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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading is essential and served as a basic foundation in English learning process. Reading in English language learning is one of the four language learning skills that students needed to know. On the other hand, reading is the activity of understood and obtained information from written texts. The main purpose of reading is comprehension absolutely, either for details or not. Reading allowed a person to receive and understood information, ideas, opinions, or felt from the text they were reading. For example, when a reader read a book, newspaper, magazine, article, journal, et cetera, they could thus obtained new information from the text.

Comprehension is the process by which a person clearly understood the meaning of writing or speech. Comprehension is the goal of reading. According to Nunan (2003) in Ersianawati, et al (2018) stated that goal of reading is comprehension. In other words, the students expected be able to comprehend the text beside of decoding the written words. Supported by Khoiriyah (2010:1) in Fahas (2021) stated that reading comprehension is the act of combined information passage with prior knowledge in order to construct meaning. Reading comprehension is also defined as the thought process by which readers perceived ideas, understood them in the context of experience, and interpreted them according to their own needs and goals.

Logically, reading as one of the four skills taught in *Curriculum-2013*. In syllabus of the eighth grade students of Junior High School, Core Competence

expected the students were capable in understanding, applying, analyzing, and evaluating factual, conceptual, procedural, and metacognitive knowledge based on the students' curiosity about the science of arts, and culture technology humanities with humanitarian, national, state, and civilazation-related caused phenomenon and events. Meanwhile, the basic competence is captured meaning contextually related to social functions, text structure, and linguistics elements of oral and written recount text, very short and simple, related to personal experiences in the past (personal recount). Then, compiled oral and written recount text, very short and simple, related to personal experiences in the past (personal recount). One of the indicators is wrote meaning contextually related to social functions, text structure, and linguistic elements of oral and written recount text, very short and simple. While the Minimum Competence Criterion (*KKM*) of English subject that has been determined by the school is 65.

Based on the researcher's observation and information from the English teacher, there were some problems that found in the teaching learning process particularly in the reading comprehension toward the students at the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara. First, the students felt difficult to comprehend the reading text. This is because students rarely used reading texts in English. Second, students were reluctant to ask and answered questions in English teaching and learning process because they were afraid that their ideas were wrong or felt confused in setting up questions and answers in English. Third, the limitations of using English teaching strategy by teacher. Teacher still used inappropriate strategies in the process of teaching English. The teaching given by teacher still used conventional methods. Which, teacher was position as owners of

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knowledge while students were only recipients of this knowledge. As a result, the learned atmosphere became passive and students became uncritical. In addition, the used of less attractive learning media to affect students lazy to learn. Fourth, the lack of the students' active and motivation in learning English. And the last, students were not able to achieve the indicators in the teaching process.

Those problem above, affected the students ability to achieve the Minimum Competence Criterion (KKM), while they have to passed the test and got the score 65. There were many students did not can achieve the score and failed. Related of the problems above, it influenced by various factors. Supported by Alexander (1983) in Ersianawati et al (2018) stated that the factors that affected the students understood a text were the way of teaching reading, students' personality, motivation, habit, and social economy. It could be seen that motivation is one of elements in comprehended the text. In addition of motivation, teacher's way of teaching reading is another factor.

Teacher as a motivator has a big role to be a guided for the students and helped them to solve their learning problems. In this case, the teacher have to found a solution in solved the problem by using an interesting strategy. Therefore, researcher tried to apply this Reciprocal Questioning strategy as a teaching strategy on reading comprehension that could be use in taught students in a fun way learning. Reciprocal Questioning strategy that made the students actively engage in the text through questions. In other words, Request strategy given the students the opportunity to be active and creative in their teaching learning process. Because, they could have asked about the something what they were not know about text to teacher through question. Request strategy has the advantage

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could help to respond the reading a specific text, helped obtain the new information, achieved students potential in reading passage and provided feedback questions student.

In this research, to solve the problems the researcher as a candidate of teacher tried to applied reciprocal questioning (ReqQuest) strategy to motivate the students in improved their reading comprehension. This strategy has steps as follow: the teacher explained the material about Recount Text based on syllabus; distributed text to the students; the teacher and students read silently a selected portion of the text; the teacher given the time for students to made prediction and asked the question; the students responded the teacher's questions; teacher has set purposes of reading the text; the students must closed the book in this phase; the teacher also asked about some questions related of the text; and the last the teacher concluded and closed the teaching learning activity.

Regarding to the explanation above, the researcher conducted Classroom Action Research, by entitled **"Improving the Students' Ability in Reading Comprehension By Using Reciprocal Questioning (ReQuest) Strategy at the Eighth Grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023".**

1.2 Identification of the Problem

Based on the background, the researcher identified some problems related to the students' ability in reading as follows:

a. The students felt difficult to comprehend the reading text.

b. The students were reluctant to ask and answered question in English teaching and learning process especially in reading comprehension.

c. The limitations of the used English teaching strategy by teacher.

d. The lack of the students' active and motivation in learning English.

e. The students were not able to achieve the indicators in the teaching learning process.

1.3 Limitation of the Problem

In conducted this research, the researcher limited the problem to search about improving the students' ability in reading comprehension by using Reciprocal Questioning (ReQuest) strategy especially in recount text at the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023.

1.4 Formulation of the Problem

The researcher formulated the problem as follows;

"How does Reciprocal Questioning (ReQuest) strategy improved the students' ability in reading comprehension especially in recount text at the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023?".

1.5 Objective of the Research

The objective of this research is improved the students' ability in reading comprehension by using Reciprocal Questioning (ReQuest) strategy on recount text at the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara.

1.6 Significances of the Research

The significances of the researcher are as follows:

Theoretically

Theoretically benefits derived from this research as a reference for further studied related to improve the students ability in reading comprehension as well as being the subject of further studied.

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Practically

Practical benefits derived from this research namely:

a. The researcher, as actual practice and experience to conduct the taught by using Reciprocal Questioning strategy.

b. The students, as an important experience to develop their ability in reading comprehension by using Reciprocal Questioning strategy. So they were able to ask the question, more active and provided feedback teacher's question.

c. The English teachers, as guidelines to get information about the appropriate strategy to improve the students' ability in reading comprehesion.

d. The next researchers, as a reference for her/his researches.

e. The readers, could to add their knowledge and information about an interesting strategy to improve students' ability in reading comprehension.

CHAPTER II

LITERATURE REVIEW

2.1   Theoretical Framework

2.1.1   Reading

2.1.1.1 The Definition of Reading Comprehension

Reading is one of the most fundamental components of learning proces. Reading is essential skill to learn and knew by students. It is made the students better understood all the material taught. Reading is an activity did through written text or printed text, so there were the interaction between the text and the reader. In this activity the reader decoded and interpreted language to derive meaning. It means, reading is an activity did by someone in got information.

The importance of reading for students, among other things could add insight, increased knowledge, increased vocabulary and increased enthusiasm for students in studied to achieve the desired goals. In general, reading conducted by offline using hardcopy for examples books, journals, newspapers, magazines, and others or online using softcopy for example e-books.

According to Harmer (2007) in Fahas (2021) said reading is facilitates language acquisition. Students understood what they read and the more they read the better they became. Also, reading has different meanings for some people. Reading is getting to know the written word, while for others reading is an opportunity to learn pronunciation and speaking. From those definitions above, it could be concluded that the defenition of reading is different for each reader, it depended on the readers aim of reading.

Reading comprehension consist of two words: reading and comprehension. Reading involved a processing process between visual information and non-visual information. Visual information is the information that we got through the eyes to brain. Comprehension is connecting process between the visual information and concerned with comprehension. The synonym of comprehension is understanding. Thus, reading comprehension means understanding what we read. As stated by Klingner et al (2015) in Astiantih et al. (2022) defined reading comprehension is a complex process involving the interplay of many factors, including the readers' background knowledge, reading strategies of text, interest of readers in topics and readers knowledge of kind. Reading comprehension is a process of got the information from the text. Comprehension involved the understood of meaning taken from a text printed, illustrations, and languages it's required individual to extract information from a text and constructed the meaning from this information.

Comprehension is the main purpose of reading activity. In reading comprehension, people could be got information of the written text that they have read. Comprehension is the process when reader searched and relate information of the text with what they already have known. Without comprehension, reading is a frustrating, useless exercise in word calling.

Mikulecky & Jeffries (Power et al., 2002) in Nurdianti et al (2019) said that comprehension is not only construing and comprehend words but also relate the idea of the text with readers' knowledge. Based on those definitions, it could be concluded that reading comprehension is the process of accepted information between the readers and the text. It means, the readers comprehended the

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information that is affirmed in the text by related it with readers' knowledge. The readers understood information that they got, situation that they face, and fact that they face based on the knowledge that readers has known.

Reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of word, sentences and paragraph sense relationship among ideas as it is. In this case, reading comprehension required concentration for the reader is able to identify basic information and is able to interpret the text.

According to Burns (1996:177) in Nurdianti et al (2019), divided reading comprehension into four levels. They were: literal comprehension, interpretive comprehension, critical reading, and creative reading. The basis of literal comprehension is admiting stated main ideas, details causes and effect, and sequences.

2.1.1.2 The Purposes of Reading

Reading is an activity with the purposes. According to Azis & Yusanti (2020) said the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive. One of the purposes in English teaching process is able to understood an English written text in term of understanding, solved the problems and communication (Sapitri & Amin, 2018).

Reading is the activities by readers to get meaning or massage from an author. An author given the meaning or massage in printed or written material to readers. The purpose of reading to acquire and found information included the content and meaning of the text according to the purpose of the text.

Tarigan (2005) in Simatupang & Lubis (2020) said there are some goals reading such as:

a. Read to find important information,
b. Reading for main ideas,
c. Read to find specific information,
d. Read to highlight important information,
e. Read to categorize difficult words,
f. Read to evaluate, and
g. Compare and contrast with reading to find important information.

In addition, the purpose of reading is different in the way. It saw the kind of the text will be read.

According to Harmer (2003) in Simatupang & Lubis (2020), there are the purposes or the reason of the reading, as follows:

a. Instrumental: Reading development occurs because it helps us achieve specific goals such as we read road signs to know where to go. We are the instructions on the ticket because we need to know how to do it.
b. Leasureable: People read magazines or Sunday papers for hours reading other illustrated or picture stories.
c. For a general understanding: Good readers have no problem getting the gist of a speech. We often turn to text because we need specific details.
d. For specific information reading versus detailed information. We often turn to written text because we want concrete details
e. For detailed information: Sometimes we often read to understand everything we read in a written instruction or instruction or description of a scientific process when someone gives his address and phone number and we write all the details
f. Interpreting text. The reader can look beyond the literal meaning of the words in the passage by using various clues to understand the writers meaning. Successful interpretation of this type depends on a large number of schema exchanges.

According to Stefen Peter (2002) in Simatupang & Lubis (2020), said that the social function is same with the communicative purpose which refers to aim of the text which wanted to be express by the writer to the reader. In summary, recount text also purpose the entertained with expressing what the writer wanted to be inform to the reader. Based on explanation above the researcher that concluded of the purpose of reading is added the readers' knowledge.

2.1.1.3 The Types of Reading

Reading is a form of communication used written words or symbols (text). Reading is a two-way communication between author and reader. Also, reading is

interpretation and understanding. Therefore, reading is a form of symbolic communication with a way for the writer to communicate with the reader through the process of comprehend.

There were many kinds of reading, Jain devided reading into four types, such as silent reading, reading aloud, intensive reading, oral extensive reading it will be explained in the following:

In general, there were many kinds of reading.

As stated by Jain (2008) in Simatupang & Lubis (2020) reading consist into four types, namely silent reading, reading aloud, intensive reading, oral extensive reading it will be explaine in the following:

a. Silent Reading
    Reading is primarily a silent activity. Most of our reading is done in silence. When readers want to read the title of the book first they read silently. Silent reading is too effective for some readers to complete completely. They found that reading silently helped them focus on reading.

b. Reading Aloud
    Reading aloud involves the respondent looking at these individual words and/or sentences and reading them aloud one by one in the presence of a moderator (Brown 2003). Teachers in this modern field still believe that oral reading is the best method of instruction. They can do this while helping the reader to pronounce and understand the text.

c. Intensive Reading
    Intensive reading with more progress in teacher-directed language learning. Deep reading provides a foundation for understanding the construction and expansion of vocabulary and idioms. It also provides materials for developing speaking and writing skills.

d. Extensive Reading
    Extensive reading is reading for pleasure. The purpose of this reading is to teach students to read directly and simply in the target language for fun without the teachers help.

2.1.1.4 The Elements of Reading

Understanding content of the reading text is important aspects to know in assessing reading comprehension. There were some reading skills in understanding reading text. It is needed finding the main idea, getting information from the text, finding important facts, supporting details, finding opinion from the text and conclusion.

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According to King and Stanley in Hutagalung et al (2021) says that there are five components that may help the students to read carefully as follows:

a. First is finding factual information. Readers must scan specific details to find real information. Factual information questions are usually expressed with a WH question word.

b. Second is finding main ideas. Finding ideas is important because it not only helps you understand the passage but also helps you remember the material later.

c. Third is meaning of difficult word. This means that readers can develop their ability to find unfamiliar words by understanding the text closely.

d. Forth is identifying references. Having the same word or phrase in every paragraph of text and repeating it becomes boring. It can be used as a reference to a word to avoid repetition of the word. Words of reference are mostly in the form of pronouns: he she she this etc.

e. Fifth is finding restatement. The restatement is a way of restating something in a different way but still having the same meaning. Its purpose is to measure the readers ability to analyze the relationships of ideas in a sentence.

These five components is essential to know for the readers. That may helped the readers to read carefully. For that, the teacher must be able to guide students to know these 5 components so that students could understand the reading well.

2.1.1.5 The Teaching of Reading Comprehension

In Indonesia, English is the first foreign language that should be taught in schools. One skill of English is reading. Reading as one aspects of the language skills, played an essential role in language teaching. According to Mikulecky (2011) in Fahas (2021) said that reading is a complex conscious and unconscious mental process where the readers used different strategies to reconstruct the meaning that should have been intended by the author based on text data and prior knowledge from readers. Therefore, the teacher is needed to guide the students using an effective strategy in teaching reading .

According to Gilakjani & Sabouri (2016) in Humairoh et al (2021) said the most important thing in teaching comprehension skill is stimulant or how to stimulate all skills which are in the students' selves. It means, the teacher became a facilitator in the success of learning, especially in reading comprehension.

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There were numerous factors that influence teaching reading, such as teachers' factors, facilities and infrastructure, methods of study, techniques, and etc. In order to reach the objectives, the teacher must be able to select the appropriate strategy, method and technique during the teaching and learning process. The strategy of improving the quality of English learning by employing appropriate strategy.

Several years ago, teaching reading comprehension based on the concept of reading as set of application skills, such as: identifying words, finding mean ideas, identifying cause and effect relationship, comparing and contrasting, and sequencing. Those were as mastery skills in reading. So, in here the researcher using the 3 steps in teaching reading namely pre- reading, whilst- reading and post- reading.

2.1.2 The Syllabus of Reading Comprehension at the Eighth Grade of UPTD SMP Negeri 2 Gunungsitoli Utara

Reading as one of the four skills taught in *Curriculum-2013*. In syllabus of the eighth grade students of Junior High School, Core Competence expected the students were capable in understanding, applying, analyzing, and evaluating factual, conceptual, procedural, and metacognitive knowledge based on the students'curiosity about the science of arts, and culture technology humanities with humanitarian, national, state, and civilazation-related causes phenomenon and events.

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past (personal recount). Then, compiled oral and written recount text, very short and simple, related to personal experiences in the past (personal recount). One of the indicators is wrote meaning contextually related to social functions, text structure, and linguistic elements of oral and written recount text, very short and simple. While the Minimum Competence Criterion (*KKM*) of English subject that has been determined by the school is 65.

2.1.3 Recount Text

2.1.3.1 The Definition of Recount Text

In junior high school level, activity of reading followed a rule of thumb in implementing the material. The genre of the text is still highlighted. One type of text is recount text. According to Hutagalung et al (2021) said that there were several types of text in English, namely: narrative text, description text, discussion text, procedure text, review text, report text, exposition text, explanation text, spoof, anecdote, news item, and recount text. In here the researcher discussed the recount text. Recount text is a retelling of activities, events and experiences of a person that happened in the past. Recount text is different from the other text. Recount text tell experiences or events in a simple form without drama or conflict in the past.

Some experts has many definitions of recount text. As stated by Anderson (1997) in Simatupang & Lubis (2020), recount text is wrote about past events or a piece of text that retells past events, ususally in order which they happened. in short, a piece of text of past events. In addition, according to Anderson in Yuliana (2018:40) "suggest that the recount is a text which tells about events happening in

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the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened".

Recount is a text told about past events or experiences. It aimed to inform or entertained the audience, there is no confusion between the participants and it is separate from the story. Recount text is a piece of text that told a past event, usually described the order in which it happened or what happened to other people and words that described actual actions experiences or events in the past.

2.1.3.2 The Types of Recount Text

In recount text there were types to learn.

According Barwick (1999: 4-5) in Asilestari et al (2022) said there are different types of recounts with varying levels of language and content according to the audience and purpose as follows:

a.   Personal Recount

   A personal recount is a description of an event that the author or speaker personally experienced. It may be in the form of an oral narrative, a letter, or a journal entry, with extra personal and sentimental comments and anecdotes. I and we are used as personal pronouns in the first person. There are specifics about who, what, when, where, and occasionally why, but the order of the events may shift.

b.   Factual Recount Text

   Factual recount records a sequence of events and assesses their importance. This can be shown as a scientific experiment, historical account, traffic or sports report, or it can be shown on film, television, or video. Recounts at this stage need in-depth research on novel subjects, therefore students should use print and technological resources. The use of proper technical terminology, correct time, place, and manner information, and recounting with pertinent reasons and explanations help readers accurately recreate what happened. The emphasis is on utilizing evaluative language (important, significance, influence, achievement) and stressing evaluation language (incredible, successes influence, achievement) to demonstrate time sequence (before shifting, while they were, after a number). He, she, and they are commonly used in this third-person account. The passive voice may be used to write it.

c.   Imaginary recount

   A literary or tale account places its made-up information in a plausible setting. The narrator's passionate reactions to the events highlight character development. Who, what, when, and where remain relevant elements regardless of the order in which they are presented. The first person pronouns me and us are typically used in literary recounts to create a relationship between the author and reader or speaker and listener, as in my journal as a little child in space. Procedural Recount

   Procedure recounts document the sequential processes required to arrive at a result, either verbally or in writing. This was written after a procedure was finished. Procedure recounts can be found in how-to books, television shows, movies, and television shows. The emphasis is on using temporal conjunctions

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correctly, choosing the appropriate language for the subject, and maintaining the right order of events. It is common to incorporate drawings and diagrams to help explain the processes.

d.   Critical Recount

Critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or we but may be written in the passive voice. For example, a recount of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

2.1.3.3 The Generic Structure of Recount Text

According to Simatupang & Lubis (2020), "recount text is retell other people about something that has happened and other words to retell the real past activities, experiment or events". In addition, they stated that recount text have the generic structure as follows is the content of a text that consist of orientation, events, incident, general, and so on. Orientation is a part of text that given a setting or introduction. Orientation consists of opening, introduction the participant, time and the place. The part guided the reader to make guessing of the content or from of the text which is read. The reader could guess the content of the text. An event is a part of recount text that contains sequence of phenomenon or tells what happened in the story. According to Gerot & Wignell (1994) in Simatupang & Lubis (2020 said that event tell what happened, in what sequence. Reorientation is a part of structure of recount text contains optional closure of the event in the text. Pardiyono said the ri-orientation contains the brief conclusion of the record events (Gerot & Wignell, 1994).

So, based on the statement above the researcher that summarized of generic structure as follows:

a.   Orientation, it means this taked in the first paragraph. It given background information about who, where, what and when.

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b. Event, it means told what happened and in what sequences. Usually events recounted in chronological orde named; event 1, event 2, event 3.

c. Re-orientation, it means optional or closure of events.

2.1.3.4 Language Features of Recount Text

The following of using the language features of recount text as follows :

a. Introducing personal participant, as follows I, my group, etc

b. Using chronological connection, as follows then, first, etc

c. Using linking verb, as follows was, were, saw, heard, etc

d. Using action verb, as follows look, go, change, etc

e. Using simple past tense.

2.1.4 Assessment of Reading Comprehension

After the teacher taught the students about reading, the step then he or she could do is to assessed the students' reading ability. It is one way to measure how far the students' understood concerning the given material. The definition of reading assessment is a systematic process involved collecting information and data. Which is used by the teacher taken decision whether students passed or failed in a reading class. Therefore, knew the ability of the students in reading comprehension the teacher must did an evaluated or measured in order to determine how far the successfulness has been gained based on the evidence data.

According to Kamaruddin et al (2022) said that several kinds of tests that could be used, such as multiple choice, essay, match making, closed test, short answer, true or false, et cetera. He also said, in learning English at the junior high school level, the tests used are multiple choice and short essay. Definition of

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test assessment is an evaluation tool that has an important role in measuring student's achievement. To find out students' reading achievement, the test is one of the best tools to measure it.

In this research, the researcher used the multiple choice in measured student achievement. Supported by Sudjana (2011) in Kamaruddin et al (2022) said that multiple choice is a test that has one correct or most appropriate answer. While a short answer is a response made up of a subject and an auxiliary verb or modal. Short answers were brief but complete—they could answer "yes or no" questions or more complicated queries.

Based on the theories of reading comprehension, there were the indicators of reading comprehension in recount text as follows:

Table 2.1.
The indicators of Reading Comprehension in Recount Text

No.	Criteria
1	Finding Main Idea
2	Supporting detail
3	Reference
4	Identifying Word Meaning
5	Making Inference
	Total

2.1.5 Reciprocal Questioning Strategy

2.1.5.1 Definition of Reciprocal Questioning

English is one tools of communication expected to be master by students. Currently, some educators still used the old strategy where educators only used one strategy and model of learning English. Although, educators required to use English learning strategy and models more than one. It aimed so that learning

English in the classroom be fun so that students became children who are children active, creative and innovative.

In this research, the researcher wanted to improve the students' ability in reading comprehension skill. The researcher used Reciprocal Questioning to apply to the students. In this strategy, the students helped to active well with their question or opinion. This strategy could be made atmosphere of the classroom be enjoy and fun, then made the students motivate to learning reading comprehension skill.

What the best strategy is suitable in teaching reading comprehension that could be solved students' difficulties. In improving the students' ability in reading comprehension an English text especially recount text, it needed a strategy to comprehend a text and transfer the ideas of the text with their words. The strategy should be active and helped the students' process in interaction with the texts. It means, through the strategies students were able to understand the reading text they have. So, Reciprocal Questioning (ReQuest) strategy is one of the best strategies which could be applied in the class.

According to Sapitri and Amin (2018) said Reciprocal Questioning (ReQuest) strategy is "assure can help the students to train their metacognitive thinking, to know the main ideas and to improve their curiosity in knowing the answers of their own questions". This strategy, helped the students to comprehend the text and to think critically. Hamilton, in Ersianawati et al (2018:20) explained that Reciprocal Questioning strategy is engaged the students actively in reading the text through questions.

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In short, the Reciprocal Questioning involved both the teacher and the students in the creation and response of questions, allowed students to active participate in the text through questions. This strategy could help the students create effective questions about the text that they were reading. As stated by Foster & Rotoloni in Fahas (2021:38) defined Reciprocal Questioning provided students with a model and sharpens their cognitive process on how to convey what they learned.

2.1.5.2 The Procedures of Reciprocal Questioning Stategy

According to Manzo (1969) in Nafisah & Sumarsono (2021) said that Reciprocal Questioning procedure is a useful activity partners could be used when they were reading by a text that is difficult for them. It means, that the reciprocal questioning procedures could be a useful activity in a reading class when students were has trouble in comprehending the text. So, students exchange information with each other and asked questions about issues they found difficult in the textbook. This strategy helped the students understood the meaning of the text.

As stated by Murray (2002) in Fahas (2021) defined ReQuest strategy is a strategy ask for the teacher to model good questioning behavior, to provide feedback to students about their question and to help students establish purpose independently completing in a reading.

Supported by Manzo (2008) in Fahas (2021) explain the steps of request strategy as follows;
a. Silent reading, the teacher and the students read the section of text independently and silently.
b. Students questioning, the teacher models how the answer question and the shape the students question, students ask question the teacher answer them.
c. Teacher questioning, the teacher models how to ask appropriate questions.
d. Integration of the text, repeat the procedure with the next sections of the text.
e. Predictive questioning, after students have read enough of the passage that they can make prediction about the rest of the text, stop and ask them to make prediction.

f. Reading, read to the end of the text verify prediction.

Based on the explanation about the steps of request strategy above, it is appropriate with steps according to Manzo (2008) in Fahas (2021) said that because the steps helped students asked important questions and could be used in difficult or important parts of text, soothe students could be easy to understood and comprehended the text because the students given chance to asked and the teacher answered and students could understand something that they did not understood yet. The key of this strategy is that is required students to "open up" their thought to ask and thought critically.

From the steps above, the researcher modified the strategy to make it more suitable in teaching learning process. According to Martha (2020), said modification as the act or process of changing something in order to improve it or make it more acceptable. In other word, modification is activity making adjustment or change a something with the aim of enhancing the quality, usefulness or relevance. The aim of modification is to address any shortcomings or limitations of the original thing, and to make it more suitable for a specific purpose or context. So, after modifying a something, it could become more effective, efficient, or beneficial in achieved of desired outcomes.

The modifications involved changing the materials or instructions used in teaching learning process by using Reciprocal Questioning strategy, adapted the strategy to fit different learning styles or abilities, or added or removed steps in the strategy to make it more effective. Therefore, the researcher modified the steps of the make a Reciprocal Questioning strategy for teaching reading comprehension to students at UPTD SMP Negeri 2 Gunungsitoli Utara. The

modifications made with the aim to improve the effectiveness and suitability of the strategy for the specific learning context and research question.

Based on the steps above, researcher could be carried these steps as a guided in the process of learning English, especially in reading comprehension skill in the class. The steps taken by researcher, as follows:

a. First, explained the material about Recount Text based on syllabus (definition, types, generic structure, and language features.

b. Second, distributed the text to the students

c. Third, guided the students to read silently a selected portion of the text. In this case, the students do idependently.

d. Fourth, the researcher given the time for students to make prediction/opinion toward the text and the students given their prediction/ opinion .

e. Fifth, the researcher also given the time to ask the question about what they read and the students asked the question to the researcher.

f. Sixth, researcher also asked about some questions related of the text and the students must answer.

g. Seventh,. the students must closed the book in this phase.

h. The last, the researcher concluded and closed the teaching learning activities.

2.1.5.3 The Advantages and Disadvantages of Reciprocal Questioning Stategy

a. Advantages in using Reciprocal Questioning Stategy

As we know that, strategy is defined as the process of a person made plans that have a function to help focus and helped achieve the expected

results. In this study, strategy is one of the ways that is quite important and is often carried out by a leader, a businessman, a researcher and others. For that, the strategy besides having advantages and of course also has weaknesses.
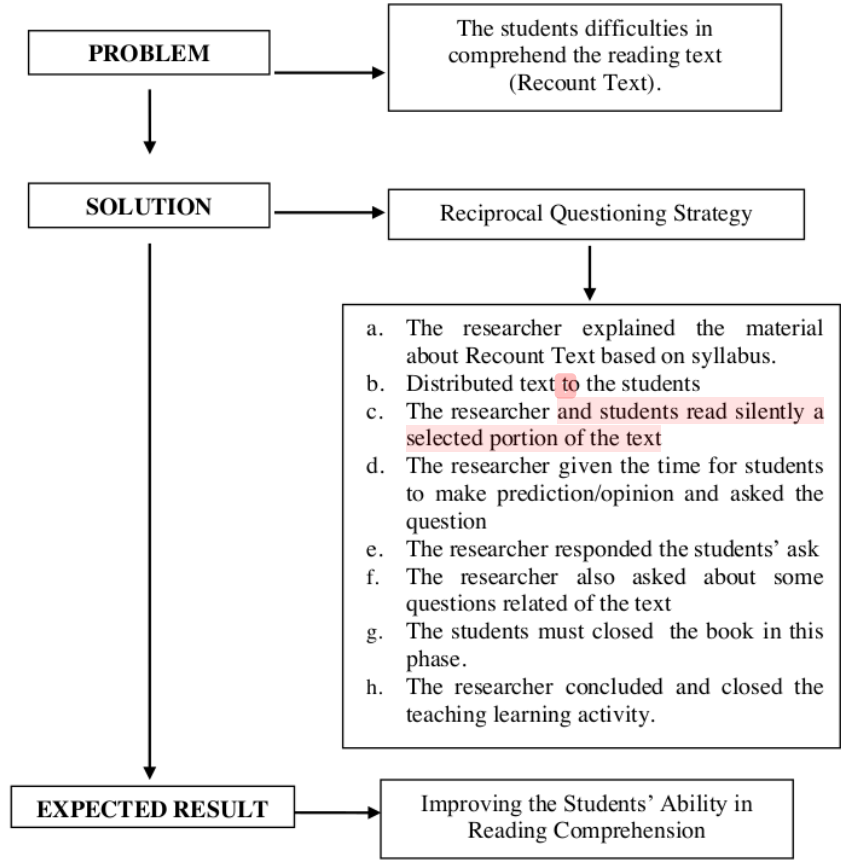
According to Fahas (2021) explained that request strategy has the advantage could be helped respond of reading a specific text, could be helped getting new information, to reach students potential in reading passage and to provide feedback question"s student. After that, this strategy they could be active and creative in class reading, could ask about something they did not know about the text to the teacher, and could help students to comprehend with the text have been read.

b. Disadvantages in using reciprocal questioning stategy

According to previous studied be conducted by Ersianawati et al (2018) said "reciprocal questioning strategy which takes more time to be applied in big classroom size was combined with numbered heads together to save time". Which, used the sample previously in the research is 73 students who were selected by using cluster random sampling. For a research sample of 73 students used the reciprocal questioning strategy was too many, so that the implementation of the strategy was less effective. It means, it is better to use this strategy with a research sample of under 73 students or half of that number.

2.2   Conceptual Framework

As we know that, conceptual framework is a sequence framework in the process of conducted research or research flow guidelines. The conceptual frameworks could be written or visual and are generally developed based on a literature review of existed studies about your topic. This conceptual framework in this study purpose as a guidelines for understanding the flow of researcher' thought so that the implementation is more systematic and accurate. The conceptual framework about "Improving the Students' Ability in Reading Comprehension by Using Reciprocal Questioning (ReQuest) Strategy at the Eighth Grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023" describes a scheme to make easy in understanding it such as below:

```
                                              The students difficulties in
        ┌──────────────┐               ┌──────────────────────────────┐
        │   PROBLEM    │──────────────▶│   comprehend the reading text │
        └──────────────┘               │         (Recount Text).       │
                │                       └──────────────────────────────┘
                ▼
        ┌──────────────┐               ┌──────────────────────────────┐
        │   SOLUTION   │──────────────▶│  Reciprocal Questioning Strategy │
        └──────────────┘               └──────────────────────────────┘
                │                                      │
                │                                      ▼
                │       ┌────────────────────────────────────────────────┐
                │       │ a.  The researcher explained the material        │
                │       │     about Recount Text based on syllabus.        │
                │       │ b.  Distributed text to the students             │
                │       │ c.  The researcher and students read silently a  │
                │       │     selected portion of the text                 │
                │       │ d.  The researcher given the time for students   │
                │       │     to make prediction/opinion and asked the     │
                │       │     question                                     │
                │       │ e.  The researcher responded the students' ask   │
                │       │ f.  The researcher also asked about some         │
                │       │     questions related of the text                │
                │       │ g.  The students must closed the book in this    │
                │       │     phase.                                       │
                │       │ h.  The researcher concluded and closed the      │
                │       │     teaching learning activity.                  │
                │       └────────────────────────────────────────────────┘
                ▼
        ┌──────────────────┐           ┌──────────────────────────────┐
        │ EXPECTED RESULT  │──────────▶│  Improving the Students' Ability in │
        └──────────────────┘           │     Reading Comprehension     │
                                       └──────────────────────────────┘
```

Picture 2.1. Conceptual Framework

2.3   Hypothesis

According to Sugiyono (2018:63), the hypothesis is a temporary answer to the research problem formulation, and the research problem formulation has been stated in the form of a question sentence. Hypothesis is related with predicted a temporary answer about an observed phenomenon. Based on the explanation above, the hypothesis of this research is reciprocal questioning strategy could be improved the students ability in reading comprehension for the eighth grade at UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023.

CHAPTER III

RESEARCH METHOD

3.1   Type of the Research

In did this research, the researcher used the Classroom Action Research (CAR). According to Rosada (2020), Classroom Action Research (CAR) is administrated by the teacher to share their experiences to overcoming the problem faced in classroom. In addition, According to Mettetal (2001) in Humairoh et al (2021) said "classroom action research is a method of finding our what works best in your own classroom so that you can improve student learning". In other words, Classroom Action Research is an essential action for the teachers who were competent in improved practice, to change the learning into the new learning and new practice that benefits for the students.

Classroom Action Research is appropriate with the research done. Because the researcher tried to improve the students' ability in reading comprehension through the implementation of Reciprocal Questioning (ReQuest) strategy and also as professional practice. In this case, the researcher wanted to make better the condition in the classroom based on the previously problem by using the CAR. Classroom Action Research is used to improve the students' ability in teaching-learning process. In conducted this research, the researcher needed an English teacher as a teacher collaborator to help herself to observe the activities during teaching and learning process when conducted the research. As stated in Arikunto et al (2008:22) in Panjaitan (2018), it is suggested for the beginner researcher to make collaboration in conducting an action research. It means that

the English teacher helped the researcher in planning, action, observation and reflection. So it is possible for the researcher to ask many suggestions from the teacher collaborator in conducted this research.

3.2   Procedures of the Research

In conducted of this research, the researcher arranged the procedure of action implementation in one or more cycles. The goal of this research is improved the students' ability in reading comprehension by using Reciprocal Questioning strategy in teaching reading comprehension about recount text. Each cycle consist of 3 (three) meetings. Each meeting has the time allocation 2 x 40 minutes. If Cycle I is unsuccessful, the researcher continued to the next cycle until the students can achieve Minimum Competence Criterion (MCC). Moreover, if the research is successful in Cycle I, the researcher directly taken the conclusion and the result report.

According to Arikunto et al (2008: 20) in Panjaitan 2018, mentioned four steps in action research: planning, actions, observation, and reflection. So, the procedures are arranges, as follows:

1. Planning is the preparation activity. The researcher prepared lesson plan, material, evaluation paper, observation paper and other thing that should be prepared for did the research.

2. Actions is involved the process of the activities in teaching learning process and realization of strategy, it is aimed to improve the problem.

3. Observation is the activity of collected data about what happen in the lesson during and after the lesson. In this step the English teacher will observe the

teaching and learning processes when conducting CAR. The result of this observation can also be a source of reflections.

4. Reflection, is the activity in noting, analyzing, and evaluating the data from the observation result and thought about what happend in the class and taken some conclusions regarding how to improve or develop the steps of the strategy in next cycle.

The scheme of the procedures in this research cycle could be seen as follows:

```
┌─────────────────┐        ┌─────────┐
│  Recount Text   │ ───▶   │   CAR   │
└─────────────────┘        └─────────┘
                                │
                                ▼
                           ┌─────────┐
                           │  Cycle  │
                           └─────────┘
```

Planning : Arranged the lesson plan, material, media (pictures), observation sheet, field note, and evaluation paper.

a. The researcher explained the material about Recount Text based on syllabus.
b. Distributed text to the students
c. The researcher and students read silently a selected portion of the text
d. The researcher given the time for students to made prediction/opinion and asked the question
e. The researcher responded the students' asked
f. The researcher also asked about some questions related of the text
g. The students must closed the book in this phase.
h. The researcher concluded and closed the teaching learning activity.

Action : The researcher implemented the arranged procedures of recount text.

Observation : Observed and nothing the whole situation during conducted the research, searched the students' abilities and aweknesses in reading comprehension.

Reflection : Nothing the result, improved the weaknesses, analyzed and evaluated the result.

┌──────────────────┐   ┌─────────────┐
│ RESEARCH REPORT │ ◀───   │ SUCCESFULL │
└──────────────────┘   └─────────────┘

┌──────────────┐
│   Cycle II   │ ◀─── UNSUCCESFULL
└──────────────┘

Planning : Arranged the lesson plan, material, media (pictures), observation sheet, field note, and evaluation paper.

Action : The researcher implemented the arranged procedures of recount text.

Observation : Observed and nothing the whole situation during conducted the research, searched the students' abilities and aweknesses in reading comprehension.

Reflection : Nothing the result, improved the weaknesses, analyzed and evaluated the result.

┌──────────────────┐   ┌─────────────┐
│ RESEARCH REPORT │ ◀───   │ SUCCESFULL │
└──────────────────┘   └─────────────┘

Picture 3.2. The procedures in conducted the research

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3.3   Setting and Schedule of the Research

The location of this research is UPTD SMP Negeri 2 Gunungsitoli Utara that is located in Jln. Tafaeri KM. 14,2 Tetehosi Afia village. There were 2 English teachers there, and one of them is going to be the teacher-collaborator in this research in order to helped the researcher to observe the teaching learning process in the classroom. The total number of the teachers were 32 persons and the total number of students were 259 persons consisting of 10 classes.

In this research, the researcher limited the research for a month. This research started in the first on May 2023 up to the late on June 2023. This research held in cycles and each cycle consists of three meetings. The researcher chose did this research on this time because the reading skill is taught on this period based on the time allocation refer of academic calendar at UPTD SMP Negeri 2 Gunungsitoli Utara.

3.4   Subject of the Research

The subject of this research is the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara. The total number of the students eighth grade is 93 persons. In class C which consists of 31 students, they are 14 females and 17 males. The researcher chose this class because they have weakness in reading comprehension ability. For the clearer condition of the eighth grade in UPTD SMP Negeri 2 Gunungsitoli Utara show in the following table:

Table 3.2.

The Condition of the Eighth Grade of UPTD SMP

Negeri 2 Gunungsitoli Utara in 2022/2023

No	Class	Total
1	VIII A	30
2	VIII B	32
3	VIII C	31
	TOTAL	93

(Source: the administration office of UPTD SMP Negeri 2 Gunungsitoli Utara)

3.5   Variables of the Research

In this research consists of two variables. Those are dependent and independent variables. According to Sugiyono (2016: 39) in Rahman et al (2019), stated that Independent Variable / Independent Variable is the independent variable (X) this variable is often referred to as a stimulus, predictor, and antecedent variable. In addition, he also stated that Dependent Variable / Bound Variable are variable that are affected or the result, because of the independent variable. The dependent variable used in this study is real used. In other words, the independent variable is the variable that influenced, the cause of the change or the appearance of the dependent variable (dependent). So, in this research the independent variable is Reciprocal Questioning strategy and the dependent variable is reading comprehension on recount text.

3.6   Instruments of the Research

The researcher used the Classroom Action Research (CAR) as the method of the research. To identified the students' reading comprehension of the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara, the researcher used some instrument in this research. So, the instrument of the research as follows:

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3.6.1 Observation

Observation is an accurate method of collected data. Also, it's a mainstay and essential in did the action research. To find information about on going activities to then became the object of research study is the purpose of observation. In here, the researcher used the observation sheet in conducted of the research. It's contains the activities of students and the researcher during teaching learning process. The observation is used as qualitative data. When got the weaknesses, the researcher tried to improve it by finding other solutions and if there some strengths during conducted the research, the researcher kept it. It became a consideration in the reflection and used as the source of qualitative data. The aspects what observed are:

a. The teacher performance in the classroom.
b. The students participation in learning process.

Table 3.3.
Observation Sheet for Teaching Reading Comprehension
By Using Reciprocal Questioning Strategy

The Researcher :
Day and date :
Cycle :
Meeting :

No.	Researcher Activities	Checklist	
		Done	Undone
I	**Pre - Teaching Activities**		
1	- Greeting & Introduce self		
2	- Pray together		
3	- Checking students' attendance list		
4	- Building students' prior knowledge of Reciprocal Questioning strategy		
II	**Whilst -Teaching Activities**		
5	- Explaining the material about Recount Text based on syllabus (definition, types, generic structure, and language features.		
6	- Distributing text to the students.		
7	- Guide the students to read silently a selected portion of the text (independently).		
8	- Give the time for students to make prediction/opinion toward the text (title, generic structure, etc).		
9	- Then, give the time for the students to ask the question about what they read.		
10	- Before that, the researcher given the instruction for students to close their book.		
11	- Researcher also ask about some questions related of the text and the students must answer.		
III	**Post - Teaching Activities**		
12	- Conclude the materials together with the students		
13	- Close the teaching leaning activities.		
14	- Greeting		
	Done		
	Undone		
	Done (PD%) =		
	Undone (PD%) =		

Collaborator

Damai Ziliwu, S.Pd
NIP. 198912262022211006

Table 3.4.
Observation Sheet for Students' Activities in Improving the Students' Ability in Reading Comprehension By Using Reciprocal Questioning (ReQuest) Strategy at the Eighth Grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023

The Researcher   :
Day and date   :
Cycle   :
Meeting   :

No.	The Aspects Observed	Students Number					
		1	2	3	4	5	etc
I	**Pre-Teaching Learning Activities**						
1	The students respond researcher' greeting						
2	The students guides to pray						
3	The students respond the present list						
4	Paying attention to the researcher' explanation about Reciprocal Questioning strategy						
II	**Whilst -Teaching Learning Activities**						
5	Paying attention to the researcher' explanation about the material of Recount Text.						
6	Comprehend the reading text						
7	Read silently a selected portion of the text (independently).						
8	The students give their prediction/opinion toward the text.						
9	The students ask the question to the teacher.						
10	The students answer the researcher' questions.						
III	**Post-Teaching Learning Activities**						
11	Concluding the materials together with the researcher						
12	The students respond the researcher's greeting						
	Done						
	Undone						
	Average						
		Done =					
		Undone =					
		Done (PD%) =					
		Undone (PD%) =					

Collaborator

Damai Ziliwu, S.Pd
NIP. 198912262022211006

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3.6.2 Field Note

Field note sheet is an instrument to record all events that happened in connection with action of the teacher or researcher. It's a piece of blanks paper used by the teacher-collaborator to know the weakness, strength, improvement, and the events unwritten down in observation paper during teaching learning process. This field notes is useful for knowing the students' progress in the learning process. The following form of the field note:

Table 3.5
Observation Field Note of Learning Reading Comprehension Activities by Using
Reciprocal Questioning Strategy

The Researcher   :
Day and date   :
Cycle   :
Meeting   :

N o.	Activities	Observation Description	
		Teacher	Student
1	Opening the class		
2	Introducing reciprocal questioning strategy		
3	Modeling reciprocal questioning strategy		
4	Using reciprocal questioning strategy in comprehending text		

Collaborator

Damai Ziliwu, S.Pd
NIP. 198912262022211006

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3.6.3 Test of Reading Comprehension

In this research, the researcher used the multiple choice in measured student achievement. Supported by Sudjana (2011) in Kamaruddin et al (2022) stated that multiple choice is a test that has one correct or most appropriate answer. While a short answer is a response made up of a subject and an auxiliary verb or modal. Short answers are brief but complete they could answer "yes or no" questions or more complicated queries. The following measured of reading comprehension in Recount text as follows:

Table 3.6.
The indicators of Reading Comprehension in Recount Text

No.	Criteria
1	Finding Main Idea
2	Supporting detail
3	Reference
4	Identifying Word Meaning
5	Making Inference
	Total

3.7 Data Collecting Technique

The researcher used the techniques to collet the data in this research. The following of data collected technique such as:

3.7.1 Technique of Qualitative Data Collection

In this research, observation did by the researcher to collect the qualitative data. In conducted of the observation process, the researcher needed a collaborator to observe. It difficult if the researcher observed while teaching the students too. The collaborator observed the classroom activity using an observation checklist. Observation is did during the class. Observation were aimed to gain the data about the factors that supported the changes of students' reading comprehension

included material, classroom activity, media, classroom management, teaching strategy and teacher's approach.

3.7.2 Technique of Quantitative Data Collection

To collected the quantitative data, the researcher given the students reading comprehension test. Reading comprehension test given in each cycle. It is related to the reading indicators. This is conducted to find out the extend of Reciprocal Questioning strategy can improve students' skill in reading comprehension.

3.8 Indicators of the Research

Indicators of the research are needed to determine the success of the learning process and its results. To assessed the gain, data collected in each test by calculated the average score of test result. The results considered successful if they meet the minimum competence criterion of reading comprehension for this class, which is at least 65. This research considered successful or completed if 75% of the students achieve a minimum score of 65, and if 75% of the students actively participate in the learning process.

3.9 Data Analysis Technique

In obtained the results of this research, all the data collected by the researcher during the research process analyzed. The data included both qualitative and quantitative data. In analyzing both of the data, the researcher did these step below:

3.9.1 Qualitative Data Analysis

In this research, the researcher analyzed the students' reading comprehension after the researcher collected all the data needed by observed and evaluated the students. According to Mezmir (2020), stated that Qualitative data analysis is the classification and interpretation of linguistic (or visual) material to made statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it. Meaning-making could refer to subjective or social meanings.

Meanwhile, qualitative data analysis is a method that could be used to explore and explain phenomena or patterns in real-life situations. This method usually involved both an initial overview of the data to identify key themes, as well as a more detailed analysis to develop categories or interpret the meaning of the data.

In analyzed the qualitative data, the researcher used the method, as described below:

a. Reduction of data, evaluated and classifyed data based on the information and organized according to the statement of this research.

b. Explanation of data, all data that have been organized by the teacher classified to get meaning in the table, graphic or narration forms.

c. Conclusion, after explanation of the data was made; the researcher took conclusion about the data in statement or formula.

The steps in analyzed the qualitative data that is obtained from the observation paper. The observation paper analyzed and evaluated through this percentage formula adapt from Tuckman in Nurgiyantoro (2019) namely:

$$\text{Percentage } (\%) = \frac{\text{Activites done}}{\text{Whole activites}} \times 100$$

After that, the researcher calculated the percentage for each observation paper of students' and the researcher's activities in each meeting to know whether the teachning learning process runs well as designed in the lesson plan. Either the researcher or the students' activities calucaletd to find the percentage of the activities. Finally, the students' activity is interpreted to the following scale (%).

Then, according to Bogdan in Andrade (2020) the researcher activities were interpretd to the following scale (%) :

Table 3.7.
The interpretation Range of Students' reading Comprehension Achievement

Score	Teaching and learning level
85% - 100%	Very good level
70% - 84%	Good level
60% - 69%	Enough level
50% - 59%	Less level
0% - 49%	Fail level

3.9.2 Quantitative Data Analysis

According Rahman & Muktadir (2021), Quantitative data analysis is a statistical method of analyzed numerical data collected online or offline, polls, questionnaires, and surveys, or by considered pre-existing statistical data more mathematically with the helped of computational techniques. It means that quantitative data analysis involved the used of mathematical and computational techniques, such as statistical tests, regression analysis, and data visualization, to analyzed and interpreted numerical data collected through various means such as

online or offline polls, questionnaires, surveys, or pre-existing statistical data. So, the steps in analyzed the quantitative data which is obtained from the evaluation paper. The evaluation paper is analyzed by doing these following steps:

a. Knew the students' individual score for each question number by following the techniques of reading comprehension assessment created by Djiwandono.

> Score = The content accuracy score + the clarity organization score

So, the amount of the students' individual score is counted by using this formula:

> Students total score = The sum of all scores of each question

b. After got the students score the researcher decided the students mark by using this following formula as follows:

$$\text{Students mark} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

c. Then, to know the students reading comprehension, the researcher decided the percentage of each students' comprehend and also decide

$$\text{TP} = \frac{\text{FB}}{\text{N}} \times 100$$

3

the whole percentage of all students comprehend by using the formula suggested by Tukmanin Nurgiyantoro (2019), as follows :

Notes:

TP   = degree of percentage

FB   = the students' mark

N   = the amount of the subject

100   = the constant number

After got the students' value individually and the percentage totally, each interpreted by using the formula of the percentage from the degree of the students' ability individually and totally could be classified in some categories. In classifying the degree of the students' ability in Reading Comprehension, the researcher classified them into some categories as follows:

85% - 100%   :   the ability of the students is very good level

75% - 84%   :   the ability of the students is good level

60% - 74%   :   the ability of the students is enough level

40% - 59%   :   the ability of the students is less level

0% - 39%   :   the ability in very fail level

As the indicator of the students achievement, the researcher used *MCC* that has been decided in UPTD SMP Negeri 2 Gunungsitoli Utara (*KKM* = 65). The students who got mark $\geq$ *KKM* are successful, but the students who got < *KKM* means unsuccessful.

In this research, the researcher got the effect in analyzed the data. It could be advantages or weaknesses. The advantages of this research is the researcher got the new information about how to improve the students' ability in reading comprehension and the weakness is found in the students and the researcher difficulties during teaching learning process.

CHAPTER IV

RESULTS AND DISCUSSIONS

4.1   Research Findings

4.1.1   Research Setting

The location of this research was UPTD SMP Negeri 2 Gunungsitoli Utara that is located at Jalan Tafaeri km. 14,2 Tetehosi Afia village. This school has some rooms, such as the headmaster's room, teachers' room, students' classroom, library, some courts of sports and other buildings. Around this school there were fresh atmosphere, because all sides of this school planted by green trees and flowers that can support the teaching learning process.

UPTD SMP Negeri 2 Gunungsitoli Utara consists of a headmaster with his vice headmaster, some teachers, civil servants and some officials. The total numbers of teachers in UPTD SMP Negeri 2 Gunungsitoli Utara are 32 persons and 2 persons between them is the English teacher. The classes were 10 classes that consist of 259 students.

The subject of this research was the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara (VIII-C) which consists of 31 students. In this class, there are 14 girls and 17 boys. The researcher chose this class because they have weakness in reading comprehension ability.

The researcher did this research by the agreement of headmaster of UPTD SMP Negeri 2 Gunungsitoli Utara. In doing this research, there are some procedures they are: (a) planning, (b) action, (c) observation, and (d) reflection during this research.

In conducted the research, the researcher helped by Mr. Ziliwu as the teacher collaborator and one of the English teacher in UPTD SMP Negeri 2 Gunungsitoli Utara. The teacher collaborator observed all the students and the researcher's activities in order that the activities could run well and get the valid result. During conducting this research, all the students in class VIII-C were present with total 31 students. The researcher performed this research for two cycles that consists of six meetings. Each cycle consists of three meetings.

4.1.2 The Students' Ability in Reading Comprehension by Using Reciprocal Questioning Strategy

a. **Cycle I**

In doing the Cycle 1, the researcher took three meetings. The three meetings were done in VIII-C which consisted of 31 students and all of them were present at the time. In this cycle, each meeting was done with 2 x 40 minutes. The researcher did it on May 2023 were the first meeting did on Monday, 22nd May 2023, the second meeting did on Tuesday, 23rd May 2023, and the third meeting did on Friday, 26th May 2023. The process of doing the research in Cycle 1 as follows:

1) **1st Meeting**

The first meeting did on Monday, 22nd May 2023. At the first meeting, the researcher did some activities. It needed 2 x 40 minutes. The material which was taught to the students is about recount text with the title "Holiday to Jakarta". The procedures of each phase that the researcher applied as follows:

a) Planning

In doing first meeting the researcher prepared things, such as syllabus, lesson plan, material, reading text, observation paper (for the researcher and students), field notes, and the students present list.

b) Action

After planning, the researcher conducted the action in the classroom. First meeting was done in 2 x 40 minutes. The researcher entered the classroom (VIII-C) with the teacher collaborator. The teacher collaborator at the corner of the classroom to observe all the students and the researcher activities in the classroom. The researcher did the teaching-learning process that consisted of pre-teaching activities, whilst-teaching activities and post-teaching activities.

For the first activities in pre-teaching activities, the researcher greeted the students and introduced herself to students. Then, the students responses and listened to the researcher. After that, the researcher checked the present list of the students, and the students listen and responses after researcher calling their name one by one. This action provided some benefits for the researcher to know the names, the faces, the genders and the whole numbers of students who attended the class, and fortunately the students who attended the first meeting in cycle 1 was 31 students. In other words, the whole students of the eighth grade in class C were present. The researcher also gave the motivation and prior knowledge about the Reciprocal Questioning strategy for the students in the class. In the moment there were some of students that listened and response of the researcher's explanation for them.

In whilst-teaching activities, after the researcher explained the strategy that using in the research, the researcher explained material to the students about recount text based on syllabus like as the definition, types, generic structure, language features et cetera. The researcher focus on personal recount. Therefore, the students paying attention to the researcher' explanation.

The next action, the researcher distributed the text to the students. The students read and comprehend the reading text with the title "Holiday to Jakarta" (see Appendix 7a). Actually, the researcher gave the information to the students to read silently a selected portion of the text (independently), but this activities undone by researcher. The comprehend of reading text is important thing in this part. It related of the comprehend the meaning of the text, generic structure and language features the using in the text "Holiday to Jakarta".

After that, the researcher gave the time for students to make prediction/opinion toward the text (title, generic structure, et cetera). In here, the students also gave their prediction/opinion toward the reading text. It means, the students free to express their prediction/opinion related to the reading text. There were some of students that able to prediction/opinion of the text.

Next part of the activities is gave the time for the students to ask the question about what they read, but it's undone by researcher. Researcher directly asked about some questions related of the reading text and the students must answer the questions. The researcher asked the students to determine the keywords of "Holiday to Jakarta" with finding out language features and

generic structure in the text. So, some students were able to determine keywords, but some students also unable to anwers that because the students were lack of vocabulary.

In the post teaching-learning activities the researcher actually concluded the material with the students and closed the class but this activities undone by researcher but directly greeted them.

c) **Observation**

The observation was done by the teacher collaborator while the researcher applied the actions in the teaching and learning process by using Reciprocal Questioning strategy. The teacher collaborator wrote down and observed all of the activities happened in the teaching and learning process. The observation involved in two parts, they were: observation sheet of the researcher's activities and students' activities.

(1) The Researcher's Activities

Based on the result of observation of the researcher's activities, there are some activities that were done and undone in the first meeting in the Cycle 1, as follows:

- Done   : 8 activities (57,14%) from 14 activities.
- Undone   : 6 activities (42,86%) from 14 activities.

Clearly, the entire of the researcher's activities in teaching activities process can be shown in graphic 1 below:

Picture 4.3 The Researcher's Activities in Teaching Learning Process By Using Reciprocal Questioning strategy in Cycle I, 1ˢᵗ Meeting

The result of the researcher's activities above in the Less level because there some activities arranged by the researcher were undone. To achieve satisfactory results, the researcher must improve her teaching strategy in the next meeting and prepare herself well.

(2) The Students' Activities

Based on the result of observation of the students' activities, there are some activities that were done and undone in the first meeting in the Cycle 1, as follows:

- Done   : 217 activities (58,33%) from 12 activities.

- Undone   : 155 activities (41,66%) from 12 activities.

Clearly, the entire of the students' activities in teaching learning process can be shown in graphic 2 below:
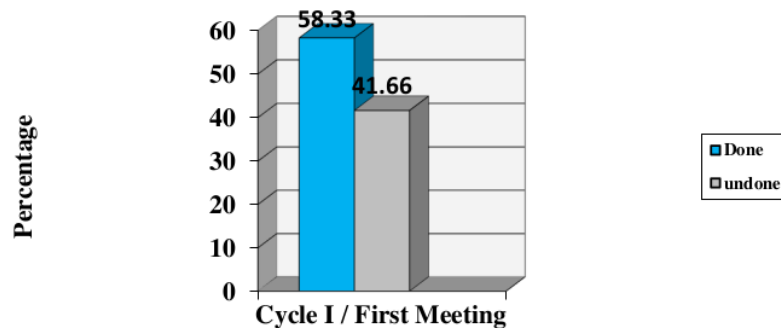
Picture 4.4 The Students' Activities in Teaching Learning Process By Using
Reciprocal Questioning strategy in Cycle I, 1st Meeting

From the graphic above, we saw the students' activities undone most of students were not serious to join the teaching learning process, the students were not serious to listen researcher's explanation, reluctant to give their idea about the material, and lack of comprehend the text by using Reciprocal Questioning Strategy.

The researcher found some weakness in the first meeting of Cycle I, as follows:

(a) The researcher didn't give to students the opportunity to pray together.

(b) The researcher didn't guide the students to read silently

(c) The researcher did not give the time for the students to ask questions

(d) The researcher did not give the instruction for students to close their book

(e) The conclude of teaching learning activities did not give by researcher to students.

Beside on the weaknesses above, there were also some strength which were found by the teacher- collaborator at the first meeting Cycle I as follows:

(a) The students gave a positive response to the material presented by the researcher,

(b) The students were active to think their opinion/predict about the reading text.

d) Reflection

In the first meeting of Cycle I, the researcher paid attention to the all activities of the students, noted the result of observation, and analyzed the

result of observation. Based on the result of the observation sheet was explained in the previous section, the researcher had do some improvements in the next meeting, such as: the researcher gave to students the opportunity to pray together; guided the students to read silently; gave the time for the students to ask questions; gave the instruction for students to close their book and gave the conclude of teaching learning activities to students.

2) **2ⁿᵈ Meeting**

In the second meeting, the researcher conducted it on Tuesday, 23ʳᵈ May 2023. In this meeting, the researcher continued the activities from the first meeting by doing some activities and rearranges the lesson plan. It needs 2 x 40 minutes. The topic of reading text was "The Writer's Trip to Yogyakarta". The procedures of each phase that the researcher applied as follows:

a) **Re-Planning**

In doing the second meeting of Cycle I, the researcher re-planning to prepared things, such as syllabus, lesson plan, material, reading text, observation sheet (for the researcher and students), field notes and the students present list.

b) **Action**

After preparing the things in the planning step, the researcher conducted the action in the classroom. The second meeting was performed Tuesday, 23ʳᵈ May 2023. The meeting was done in 2 x 40 minutes. The teaching learning process consisted of some steps, they were pre-teaching, whilst-teaching, and post-teaching.

In steps of pre-teaching, the researcher entered the class and greeted the students. The teacher collaborator sat at the corner of the class to observe all the students and researcher activities during teaching learning process. After that, the researcher checked the students' present list and the students replied him by raising their hand if they were present. In this meeting there were 31 students who present the class, it means that all the number of students in VIII-C was present at the time.

Next, the researcher started doing the whilst teaching program; she reminding the previous material about Recount Text based on syllabus (definition, types, generic structure, and language features). In here, the students gave their attention to researcher's explanation. They learned the same of previous material and used the same strategy at the first meeting. But, the researcher distributed reading text "The Writer's trip to Yogyakarta" (see Appendix 7b). to the students which is different of first meeting. So, the students read the text based on their comprehend of the text.

Then, the researcher give the time for students to make prediction or opinion toward the text like the title, generic structure, et cetera of the recount text. Next, the researcher give the time for the students to ask the question about what they read or comprehend of the text. After that, researcher also ask about some questions related of the text and the students must answer. In the post teaching-learning activities, the researcher close the teaching learning activities in the class and greeted the students.

c) Observation

The observation was done by the teacher-collaborator during teaching learning process. The teacher-collaborator observed all the researcher's and students' activities in the classroom. The teacher-collaborator also how many aspect of the researcher had done and undone.

(1) The Researcher's Activities

The result of the researcher's observation paper in the second meeting in Cycle I was as follows:

- Done   : 9 activities (64,28%) from 14 activities.

- Undone   : 5 activities (35,71%) from 14 activities.

Clearly, the entire of the researcher's activities in teaching learning process can be shown in graphic 3 below:
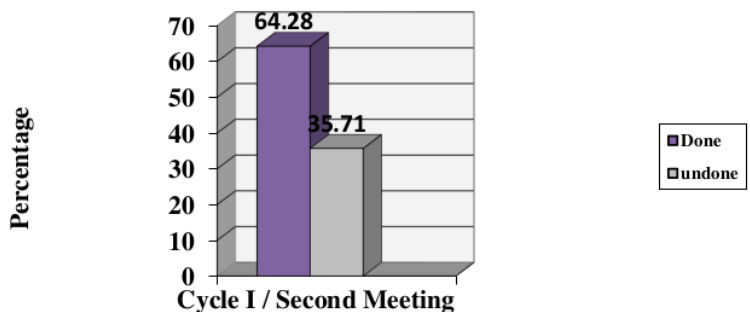
Picture 4.5 The Researcher's Activities in Teaching Learning Process By Using Reciprocal Questioning strategy in Cycle I, 2nd Meeting

(2) The Students' Activities

Based on the result of the observation of the students' activities, the activities were done and undone at all during the teaching-learning process can be classified as follows:

- Done   : 233 activities (62,63%) from 12 activities.

- Undone   : 139 activities (37,3%) from 12 activities.

Clearly, the entire of the researcher' activities in teaching learning process can be shown in graphic 4 below:
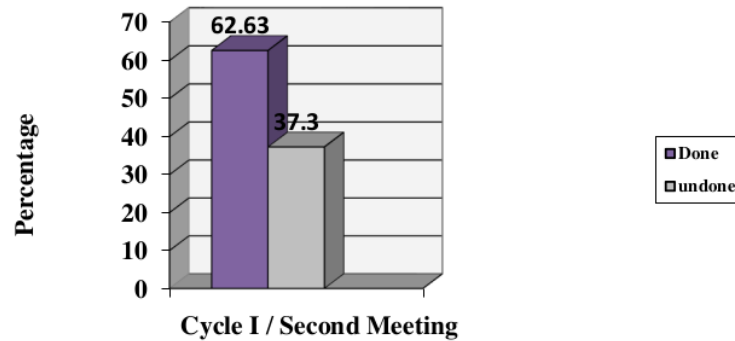
Picture 4.6 The Students's Activities in Teaching Learning Process By Using Reciprocal Questioning strategy in Cycle I, 2nd Meeting

The researcher found some weakness in the second meeting of Cycle I, as follows:

(a) The researcher did not convey to pray together.

(b) The researcher didn't remind the students' prior knowledge of Reciprocal Questioning strategy.

(c) The researcher didn't guide the students to read silently and give the instruction for students to close their book.

(d) The conclude did not give by researcher to students.

Beside on the weaknesses above, there were also some strength which were found by the teacher- collaborator at the second meeting Cycle I as follows:

(a) The students was more active to share about their opinion/predict than first meeting;

(b) The students enjoyed to follow the teaching learning process by using Reciprocal Questioning Strategy.

d) Reflection

In the second meeting of Cycle I, the researcher paid attention to the all activities of the students, noted the result of observation, and analyzed the result of observation. Based on the result of the observation sheet was explained in the previous section, the researcher had do some improvements in the next meeting, such as: the researcher gave to students the opportunity to pray together; guided the students to read silently; gave the time for the students to ask questions; gave the instruction for students to close their book and gave the conclude of teaching learning activities to students.

3) 3rd Meeting

In the third meeting, the researcher conducted it on Friday, 26th May 2023. In this meeting, the researcher continued the activities from the first and second meeting by doing some activities and rearranges the lesson plan. It needs 2 x 40 minutes. In this meeting, the researcher conducted the written test to students. The procedures of each phase that the researcher applied as follows:

a) Re-Planning

In doing the third meeting of Cycle I, the researcher re-planning to prepared things, such as syllabus, lesson plan, observation sheet (for the researcher and students), field notes, the students present list and students' evaluation paper.

b) Action

After prepared the things in the planning step, the researcher conducted the action in the classroom. The third meeting was performed Friday, 26th May 2023. The meeting was done in 2 x 40 minutes. The teaching learning process consisted of some steps, they were pre-teaching, whilst-teaching, and post-teaching.

In this steps, the researcher entered the class and greeted the students. Then, the researcher gave the individual test to the students to evaluate their ability in comprehending the recount text (personal recount). Next step, the researcher distributed the evaluation paper with students' present list to the students in multiple choice forms. The researcher did not call one by one again, but directly to signature the students' present list. The researcher undone to guide the students to answer the written test. But, directly gave time for students to answer the questions based on the instruction of the students' evaluation paper without said some information relate of the test. Actually, the researcher should give instructions to the students about how to do the test and they answer the evaluation paper in individually without any help from their friends.

After they finished doing the evaluation, the researcher collected their papers. Finally, the researcher closed the teaching-learning process and greeted them.

c) Observation

The observation was done by the teacher-collaborator during teaching learning process. The teacher-collaborator observed all the researcher's and

students' activities in the classroom. The teacher-collaborator also how many aspect of the researcher had done and undone.

(1) The Researcher's Activities

The result of the researcher's observation paper in the second meeting in Cycle I was as follows:

- Done : 5 activities (63%) from 8 activities.

- Undone : 3 activities (37%) from 8 activities.

Clearly, the entire of the researcher's activities in teaching learning process can be shown in graphic 5 below:

Cycle I / Third Meeting
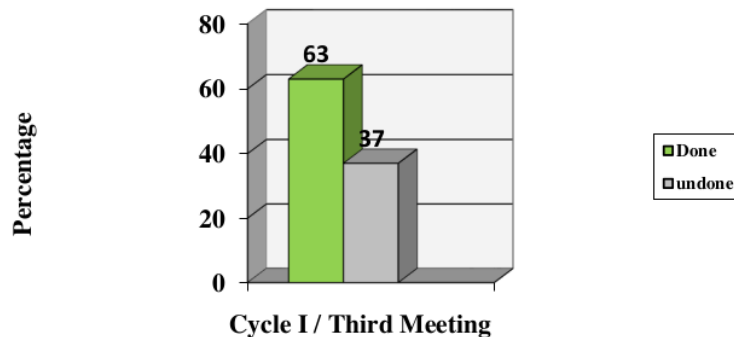
Picture 4.7 The Researcher's Activities in Teaching Learning Process By Using Reciprocal Questioning strategy in Cycle I 3rd Meeting

(2) The Students' Activities

Based on the result of the observation of the students' activities, the activities were done and undone at all during the teaching-learning process can be classified as follows:

- Done : 169 activities (68,14%) from 8 activities.

- Undone : 79 activities (31,85%) from 8 activities.

Clearly, the entire of the students' activities in teaching learning process can be shown in graphic 6 below:
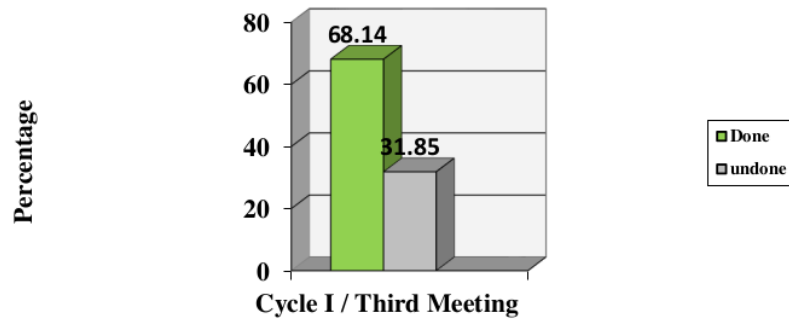
Picture 4.8 The Students' Activities in Teaching Learning Process By Using Reciprocal Questioning strategy in Cycle I 3rd Meeting

The researcher found some weakness in the third meeting of Cycle I, as follows:

(a) The researcher did not convey to pray together.

(b) The researcher didn't check students' present list one by one again, but directly distributed to the students.

(c) The researcher didn't guide the students to answer the written test.

Beside on the weaknesses above, there were also some strength which were found by the teacher- collaborator at the second meeting Cycle I as follows:

(a) The students conducted test with independently.

(b) The students enjoyed to follow the teaching learning process by using Reciprocal Questioning Strategy.

d) Reflection

After implemented the action above, the researcher evaluated the students' ability in Reading Comprehension by using Reciprocal Questioning strategy in this third meeting. The researcher examined the students' reading ability by

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giving some question in multiple choice form " (see Appendix 11a). The result

of their test can be explained in Table 4.8. as follows:

Table 4.8
The Students' Ability in Reading Comprehension By Using Reciprocal Questioning at the
Eighth Grade of UPTD SMP Negeri 2 Gunungsitoli Utara in Cycle I

No.	Level	Score	Frequency	Percentage %	MCC
1	Very good	85 - 100	0	0	
2	Good	75 - 84	5	16,12%	
3	Enough	60 - 74	2	6,45%	65
4	Less	40 - 59	14	45,16%	
5	Fail	0 - 39	10	32,25%	
Total			**31**	**100%**	

The data from the table above explained that the students' ability in

reading comprehension by using Reciprocal Questioning strategy in the Cycle 1

was failed. It showed that there was not student classified in the "very good"

level. There were 5 students (16,12%) in the "good" level. There were 2 students

(6,45%) in the "enough" level. There were 14 students (45,16%) in the "less"

level and there were 10 students (32,25%) in the "fail" level. From the total

number of students there were 7 students able to achieve the MCC (65) while 24

students still unable to achieve it. In addition, the average of the students' mark

was 52.09. This result showed that the students were unsuccessful to do the

reading comprehension by using Reciprocal Questioning strategy in

comprehending the recount text. The result of the students' ability in Cycle 1

could be viewed in graphic 7 below:
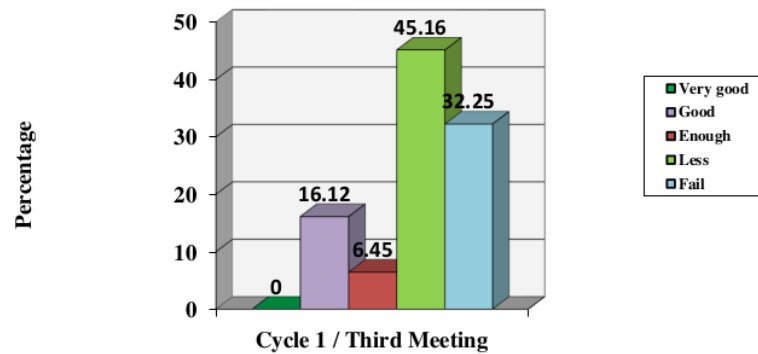
Picture 4.9   The Students' Achievement in Reading Comprehension By Using Reciprocal Questioning Strategy at the Third Meeting in Cycle I

Based on the explanation above, the researcher concluded that the students' ability in reading comprehension by using Reciprocal Questioning strategy in Cycle 1 was still less, which means that Reciprocal Questioning strategy was still unable to increase the student's ability in reading comprehension in recount text. It indicated by looking the *MCC* (Minimum Competence Criterion) of the English subject at the eighth grade, the *MCC* which is 65 points could not be achieved by the students by looking at the average of the students' mark above. Therefore, the researcher would continue to the Cycle 2. It was also has been stated in the previous chapter in chapter III that whenever the students' ability in reading comprehension by using Reciprocal Questioning strategy could not be reached in Cycle I, the researcher would decide to continue the research to the next cycle.

So, to increase the students' ability in reading comprehension especially in the recount text by using Reciprocal Questioning strategy, the researcher did some improvements in the next meeting of the new cycle in the teaching and learning process such as:

(a) The researcher would motivate the students to be active and brave to express their own opinion/predict about the material whether it is true or false.

(b) The researcher makes some effort to keep the situation around the class conducive far from the noisy.

(c) The researcher taught some vocabularies related to the material for the students.

(d) The researcher check students' present list as directly or one by one, to know who the students present at the time;

(e) The researcher guide the students to answer the written test in the future.

b. Cycle 2

In doing the Cycle 2, the researcher took three meetings again. In this cycle, each meeting was done with 2 x 40 minutes. The researcher did it on May-June 2023 were the first meeting did on Tuesday, 30th May 2023, the second meeting did on Monday, 5th June 2023, and the third meeting did on Tuesday, 6th June 2023. The process of doing the research in Cycle 2 as follows:

1) 1st Meeting

The first meeting did on Tuesday, 30th May 2023. At the first meeting, the researcher did some activities. It needed 2 x 40 minutes. The material which was taught to the students is about recount text with the title "A Beautiful Day in Nias Island". The procedures of each phase that the researcher applied as follows:

a) Re-planning

In planning, the researcher prepared things, such as syllabus, lesson plan, material, reading text "A Beautiful Day in Nias Island", observation paper (for the researcher and students), field notes, and the students present list. In the re-planning of the first meeting in Cycle II the researcher conducted its procedures similar to the Cycle I. In this meeting, the researcher tried to improve the students' weakness and difficulties that was found in the Cycle 1.

b) Action

The first meeting Cycle 2 conducted on Tuesday, 30th May 2023. It needed 2 x 40 minutes. The researcher entered the classroom (VIII-C) with the teacher collaborator. The teacher collaborator at the corner of the classroom to observe all the students and the researcher activities in the classroom. The researcher did the teaching-learning process that consisted of pre-teaching activities, whilst-teaching activities and post-teaching activities. After that, the researcher greeted the students and introduced herself to students. The students responses and listened to the researcher. Furthermore, the researcher asked one of the students to lead pray together.

After that, the researcher checked the present list of the students, and the students listen and responses after researcher calling their name one by one. This action provided some benefits for the researcher to know the names, the faces, the genders and the whole numbers of students who attended the class, and fortunately the students who attended the first meeting in cycle 1 was 31 students. The researcher gave the motivation and prior knowledge again about

the Reciprocal Questioning strategy for the students in the class and the students response of the researcher's explanation for them.

The next activities, the researcher explained the procedures of strategy that using in the research. Where, the researcher explained material to the students about recount text based on syllabus like as the definition, types, generic structure, language features et cetera. The researcher focus on personal recount. Therefore, the students paying attention to the researcher' explanation. The next action, the researcher distributed the text to the students and guided the students to read silently a selected portion of the text (independently). The students read and comprehend the reading text with the title "A Beautiful Day in Nias Island " (see Appendix 7c).

After that, the researcher gave the time for students to make prediction/opinion toward the text (title, generic structure, et cetera). In here, the students also gave their prediction/opinion toward the reading text. It means, the students free to express their prediction/opinion related to the reading text. There many were of students gave their prediction/opinion of the text than previous meeting.

The researcher directly asked about some questions related of the reading text and the students gave their answer of the questions. The researcher asked the students to determine the keywords of "A Beautiful Day in Nias Island" with finding out language features and generic structure in the text. Finally, che researcher closed the class and greeted them.

c) Observation

The observation was done by the teacher collaborator while the researcher applied the actions in the teaching and learning process by using Reciprocal Questioning strategy. The teacher collaborator wrote down and observed all of the activities happened in the teaching and learning process. The observation involved in two parts, they were: observation sheet of the researcher's activities and students' activities.

(1) The Researcher's Activities

Based on the result of observation of the researcher's activities, there are some activities that were done and undone in the first meeting in the Cycle 2, as follows:

- Done   : 11 activities (78,57 %) from 14 activities.

- Undone   : 3 activities (21,42%) from 14 activities.

Clearly, the entire of the researcher's activities in teaching activities process can be shown in graphic 8 below:
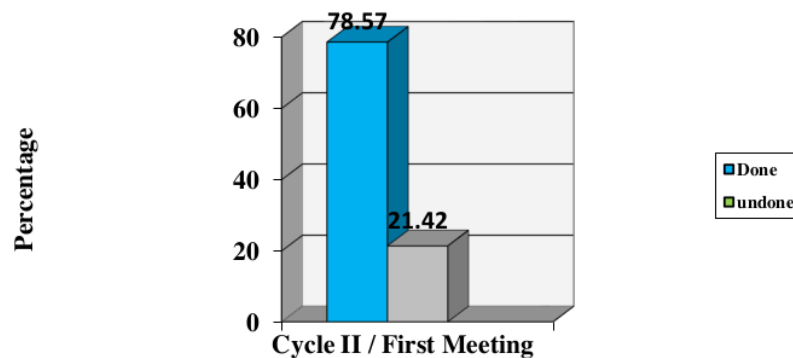
Picture 4.10 The Researcher's Activities in Teaching Learning Process By Using Reciprocal Questioning strategy in Cycle II, 1st Meeting

The result of the researcher's activities above in the Good level because there some activities arranged by the researcher were undone. To achieve

satisfactory results, the researcher must improve her teaching strategy in the next meeting.

(2) The Students' Activities

Based on the result of observation of the students' activities, there are some activities that were done and undone in the first meeting in the Cycle 2, as follows:

- Done   : 295 activities (79,30%) from 12 activities.

- Undone   : 77 activities (20,69%) from 12 activities.

Clearly, the entire of the students' activities in teaching learning process can be shown in graphic 9 below:
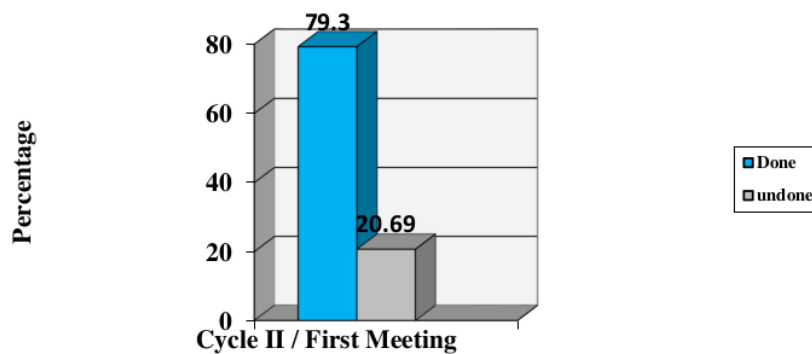
Picture 4.11 The Students' Activities in Teaching Learning Process By Using Reciprocal Questioning strategy in Cycle II, 1st Meeting

From the graphic above, we saw the students' activities done most of students were they join the teaching learning process well and comprehend the text by using Reciprocal Questioning Strategy.

The researcher found some weakness in the first meeting of Cycle I, such as the researcher did not give the time for the students to ask questions; did not

give the instruction for students to close their book and conclude of the materials together with the students.

Beside on the weaknesses above, there were also some strength which were found by the teacher- collaborator at the first meeting Cycle I as follows:

(a) The students gave a positive response to the material presented by the researcher,

(b) The students were active think and brave to gave their opinion/predict about the reading text.

d) Reflection

In the first meeting of Cycle II, the researcher paid attention to the all activities of the students, noted the result of observation, and analyzed the result of observation. Based on the result of the observation sheet was explained in the previous section, the researcher had do some improvements in the next meeting, such as: the researcher gave time to the students to ask questions related of reading text; gave the instruction for students to close their book when the researcher ask about some questions of the material and conclude of the materials together with the students.

2) 2nd Meeting

In the second meeting, the researcher conducted it on Monday, 5th June 2023. In this meeting, the researcher continued the activities from the first meeting by doing some activities and rearranges the lesson plan. It needs 2 x 40 minutes. The topic of reading text was "Visit in My Pen Pal's House". The procedures of each phase that the researcher applied as follows:

a) **Re-Planning**

In doing the second meeting of Cycle II, the researcher re-planning to prepared things, such as syllabus, lesson plan, material, reading text, observation sheet (for the researcher and students), field notes and the students present list.

b) **Action**

After preparing the things in the planning step, the researcher conducted the action in the classroom. The second meeting was performed Monday, 5th June 2023. The meeting was done in 2 x 40 minutes. The teaching learning process consisted of some steps, they were pre-teaching, whilst-teaching, and post-teaching.

Like the previous meeting, the researcher entered the class and greeted the students. The teacher collaborator sat at the corner of the class to observe all the students and researcher activities during teaching learning process. One of the students led pray together in front of the class. After that, the researcher checked the students' present list and the students replied him by raising their hand if they were present. In the meeting, all the number of students in VIII-C was present at the time.

Next, the researcher started to remind the previous material about Recount Text based on syllabus (definition, types, generic structure, and language features). Then, the students gave their attention to researcher's explanation. They learned the same of previous material and used the same strategy at the first meeting. But, the researcher distributed reading text "Visit in My Pen Pal's House" (see Appendix 7d) to the students which is different of first

meeting. So, the researcher guided the students to read the text based on their comprehend of the text.

Next, the researcher give the time for students to make prediction or opinion toward the text like the title, generic structure, et cetera of the recount text. Then, give the time for the students to ask the question about what they read or comprehend of the text. After that, researcher also ask about some questions related of the text and the students answer the questions. Finally, the researcher close the teaching learning activities in the class and greeted them.

 c) **Observation**

The observation was done by the teacher-collaborator during teaching learning process. The teacher-collaborator observed all the researcher's and students' activities in the classroom. The teacher-collaborator also how many aspect of the researcher had done and undone.

(1) The Researcher's Activities

The result of the researcher's observation paper in the second meeting in Cycle I was as follows:

- Done   : 12 activities (85,71%) from 14 activities.

- Undone   : 2 activities (14,28%) from 14 activities.

Clearly, the entire of the researcher's activities in teaching learning process can be shown in graphic 10 below:
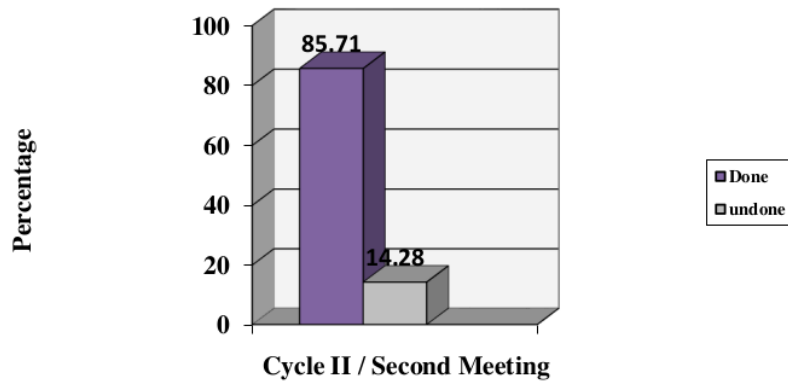
Picture 4.12 The Researcher's Activities in Teaching Learning Process By Using
Reciprocal Questioning strategy in Cycle II 2nd Meeting

(2) The Students' Activities

Based on the result of the observation of the students' activities, the activities were done and undone at all during the teaching-learning process can be classified as follows:

- Done : 329 activities (88,44%) from 12 activities.

- Undone : 43 activities (11,56 %) from 12 activities.

Clearly, the entire of the students' activities in teaching learning process can be shown in graphic 11 below:
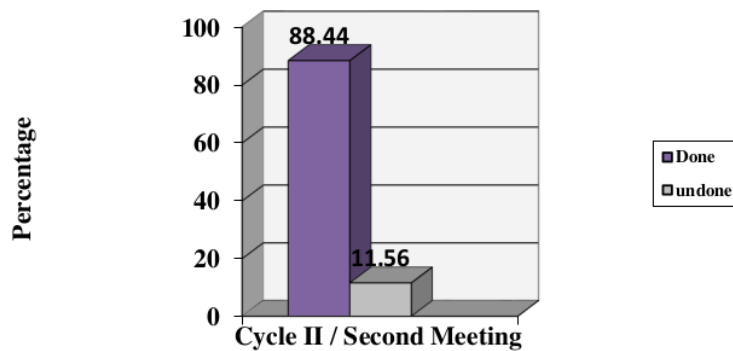
Picture 4.13 The Students's Activities in Teaching Learning Process By Using
Reciprocal Questioning strategy in Cycle II, 2nd Meeting

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The researcher found some weakness in the second meeting of Cycle II, namely he researcher didn't give the instruction for students to close their book and conclude of the materials together with the students. Beside on the weaknesses above, there were also some strength which were found by the teacher- collaborator at the second meeting Cycle II as follows:

(a) The students was more active and confident than previous meeting;

(b) The students enjoyed to follow the teaching learning process by using Reciprocal Questioning Strategy.

(c) Average of the students give their opinion and answer the researcher's questions;

(d) The students was able to comprehend the reading text without helped by researcher.

d) Reflection

In the second meeting of Cycle II, the researcher paid attention to the all activities of the students, noted the result of observation, and analyzed the result of observation. Based on the result of the observation sheet was explained in the previous section, the researcher had do some improvements in the next meeting, such as: the researcher gave the instruction for students to close their book and conclude of the materials together with the students.

3) 3rd Meeting

In the third meeting, the researcher conducted it on Tuesday, 6th June 2023. In this meeting, the researcher continued the activities from the first and second meeting by doing some activities and rearranges the lesson plan. It needs 2 x 40 minutes. In this meeting, the researcher conducted the written test

to students in multiple choice. The procedures of each phase that the researcher applied as follows:

a) Re-Planning

In doing the third meeting of Cycle II, the researcher re-planning to prepared things, such as syllabus, lesson plan, observation sheet (for the researcher and students), field notes, the students present list and students' evaluation paper.

b) Action

After preparing the things in the planning step, the researcher conducted the action in the classroom. The third meeting was performed Tuesday, 6th June 2023. The meeting was done in 2 x 40 minutes. The teaching learning process consisted of some steps, they were pre-teaching, whilst-teaching, and post-teaching.

In this steps, the researcher entered the class and greeted the students. The researcher chose one of the students to lead pray together in front of the class. Then, the researcher checked the present list of the students, and the students responded after researcher calling their name one by one. This action provided some benefits for the researcher to know the names, the faces, the genders and the whole numbers of students who attended the class. Next step, the researcher distributed the evaluation paper to the students in multiple choice forms. Before that, the researcher guided the students to answer the written test. Not only that, the researcher gave time for students to ask if there were errors in writing of the students' evaluation paper. In here, they answer the test in individually without any help from their friends.

After they finished doing the evaluation, the researcher collected their papers. Finally, the researcher closed the teaching-learning process and greeted them.
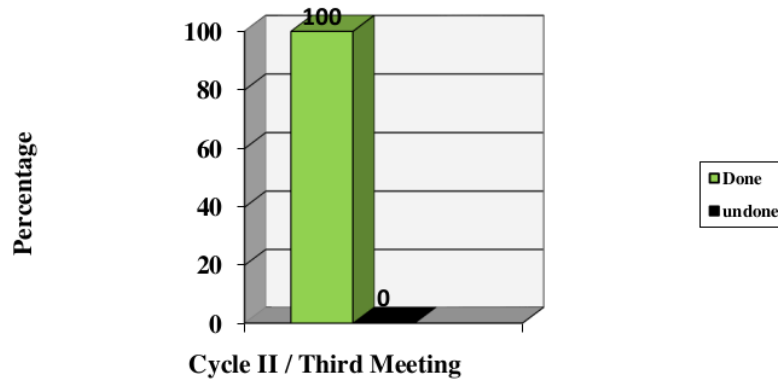
c) Observation

The observation was done by the teacher-collaborator during teaching learning process. The teacher-collaborator observed all the researcher's and students' activities in the classroom. The teacher-collaborator also how many aspect of the researcher had done and undone.

(1) The Researcher's Activities

The result of the researcher's observation paper in the second meeting in Cycle II was as follows:

- Done   : 8 activities (100%) from 8 activities.

- Undone   : 0 activity

Clearly, the entire of the researcher' activities in teaching learning process can be shown in graphic 12 below:

Picture 4.14 The Researcher's Activities in Teaching Learning Process By Using Reciprocal Questioning strategy in Cycle II 3[rd]Meeting

(2) The Students' Activities

Based on the result of the observation of the students' activities, the activities were done and undone at all during the teaching-learning process can be classified as follows:

- Done : 248 activities (100%) from 8 activities.

- Undone : 0 activity.

Clearly, the entire of the students' activities in teaching learning process can be shown in graphic 13 below:
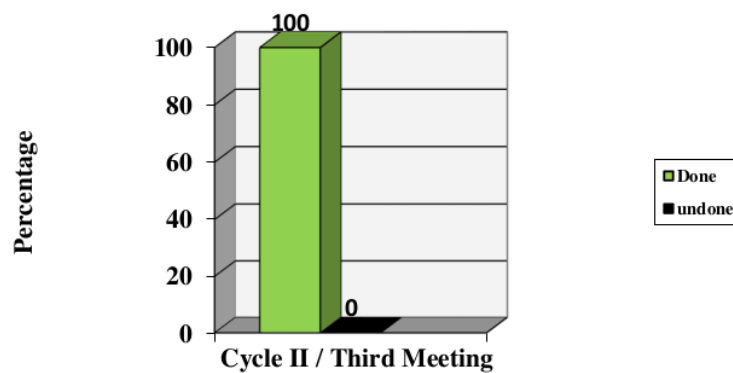
Picture 4.15 The Students's Activities in Teaching Learning Process By Using Reciprocal Questioning strategy in Cycle II, 3rd Meeting

By seeing the researcher's observation paper result, the researcher level teaching had changed and increased it could be categorized in "Very Good" since the majority of the whole activities done by the researcher was 100%.

Also, in the 3rd meeting of Cycle 2, almost all the students were active during teaching-learning process, and based on the result of the researcher's activities the whole of activities had been arranged and applied well in serious

by the researcher. From the result of the third meeting in Cycle 2, there was the increasing of the students' learning until the last meeting.

There were the advantages in this meeting, namely:

(a) The students enjoyed the material because the researcher had chosen the material that was related to the students' background knowledge.

(b) The material was interesting for the students.

(c) The students' motivation in learning English were increased because they felt enjoy and fun with the new technique from the researcher.

(d) Until this last meeting, nearly all the students able to arrange their own opinion without felt unconfident in front of their friends.

(e) The strategy was interesting for the students because they can learning the English and also express their comprehension by their drawings.

d) Reflection

After implemented the action above, the researcher evaluated the students' ability in Reading Comprehension by using Reciprocal Questioning strategy in this third meeting. The researcher examined the students' reading ability by giving some question in multiple choice form (see Appendix 11b). The result of their test can be explained in Table 4.9. as follows:
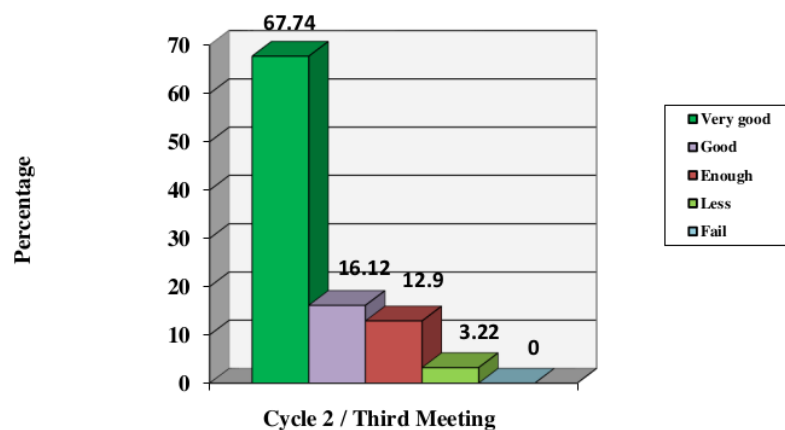
Table 4.9

The Students' Ability in Reading Comprehension By Using Reciprocal Questioning at the Eighth Grade of UPTD SMP Negeri 2 Gunungsitoli Utara in Cycle II

No.	Level	Score	Frequency	Percentage %	MCC
1	Very good	85 - 100	21	67,74%	
2	Good	75 - 84	5	16,12%	

3	Enough	60 - 74	4	12,90%	65
4	Less	40 - 59	1	3,22%	
5	Fail	0 - 39	0	0%	
Total			**31**	**100%**	

The data from the table above explained that the students' ability in reading comprehension by using Reciprocal Questioning strategy was satisfied. It showed that there were 21 students (67,74%) classified in the "very good" level. There were 5 students (16,12%) in the "good" level. There were 4 students (12,90%) in the "enough" level. There was 1 students (3,22%) in the "less" level and there was not students in the "fail" level. From the total number of students there were 29 students able to achieve the MCC (65) while 2 students still unable to achieve it. In addition, the average of the students' mark was 86.61. This result showed that the students were successful to do the reading comprehension by using Reciprocal Questioning strategy in comprehending the recount text. The result of the students' ability in Cycle 2 could be viewed in graphic 14 below:

Picture 4.16 The Students' Ability in reading comprehension by using Reciprocal Questioning strategy at the Third Meeting in Cycle II

Based on the result of the data above, the researcher concluded that the student's ability in reading comprehension by using Reciprocal Questioning strategy was success. It means that, Reciprocal Questioning strategy is able to increase the student's ability in reading comprehension. Furthermore, by considering the result of the data in the third meeting of the Cycle II, the researcher concluded that the students of the eighth grade in class C of UPTD SMP Negeri 2 Gunungsitoli Utara were able to achieve the Minimum Competence Criterion (*MCC*) that is 65 points and the research will not be continued to the next cycle again.

4.1.3 The Students' Activities for All Cycles

In Cycle 1 and cycle 2 consist of the three meeting. The entire students' activities can be viewed in the Table 4.10 as below:

Table 4.10

The Students' Activities in Cycle I and Cycle II

No.	Cycle	Meeting	Criteria	Frequency	%
1.	1	First meeting	217 Done	31 students	58,33%
			155 Undone		41,66%
		Second meeting	233 Done	31 students	62,63%
			139 Undone		37,3%
		Third Meeting	169 Done	31 students	68,14%
			79 Undone		31,85%
2.	2	First meeting	295 Done	31 students	79,30%
			77 Undone		20,69%
		Second meeting	329 Done	31 students	88,44%
			43 Undone		11,56 %
		Third Meeting	248 Done	31 students	100%
			0 Undone		0%

Based on the table above, in Cycle 1 of the first meeting there were some activities that were done and undone in the first meeting in the Cycle 1, as follows: Done : 217 activities (58,33%) from 12 activities & Undone : 155 activities (41,66%) from 12 activities. Then, on second meeting there were some activities that were done and undone, namely: Done : 233 activities (62,63%) from 12 activities & Undone: 139 activities (37,3%) from 12 activities. While, on third meeting there were some activities that were done and undone, namely: Done: 169 activities (68,14%) from 8 activities & Undone: 79 activities (31,85%) from 8 activities.

In the first meeting of Cycle 2, there were some activities that were done and undone in the first meeting in the Cycle 2, as follows: Done: 295 activities (79,3%) from 12 activities & Undone: 77 activities (20,69%) from 12 activities. Then, on second meeting there were some activities that were done and undone, namely: Done: 329 activities (88,44%) from 12 activities & Undone: 43 activities (11,56 %) from 12 activities. While, on third meeting there were some activities that were done and undone, namely: Done: 248 activities (100%) from 8 activities & Undone was not activity. The results of students' activities in two cycle can be seen in the grapfic 15 below:
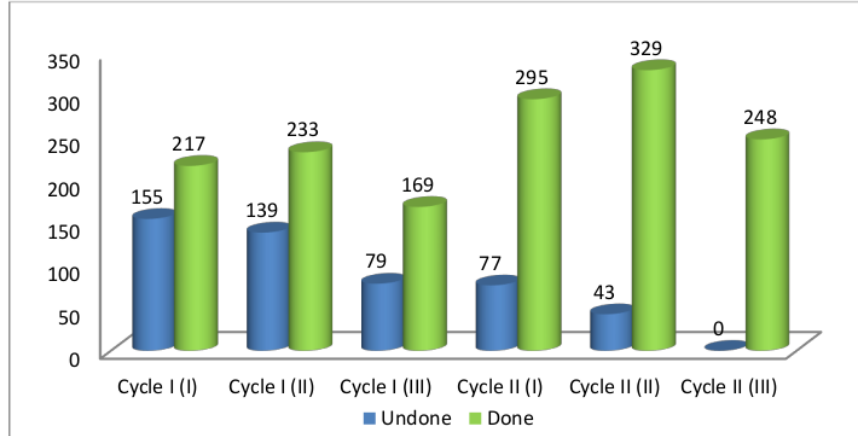
Picture 4.17 The Percentage of the Students' Activities in Cycle I and Cycle II

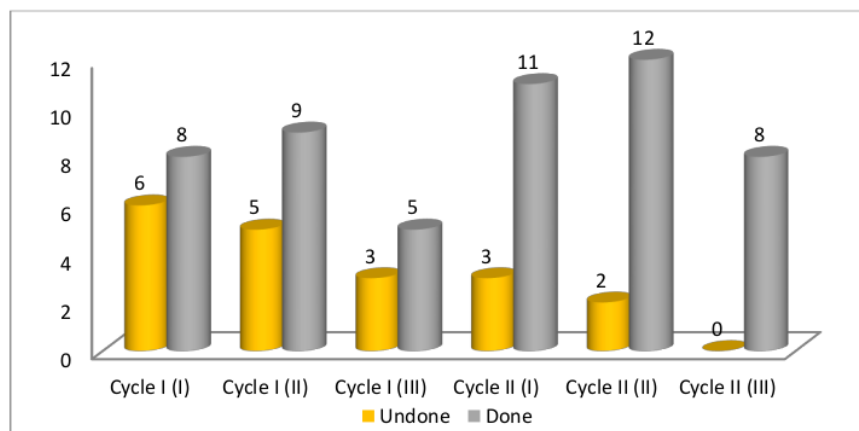### 4.1.4   The Researcher's Activities of All Cycles

In Cycle 1 and cycle 2 consist of the three meeting.   The entire researcher's activities can be viewed in the Table 4.11 as below:

Table 4.11
The Researcher's Activities in Cycle I and Cycle II

No.	Cycle	Meeting	Criteria	Frequency	%
1.	1	First meeting	8 Done	14	57,14%
			6 Undone		42,86%
		Second meeting	9 Done	14	64,28%
			5 Undone		35,71%
		Third Meeting	5 Done	8	63%
			3 Undone		37%
2.	2	First meeting	11 Done	14	78,57 %
			3 Undone		21,42%
		Second meeting	12 Done	14	85,71%
			2 Undone		14,28%
		Third Meeting	8 Done	8	100%
			0 Undone		0 %

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From the data above, in Cycle 1 of the first meeting there were some activities that were done and undone in the first meeting in the Cycle 1, as follows: Done: 8 activities (57,14%) from 14 activities & Undone: 6 activities (42,86%) from 14 activities. Then, on second meeting there were some activities that were done and undone, namely: Done: 9 activities (64,28%) from 14 activities & Undone: 5 activities (35,71%) from 14 activities. While, on third meeting there were some activities that were done and undone, namely: Done: 5 activities (63%) from 8 activities & Undone: 3 activities (37%) from 8 activities.

In the first meeting of Cycle 2, there were some activities that were done and undone in the first meeting in the Cycle 2, as follows: Done: 11 activities (78,57 %) from 14 activities & Undone: 3 activities (21,42%) from 14 activities. Then, on second meeting there were some activities that were done and undone, namely: Done: 12 activities (85,71%) from 14 activities & Undone : 2 activities (14,28%) from 14 activities. While, on third meeting there were some activities that were done and undone, namely: Done: 8 activities (100%) from 8 activities & Undone was not activity. The results of students' activities in two cycle can be seen in the grapfic 16 below:

4.1.5 The Result of the Students' Ability in Reading Comprehension by Using Reciprocal Questioning Strategy in All Cycles

Cycle 1 and cycle 2 consisted of three meetings. The result of their test can be explained in Table 4.12 as follows:

Table 4.12
The Students Improvement in All Cycles

No.	Cycle	Classification	Frequency	%	The Total Number Of The Students
1	I	Very good	0	0%	31
		Good	5	16,12%	
		Enough	2	6,45%	
		Less	14	45,16%	
		Fail	10	32,25%	
2	II	Very good	21	67,74%	31
		Good	5	16,12%	
		Enough	4	12,90%	
		Less	1	3,22%	
		Fail	0	0%	

Based on the table above, the average of the students' mark in cycle I in reading comprehension by using Reciprocal Questioning Strategy was 52.09. The students' score in Cycle I, was failed. It showed that there was not student (0%) classified in the "very good" level. There were 5 students (16,12%) in the "good" level. There were 2 students (6,45%) in the "enough" level. There were 14 students (45,16%) in the "less" level and there were 10 students (32,25%) in the "fail" level. From the total number of students there were 7 students able to achieve the MCC (65) while 24 students still unable to achieve it.

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Cycle II also consisted of three meetings. The students' ability got improvements in reading especially in recount text by using Reciprocal Questioning Strategy. In addition, the average of the students' mark was 86.61. Which the students' score in Cycle II, was satisfied. It showed that there were 21 students (67,74%) classified in the "very good" level. There were 5 students (16,12%) in the "good" level. There were 4 students (12,90%) in the "enough" level. There was 1 students (3,22%) in the "less" level and there was not students in the "fail" level. From the total number of students there were 29 students able to achieve the MCC (65) while 2 students still unable to achieve it.

The results of Students' Ability in Reading Comprehension by Using Reciprocal Questioning Strategy in two cycle can be seen in the grapfic 17 below:
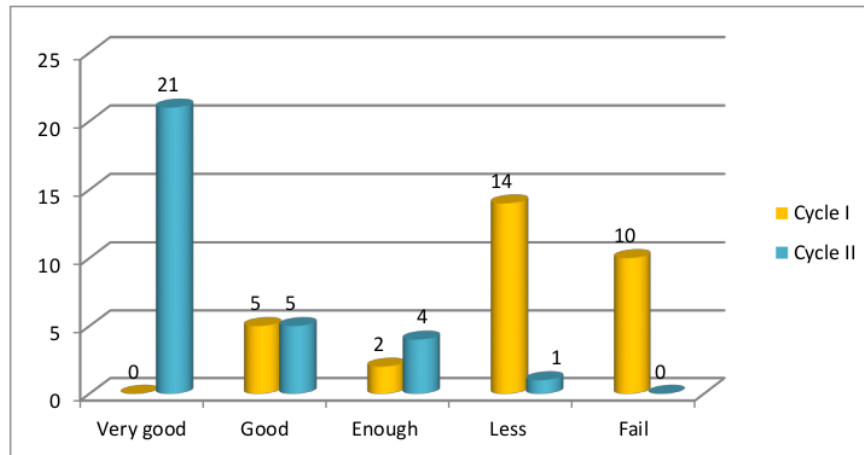
Picture 4.19 : Students' Achievement in Reading Comprehension by Using Reciprocal Questioning Strategy of All Cycles

4.2 Disscusion

4.2.1 The Common Response of the Problem

The object of this research was the students' ability in reading comprehension in by using Reciprocal Questioning Strategy. In this research, the

formulation of the problem is "How does Reciprocal Questioning (ReQuest) strategy improve the students' ability in reading comprehension especially in recount text at the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara in 2022/2023?". So the identification of the problem were the students felt difficult to comprehend the reading text; the students were not able to gave their predict/opinion about the content of the text; and the lack of the students' active, motivation and new strategy in learning English. In improving students' ability in reading comprehension, the researcher using the Reciprocal Questioning Strategy procedure in teaching reading comprehension, especially recount texts. So that there was an increase in reading in the eighth grade UPTD SMP Negeri 2 Gunungsitoli Utara.

The research was done in two cycles. In Cycle I, the average of the students' ability in reading comprehension is 53.80 and Cycle II is 86.61. From the average of the students' ability in each cycle, it can be found the increase of the students' ability in reading comprehension. Even though, the average of the students value shows that they had passed the Minimum Competence Criterion (MCC) that had been stated in that school was 65. Therefore, the researcher concluded that Reciprocal Questioning Strategy increased the students' ability in reading comprehension, especially recount text.

4.2.2   The Analysis and Interpretation of the Research Finding

This part explained about the research finding based on the result of the observation sheet either for the researcher's & students' activities and evaluation sheet. Based on the result of the research findings, the researcher

found that all the factors of the problem that had been stated in chapter I has been solved. The researcher did the research in two cycles.

The result of students' reading ability in Cycle I, there were 10 students (32,25%) who got mark classified in "Fail" level. There were 14 students (45,16%) who got mark classified in "Less" level, there were 2 students (6,45%) who got mark classified in "Enough" level and there were 5 students (16,12%) who got mark classified in "Good" level. Regarding to results of students' reading ability the MCC could not be achieved, and then the researcher continued in Cycle II.

In the result of Cycle II, there was not students who got mark classified in "Fail" level. There was 1 students (3,22%) who got mark classified in "Less" level, there were 4 students (12,90 %) who got mark classified in "Enough" level, there were 5 students (16,12%) who got mark classified in "Good" level, and there were 21 students (67,74%) who got mark classified in "Very Good" level.

So, because the score In Cycle II has passed the Minimum Competence Criterion (MCC) ; the research interpretation that all the students were able to get score higher than MCC, which the students could implement Reciprocal Questioning strategy and the result of the students reading comprehension ability in Cycle II was increased. The researcher decided to stop the research in Cycle II.

4.2.3   The Research Finding Versus the Latest Related Research

The research about reading had been searched by Ersianawati et al (2018).

He discussed about increasing the student's ability in reading comprehension at was the eighth grade students in SMP Negeri 2 Singaraja in academic year 2017/2018. She found that the students' ability in reading at the eighth class of the school can be increased.

While in this research, the researcher used Reciprocal Questioning Strategy in increasing the students' ability in reading skill. The subject of this research was the students at the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara. Based on the result of the evaluation paper the researcher concluded that l Questioning Strategy can increase the students' ability in reading. In this research, the researcher also used Classroom Action Research (CAR) method.

4.2.4 The Research Findings Versus Theory

Based on result of this research proved that Reciprocal Questioning strategy could increased the student's ability in reading skill, the researcher needed to compare it with the theories that the technique could increase the students' ability in reading. According to Harmer (2007) in Fahas (2021) said reading is facilitates language acquisition. Students understood what they read and the more they read the better they became". While, reading comprehension is a process of got the information from the text. Comprehension involved the understood of meaning taken from a text printed, illustrations, and languages it's required individual to extract information from a text and constructed the meaning from this information.

Then, according to Sapitri and Amin (2018) said Reciprocal Questioning (ReQuest) strategy is "assure can help the students to train their metacognitive thinking, to know the main ideas and to improve their curiosity in knowing the answers of their own questions". This strategy, helped the students to comprehend the text and to think critically. In addition, as stated by Murray (2002) in Fahas (2021) defined ReQuest strategy is a strategy ask for the teacher to model good questioning behavior, to provide feedback to students about their question and to help students establish purpose independently completing in a reading.

The characteristic of these activities is that they involved a chance of gave their opinion/predict. According to Fahas (2021) explained that request strategy has the advantage could be helped respond of reading a specific text, could be helped getting new information, to reach students potential in reading passage and to provide feedback question"s student. The theories above were proved with this research, because in this research the researcher assessed the students based on what they comprehend from the text they heard to increase the student ability in reading. From the definitions and the result of the research, the researcher taken the conclusion that through Reciprocal Questioning strategy, the students' ability in reading comprehension can be increased especially in recount text.

4.2.5 The Research Findings Implication

In the first chapter it has been explained about the significance or implication of this research, such as:

a. The result of the research could gave the information to the researcher about how far the students' ability in reading comprehension is increased when the teacher applied Reciprocal Questioning Strategy.

b. The students could be used Reciprocal Questioning strategy activity as a training to increased their ability in reading skill.

c. The English teacher could be used this research as a guidelines and contribution in teaching reading skill.

d. This research could be a comparative material for other researchers who wanted to make a research that is relevant to the topic of this research.

e. The readers could be used this research as information for them that Reciprocal Questioning strategy could be used in increased the students' ability in reading skill.

4.2.6 The Analysis of Research Findings Limitation

The limitation is necessary to explain in order that the readers have the same insight with the researcher. The research finding limitations are:

a) The subject of this research was the students of the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara,

b) This research used Classroom Action Research (CAR) method.

c) The text used in this research was recount text because suitable with the Reciprocal Questioning strategy and the students' at the eighth grade of UPTD SMP Negeri 2 Gunungsitoli Utara. It was possible to get the different result if it used the other materials and given to the same class students with different school.

d) Different researcher made the research shows different result.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1.   Conclusions

Based on the result of the research, the researcher takes some conclusions as follows:

1. Cycle 1 consisted of three meetings. The average of the students' mark in cycle I in reading comprehension by using Reciprocal Questioning Strategy was 52.09. The students' score in Cycle I, was failed. It showed that there was not student (0%) classified in the "very good" level. There were 5 students (16,12%) in the "good" level. There were 2 students (6,45%) in the "enough" level. There were 14 students (45,16%) in the "less" level and there were 10 students (32,25%) in the "fail" level. From the total number of students there were 7 students able to achieve the MCC (65) while 24 students still unable to achieve it.

2. Cycle II also consisted of three meetings. The students' ability got improvements in reading especially in recount text by using Reciprocal Questioning Strategy. In addition, the average of the students' mark was 86.61. Which the students' score in Cycle II, was satisfied. It showed that there were 21 students (67,74%) classified in the "very good" level. There were 5 students (16,12%) in the "good" level. There were 4 students (12,90%) in the "enough" level. There was 1 students (3,22%) in the "less" level and there was not students in the "fail" level. From the total number

of students there were 29 students able to achieve the MCC (65) while 2 students still unable to achieve it.

5.2 Recommendations

There are some suggestions from the researcher after doing the research as follows:

1. The researcher suggests to English teacher can apply Reciprocal Questioning strategy as one of the alternative way to improve the students' reading comprehension.

2. In teaching reading by using Reciprocal Questioning Strategy, the teachers have to select the material which is appropriate and interesting to the students in order that, they will be engaged during the teaching-learning process.

3. In teaching reading, the teachers have to prepare themselves well , in order the activities of teaching-learning process can run well.

4. The researcher suggests that implement Reciprocal Questioning strategy in order that students are able to know how deep their understanding toward a text.

5. The teachers have to motivate the students in conveying their opinions during the teaching-learning process is going on in the classroom.

6. The students in the school should be active to read English materials in order that, they have a English reading habit.

7. The researcher suggests teacher or next researchers in order to get the best results, it requires a skilled evaluator in this strategy.

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