TO ENHANCE STUDENTS’ COMPREHENSION IN READING TEXT ACTIVITY

(A CLASSROOM ACTION RESEARCH OF FIRST GRADE STUDENTS SULTAN FATAH JUNIOR HIGH SCHOOL, BLOTONGAN, 2015)

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Has been brought to the board of examiners of English Education Department, Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga in August 29th, 2015 and hereby considered to completely fulfill the requirement of the degree of Sarjana Pendidikan Islam (S.Pd.I)

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O ye who believe! When you are told to make room in the assemblies, (spread out and) make room: (ample) room will Allah provide for you. And when you are told to rise up, rise up Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge. And Allah is well-acquainted with all you do. (Al Mujadila: 11)
Dedication

This graduating paper is whole heartedly dedicated to:

- To my parents who always educate me in doing good things
- To my beloved husband who always supports me with love
- To my lovely daughter and my son will be
- To my big family and friends
ACKNOWLEDGMENT

_Bismillahirrahmanirrahim._ Praise to Allah due to protection, power and mercy which are given to the writer. Because of him, the writer could complete this graduating paper as one of the requirements for Sarjana Pendidikan Islam of Institute of Islamic Studies (IAIN) Salatiga in 2015.

Next, May peace and salutation be upon our Prophet Muhammad SAW who becomes the mankind figure of all Muslims.

However, the writer realizes that beside of the writer’s will and effort, this graduating paper would not be finished without support, help, guidance, motivation, suggestion, inspiration, advice and direction from individual and institution. Thus, the writer would like to express the special gratitude to:

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3. Noor Maliha, Ph.D, as the head of English Department
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14. My uncle and aunt (Pak Ari, Bu Fitri) thanks a lot for your help to my family

15. All of TBI students in 2008

Finally, the writer expects this graduating paper is able to provide useful knowledge and information to the readers.

Salatiga, September 12, 2015

The Writer

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ABSTRACT


Keywords: Reading Instruction; Reading Comprehension; Questioning Technique

The aim of this research is to improve students’ reading comprehension through the application of questioning technique in reading instruction. This research examined how the profile of the use of questioning technique to enhance students’ English reading comprehension and how far the improvement of the students’ reading comprehension of the first grade students of Sultan Fatah Junior High School, Blotongan through questioning technique. This research was conducted in Sultan Fatah Junior High School Diponegoro Street No. 115, Kec. Sidorejo, Salatiga. Twenty seven students of the first year students of Sultan Fatah Junior High School were instructed through questioning technique to enhance their reading comprehension. The methodology of this research is Classroom Action Research (CAR). The researcher conducted two cycles of reading instruction to let the students gain more opportunities to improve their comprehension in English reading text through questioning technique treatment. The result of the research shows a significant improvement after the treatment. It can be seen from the score of T-calculation and the score of mean. The T-calculation of cycle I is 26.37 while in the cycle II the score of T-calculation is 43.9. The mean score even increases from the cycle I to cycle II. The mean score of pre test cycle I is 43.59 and the mean of the post test is 63.37. In the cycle II, the mean of pre test is 59.81 while the mean of post test is 80.89. From those results, the researcher concludes that the application of questioning technique can improve the students’ reading comprehension. The students even could enrich their vocabularies and be confident to speak and write what they have comprehended. Based on the result, the researcher recommends using questioning technique in reading instruction.
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CHAPTER I
INTRODUCTION

A. Background of the Research

Reading activity is one of learning tools that students should accomplish during their learning process. Reading itself is not a linear process. It is “a fluctuative” process during getting comprehension as a whole. When reading activity takes places, the students activate their prior knowledge and try to link it to the new knowledge they have as the consequence of building comprehension.

Anyway, some students have misleading yet that comprehension should happen all at once. Their belief is single reading of a text that results on an understanding. In fact, comprehension is achieved gradually, as they move from a general feeling about what something means to a deeper level of understanding (Langan, 2009, p. 315). Comprehension doesn’t come from a quick reading. According to Gillet, Temple and Crawford (2004), reading comprehension is understanding new information in light of what we already know (in Langan, 2009, p. 316). In reading activity, students make sense their information by matching their previous world knowledge and text knowledge.

Here, the case in first grade of Sultan Fatah Junior High School is unmonitored reading activity where the students are left to read the text by them self without teacher’s guide. Scanning or skimming reading strategy that students used is not supported enough by teacher. When the teacher leaves
students read by their own self, it may cause misunderstanding even the content of text or something behind. Other case, some students may find difficulties in comprehending the text. Some difficult words may block them in making meaning. As the follow up even, teacher may check students’ understanding after reading in glance. Every single student has not been checked by teacher. Overall point of the case is that students have not been able to comprehend the text well.

However, teacher should assist the students. It is ought to become teacher’s task to help the students by giving scaffolding during their reading process. The theory of scaffolding is written by a social constructivist, Vygotsky. Vygotsky (1978) argued that every mental function in collaboration with an adult (in Farrell, 2001, p.2). Here, the collaboration refers to as the zone of proximal development (ZPD). ZPD is an area between what children can do independently and what they can do with assistance (Clark and Graves, 2004, p. 571). Scaffolding in educational sense is a process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts (Wood, Bruner and Ross, 1976, p. 90). Wharton McDonald et al. (1998, p. 116) has also argued that scaffolding is a process whereby a teacher monitors students’ learning carefully and steps to provide assistance on an as-needed basis. Teacher simply provides assistance, guide, or help for students while they pass the task. Students may be able to comprehend the task by less effort or limited time.
Furthermore, comprehension should be checked during the instruction. The teacher can check their understanding by giving questions meanwhile the teacher assesses them too. This is a kind of formative assessment instead of summative assessment in the end of study. While giving questions, teacher gives a selected response which can be used to diagnose students’ comprehension. Every Pupil Response (EPR) technique is a teacher’s assessment tool which is applied in the class. EPR requires each student gives their responses simultaneously to the teacher’s questions.

Finally, conducting comprehension is not a quick process. It requires a continuing phases during teaching – learning. Based on the whole explanation, the researcher tries to apply Questioning Technique in order to improve students’ comprehension by designing an Action Research in the classroom having low grade in reading, the first grade of Sultan Fatah Junior High School. The researcher conducts a research entitled “THE APPLICATION OF QUESTIONING TECHNIQUE TO ENHANCE STUDENTS’ COMPREHENSION IN READING TEXT ACTIVITY (A Classroom Action Research of First Grade Students of Sultan Fatah Junior High School, Blotongan 2015)”

B. Definition of The Term

To make the title of this study easier and more understandable, the writer wants to explain the meaning of the title at a glance.
1. Application

The base word of “application” is “apply”. The definition of apply is to put to use especially for some practical purpose, to put into action, to put into operation or effect (Merriam Webster, 1978, p. 50). In other definition, apply means to affect or be relevant to a particular thing, to put a method in a particular purpose. (Macmillan, 2009, p. 46)

2. Questioning Technique

Questioning technique is a key element of the interactive classroom which is constantly being invented and revised to help facilitate active learning (Giacomozzi, 2007, p. 201). According to Lewis (2003, p. 115), questioning is an essential skill to systematic investigation in any area.

3. Reading Comprehension

Reading comprehension is an understanding a written text means extracting the required information from it as efficiently as possible (Grellet, 1981, p. 89)

C. Scope of Research

Because the research is conducted related with the effectiveness of questioning technique to enhance students’ reading comprehension of the first year students of Sultan Fatah Junior High School, as the objects of the research, the researcher analyzes whether questioning technique can improve the students’ English reading comprehension.
D. Statement of the Problem

Based on the background of the study, this research is aimed at giving answers on the following problems:

1. Can the application of questioning technique enhance students’ comprehension in reading text activity?
2. How does the application of questioning technique enhance students’ reading comprehension in reading text activity?
3. To what extent does the questioning technique enhance students’ comprehension in reading text activity?

E. Objective of the Research

The objectives of the study are as follows:

1. To find out whether the application of questioning technique can enhance students’ comprehension in reading text on first grade students of Sultan Fatah Junior High School.
2. To find out how the application of questioning technique enhances students’ comprehension in reading text activity.
3. To find out to what extent the questioning technique enhances students’ comprehension in reading activity.

F. The Significance of the Research

1. Theoretically
   a. The result of the research paper can be used as an input in teaching English process especially for reading class using questioning technique.
b. The outcome of the research is expected to be kind of additional technique instead of previous technique used for the teachers. The writer expects that the English teachers will be motivated to use the technique to improve their students in reading text.

2. Practically
   
a. For the researcher
   
The research aids the researcher to determine the technique in improving students’ reading comprehension.

b. For the students
   
This research can motivate the students to be interested in learning English and raise students’ comprehension.

c. For the English teacher
   
This study is demanded being able to give additional technique to English teacher in order to develop language teaching methods theoretically and practically. Furthermore, the research can help the students to improve teaching learning process. It is also as a repair toward previous method as a follow up of the teacher’s reflection.

d. For institution
   
In the end, the result of this research can upgrade the institution’s quality particularly in the English teaching and learning process.

G. The System of Graduation Paper Presentation

On this graduating paper, the writer is going to divide into five chapters. Each chapter consists of some sub topics in order to make it well-organized.
In the first chapter, it is developed into seven sub topics which are background of study, research problems, research objectives, research benefits, theoretical framework, research methodology and system of thesis presentation.

Then, the second chapter concerns on the literature review. Here, the author focuses on some essential keywords such as classroom action research, questioning technique and reading comprehension.

Afterwards, this research is going to be accomplished by method of research that focuses deeply in the third chapter. As detail, research method is organized into some sub topics. Method of research contains detail descriptions of the methodology such as research procedure, collecting data technique and data analysis.

The collected data is analyzed in the chapter four. Here, the writer discusses the data deeper after applying questioning technique in the class. The researcher uses EPR (Every Pupil Response) and graphic organizer as the research instrument. Furthermore, the author presents the result of the study both in cycle I and cycle II. Here, the author explains detail process while collecting and scoring the data.

In the last chapter, the conclusion is going to be composed as the result of research based on the analysis data in the fourth chapter. Moreover, the suggestion is written down to reader such as other teachers, other researchers or the school.
CHAPTER II
THEORITICAL FRAMEWORK

A. Questioning Technique

1. The Definition of Questioning Technique

   Questioning is a critical strategy that helps readers make meaning of literature by promoting critical thinking about what is being read. It is a strategy which the readers use to engage with the text. When readers ask questions as they read, they are not only interacting with the text to make meaning of it, but they are also monitoring their own comprehension of what they are reading. Airasian and Russel (2008, p. 12) state that questioning is very useful during the instruction. It enables teacher to review the prior topic, generate brainstorming a new one, check how far students’ understanding and engage students’ attention.

   Questioning could be conducted into three sections, before, during and after reading process. Each section has different purposes. Before/ pre – questioning often used to activate prior knowledge and to link it into the text. Teachers can use during questioning to clarify and monitor students progress while they read. The last phase is after questioning which is used to check students’ comprehension as a whole after reading the text. It also stimulates the critical analysis and further research on the topic. Each questioning type is important to use.
2. The Purposes of Questioning Techniques

During the instruction, teachers ask question for many purposes. According to Airasian and Russel (2008, p. 110) there are several purposes of giving question which are as the following:

a. To promote attention.

Students’ attention would be kept during the lesson by giving question. It even engages the students in the learning process.

b. To promote deeper processing.

Questioning lets the students to verbalize their thoughts and ideas, thereby promoting the thinking and reasoning that lead to deeper processing of information.

c. To advance peers learning

Giving and asking question allows the students to concern peers’ interpretation and explanation, ideas, processes, issues, or even the projects.

d. To provide reinforcement

Teachers strengthen important points and ideas by questioning. Students are regarded to cue what they are learning.

e. To provide pace and control

Teachers could control the students’ continuous attention by conducting a questions require responses.

f. To provide diagnostic information
Teachers would obtain some information about the students and class learning.

3. The Classification of Question

Question is an important element in questioning technique. It is one of main tools during the research process takes place. Nevertheless teacher needs to consider well what kind of question used. Questions are often classified into two categories.

a. The first is lower-level question or convergent question which has a single correct answer and requires memory. This category is the two lowest level of thinking in Bloom’s taxonomy. This level generally begins with 5W 1H questions.

   Lower-level question is a kind of question which works best in matching learning objective. When the teacher makes a lesson plan, of course teacher will consider what kind of material should be given and what kind of assessment should be accomplished. It means that teacher has determined the questions should be answered.

   According to Airasian and Russel (2008, p. 113), there are five factors emphasizes on lower – level question.

   1) Memory focused objectives occur frequently in the lesson plan

   2) Because the students have learned the topic, lower – level question will be the easiest to answer for them
3) Before asking to the students, teacher are most likely to know the answer to lower – level question, so their confident would be more grow up

4) Teacher has less effort in preparing the lower – level question

5) Lower – level question requires less thought to answer, thus allowing teacher to keep instruction moving at fast pace

b. The second category is higher - level or divergent question which has many appropriate answers. This level requires the students to perform complicated processes such as understanding conceptual knowledge and applying procedural knowledge. Then, higher – level question needs application, analysis and synthesis the factual knowledge they have obtained. It helps the students to solve the problem and improve their critical thinking.

Moreover, the classification of question is not only by the level but also by the cognitive content. Cognitive content brings skills which enables to build the comprehension and critical thinking. Here, there are classifications of question according to Bloom’s cognitive taxonomy levels (in Airasian and Russel, 2008, p.113):

a. Knowledge (remembering), the students require recalling the knowledge they have got. It is included to lower level or convergent question. Knowledge questions help students to recall or revise material that has been covered.
b. Comprehension (understanding), the students can make a summary, an explanation or paraphrasing the content. Comprehension questions help pupils to clarify their understanding of the text main points.

c. Application, the students use the information to solve new problems. Application questions help the learners to transfer knowledge learned in one context to another.

d. Analysis, the students may give reasons based on the information or break apart the information. Analysis questions help students to think deeper about mood, character, setting, expression, opinion, preference, and deducing, inferring or referring text to the evidence.

e. Synthesis, making construction or integration. Synthesis questions help learners to develop a critical stance based on information from a range of sources; to take and apply an idea from one context to another.

f. Evaluation, judging. Evaluation questions help the students to make judgment, compare and contrast and develop reasoning based on evidence.

Based on Bloom taxonomy’s level, comprehension question can be assessed by making summary, explanation and paraphrasing the content. Those kinds of assessment can be oral questioning or written questioning. Afterwards comprehension question has many styles. It divides into three kinds of question:

1) Literal question
2) Inferential question

3) Critical question

Literal question is one where the answer can be found directly in the text. The readers get the information on the surface. Inferential question is one where the text does not actually tell the answer, but the readers can work out the answer by considering the hints and clues in the text in the light of prior knowledge and experience. Critical question requires the readers to determine and develop the opinion and value. This kind of question enables the readers to explore the problem, discern hidden value, evaluates evidence and assesses the conclusion.

4. The Effective Question

After knowing types of question, then teacher needs to consider how to generate the question well. Effective question will help the students comprehending the text. It even will be easy for students to answer. Airasian and Russel (2008, p. 115) explain how to generate effective question. There are some strategies can be used.

a. Ask questions that are related to the objectives of instruction.

Objectives, instruction and questioning are a unity. There should be consistency among them. Because of the consistency consideration, teacher’s questions should communicate what topics are important and the way the topics should be learned.

b. Avoid global, overly general questions. Do not ask, “Does everyone understand?” because some students will be embarrassed to admit
they do not and others will think they have understood when in reality they do not. Just ask question what is being taught.

c. Involves the entire class in the questioning process. Call on non-volunteers in order to keep the students attentive instead of calling on the same students time after time.

d. Be aware of patterns in the way questions are distributed among students. Give the students an equal opportunity to respond. Be aware to questioning patterns and strive such as calling on high-achieving student frequently than other or doing the opposite.

e. Allow sufficient “wait time” after asking the question. Giving time students to think will improve students’ answer. When they are silence, it means they are thinking.

f. State question clearly and directly to avoid confusion. Teacher should state the question clarity which enables to focus thinking and improve the quality of answer.

g. Probe student responses with follow-up question. Giving students response to their answer will enhance students’ ability to articulate their reasoning and their critical thinking such “the whys”.

h. Remember that instructional questioning is a social process that occurs in a public setting. Teacher should threat with the encouragement and respect. Do not evoke demeaning, sarcastic and angry teachers’ responses when their answer is incorrect, incomplete or unreasonable answer.
i. Allow private questioning time for students who shy or have difficulty engaging in the questioning process. Arrange the class into some small groups then with the whole group. This arrangement will help the students who are shy or have difficulty to be more independent answer the question.

j. Recognize that good questioning also involves good listening and responding. Framing good question will benefit the students being good listener and good responder.

k. Avoid the entire questions that require only a yes or no response. A yes and no response will not encourage students' critical ability.

l. Avoid always asking the students the same types of question. Beside of asking the facts, ask the students to analyze, evaluate, or synthesize the facts into arguments, reasons or judgments.

By considering some items above, the questions will be helpful and useful for the students.

5. The Strategies of Questioning Technique

After considering what kind of question used, the further step is teacher should determine the strategies as a measuring tool whether questioning technique is effective or not. The strategies are as assessment tool beside of the exam, test or teacher’s observation. Here researcher designs two questioning strategies which are EPR (Every Pupil Response) and Graphic organizer strategies.
EPR (Every Pupil Response) is a strategy where whole students should show their responses simultaneously. The teacher would give certain instructions, and then the students will response it. There are many types of EPR (Every Pupil Response). The following types are:

a. Signal card
   Students use a card to indicate their understanding level of concept. The card can be labeled such as Yes/No, Red Yellow Green, and True False.

b. Dry-Erase board
   By writing students’ response on a board, teacher not only can check the understanding, but also students can learn how to write the vocabulary learned well.

c. Exit card
   On the Exit Card, your students have written their names and have responded to a question, solved a problem, or summarized their understanding after a particular learning experience.

d. Quick write
   Quick write is a brief, timed writing activity. Giving students two or three minutes to reflect on and summarize their learning in writing allows them to make sense of what they have been studying.

e. Take and pass
   Cooperative group activity used to share or collect information from each member of the group; students write a response, then pass to the
right, add their response to next paper, continue until they get their paper back, then group debriefs.

The second questioning strategy is graphic organizer which is a visual representation of knowledge that structure information by arranging important aspects of a concept or topic into a pattern using labels (in Bromley, DeVitis & Modlo, 1999, p.3). The main function is to help present information in concise ways that highlight the organization and relationship of concept. There are some reasons of using graphic organizer.

a. Graphic organizer is a tool for critical and creative thinking. Graphic organizer helps students focus on what important is. It highlights the key concept and vocabulary, thus providing tools for critical and creative thinking.

b. Graphic organizer is a tool for organizing information. Graphic organizer allows students to add or modify their background knowledge by seeing the connections and contradictions between prior knowledge and new information.

c. Graphic organizer is a tool for understanding information and relationship. Graphic organizer helps students to understand and retain important information and relationship. That is because graphic organizer serves a mental tool during the learning.

d. Graphic organizer is a tool for depicting the knowledge and understanding. Graphic organizer provides an optional way of
depicting knowledge and understanding for the students who have difficulty with expressing relationship among the concepts in written word.

e. Graphic organizer is a tool for self-learning. Students who use graphic organizer in the classroom develop their ability to use graphic organizer independently as study tool inside and beyond classroom.

Furthermore, using the graphic organizer should consider the types of text which can be used to select the appropriate graphic organizer. There are four basic types of graphic organizer. They are:

1) Cyclical organizer

Organizer is showing the sequence of events in a process. Example: Circle organizer

2) Conceptual organizer

Organizer is showing how a main concept is supported by facts, evidence and characteristics. Example: Concept definition map

3) Sequential organizer

Organizer is showing events in chronological order. Example: Multiple timeline

4) Hierarchical organizers

Organizer is showing the relation between a concept and its subordinate levels of characteristics. Example: Hierarchy diagram.
EPR and graphic organizer are kinds of strategies to enhance text understanding. Moreover the strategies enable the teacher to assess students’ text understanding. The strategies are kinds of formative assessment. Formative assessment is such informal assessment is used primarily to “form” or alter ongoing classroom processes or activities (Airasian and Russel, 2008, p. 124). The use of assessment is to improve and change a learning process while it is still going on.

Generating EPR (Every Pupil Response) or graphic organizer require teacher to determine appropriate text will be taught whether it is fiction text or non-fiction text. Some text may be suitable with exit card, other ones may be not. Therefore teacher should think over each text characteristic.

B. Enhance Reading Comprehension

Reading is a root of read which is meant as looking at and understanding something printed or written (Oxford, 2000, p. 356). The experts have presented many reading definition. One of the definitions is implied by Daniel Hittlemen, (in Khisbullah, 2012, p. 23)

“Reading is verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing, specifically, reading is a process of reconstructing from the printed patterns on the page ideas and information intended by the author.”

As an active action, reading engages some strategies and techniques during building the understanding. It is a complex skill requiring critical and creative thinking processes to pull together a number of interrelated sources of information.
Comprehension simply means making meaning from text. It construct from some skills of understanding the text, engaging with the text, making connection with the existing knowledge, critically evaluating the text and reflecting upon responses. Comprehension involves three elements, they are:

a. The reader who is doing the comprehending
b. The text that is to be comprehended
c. The activity in which comprehension is part

When the students comprehend the text, it means they are making meaning from the text. During this comprehending process, the students understand the text, engage with the text, make connection with existing knowledge, critically evaluate the text, and reflect upon responses. According to Grellet (2004, p. 4) reading involves a variety of skills. The skills help the students to enhance comprehension. The main ones are listed below.

1) Recognizing the script of a language
2) Deducing the meaning and use of unfamiliar lexical items
3) Understanding explicitly stated information
4) Understanding information when not explicitly stated
5) Understanding conceptual meaning
6) Understanding the communicative value of sentences and utterances
7) Understanding the relations within the sentences
8) And etc
C. Reading Text

Text is a piece of written or printed material regarded as conveying the authentic or primary form of a particular work (Oxford, 2000, p. 414).

Text has been divided into two types, they are fiction and non-fiction. Fiction text is such as novel, short story, poetry, theatrical script and etc. The other one is non-fiction such as essay, report and article.

Then, each type of the text is categorized by Farrel (2008, p. 126) into some structures:

1. Description
   Sylvester explains description is “thing” oriented which is included example and specific concerning explanation.

2. Causation
   It is another structure text which students are getting to recognize cause/effect by asking questions.

3. Problem/Solution
   This kind of text presents the reader with a problem usually include a solution or at least a proposed solution to the stated problem.

4. Compare/ Contrast
   Compare text explains how things are alike, while contrast text is about how things are different.

   In addition, text is presented clearly based on the structure and the purpose. There are some text structures usually students had.
1. **Recount**

   A kind of non-fiction text focused on reconstructing the experience and event from the past in logical sequence. These are the generic structures of recount text:
   
   a. **Orientation**; tells who was involved, what happened, where the event took place, and when it happened,
   
   b. **Events**; tells what happened and in what sequence
   
   c. **Reorientation**; consist of optional closure of events

2. **Procedure**

   It is non-fiction text which presents instructional steps orderly in how to make or do something. The information is presented in a logical sequence of events which is broken up into small sequenced steps. The generic structure consists of goal, materials needed and methods or steps.

3. **Report**

   This kind of non-fiction text generates facts and issues which is supported by data and resource. There are two parts of generic structure in this text: general classification; presents the general information based on the past report or observation, and description; tells what the phenomenon under discussion in term of parts, qualities, habits or behaviors.

4. **Narrative**

   The one fiction text presents stories on purposing to entertain the reader such as legend, myth, fairy tale, fable and etc. The following are the generic structure of narrative text:
a. Orientation; it is about the opening of paragraph where the characters of the story are introduced, where and when the story took place
b. Complication; where the problems in the story developed
c. Resolution; this part presents the problem solving of the story. It consists of coda or moral value of the story.

5. Descriptive

Kind of text which says what a person or a thing is like. It describes and reveals a particular person, place or thing. Descriptive text has generic structure as below:

a. Identification; identifying the phenomenon to be described.

b. Description; describing the phenomenon in parts, qualities, or/ and characteristics.

By identifying each characteristic of the texts, students would be easier to understand content of the text. For the struggle reader, text characteristic is a key to find the contextual meaning.
CHAPTER III
RESEARCH METHODOLOGY

A. The Setting of Research

This study is conducted in Sultan Fatah Islamic Junior High School which is located in Diponegoro Street No. 115, Kec. Sidorejo, Salatiga. This school focuses on Islamic education beside of academic content. This school is a private school which belongs to an institution named LPIA (Lembaga Penyidikan Ilmu-ilmu Agama).

Drs. KH. Muh. Hamdan Asnawi as the new principle of this school plans to make this school become one of credible Islamic schools in Salatiga. Since this school was established in 1983, there was more than two thousands students graduated from this school. Physically, the building of the school is in one area with As-Surkati Senior High School and Sultan Fatah Kindergarten.

The following table below describes the description of Sultan Fatah Junior High School:

Table 3.1
The Number of Room and Its Condition

<table>
<thead>
<tr>
<th>No.</th>
<th>Room</th>
<th>Number of Room</th>
<th>Condition of Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td>6</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Library</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Language Laboratory</td>
<td>1</td>
<td>Good</td>
</tr>
</tbody>
</table>
Those are the general description about the setting of research. The information gives a few descriptions about the facilities which students have in order to motivate the learning process.

**B. The Method of Research**

Here the researcher conducts classroom action research. The definition of classroom action research can be inferred by the nation of CAR; this kind of research is as term of action research which the action is what you do as a teaching professional in the classroom.

Creating the learning environment, interacting with your students, developing lesson plans, assigning homework, and almost everything the teachers do in daily routine of teaching constitute the “action” of action research.

Pelton says, “The research part of action research refers to the methods, habits, and attitudes that mean methods of data collection, the professional habits of observation, and the attitude of openly searching for new and better ways to present material and challenge your students, and the disposition to be a reflective practitioner” (Pelton, 2010, p.4).

According to Burns (2010, p. 2) action research is brought from two ideas, reflective practice and teacher as a researcher. The other idea, conducting action research in the class means intervening a deliberate way in the problematic situation in order bringing about the change, even better an improvement. Then Kemmis and Carr (1983, p. 45) explains more about the action research in which is a form of self – reflection inquiry undertaken by participants in social and educational situation. The aim of this practice is to
improve their own social or educational practices, their understanding of these practices and the situations in which the practices are carried out.

McNeiff (1992) states “action research is a term which refer to a practical way of looking at your own work to check that it is you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner based research; and because it involves you thinking about and reflecting on your work, it can also be called a form of self-reflective practice” (in Khisbullah, 2012, p. 40).

The researcher places as an investigator, explorer and even a teacher in applying the technique. The teacher criticizes his own teaching context and reflects in a systemic approach. Additionally, the researcher looks for the questioning and problem which is implied by ineffective classroom atmosphere. Hopkins (1993, p. 45) says that doing classroom action research brings an aim to contribute both to the practical concern of people in an immediate problematic situation and the goal of social science by joining collaboration within a mutually acceptable ethical framework.

The concept above builds a definition which classroom action research is an examination for the teacher toward their own educational practice systematically and scientifically using the chosen technique. This assumption is based on the condition where the examination is progressed; the teacher works best on the identified problems. The teaching process should be more effective than previous which may be able to improve the teaching process quality. The other crucial idea is that teacher who engages in this research develops the professional judgment and moves toward adapted innovation based on the students’ level.
Conducting an action research in classroom puts the teachers in their control of their professional development. When the teachers have their ownership of the research process, specifically action research, learning can occur in numerous ways including trying new strategies, evaluating existing programs, expanding instructional repertories, engaging in professional development, and most importantly helping teachers develop new pedagogical knowledge.

Furthermore, classroom action research has many models which are offered by some experts. Those are Model of Kurt Luwin, Kemmis McTaggart, Dave Ebbut, Jhon Elliott, Hopkins, McKernan, etc. According to Kurt Lewin, there are four actions to do by the researcher in conducting the classroom action research. Those are Planning, Acting, observing, and reflecting. Those components can be called as one cycle. Moreover, there will be two cycles which have to be with those components for each cycle (Kusumah & Dwitagama, 2010, p. 20).

C. The Subject of Research

The subject of the research is the first year students of Sultan Fatah Junior High School in academic year 2014/2015. The number of the participant is 27 students. They are 14 girls and 13 boys. Most of them are 14 years old. They use Indonesian language as their native language, while Javanese is their mother tongue/ mother language. The participants have English lesson at least twice of meeting in a week which each meeting is for about two sessions of lesson. The length of one session of lesson is 45
minutes. The researcher plans to take all the population as the sample of classroom action research. Suharsimi (2006, p. 130) writes that the research which engages all the population is called population research.

Then, the list of the population is as the following:

**Table 3.2**

**The Subjects of Research**

<table>
<thead>
<tr>
<th>No.</th>
<th>NAMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ANDI</td>
</tr>
<tr>
<td>2.</td>
<td>ANGGA WAHYU KURNIAWAN</td>
</tr>
<tr>
<td>3.</td>
<td>ARIF SAEFUDIN</td>
</tr>
<tr>
<td>4.</td>
<td>CONI GUNAWAN</td>
</tr>
<tr>
<td>5.</td>
<td>DEVINA RAGIL PARAMITA</td>
</tr>
<tr>
<td>6.</td>
<td>ERWINDO S.W</td>
</tr>
<tr>
<td>7.</td>
<td>FATIKA AYU F.</td>
</tr>
<tr>
<td>8.</td>
<td>FERRY ANDRIAN</td>
</tr>
<tr>
<td>9.</td>
<td>MIRAWATI</td>
</tr>
<tr>
<td>10.</td>
<td>M. SIROJUDDIN</td>
</tr>
<tr>
<td>11.</td>
<td>M. RIZKY R.</td>
</tr>
<tr>
<td>12.</td>
<td>NGAISAH KAROMAH</td>
</tr>
<tr>
<td>13.</td>
<td>NANANG ANDIYATAMA</td>
</tr>
<tr>
<td>14.</td>
<td>NUR AMINUDIN</td>
</tr>
<tr>
<td>15.</td>
<td>NUR UTAMI</td>
</tr>
</tbody>
</table>
D. The Procedure of Research

The researcher plans conducting the research in two cycles. They are cycle I and cycle II. Each cycle is divided into four steps: planning, acting, observing and reflecting. Before applying cycle I and cycle II, the researcher observes the class in order to gain detail description. The information enables the teacher to know what the students’ problems are. Based on the problem, the researcher makes an action plan and applies it.
In summary, the procedure is schemed in the following graphic:

**Graphic 3.1**

**The Research Procedure**

1. **Cycle I**

   In the first cycle, the researcher divides the procedure into four parts. Each part is explained in detail as the following.

   **Table 3.3**

   **The steps of Cycle I**

   | Planning | 1) Preparing the material for reading comprehension |

   

42
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2)</td>
<td>Composing the action plan and designing the steps</td>
</tr>
<tr>
<td>3)</td>
<td>Preparing teaching aids such as students’ name, scoring sheet and classroom observation sheet</td>
</tr>
<tr>
<td>4)</td>
<td>Preparing a pretest</td>
</tr>
<tr>
<td><strong>Acting</strong></td>
<td><strong>1) The researcher (as teacher) greets the students</strong></td>
</tr>
<tr>
<td></td>
<td><strong>2) The researcher introduces herself to the students</strong></td>
</tr>
<tr>
<td></td>
<td><strong>3) The researcher checks the students’ attendance by calling their names</strong></td>
</tr>
<tr>
<td></td>
<td><strong>4) The researcher activates students’ prior knowledge by giving question and example</strong></td>
</tr>
<tr>
<td></td>
<td><strong>5) The researcher gives pretest to the students (to check how far students’ comprehension)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>6) The researcher explains the material about procedure text</strong></td>
</tr>
<tr>
<td></td>
<td><strong>7) The researcher gives occasion to the students to ask the material explained</strong></td>
</tr>
<tr>
<td></td>
<td><strong>8) The researcher gives a passage to the students</strong></td>
</tr>
<tr>
<td></td>
<td><strong>9) The researcher asks the students to read the passage silently</strong></td>
</tr>
<tr>
<td></td>
<td><strong>10) The researcher points a student to read the passage each paragraph loudly, while the other students repeat her/him (to tell the students how</strong></td>
</tr>
<tr>
<td>Step</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>11)</td>
<td>The researcher asks the students to comprehend the passage by themselves, then if the students get difficulties, the researcher affords the scaffoldings by translating difficult words.</td>
</tr>
<tr>
<td>12)</td>
<td>The researcher explains the rule to answer the researcher’s question (If the students answer yes, they put the thumbs up, while if they answer no, they put the thumbs down).</td>
</tr>
<tr>
<td>13)</td>
<td>The researcher asks some questions, all students respond it by showing their answers simultaneously.</td>
</tr>
<tr>
<td>14)</td>
<td>The researcher counts how many students answer yes and how many students answer no.</td>
</tr>
<tr>
<td>15)</td>
<td>The researcher spreads blank papers to all students.</td>
</tr>
<tr>
<td>16)</td>
<td>The researcher asks the students to write some important words on the blank papers, and then the students show up their writing simultaneously.</td>
</tr>
<tr>
<td>17)</td>
<td>The researcher scores how many students write correctly and how many students write incorrectly.</td>
</tr>
</tbody>
</table>
| 18)  | The researcher distributes a graphic organizer as a
test to the students, and then they are asked to write down what they have comprehended about the passage explained.

19) After finishing the test, the researcher asks the students to collect their graphic organizer.

| Observing | 1) Observing the learning process concentrate on the students’ capability which shows their understanding of the lesson given.  
|          | 2) Observing the students when they answer the researcher’s questions of the passage given and write down their understanding of the passage on the graphic organizer. |

| Reflecting | 1) Analyzing the data from the cycle.  
|           | 2) The researcher and the teacher discuss the result of the cycle.  
|           | 3) Making a conclusion from cycle I. |

2. Cycle II

The purpose of conducting the cycle II is to improve the student’s comprehension based on the reflection of the first cycle. The findings of the first cycle are as the reference of the cycle II. The researcher treats the students by the same treatment as in the first cycle. This treatment is
aimed to give the students more opportunity in enhancing their understanding in reading the passage.

**Table 3.4**

**The Steps of Cycle II**

| Planning | 1) Preparing the material for reading instruction  
|          | 2) Choosing the appropriate passage  
|          | 3) Considering the appropriate questioning rule and graphic organizer  
|          | 4) Making lesson plan of Cycle II  |

| Acting | 1) The researcher gives pretest  
|        | 2) The researcher asks the students about their problems on the previous lesson.  
|        | 3) The researcher explains the problem.  
|        | 4) The researcher re-explains about the material such as in the previous reading activity  
|        | 5) The researcher asks students’ understanding.  
|        | 6) The researcher gives students a passage  
|        | 7) The researcher asks the students to read the passage silently  
|        | 8) The researcher guides the students to read the passage, while the students repeat after her.  
|        | 9) The researcher helps the students to comprehend the passage by giving the students chance to ask |
the difficult words.

10) The researcher explains the questioning rule; if the answer yes, the students acts as riding the motorcycle, while if they answer no, they should act as driving the car. (The researcher selects the rule which is related to the passage theme)

11) The researcher gives some questions, all students answer it simultaneously

12) The researcher records how many students answer yes and how many students answer no

13) The researcher allots blank papers to all students.

14) The researcher asks the students to write the words that the researcher mentions on the blank papers, and then the students show up their writing simultaneously.

15) The researcher scores how many students write correctly and how many students write incorrectly.

16) The researcher asks some of the students to tell about the passage in front of the class loudly

17) The researcher guides the students in discussing the passage together.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18)</td>
<td>The researcher concludes the material related with procedure passage.</td>
</tr>
<tr>
<td>19)</td>
<td>The researcher gives a graphic organizer as a test to the students, and then they should write down important information about the passage they comprehend.</td>
</tr>
<tr>
<td>20)</td>
<td>After the students finishing their test, the researcher asks them to collect their finished graphic organizer. The test is to know to what extent the students comprehend the passage.</td>
</tr>
<tr>
<td>Observing</td>
<td>1) Observing the learning process concentrate on the students’ capability which shows their understanding of the lesson given.</td>
</tr>
<tr>
<td></td>
<td>2) Observing the students when they answer the researcher’s questions of the passage given and write down their understanding of the passage on the graphic organizer.</td>
</tr>
<tr>
<td>Reflecting</td>
<td>1) Analyzing data from the cycle</td>
</tr>
<tr>
<td></td>
<td>2) The researcher and the teacher discuss the result of the cycle</td>
</tr>
<tr>
<td></td>
<td>3) The researcher compares the score from the cycle I and cycle II to find out how far the students’ improvement in comprehending the</td>
</tr>
</tbody>
</table>
E. The Technique of Collecting Data

Collecting data is the first step to find the result of this study. It is needed to have the valid and obvious information. The collected data is as the proof of the study done. The writer uses observation and test in collecting data. These are some procedures of doing observation and giving test as follows:

1. Observation

To get the description about the subject, the researcher arranges an observation during the learning process. All activities during the lesson are the target of this observation. Here, the researcher focuses on applying the questioning technique in reading class. The researcher notices how the implementation of this technique and what the result of this study.

The detail information during the reading instruction included the students’ condition and classroom atmosphere is observed. Regarding to the research object, the researcher determines the components of reading comprehension. The researcher observes how students understand the text after reading. To measure the student’s understanding, some questions according to the text are delivered to the students. The students even need to conclude the main idea of the text and state its detail information. Then the information is analyzed to know what the main problem of the learning process.
To have the clear description, the researcher states four aspects as the measurement tool. Those are:

a. Students’ attention on teacher explanation
b. Students’ activeness in asking question
c. Students’ activeness in responding question
d. Students’ enthusiasm in doing test

2. Test

Test is a stimulus tool given test taker to get the data which used in scoring process. Azwar (1987, p. 3) says that test is a systematical procedure which contains some specific item to measure the maximal and typical performance. Test is commonly used interchangeably with assessment or even evaluation. In fact, test is one form of an assessment as the process in gathering data to monitor students’ progress.

Test is usually given in teaching to measure how proficient students comprehend the material. The material prepared is focused in some points which represent the required achievement. Then in this study, test is conducted not only to measure students’ ability in reading comprehension in English passage, but also to enhance students’ competence.

In this study, the test is composed by oral and written test. The test contains a passage and some questions which represented the reading comprehension related to the passage.
To know more the details of the test, the researcher describes in plain words below:

a. Pre – Test

This test is kind of pretest which given before the action of the research. The aim of pretest is to know how far the students understand the passage while they are reading. It is also aimed to measure the students’ reading comprehension before the questioning technique is treated. In the process of testing, the students have to read a passage silently and answer ten questions related with the material given. The result of the test would give general description about the English skill of students. Then the result of the test became the evaluation before applying the questioning technique.

b. Post – Test

In this second item of test, the instructor gives same treatments which are giving a text and some questions. However, the difference is the applied strategy which uses questioning technique. The test is divided into three sections. The sections are before, during and after questioning.

In before phase, the researcher activates the students’ prior knowledge and links it to the passage. The instructor even builds some scaffolding to help the students understand the text.

In during questioning process, researcher clarifies and monitors progress while they read by treating the Signal Card and Dry-Erase
Board. In the Signal Card strategy, the instructor asks some questions related to the passage. In this case, the students have to answer the questions by giving response “Yes or No”. Then Dry-Erase Board is aimed to check students’ vocabulary mastery related to the text. Each student has to write certain word which the instructor mentioned in a piece of card. Both the finding in Signal Card and Dry-Erase Board would be recorded as the data.

The last item is after questioning phase. Here the instructor accomplishes Graphic Organizer. The students have to write some important points and answer the questions from the passage in the Graphic Organizer.

In the case, the researcher would score and compare the data from during and after questioning phase with the pre – test result. From the score, the researcher is intended to know about the students’ improvement of reading comprehension after getting the treatment of questioning technique.

F. The Technique of Analyzing Data

The objective of this study is to boost students’ competence in English especially in reading comprehension. The students are able to understand what they have read and gain the content of the text. This study is successful when the result of the treatment shows an improvement. The improvement is attested by the result from the treatment which shows an advancing. The
result from the treatment became the data which would be analyzed by scoring.

To analyze the data, the researcher uses scoring technique both from the observation and the test. The result of the data is scored statistically by counting the percentage of the students who can response correctly and write down their understanding into a graphic organizer. Since the study is conducted by classroom action research, the collected data is analyzed by qualitative and quantitative. The qualitative data is obtained from the field note during the observation. Then the quantitative data is gained from the score of the whole test (pre – test and post – test of cycle I and cycle II). The researcher scores the data using statistics technique which is Mean and T-Test.

The students are given pretest and post–test to get score. The pre - test is given before the treatment of questioning technique is conducted in teaching reading. Then, the students are scored by T-test to obtain the valid data which shows whether the study is success or not.

In the final process of analyzing data, the researcher compares the collected data from cycle I and cycle II; both pre - test and post - test. The data from observation is even analyzed which considers four aspects. After all, the whole result of the study is measured by using Mean, SD (Standard Deviation) and T-test. Those ways are to find the conclusion of this research.
In this case, the following formula is used to count the result of data:

1. **Mean**

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

Explanation:

- \( M \): Mean of Students’ Score
- \( \sum X \): The Sum of Students’ Score
- \( N \): The Total Number of Students

2. **SD (Standard Deviation)**

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

- SD: Deviation Standard for one sample *t*-test
- D: Difference between pre – test and post – test
- N: Number of observation in sample

3. **T- test**

The significance between the pre – test and post – test result can be counted by T-test formula as below:

\[ t_o = \left( \frac{\sum D}{N} \right) \left( \frac{SD_D}{\sqrt{N-1}} \right) \]

\( t_o \) = *T*-test for the differences of pre – test and post – test
\( S_D = \text{Deviation Standard for one sample t-test} \)

\( D = \text{Difference between pre – test and post – test} \)

\( N = \text{Number of observation in sample} \)
CHAPTER IV
DATA ANALYSIS

In this chapter, the author focuses on analyzing the data which is collected during the study. Here the findings will be described detail in order to get the result of study. This chapter is a main part of the study as it discusses the data from the first treatment until the last treatment. The conducted treatments are divided into two cycles; cycle I and cycle II. The finding from the observation even would be analyzed according to the four characteristics which have been stated.

A. Research Findings

1. Cycle I

Before conducting treatment of cycle I, the researcher does an observation. From this observation, the researcher finds some data which are used to arrange the study. Here the researcher arranges cycle I into some steps. The followings are the detail explanation of each step:

a. Planning

This step consists of:

1) Preparing the material or passage for reading comprehension
2) Composing the action plan and designing the steps will be done
3) Preparing teaching aids such as students’ name, scoring sheet and classroom observation sheet
4) Preparing a test (to know whether students’ vocabulary improves or not)

b. Acting
In acting part, there were several activities that the researcher planned in the class. The researcher described the whole activities done in a narration.

In the beginning, the researcher started the class by greeting the students. The researcher greeted the students by saying *Assalamu’alaikum warohmatullahi wa barokatuh* and good morning. Then the students answered it together. Next, the researcher introduced herself. The researcher mentioned her full name and her nickname in order to build closeness. The class was continued by checking the students’ attendance. The researcher called the students’ name one by one to check their attendance. The students were asked to raise their hands if the researcher called their name.

After checking the students’ attendance, the researcher gave the students a question and an example. The researcher asked whether the students knew how to fry the egg. The question was aimed to activate the students’ prior knowledge about the procedure text. The students answered that they knew how to fry egg in Indonesia, while in English they did not know at all. Then the researcher explained that how to fry egg was one example of procedure text. The definition of procedure text was even described by the researcher in detail.

Afterwards, the researcher gave the pre – test related to the procedure text to the students. The students responded whether it must be text immediately. The researcher answered that the reason of giving pre – test was to know to what extent the students competence. The researcher calmed the students that the pre – test was not difficult.
After the time was up, the researcher asked the students to hand in their work. Some students showed they had not finished their work.

Then, the class was continued by giving explanation about the material. The researcher explained about the definition of procedure text, the goal, the generic structure of procedure text, and the language feature of procedure text. The researcher also gave some examples of procedure text. To check the students’ comprehension, the researcher pleased the students to ask the explained material. However, the students just kept silent.

The class was continued by reading instruction. The researcher gave the students a passage entitled “How to Ride Bicycle”. First, the researcher asked the students to read the passage by themselves silently. Then, the researcher asked some students to be volunteers reading the passage. However, there was no student being a volunteer. Finally the researcher pointed some students to read the passage loudly, while the other students repeated them. The researcher corrected the students’ pronunciation.

Next, the researcher asked the students to comprehend text by themselves. While the students got the difficulties, the researcher afforded the scaffolding by giving clues of the difficult words. In this case, the researcher helped the students by giving clues of difficult words instead of translating the words directly. The researcher even made some body languages or pictures in order to afford scaffolding.

The next activity was the application of EPR (Every Pupil Response). The researcher applied EPR (Every Pupil Response)
strategy by conducting Thumbs up Thumbs down. Here the students were asked to answer the researcher’s question by raising their thumbs up or thumbs down. If the students answered yes, then they should raise their thumbs up. While the students should raise their thumbs down if they answered no. However some students did not understand what the researcher explained. The researcher explained the rule by Bahasa in order to make it clear. Then the researcher started to deliver some questions related to the passage that the students read. After counting in one to three, all students responded the researcher’s questions simultaneously. The researcher counted the number of students raised the thumbs up and the number of students raised the thumbs down.

Afterwards the researcher conducted Dry – Erase board. This kind of EPR (Every Pupil Response) strategy required the researcher to spread blank papers to the students. On the blanks paper the students were requested to write the words that they listened and show up their writing simultaneously to the researcher. This strategy allowed the researcher to check the students’ vocabularies mastery of the given passage. The researcher scored how many students write correctly and how many students write incorrectly.

Then, the researcher continued the reading instruction by conducting the Graphic Organizer. The researcher distributed the graphic organizer to all students. On the graphic organizer, the researcher requested the students to fill the blank graphic based on what they understood. The graphic was about the discussed passage.
The researcher asked the students to write as well as the procedure text organization. In the end, the researcher gave the students the post–test according to the text. The post–test consisted eight questions related the text entitled How to Ride Bicycle. After the time was up, the researcher asked the students to collect their test.

c. Observing

In observation process, the result of this cycle is considered from the finding during the action of cycle I was progressing. Before doing the treatment, the researcher gave a pretest to know the students’ competence. Then in the treatment the researcher conducted two strategies of questioning technique to assess the students. The strategies are focused on reading comprehension. Each data from EPR and Graphic Organizer strategy is processed to get the result of cycle I.

The following table is the students’ score after getting the treatment; reading instruction by questioning technique.

1) Score of cycle

<table>
<thead>
<tr>
<th>Table 4.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Results of EPR (Every Pupil Response) Score of Cycle I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Response</th>
<th>Thumbs Up</th>
<th>Thumbs Down</th>
<th>Dry – Erase Board</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students response correctly and</td>
<td>5</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>No.</td>
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<td>Pre Test</td>
<td>Post Test</td>
<td>Post – Pre (D)</td>
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<tr>
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<td>1.</td>
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<td>10.</td>
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</tbody>
</table>

Table 4.2
The Results Score of Test of Cycle I

simultaneously

2. Students response correctly in a few minutes

3. Students response incorrectly

4. Abstain students

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<tr>
<th></th>
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<th>Post Test</th>
<th>Post – Pre (D)</th>
<th>$D^2$</th>
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<td>No.</td>
<td>Name</td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Improvement</td>
<td>Total</td>
</tr>
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</tr>
<tr>
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<td>RIYANI</td>
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</tr>
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<td>18</td>
<td>SITI SARIPAH</td>
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<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>19</td>
<td>TARBIYATUL BANIN</td>
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<td>WAHYU SANTOSO</td>
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<tr>
<td>22</td>
<td>WIGIASIH</td>
<td>41</td>
<td>63</td>
<td>22</td>
<td>484</td>
</tr>
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<td>ANIDA NUR FAUZIYAH</td>
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<td>22</td>
<td>484</td>
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<td>DAIMATUL KHOIRIYAH</td>
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<td>Σ</td>
<td></td>
<td>27</td>
<td>1177</td>
<td>1711</td>
<td>534</td>
</tr>
</tbody>
</table>

2) Mean of Pre – test

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

\[ M = \frac{1177}{27} \]

\[ M = 43.59 \]

3) Mean of Post – test
\[ M = \frac{\sum X}{N} \]
\[ M = \frac{1711}{27} \]
\[ M = 63.37 \]

4) SD of Post – test and Pre – test
\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D^2}{N}\right)^2} \]
\[ SD_D = \sqrt{\frac{10959}{27} - \left(\frac{534}{27}\right)^2} \]
\[ SD_D = \sqrt{405.89 - 391.25} \]
\[ SD_D = 14.64 \]
\[ SD_D = 3.83 \]

5) T- Test Calculation
\[ T = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)} \]
\[ T = \frac{\left(\frac{534}{27}\right)}{\left(\frac{3.83}{\sqrt{27-1}}\right)} \]
\[ T = \frac{19.78}{3.83} \]
\[ T = \frac{19.78}{\sqrt{26}} \]
\[ T = \frac{19.78}{3.83} \]
\[ T = \frac{19.78}{5.1} \]
\[ T = \frac{19.78}{0.75} \]
\[ T = 26.37 \]

d. Reflecting

Based on the observation of cycle I, the table of the result score above shows that the students’ score increases from the pre – test and post – test. This indicates that students’ reading comprehension improves since the students are treated by the question technique.

Furthermore, the mean score between pre – test and post – test shows an improvement. It can be seen from the comparison between the mean of pre – test and mean of post – test in the cycle I. The mean of the pre – test is 43.57 while the mean of the post – test is 63.37. Based on the comparison above, the treatment of question technique is successful to improve students’ reading comprehension. The T- calculation also shows an improvement definitely since students get the treatment. The score of T-calculation is 26.37.

The improvements of students’ reading comprehension can be seen from the students’ achievement in passing the standard minimum criteria (KKM) which is stated by the English teacher in 62. According to the results score of post – test, there are more than 50% of students can pass the standard minimum criteria (KKM). In this case, the researcher’s target has not been achieved yet. The researcher states the target of students’ improvement in reading instruction is more than 70% of the total students’ number. From the observation result, the researcher finds that the weaknesses of cycle I are inappropriate the passage and the lack of students’ vocabulary.
However, the learning process in the cycle I needs to be reflected in order to repair some weakness during the treatment. The purpose of the reflection is to maximize the application of questioning technique in improving students’ reading comprehension. The following list is those which have to be done:

1) The researcher has to consider appropriately in choosing the given passage
2) The researcher should ask the students to bring the dictionary
3) The researcher needs to give a detail explanation and rule in responding the researcher’s question
4) The researcher has to motivate the students to always read

2. Cycle II

This cycle is considered as the follow up of the cycle I. The researcher begins some steps after doing an observation and reflection during the cycle I. The following are the steps which have been redesigned based on the result of reflection, those are:

a. Planning
   1) Preparing the material for reading instruction
   2) Choosing the appropriate passage
   3) Considering the appropriate questioning rule and graphic organizer
   4) Making lesson plan of Cycle II

b. Acting

   In the beginning of class activity, the researcher gave the students pre – test as the exploration. The pre – test was crosswords which consisted of ten questions. After the students finished their
work, the researcher asked them to collect it. The researcher even asked the students about their problem in the previous lesson. Some students answered that they got difficulties in getting the meaning of the vocabularies in the passage. Because of that reason, in the end of previous meeting, the researcher asked the students to bring dictionary in the next meeting. Then, the researcher asked the students whether they brought dictionary or not. Most of the students brought the dictionary.

Afterwards the researcher explained the problem. The researcher explained the material in detail such as in the previous reading instruction. Before starting to explain, the researcher tried to check the students’ understanding by asking the definition of procedure text. There was a student raise her hand and tried to answer the researcher’s question. After knowing the definition, the researcher deepened the students’ comprehension by re–explaining the procedure material in detail. Then the researcher gave the students occasion to ask what they did not understand. The students just kept silent.

The class activity was continued by reading the text. The researcher gave the students a passage and asked them to read by themselves silently. The researcher even pleased the students to use their dictionary to get the meaning of difficult words. After that, the researcher guided he students to read the passage, while the students repeated after her. In some cases, the researcher still provided scaffolding to the students for the struggle students who really lacked of vocabularies.
Next the researcher gave the students. Before starting to ask to the students, the researcher explained the rule of responding or answering the question. Here the researcher changed the rule instead of the cycle I. If the students answered yes, they should act as riding the motorcycle. Then the students should act as driving the car if they answered no. the students should show their response after counting in one to three. The researcher counted the number of students who answered yes and the number of students who answered no.

Afterwards the researcher conducted Dry – Erase board. This kind of EPR (Every Pupil Response) strategy required the researcher to spread blank papers to the students. On the blanks paper the students were requested to write the words that they listened and show up their writing simultaneously to the researcher. This strategy allowed the researcher to check the students’ vocabularies mastery of the given passage. The researcher scored how many students write correctly and how many students write incorrectly.

The class was continued in discussion session. The researcher asked one student to tell the passage in front of the class loudly. The student was able to retell the text in short explanation.

Then, the researcher continued the reading instruction by conducting the Graphic Organizer. The researcher distributed the graphic organizer to all students. On the graphic organizer, the researcher requested the students to fill the blank graphic based on what they understood. The graphic was about the discussed passage. The researcher asked the students to write as well as the procedure
text organization. In the end, the researcher gave the students the post-test according to the text. The post-test consisted ten questions related to the text. After the time was up, the researcher asked the students to collect their test.

In the end of class, the researcher guided the students to conclude the material about the procedure text. The researcher highlighted the important information about the procedure text. The researcher even gave the last occasion to the students to ask what their difficulties. After the researcher thought that the students comprehend the material enough, the researcher close the class.

c. Observing

1) Observing the learning process concentrate on the students’ capabilities which shows their understanding of the lesson given.

2) Observing the students when they answer the researcher’s questions of the passage given and write down their understanding of the passage on the graphic organizer.

In the observation, the researcher made a list of result score which was done by the students in the cycle II. The score was acquired from the students’ worksheet which had been finished in the pre test and post test in the cycle II. The following table is the students’ result score in cycle II.

1) The result score of cycle II

Table 4.3

Results of EPR (Every Pupil Response) Score of Cycle II
### Table 4.4

The Results Score of Test of Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>NAMA</th>
<th>Pre – test</th>
<th>Post - Test</th>
<th>Post – Pre (D)</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
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<td>ANDI</td>
<td>56</td>
<td>78</td>
<td>22</td>
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<td>24</td>
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</tr>
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<td></td>
<td>Name</td>
<td>Age</td>
<td>Band</td>
<td>Test Score</td>
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<td>-------------------------------</td>
<td>-----</td>
<td>------</td>
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<td>MIRAWATI</td>
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</tbody>
</table>

2) Mean of Pre – test
\[ M = \frac{\sum X}{N} \]

\[ M = \frac{1615}{27} \]

\[ M = 59.81 \]

3) Mean of Post – test

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

\[ M = \frac{2184}{27} \]

\[ M = 80.89 \]

4) SD of Post – test and Pre – test

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

\[ SD_D = \sqrt{\frac{12151}{27} - \left(\frac{569}{27}\right)^2} \]

\[ SD_D = \sqrt{450.04 - 443.94} \]

\[ SD_D = \sqrt{6.1} \]

\[ SD_D = 2.47 \]

5) T- Test Calculation

\[ T = \left(\frac{\sum D}{N}\right) \left(\frac{SD_D}{\sqrt{N - 1}}\right) \]

\[ T = \left(\frac{569}{27}\right) \left(\frac{2.47}{\sqrt{27 - 1}}\right) \]
According to the result score of cycle II, students’ reading comprehension increases significantly. The students’ reading comprehension is getting enhanced by questioning technique. The improvement is displayed in the mean of pre – test score which is 59.81 while the mean of post – test result increase into 80.89.

In addition, if T- calculation is greater T-table, so null hypothesis is rejected. In this case, the result of T-calculation is greater than the T-table. It means that questioning technique influences significantly the students’ reading comprehension between the pre – test and the post – test.

Then, the researcher and teacher as the collaborator conclude that the treatment of applying questioning technique in improving the students’ reading comprehension is successful. It can be seen from the students’ score which increases significantly.

Moreover, the students have a great capability in answering the questions. It means that the students have comprehended the passage so that they can answer the questions easily. The students even have
great passion in answering the questions so they can finish their work before the time is up.

In addition, the improvement is not only shown by the test score but also by the students’ passion in paying attention to the teacher’s explanation. The students seriously engage in the learning process. The students show enthusiastic in asking question, giving response to the teacher’s question and doing their work. If the researcher compares the students’ activeness before the treatment, the students show less passion in engaging learning activity such as paying attention, asking question or answering the question from the researcher. Nevertheless, after the treatment of questioning technique the students become more passionate and more active in involving the learning activity. This means that students have a greater interest in English than before.

B. Data Analysis and Discussion

1. Test Analysis

In this case, the researcher compares the whole result of the test to know the significant difference of the treatment. The following table is the comparison of the result of the all cycle test:

**Table 4.5**

The Means of Students’ Score

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Pre – test</td>
<td>43.59</td>
<td>59.81</td>
</tr>
<tr>
<td></td>
<td>Post – test</td>
<td>63.37</td>
<td>80.89</td>
</tr>
</tbody>
</table>
The table and the chart display the significant improvement from the cycle I to the cycle II. There is a great difference between cycle I and
cycle II. This means that the treatment of applying the question technique can improve the students’ reading comprehension.

Based on the table and the chart, the comparison of T-calculation between the cycle I and the cycle II shows a success in enhancing the students’ reading comprehension. The table shows that the score of T-calculation of cycle I is 26.37 and the score of T-calculation of cycle II is 43.9.

In addition, the mean score of each cycle displays a great increase. The table shows that the mean score of cycle I improve; the mean of the pre – test is 43.59, while the mean score of the post – test is 63.37. Then, in the cycle II, the table displays the mean score of the pre – test is 59.81 and the mean score of post – test is 80.89. However, the increase of the mean score in the cycle II is greater than in the cycle I.

In this case, the researcher gave more complex passage in the learning activity of cycle I. The situation where the students have not comprehended the material yet makes them become more confused. This condition becomes more difficult when the students who know less vocabulary did not bring dictionary. From that result reflection, the researcher considers well in preparing the passage. The researcher considers the vocabulary choice and the complexity of structure.

All of the results show that the mean of the findings is higher than the standard minimum criteria (KKM) in score 62. In the cycle I, the post – test score is 63.37 and the cycle II is 80.89. Those results mean that every cycle is successful to achieve the standard minimum criteria (KKM). The improvement even can be seen from the achievement of
passing the researcher’s target. In this case, the researcher put the target of students’ achievement is more than 70%. In the cycle I, the number of students who can pass the standard minimum criteria (KKM) is 50%, while in the cycle II the number of students who can get the score above of 62 is more than 70%. It means that the students can get the improvement in reading comprehension through the questioning technique.

2. Observation Analysis

In the observation, there are four focuses main of observation which is paying attention, activeness in asking, activeness in answering the question and enthusiasm in finishing the test.

In the table below, the number of the students that were observed as the four aspects is as follows:

Table 4.6
The Results of Observation Cycle I and Cycle II

<table>
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Explanation:

A : Paying attention
B : Activeness in asking the question
C : Activeness in answering the question
D : Enthusiasm in doing the test
The whole meetings are considered as the observation that may influence in the learning activity. Based on the observation, the researcher can measure the other aspects that influence the treatment.

a. Cycle I

The cycle I is conducted on September 16, 2014. In this cycle, the researcher made a field note that noted all the activities during the treatment. The researcher noted how the class was running included the four aspects of observation focus. In the class, the researcher found that 20 students paid attention to the whole learning process, while the other was busy with doing the homework or chatting.

However there were many students were not active asking question. Based on the checklist, there were only 11 students who were active asking. The mostly students just kept silent even though they did not understand with the material.

Before the researcher held the questioning technique, the researcher asked the students to read and understand the passage. In fact, mostly students did not understand the text because of lacking the vocabulary. The students did not know the meaning of the vocabulary in the passage. Then, the students even did not bring the dictionary. Thus, the researcher helped the students by giving scaffolding. The researcher scaffolds the students by telling the vocabularies they did not know. As the follow up of this condition, the researcher asked the students to bring dictionary in the next meeting.

Furthermore, the students’ activeness to respond the questions was lack. From the table, the number of students who were active to
answer the question was only 14 students. Most of the students did not know what the meaning of the questions was. That was the reason why the researcher reconsiders in giving question types and giving the rule of answering the questions. Then, some students had no enough self confidence to answer the questions. They did not answer the questions simultaneously as the rule of answering the questions while the students waited each other. This finding was used by the researcher as the consideration in conducting the cycle II.

b. Cycle II

The cycle II was conducted on October 5, 2014. In the beginning meeting, the researcher asked the students whether they brought the dictionary or not. The 22 students brought the dictionary as what the researcher commanded in the previous meeting. The researcher then decreased the help in translating the vocabulary.

An increasing is found that the number of active students in asking and answering the questions were better. There were 16 students active to ask and 19 students active to answer the questions. The students even felt free and had enough self confidence to ask and answer the questions. In addition, all the students finished their work. It is very great all of the students complete their job well.
Having known the result of the research, the researcher and the teacher as a collaborator make a conclusion that the application of questioning technique can improve the students’ reading comprehension. In this case, the subject of the research is the first year students of Sultan Fatah Junior High School, Blotongan. The number of research population is 25 students. From the result of mean both pre test and post test in the cycle I and cycle II shows a significant improvement.

Furthermore, in the findings of previous research entitled The Effectiveness of Using Pre-Questioning Technique to Enhance Reading Narrative Text Comprehension of the Second Grade Students at SMPN Banyubiru, the application of questioning technique is proved being able to increase students’ reading comprehension. The writer, Ana Mustaghfiroh (2013, p. 73), says that her experimental research is successful in improving
students’ narrative text comprehension through applying the questioning technique.

In the other theory, the using of questioning technique in the classroom can help the students engage with the course content, the teacher and other students. Isabel L Beck (2001, p. 45) writes that using the questioning technique in the beginning, during and in the end of class help the students engage with the learning activity. Pre – questioning or giving question in the beginning class can help the students to recall their previous knowledge. This treatment enables the researcher to generate brainstorming in recalling the prior knowledge. Then, giving the question in the middle of instruction enables the students to link the previous knowledge with the discussed material. It even helps the researcher to clarify and monitor students’ comprehension progress during the instruction. The students who misunderstand can be resurrected simultaneously without waiting in the final test or in the exam. In the end of class, the question helps to confirm the students’ comprehension of the material. From the previous research, the researcher feels easier to check the students’ comprehension of the material given.

Moreover, the questioning technique enables the students to engage in reading instruction. The students who do not pay attention can be engaged in learning activity. Some students may lose their attention when the class does not attract the students’ interest. As Airasian and Russel (2008, p. 12) state that by designing attractive questioning technique, the students could get interest and attention to the learning activity.
According to the previous research, the result shows that the theory of using questioning technique can improve the students’ reading comprehension and generate the students’ attention. The students even feel more confident when they are asked to speak in English or write what they have understood. It means the result of the research has done supports the previous research. The result of the research shows equivalence with the theory or the result of the previous research.
CHAPTER V
CLOSURE

A. Conclusion

After conducting the research of reading instruction to enhance the students’ reading comprehension by applying questioning technique, the researcher can conclude according to the result discussed in the previous chapter that:

1. The application of questioning technique in reading instruction to improve the students’ reading comprehension of the first grade students of Sultan Fatah Junior High School Blotongan can be done well. The students’ comprehension can enhance through the treatment of questioning technique. The students can comprehend the text and answer the questions based on the passage. The students even can write the main content of the text orderly based on the generic structure of procedure text. Using Graphic Organizer even improve the students’ skill to organize the cognitive skill in arranging the text.

2. The questioning technique is applied through classroom action research. The researcher conducted two cycles of treatment. To apply the questioning technique, the researcher used EPR and Graphic Organizer as the strategy. From that treatment, the students show their increasing especially in reading comprehension.

3. Based on the finding of the research, the students’ reading comprehension can improve through questioning technique. The finding as in the previous chapter shows a significant improvement
after the students got the treatment of questioning technique. It can be seen from the result of T-calculation all of score of cycle I and cycle II. In the cycle I, the T-calculation is 26.37 while in the cycle II is 43.9. In addition, the mean score even increases in each cycle. The mean of pre – test cycle I is 43.59. That is different from the mean of post - test cycle I, 63.37. In the cycle II, the mean of pre – test is 59.81. Then, the mean score increases in post – test. The score of mean post – test is 80.89. From that result, we can conclude that the questioning technique is successful improving the students’ reading comprehension.

B. Suggestion

After knowing the findings of the research, the researcher gives suggestion as follows:

1. To the teacher
   a) The teacher should use the questioning technique in reading instruction. This technique helps the students improve their understanding the passage and enrich the vocabularies. The students even have chance to train their speaking skill by giving the answer verbally. Moreover, the writing students’ skill can improve when the students are asked to write the answer.
   b) The teacher should motivate the students in order to be more confident to write and speak in English. This habit will help the students to improve the English competence. In addition, the teacher should know the students’ lack and need as the consideration of conducting the learning process.
2. To the students
   a) The students have to bring the dictionary in every English class
   b) The students should train their reading, speaking and writing skill more
   c) The students should be more confident to speak in English
   d) The students should have big spirit and study harder

5. To the institution
   a) The institution should facilitate the learning process to make the learning process more effective. The students also need motivation to study English so they would feel fun in learning process. The motivation can be gained from the variety of learning properties and rich learning methods.
   b) The institution also has to add the connection both nationally and internationally in order the students have more chance to practice their English and get chance to study abroad.

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Wakil Dekan
Bidang Kemahasiswaan dan Kerjasama

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