

THE EFFECTIVITY OF QUESTIONING STRATEGY IN DEVELOPING STUDENTS
READING COMPREHENSION FOR THE SECOND GRADE STUDENTS OF
AL-IKHLAS ISLAMIC BOARDING SCHOOL TALIWANG

A THESIS



Presented as Particular Fulfillment of the Recruitments for the Degree of Sarjana Pendidikan
of English Language

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CHAPTER I

INTRODUCTION

1.1 Background of study

English is the most spoken language around the world, 1 out of 5 understand it. It is estimated that there are 380 million English native speakers and 300 million that utilize English as a second language and an additional 100 million who use it as a foreign language, it was spoken by 1.75 billion people worldwide. It is the language of science, of aviation, computers, diplomacy, and tourism. English is the official or co-official language from 45 countries and is spoken extensively in other countries where it does not have official position because it is needed in many fields and jobs. Then, English becomes the common language of the world for decades. And impossible to find a country where learning English has not become a norm. English makes a significant contribution to sustainable global development. It eases trade between countries that do not share a common language. It is used as a language of convenience, facilitating dialogue and building trust where an understanding of diverse positions is crucial – notably in peacekeeping and conflict resolution, where security forces and other uniformed services increasingly speak to each other in English.

In this period, the social context is globalization, in 2013 known as the Asia Free Trade Area (AFTA), next in 2020 known as Asia Pacific Economic Cooperation (APEC), recruit high quality and creative individuals to compete in every side of life. Then, necessity of mastering English is strongly felt. Many countries though English as second language specially Asia, and Indonesia as the development country has introduced English as a compulsory subject in junior and senior secondary schools, as well as at tertiary levels of education. Because English proficiency is vital and needed to participate actively in the global economy and required access to information and knowledge for social and economic development in this global era.

The adoption of English language by Indonesia has brought about a tremendous change in the educational policies of the country. Consequently, some pedagogy relating to English language teaching, namely, the methodology, curriculum, and evaluation has been given substantial attention so as to improve the competency of its usage in the country. The ability of the teachers who are non-native speakers to disseminate instructions to students effectively is a key factor in the effective learning of the language. They are four language skill consist of listening, reading commonly called by receptive skill, and two others speaking and writing known as productive skill.

Reading skill is an ability to understanding of a text/message. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Reading skill is identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage and finding answer to question.

In Indonesian teaching activities, the emphasis tends to be on the students learn reading skill, probably because it seems to keep them quiet and it is easier to organize. Many English textbook are available at schools in Indonesia. Moreover, national exam focusses on reading comprehension subskills. So, teachers usually focus on teaching reading subskills. Also, in boarding school, English teaching is introduced from receptive to productive, which it is easier, faster and fundamental skill before involving productive skill. At the beginning of their study, the students start to construct their understanding trough reading. In this case, reading skill are fundamental skill before continuing their study of English Language.

There are some problems faced by student while their reading; understanding structure, identifying vocabularies and idioms, cross culture, and make conclusion from paragraph or text. In their text, sometimes, we found past, present, or continues tenses. These structures make student difficult to determine when an occasion happened. Also, in understanding vocabularies and idioms, students are faced with new vocabularies and idioms they never hear. In some text, there are several cultures described or told, which students have not experienced before. For example; how United State celebrate Thanksgiving, or what Europeans do when winter is come. With various problems mentioned above, students also difficult to conclude or understanding contains/ message of paragraph or text.

For these problems, writer will apply questioning strategy to develop students reading comprehension. Applying this strategy , not only to develop their reading comprehension skill, also to develop interest and motivate students to became actively involved in lesson, to review and summarize previous lesson and to stimulate students to pursue knowledge on their own. In this point, the observation involving all students at second grade of Al-Ikhlas Islamic Boarding School in academic year 2018/2019.

1.2 Statement of Problem

Start from the background above, this study attempted to provide the answer of the following research question:

“To what extent Questioning Strategy can aid students to develop their reading comprehension at second grade of Al-Ikhlas Islamic Boarding School in academic year 2018/2019?”.

1.3 Objective of Study

The objective of this study is to find out:

“The effectivity of Questioning Strategy, which will aid students in developing their reading skill.”

1.4 Significance of Study

The results from this research are expected to help student in developing their reading skill, and finding out the improvement of reading skill at second year student of Al-Ikhlâs Islamic Boarding School by using Questioning Strategy.

1.5 Scope of Study

The scope of this research is limited to the analysis of effectivity Questioning Strategy mentioned bellow:

1. Effectiveness of student result, means cognitive.

1.6 Definition of Key Terms

The following definitions are given to make readers have same understanding of perception for some terms used in this study. They are also intended to avoid ambiguity or misinterpretation. They are as follow:

1. **Reading Comprehension**, (Grellet) defines it as “*understanding a written text means and extracting the required information from it as effectively as possible*”. (Hunt) states reading is “*process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in*”. With those definitions we can understand, reading is a process involves a reader and text in order to extract meaning of passage, explicit and implicit, finding out a relation between paragraphs, and finding answer to question.
2. **Questioning Strategy** (Cathleen) is instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. (Leila, Asghar, Shaeed) Questioning defined as asking questions about the text and the author’s intentions and seeking information to clarify and extend their thinking before, during and after reading by the student herself or himself.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Reading Comprehension

A. Definition of Reading Comprehension

Swanson and Jarek in their journal (2014) state Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge the activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text. Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education, Temple, C. A., Ogle, D., Crawford, A., & Freppon, P. A. (2018). Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information.

Comprehension can be defined as the process of constructing meaning from a connected text involving the word knowledge, (Winiharti, 2014). By having some skill, the readers combine their background knowledge with the additional information from a text, draw the meaning of words, and connect it to construct meaning. Bronnick, K. (2013) defines reading comprehension as the process of extracting and constructing meaning involving the written language.

Constructing meaning is a substantial process to gain an information and knowledge from text. This process is related with reader's reference. According to Urquhart, A. H., & Weir, C. J. (2014). Those are presented below:

1. The top-down processing

In top-down processing, the process of reading is seen as the process happened inside of the readers. The readers involve their knowledge of syntax and semantic to create meaning of a text. On the beginning of the process, the readers make some prediction of the text.

It is followed by taking samples which will be confirmed or not to the predictions having made. These are the process in which meanings are created by transforming the text. In the end of the process, the readers do some correction on the predictions. The top-down processing, indeed, takes the background knowledge of the readers as the most important thing in reading.

2. Interactive processing

Interactive processing points the process of reading as the interaction between the information of a text with the readers' prior knowledge. This process combines the two previous processing i.e. the bottom-up and top-down processing. As the process of reading happen, the readers arouse what they have on their background knowledge connected with the written information in the text. So, in interactive process, the readers both recognize words and predict the implied information in creating meaning.

3. Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. The readers construct meanings by scanning from letters to letters. It is continued by recognizing the words from one to another. The process is furthered by associating among phrases, clauses, and sentences. Finally, it is processed into phonemic units representing lexical meaning and attains some comprehension of the text. This process mainly focuses in a linier processing which allows the readers' ability in recognizing words into mental lexicon. It concerns more in the way the readers read a text than that of comprehend it.

B. Reading Comprehension's Part

As a continuous process, according to Spiro, R. J., Bruce, B. C., & rewer,. F. (Eds.). (2017), at least they are three parts of Reading, to maximizing the result from reading:

1. The reader

The readers are the first component in reading comprehension. In relation to this study, the readers are the students involved in reading. The students need to have abilities and cognitive knowledge of language as a basis in reading texts. The cognitive knowledge includes the vocabulary mastery, linguistic and discourse knowledge. They also should have motivation in reading.

While they are reading, there are changes in the ability and cognitive knowledge they have. The students might increase their knowledge by reading. However, their motivation can also change. It depends on their success in reading. The changes of ability and knowledge in reading can also be affected by the instructions that the teacher gives to the students. Thus, relevant instructions will promote the students' reading comprehension.

2. The text

Texts may give great contribution to the students' reading comprehension. Those can be said easy or difficult. Texts which are easy are those that suit to the background knowledge of the readers, the students. It means that when the students can relate between what is being informed in the text and what has been there in their prior knowledge, the texts are easy. If it happens, the students' reading comprehension is achieved. In contrast, if the students cannot connect the information from the text to their background knowledge, the texts can be said as difficult texts because comprehension is not attained. The topic of the text is also influence the students' reading comprehension.

3. The activity

The activity on reading is closely related to the purpose of the reading. Different aims of reading have different activities. In this study, the activity on reading is aimed at achieving the students' reading comprehension on texts. To achieve the students' reading comprehension, the activities entail the process of finding main idea, finding detail information, guessing meaning of difficult words from context, and creating meaning to the whole text.

C. Teaching Reading Comprehension

After understanding it, we know reading comprehension is a complicate action, in this case, involves a mutual progress and require teacher's strategies prompting students to figuring a text out.

Teaching is guiding, facilitating and giving students a chance to learn, and setting the condition for learning Klingner, J. K., Vaughn, S., & Boardman, A. (2015). It will have done, when teacher is able to leads students to do activities in the effort gaining a knowledge by giving them an appropriate task and conditioning a pleasant classroom.

The teacher can enhance student's understanding by teach them a micro-skill in reading. According to Klingner, there are fourteen micro-skills that the students must do to reach their reading comprehension.

Some of them are: (1) recognizing core of words and interpreting word order patterns, (2) recognizing grammatical word classes (such as nouns, verbs, adjectives, adverbs, etc), systems (for example tense, agreement, pluralization), patterns, rules, and elliptical forms, (3) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses, (4) recognizing the rhetorical forms of written discourse and their significance for interpretation, (5) recognizing the communicative functions of written texts, according to form and purpose, (6) inferring context that is not explicit by using background knowledge, (7) inferring links and connections between events, ideas, deduce causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (8)

distinguishing between literal and implied meaning, (9) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata, (10) developing and using a battery of reading strategies such as scanning, skimming, detecting discourse markers, guessing the meaning of words from the context, and activating schemata for the interpretation of texts.

While his teaching, teacher should not present strategy only, they are more than one. The strategy that is used by the students must be different from one another. It depends on which strategy they fit in. Students can also use some strategies in reading comprehension proposed by Klingner, J. K., Vaughn, S., & Boardman, A. (2015) as follows:

1. Identifying the purpose in reading

The purpose of reading is important in reading. The readers need to know the aim of what they are reading before they read the passage. It is the same as the students. Students have to know the purpose of the reading as it can help them in comprehending the text.

2. Using grapheme rules and patterns to aid in bottom-up decoding

This strategy is mainly addressed to beginning learners. The learners are introduced to some patterns of both in oral language and written language. This will help them in understanding the text.

3. Using efficient silent reading techniques for relatively rapid comprehension

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meanings from context. It is also best practices to make the students become efficient readers.

4. Skimming

Skimming is done by the students to grasp the information by reading the text at glance. It is useful for the students as they can practice on prediction. For example, they predict the aim of the text, the main idea, and even supporting details.

5. Scanning

Like skimming, scanning is included in fast reading. In contrast, scanning concerns only in finding certain information. The students find the information they need without reading the whole text.

6. Guessing when the readers are not certain

This strategy is useful to encourage the students to be accurate guessers. In guessing, the students try to guess the meaning of a word, a grammatical relationship (for example pronoun references), a discourse relationship, a cultural reference, content messages, and infer implied meaning.

7. Analyzing vocabulary

In analyzing the vocabulary, the students have to notice the prefixes, suffixes, roots, grammatical contexts, and semantic contexts. Prefixes give the clues to the meaning of a word. Suffixes indicate the part of speech the word brings. Grammatical contexts give signals of information and semantic contexts can be clues for the topic.

8. Capitalizing on discourse markers to process relationship

To relate among ideas, the students need to pay attention to the discourse markers in the text. They have to notice on the phrases, clauses, and sentences as those usually bring discourse markers.

2.2 School Based Curriculum

The curriculum is fundamental to lead teaching-learning process and to organize all components involved in educational program systematically. Following the curriculum is important in order to gain the instructional objectives in teaching learning process. The study of curriculum deals with the stipulation of the aims or objectives of the study, how the learning-teaching process happens, and how the curriculum itself is implemented. One of the most common problems occurs is in determining the aim or objectives. In determining the aims or objectives, the curriculum planner should consider the needs of the students.

In line with the change of time, the progress of science and technology also increase. Consequently, the society's needs toward the progress of sciences and technology increase so that the students' needs also change. To meet such a change, the curriculum must also be changed because curriculum is a reflection of situation in a certain period time. Therefore, a perfect curriculum has never been found. Realizing the need for such a change, the government always tries to improve the curriculum. From the objectives stated, School-based Curriculum offers more beneficial aspects than the previous curriculum because it concerns on the various types of potential aspects, characteristics of the district/sub-district; concerns on the values of the national differences; concern on the requirement of the professionalism; and concerns on global demands.

Dealing with Balitbang the writer attempts to resume the elaboration about this curriculum as follows:

1. Language has a central role in intellectual, social and student's emotional development. It is a current key to get successful learning of all subject matter. Based on the function of the language, a language curriculum also provides students to reach the competency that makes the students able to reflect their idea and their feeling and understand the various language phenomena.

2. Standard of Material Competence

a. Listening

Students are able to percept various meaning (interpersonal, ideational, textual) in the oral text which has communicative goal, structural text, and certain linguistics features.

b. Speaking

Students are able to express various meaning (interpersonal, ideational, textual) in the oral text which has communicative goal, structural text, and certain linguistics features.

c. Reading

Students are able to understand various meaning (interpersonal, ideational, textual) in the oral text which has communicative goal, structural text, and certain linguistics features.

d. Writing

Students are able to express various meaning (interpersonal, ideational, textual) in the oral text which has communicative goal, structural text, and certain linguistics features.

3. Objectives of teaching English for Junior High School

- a. To develop the ability in communication well orally and written (listening, speaking, reading, and writing)
- b. To realize about reality and it's important of English language as one of foreign language to become primarily learning kits.
- c. To develop the understanding of learners about the relationship between language and culture and also extend cultural firmament.

2.3 Questioning Strategy

A. Definition

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. The present review focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation. This means that certain other subtopics within the general area of questioning are excluded from the present analysis. It does not deal, for example, with the effects of textual questions or test questions, and it is only incidentally concerned with methods used to impart study skills, including questioning strategies, to students. (Kathleen Cotton)

The use of questions to improve comprehension in normally achieving students has been well documented (Anderson & Biddle, 1975). Moreover, the use of questions has been found to increase reading comprehension in mentally retarded students (Knapczyk & Livingston, 1974; Rinke, 1975; Twardosz & Baer, 1973). Meichenbaum and Asarnow (1978) also found that questions have been successful in increasing comprehension in poor readers.

B. Strategy's Purposes and Steps

There are variety of purposes in questioning strategy including:

1. To actively involve students in the lesson
2. To increase motivation or interest
3. To evaluate students' preparation
4. To check on completion of work
5. To develop critical thinking skills
6. To review previous lessons
7. To nurture insights
8. To assess achievement or mastery of goals and objectives

9. To stimulate independent learning

These purposes are generally pursued in the context of classroom recitation, defined as a series of teacher questions, each eliciting a student response and sometimes a teacher reaction to that response. Within these recitations, students follow a series of steps (consciously or unconsciously) in order to produce responses to the questions posed. These steps include:

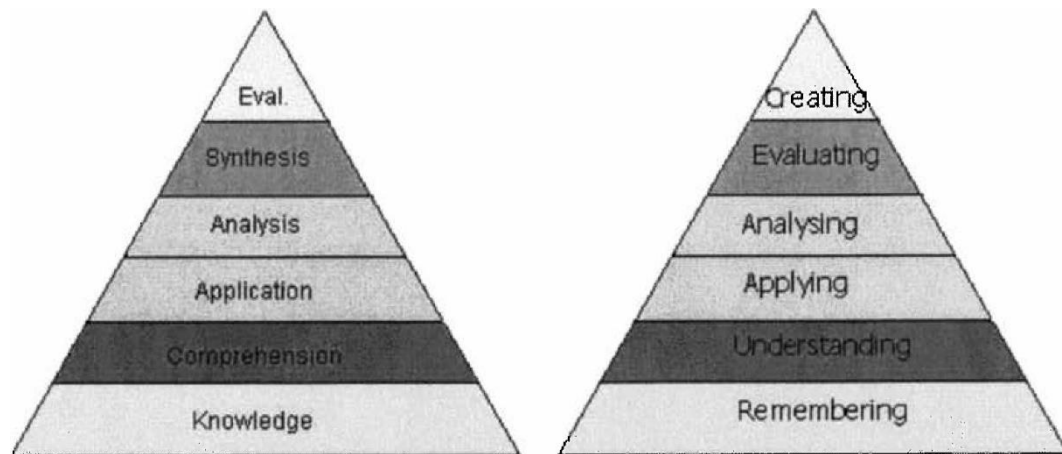
1. Attending to the question
2. Deciphering the meaning of the question
3. Generating a covert response (i.e., formulating a response in one's mind)
4. Generating an overt response; and often
5. Revising the response (based on teacher probing or other feedback)

C. Cognitive Level of Question (*Bloom Taxonomy*)

Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity. Throughout the years, the levels have often been depicted as a stairway, leading many teachers to encourage their students to "climb to a higher (level of) thought." The lowest three levels are: knowledge, comprehension, and application. The highest three levels are: analysis, synthesis, and evaluation. But, Lorin Anderson a former student of bloom's led a new assembly which met for the purpose of updating the taxonomy, hoping to add relevance for 21 st century students and teachers, spending six years to finalize their work. Published in 2001.

Changes in terminology between the two versions are perhaps the most obvious differences and can also cause the most confusion. Basically, Bloom's six major categories were changed from noun to verb forms. Additionally, the lowest level of the original, knowledge was renamed and became remembering. Finally, comprehension and synthesis were retitled to understanding and creating. In an effort to minimize the confusion, comparison images appear below.

Picture. 2.1
Old and New Bloom Taxonomy Images



The new terms are defined as:

Remembering : Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

Understanding : Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Applying : Carrying out or using a procedure through executing, or implementing.

Analyzing : Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

Evaluating : Making judgments based on criteria and standards through checking and critiquing.

Creating : Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

2.4 Hypothesis

Bailey (1978) defined hypothesis as proposition in testable form and predicts a particular relationship between two or more variables. If a researcher thinks that a relationship exists, he should first state it as a hypothesis and then test the hypothesis in the field. And Grinnell (1988) stated as written in such a way that it can be proven or disproven by valid and reliable data. From these definitions, writer concludes hypothesis as a written explanation of a phenomenon or reasoned proposal suggesting a possible correlation between multiple phenomena that can be proven or disproven by valid and reliable data.

Hypothesis from this research is by using questioning Strategy students' reading comprehension for the second-grade student Al-Ikhlas Islamic Boarding School are developed. And if 80% of students meet Minimum criteria of mastery (KKM) in this lesson is 7 (seven) from first cycle to next cycle based on score of tests, this research considered successful and writer will stop his research.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research will focus on analyzing of students' reading comprehension development by using Questioning Strategy. This research categorized as classroom action research since this approach is particularly appropriate for individual researcher because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale. The great strength of the case study method is that allows the reason how to concentrate on a specific instance and to identify, or attempt to identify, the various interactive processes at work.

3.2 Population and Sample

A. Population.

Population is a generalization area consisting of object or subject which have a specific characteristic and quality that can be learned and concluded (Sugiyono: 2016: 80). The population in this research is all students at second grade of Al-Ikhlas Islamic Boarding School in academic year 2018/2019, which consisted of 44 students.

B. Sample

According to Sugiyono, sample is a part of the mount and characteristic which are owned by population. In this research, the writer will take 100% from population students at second grade of Al-Ikhlas Islamic Boarding School in academic year 2018/2019 of Al-Ikhlas Islamic Boarding School which consisted of 44 students.

3.3 Technique Data Analysis

The collected data will be analyzed quantitatively, and for data process will be analyzed as a qualitative descriptive. While learning outcomes data will be analyzed as quantitative descriptive.

Table 3.1
Reading Criteria Assessment

	Poor 1 pts	Fair 2 pts	Good 3 pts
	Poor	Fair	Good
Main idea	Misidentifies main idea, or fails to identify the main idea	Identifies main idea but cannot identify supporting details	Identifies main idea as well as supporting details
	Poor	Fair	Good
Facts	Cannot identify any facts and/or a limited number of facts, and/or confuses facts and opinions	Identifies only a minimal number of facts and/or identifies nonfactual elements	Identifies most and/or all facts, with no confusion with opinions or other elements
	Poor	Fair	Good
Context	Cannot identify contextual references to interpret meaning	Identifies minimal contextual references to interpret meaning	Identifies most contextual references to interpret meaning
	Poor	Fair	Good
Sequence	Cannot identify keywords or sequential textual passages	Identifies sequential elements of messages but has trouble with the re-organization of the sequential elements	Exhibits ability to identify sequential elements as well as the ability to re-organize the elements into a sequential order
Inference	Poor	Fair	Good

	Cannot conclude inferred messages nor identify prose that may infer them, and/or mis concludes inferred messages	Identifies limited inferred messages, or recognizes but misinterprets the inference	Can identify when messages are inferred and can conclude accurate meaning
Conclusion	Poor	Fair	Good
	Cannot identify or summarize conclusion, and/or lacks the ability to speculate conclusion	Can identify most conclusions but exhibits difficulty in speculating conclusion	Can identify conclusion and can speculate conclusion

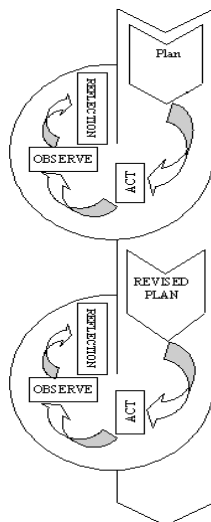
Table 3.2
Rubric Reading Assesment
(Firda Fauziah; Akbar; 2013)

No	Point	Explanation
1	4	Right in grammar and content
2	3	Right in grammar and mistaken in content
3	3	Right in content and mistaken in grammar
4	1	Both of grammar and content are mistaken
5	0	did not answer

3.4 Research Procedure

this research uses Classroom action research developed by Stephen Kemmis and Robin Mc Taggart. this research consists of four phases. They are planning, action, observation and reflection, which can be described by this diagram (Rochiati Wiriaatmadja, 2006: 66).

3.1 Classroom action research diagram by Kemmis and Taggart. (2005)



1. Pretest

Before apply Questioning Strategy, the writer will have a pretest to understanding the extent of students' ability in reading comprehension without applying Questioning strategy.

2. First Cycle

a. Planning.

In this step, the writer will prepare a lesson plane, observation sheet and worksheet. And every requirement mentioned are consulted and approved by supervisor. (*Appendixes are enclosure.*)

b. Action/ Implementation.

The researcher will develop reading comprehension skill using questioning strategy. In this research writer uses a chapter, in "reading book for KMI" by the title the Seaside.

During learning process, the writer will use Questioning Strategy to develop students' reading comprehension. And in the end of learning process, writer will hold a test in essay form to measure students' reading in understanding subject matter.

c. Observation

While learning process, an observer will observe students' responds and their interaction with teacher and fill in the observation sheet. This step is important to analyze the activities.

d. Reflection

As a last phase in cycle, reflection intends to evaluate learning process. After evaluating every action, writer will improve weakness of learning programs and will be implemented at next cycle. The writer will analyze whole of learning process based on some questions, is the entire of learning process has good progress? Are there any obstacles requiring a specific treatment? then the result from evaluation will be reference for next cycle. And if students' percentage does not meet the requirement, then it will continue at the second cycle.

3.5 Research Instrument

Instrument as aids in this research aimed to completing existing data, Arikunto. And according to Nana Sujana, as a data collecting tool, it should be prepared well, to create reliable and accountable data. In this research writer will use several instruments mentioned as bellow.

1. Observation sheet

These sheets are used to record everything while learning process running, and also contain notes about problems arises during learning.

2. Test

Test will be given at the end of learning process to measure students' reading development through Questioning Strategy. There are several questions in every test which will be completed in forty minutes.

In this research writer will use non-objective test to observe students' development. It requires students to express and arrange an answer by their own language. By doing non-objective test, writer gains an advantage to measure students' understanding from the lowest to highest.

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LESSON PLAN

for first cycle

School	: Al-Ikhlash Islamic Boarding School
Class/ Semester	: VIII / II KMI/ I
Time Allocation	: 2 x 40 minutes
Skill	: Reading Skill
Title	: At The Seaside
General Objectives	After completion of the class, the pupils should have clear understanding on the title "At The Seaside"
	At the end of the lesson the pupils should be able:
Specific Objectives	To remember a storyline
	To Understand intetnt of paragraph
	To Analyze plot from text
Learning Method	: Presentation, Practice and Production
Visual Aid	1. Pictures

Steps of Teaching	Time	Steps of Teaching Implementation	Explanation
Greeting	0-3 minutes	Teacher says salam	Teacher enter and say Salam
		Reading Attendant Sheet	Teacher read attendant sheet
		Praying together	By reciting Al-Fatihah
Main Activities			
Presentation	7-10 minutes	Teacher introduce a chapter/ topic through pictures or some questions	1. What did you do in the holiday?
			2. Have you ever to the beach?
			3. What did you there?
			4. Why do people like going to beach?
			or teacher showing up the pictures
		Explaining some difficult words	a. overcoats : 'əʊvəkəʊt
			<i>A long warm coat.</i>
			b. Mutton : 'mʌt(ə)n
			<i>The flesh of fully grown sheep used as food.</i>
			c. Cliff : klɪf
			<i>A steep rock face, especially at the edge of the sea.</i>

Practice	7-15 minutes	students read a text/ story silently to find some general informations and discuss it together. (pair work/)	1. Who are the characters of the story
			2. When did they go
			3. where did they go
	10-25 minutes	Students are divided into some groups and answering the test (group work)	Students are asked to asnwer questions and write it on the paperboard. Then each group will stick their answer, and the others go around to see it.
	5-10 minutes	Discussion between teacher and students to figuring out the right answer	
Production	10-15 minutes	Retelling story	each group will choose someone to retell the story by their own language in front of class
<i>Closing Activities</i>			
Closing	2-5 minutes	Together, teacher and student conclude the story/ text	
	1-3 minutes	Teacher will give feedback toward learning process/ or evaluating learning process	
	1-3 minutes	Motivate students in learning	

Taliwang, Januari 2019
Teacher,

FAJAR ABDI NUSA

LESSON PLAN

for second cycle

School	: Al-Ikhlās Islamic Boarding School
Class/ Semester	: VIII / II KMI/ I
Time Allocation	: 2 x 40 minutes
Skill	: Reading Skill
Title	: The Story of The Smart Parrot
General Objectives	<p>After completion of the class, the pupils should have clear understanding on the title "The Story of Smart Parrot"</p> <p>At the end of the lesson the pupils should be able:</p>
Specific Objectives	<p>To remember a storyline</p> <p>To Understand intetnt of paragraph</p> <p>To Analyze plot from text</p>
Learning Method	: Presentation, Practice and Production
Visual Aid	1. Pictures

Steps of Teaching	Time	Steps of Teaching Implementation	Explanation
Greeting	0-3 minutes	Teacher says salam	Teacher enter and say Salam
		Reading Attendant Sheet	Teacher read attendant sheet
		Praying together	By reciting Al-Fatihah
Main Activities			
Presentation	7-10 minutes	Teacher introduce a chapter/ topic through pictures or some questions	1. What is the smartest animal do you know?
			2. What is your favourite pet?
			3. What is the Smartest bird?
			or teacher showing up the pictures
		Explaining some difficult words	a. Shout : Shout
			Speak loudly and angrily to
			b. Scream : skrēm
			Make a loud, high-pitched sound.
	c. Wonderfull : 'wəndərfəl		

			extremely good
Practice	7-15 minutes	students read a text/ story silently to find some general informations and discuss it together. (pair work/)	1. Who are the characters of the story
			2. Where the story take a place
	10-30 minutes	Students are divided into some groups and answering the test (group work)	Each member of group will answer one question, and stick it into paperboard
Production	15-20 minutes	Discussing a question from each group	Every member group will take around to chek the other's answer. Then discussing it with leader
<i>Closing Activities</i>			
Closing	2-5 minutes	Together, teacher and student conclude the story/ text	
	1-3 minutes	Teacher will give feedback toward learning process/ or evaluating learning process	
	1-3 minutes	Motivate students in learning	

Taliwang, Februari 2019

Teacher,

FAJAR ABDI NUSA

LEMBAR OBSERVASI GURU DALAM KEGIATAN

The Effectivity of Questioning Strategy in Developing Students Reading Comprehension for The Second Grade Students of Al-Ikhlash Islamic Boarding School Taliwang

Siklus: Pertama

Tanggal : Sabtu, 26 Januari 2019

Petunjuk:

TL: Terlaksana

TTL : Tidak Terlaksana

No	Kegiatan Guru	TL	TTL	Ket.
Tahap I: Presentation				
1	Siswa aktif berdiskusi tentang tema			
2	Siswa membaca beberapa kosakata yang dapat digunakan dalam teks recount.			
Tahap II: Practice				
1	Siswa membaca text untuk menemukan informasi umum			
2	Siswa dan guru bersama-sama berdiskusi tentang informasi umum yang ada			
4	Siswa dibagi kedalam beberapa kelompok dan mengerjakan test yang disediakan			
3	Setiap kelompok menuliskan jawaban yang ada diatas karton dan ditempel agar group yang lain melihat			
5	Siswa bersama guru berdiskusi tentang jawaban soal yang ada			
Tahap III : Production				
1	Siswa menceritakan kembali text dengan bahasa sendiri (retelling story)			

Taliwang, Januari 2019

(Observer)

LEMBAR OBSERVASI GURU DALAM KEGIATAN

The Effectivity of Questioning Strategy in Developing Students Reading Comprehension for The Second Grade Students of Al-Ikhlash Islamic Boarding School Taliwang

Siklus: Kedua

Tanggal : Senin, 11 Februari 2019

Petunjuk:

TL: Terlaksana

TTL : Tidak Terlasana

No	Kegiatan Guru	TL	TTL	Ket.
Tahap I: Presentation				
1	Siswa aktif berdiskusi tentang tema			
2	Siswa membaca beberapa kosakata yang dapat digunakan dalam teks recount.			
Tahap II: Practice				
1	Siswa membaca text untuk menemukan informasi umum			
2	Siswa dan guru bersama-sama berdiskusi tentang informasi umum yang ada			
3	Siswa dibagi kedalam beberapa kelompok dan menjawab test yang disediakan			
4	Setiap kelompok menuliskan jawaban yang ada diatas karton dan ditempel agar group yang lain melihat			
Tahap III : Production				
1	Siswa menerangkan, berdiskusi dan bertanya terkait jawaban yang ditempelkan oleh setiap kelompok			

Taliwang, February 2019

(Observer)

Pretest Reading Text

An Invitation to dinner

The day before yesterday, Mr. Smith received a letter which he did not open till after his breakfast. The letter contained an invitation to dine with Mr. Allen the following evening, and afterwards to go to cinema.

As there was very little time to answer, Mr. Smith immediately took his pen, ink and paper up to his room and answered accepting the invitation. He decided to walk to the nearest post office to post the letter before going to his work, but, as he was leaving the house, it commenced, to rain very heavily; he therefore remained at home and waited for it to stop raining.

It rained for half an hour without stopping, so Mr. Smith called a taxi.

The bad weather lasted a few minutes longer. The rain stopped just before Mr. Smith arrived at the post office, as he wanted to continue on foot, he walked rest of the way.

Last night at the pointed hour, Mr. Smith called for Mr. Allen. They dined at a very good restaurant where they tasted strawberries for the first time that year. Mr. Allen did not want any cream with the strawberry, so he asked the waiter for a little wine to go with them. The waiter poured the wine on the strawberries and asked Mr. Allen if he liked them. Mr. Allen answered "yes" and asked for the bill.

Two gentlemen then jumped into a taxi because they did not want arrive late at the cinema. At the cinema, the usherette looked at their tickets and pointed out their seats. After the show, as it was a beautiful night, they walked home.

Pretest Question

A. Answer these questions by choosing the right one!

1. When did Mr. Smith receive a letter?
 - a. Yesterday
 - b. Last week
 - c. Two days ago
 - d. Today
2. What did the letter contain?
 - a. Letter of notification
 - b. An invitation to dinner
 - c. Loan letter
 - d. Greeting card
3. How Mr. Smith sends his answer?
 - a. Send an email
 - b. Call him directly
 - c. Entrust it to the postman
 - d. Post the letter to post office
4. Why did Mr. Smith call a taxi?
 - a. Because he is too lazy
 - b. Because the post office is far
 - c. Because the day is rainy
 - d. Because he is in hurry
5. What did the usherette look at the cinema?
 - a. A ticket
 - b. An invoice
 - c. Money
 - d. An Invitation cards

B. Read each statement below carefully. Choose (t) if a statement is true and choose (f) if a statement is false, and give evidence!

1. Mr. Allen and Mr. Smith Dined at café. (T/F)
2. Mr. Smith open his letter after breakfast (T/F)
3. Mr. Allen asked a waiter to pour a cream into strawberries (T/F)
4. They are using a taxi to the cinema because it is rainy (T/F)

C. Give meanings for these words and put it into sentence!

1. Usherette
2. Waiter

A. Answer these questions by choosing the right one!

1. C
2. B
3. D
4. C
5. A

B. Read each statement below carefully. Choose (t) if a statement is true and choose (f) if a statement is false, and give and evidence!

1. False.

Evidence: They dined at restaurant

2. True.

Evidence: Mr. Smith did not open till after his breakfast

3. False.

Evidence: Mr. Allen asked a waiter to pour the wine into strawberries

4. False.

Evidence: Because the two gentlemen because they did not want to arrive late at the cinema

C. Give meanings for these words and put it into sentence!

1. Penerima tamu: the usherette greets guests at the entrance
2. Pelayan: The waiter serves a visitor in café

NO	SCORE
A.1-5	1 x 5
B. 1	1 + 3
2	1 + 3
3	1 + 3
4	1 + 3
C.1	1 + 2
2	1 + 2
MES	27

GRADE	SCORE
4	1-4
5	5-8
6	9-12
7	13-17
8	18-21
9	22-27

Reading Text for First Cycle

At the seaside

Last year, Mr. and Mrs. Jones and their family went to the seaside for their summer holidays. They left the city very early in the morning on the 31st of July. The weather was not very fine and they wore their overcoats because they felt cold. At 10 o'clock, the sun began to shine, and two hour later, when I met them at the station, the sun was shinning brightly. They took off their overcoats and we all went to the same restaurant where we sat down to a good lunch. We ate fish and some very good mutton, and drank two bottles of excellent wine.

After lunch, we went to the sea, which my little girl Betty saw for the first time. We lay in the sun for two hours and then we went to the water which was very warm. When we came out of the water, the sun burnt us, so we sat down in the shade of some rocks. Mr. Jones lit a cigarette and I read the newspaper.

Then we all went back to our hotel. Mrs. Jones wrote a few letters and postcards, whilst Mr. Jones and I played a game of billiards.

After dinner, we went out and saw the sun set in a bright red sky. Then we went to bed, and slept very well.

The next morning, I awoke late, got up and had breakfast. My little girl wanted to go into the sea again, but the wind blew so hard that it was not possible to bathe, we went out, however, and stood and looked at the sea for sometimes. It was very beautiful. I told Betty to hold her hat, she held it only for a minute or two and then let it go. The wind blew it off, and away it went. A small boy brought it back to us and I gave him 5 p. that was not all. When we were going back to the hotel, Betty fell down, tore her dress and cut her hand. The day began badly for her. In the afternoon, the wind stopped and we went on the pier where we heard a very good concert.

I met some friends and asked them to come with us for a walk along the cliff. We went for a long walk which children enjoyed very much. The end of the day was better than beginning.

Question

A. ANSWER THESE QUESTIONS!

1. Where did Mr. and Mrs. Jones go for their summer holidays last year?
2. On what date did they leave the city?
3. Whom did the writer meet at the station?
4. Where did they have their lunch?
5. How is Betty's hat return after the wind blew it off?
6. Why the day began badly for Betty?

B. READ EACH STATEMENT BELOW CAREFULLY. CHOOSE (T) IF A STATEMENT IS TRUE AND CHOOSE (F) IF A STATEMENT IS FALSE, AND GIVE AND EVIDENCE!

1. Mr. and Mrs. Jones and their family went to the seaside this year. (T/F)
2. At 10 o'clock, the sun began to shine (T/F)
3. Betty holds her hat all the time at the seaside (T/F)

C. GIVE MEANINGS FOR THESE WORDS AND PUT IT INTO SENTENECE!

1. Seaside
2. Overcoats
3. Cliff
4. Sunset

A. ANSWER THESE QUESTIONS!

1. They went to seaside for their summer holidays last year
2. They left the city very early in the morning on the 31st of July
3. The writer met with Mr. Jones and their family
4. They had their lunch at restaurant
5. Small boy brought it back to Mr. Jones
6. Because, Betty fell down, tore her dress and cut her hand. Also, her hat was blown at the seaside

B. READ EACH STATEMENT BELOW CAREFULLY. CHOOSE (T) IF A STATEMENT IS TRUE AND CHOOSE (F) IF A STATEMENT IS FALSE, AND GIVE AND EVIDENCE!

1. False.
Evidence: Mr. and Mrs. Jones and their family went to the seaside last year
2. True.
3. False.
Evidence: Betty held her hat only for a minute

C. GIVE MEANINGS FOR THESE WORDS AND PUT IT INTO SENTENCE!

1. Pantai/ Tepi Laut: We go to seaside when the summer comes
2. Mantel: Ali uses an overcoat when he feels cold
3. Karang: we have a plenty place between cliffs
4. Matahari terbenam: We saw a sunset at the seaside yesterday

No	Point	Explanation
1	4	Right in grammar and content
2	3	Right in grammar and mistaken in content
3	3	Right in content and mistaken in grammar
4	1	Both of grammar and content are mistaken
5	0	did not answer

Maximum Expected Score (MES): 52

SCORE	POINT	EXP
1-8	4	Very Poor
9-16	5	Poor
17-25	6	Enough
26-33	7	Good
34-41	8	Very Good
42-52	9	Excellent

The Text for Second Cycle

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Ctano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?
2. What is the word that the parrot cannot say?
3. How often did the owner teach the bird how to say the word?
4. The parrot was very, very smart"
The word 'smart' means
5. The parrot was screaming at the fourth chickens"
What does the underlined word mean?
6. What does the man do to the bird because the bird cannot say the name of a place?
 - A. The man ate the bird.
 - B. The sold the bird.
 - C. The man killed the bird.
 - D. The man taught the bird.
7. Which statement is true according to the text?

- A. The parrot could say Catano
 - B. At last the parrot could say Catano
 - C. Catano was the name at the parrot
 - D. The man never got angry at the parrot
8. What is the story about?
- A. A parrot and a cat
 - B. A parrot and a chicken
 - C. A parrot and the owner
 - D. A parrot, the owner, and chickens

Answers

- B.
- 1. The story takes Puerto Rico as Place
 - 2. The Parrot cannot say "Catano"
 - 3. The owner teaches the parrot many times
 - 4. Smart means Clever
 - 5. Give a long, loud and piercing cries
 - 6. (C). The man killed a parrot
 - 7. (B). At last the parrot could say Catano
 - 8. (D). A parrot, the owner, and chickens

Question for Post Test II

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura betrayed the promise.

A. Answer these questions!

1. How many characters in the story?
2. What is seen Baya?
3. Why are they fighting?
4. Who has betrayed the promise?
5. What lessons can we learn in the story?

B. Read each statement below carefully. Choose (†) if a statement is true and choose (f) if a statement is false, and give an evidence!

1. At the first time, Sura and Baya lived in the sea
2. Baya was very angry because he is hungry

C. Give meanings for these words!

1. Greedy
2. Betray

A. Answer these questions!

1. They are two character, Sura and Baya
2. Baya seeing a goat
3. They fight because of a goat
4. Sura was betrayed the promise
5. Do not break a promise that has been agreed upon.

B. Read each statement below carefully. Choose (t) if a statement is true and choose (f) if a statement is false, and give and evidence!

1. True, Sura and Baya they lived in sea
2. False, Baya was very angry because Sura betrayed their promise

C. Give meanings for these words!

1. Greedy = serakah
2. Betray = menghianati

No	Point	Explanation
1	4	Right in grammar and content
2	3	Right in grammar and mistaken in content
3	3	Right in content and mistaken in grammar
4	1	Both of grammar and content are mistaken
5	0	did not answer

Maximum Expected Score (MES): 30

SCORE	POINT	EXP
1-5	4	Very Poor
6-10	5	Poor
11-15	6	Enough
16-20	7	Good
21-25	8	Very Good
26-30	9	Excellent