

**IMPROVING THE STUDENTS' READING COMPREHENSION BY USING
QUESTIONING TECHNIQUE**

*(A Classroom Action Research at The First Year SMA Negeri 2 Polongbangkeng
Utara Kabupaten Takalar)*



A THESIS

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By

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ABSTRACT

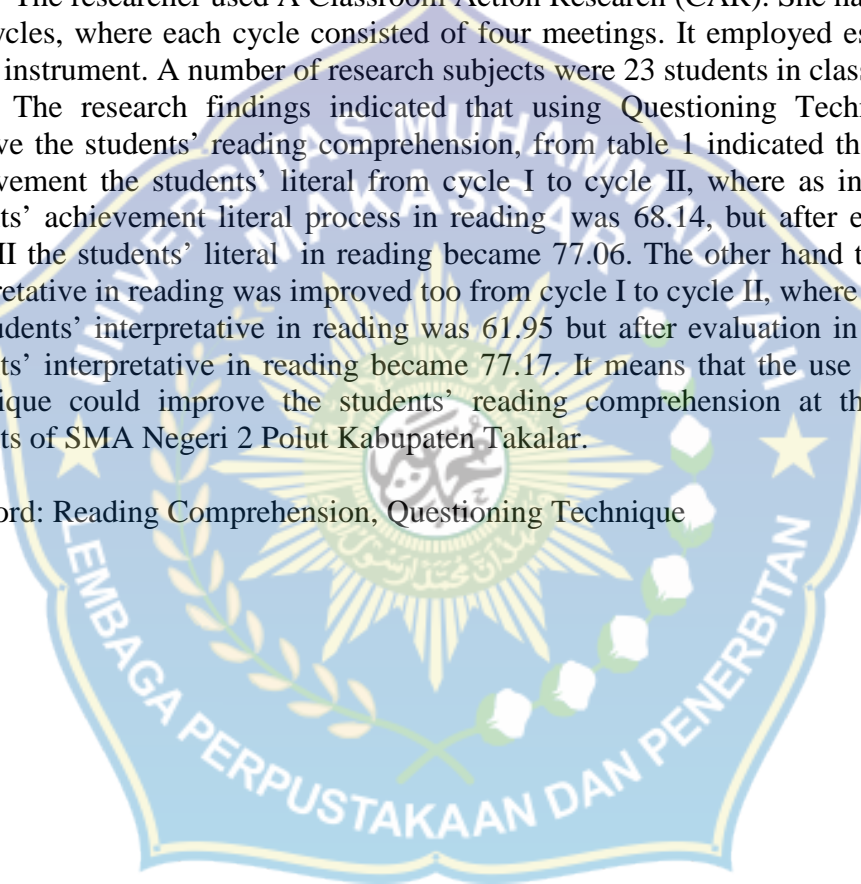
NINING NINGRUM, 2013. Improving the Students' Reading Comprehension By Using Questioning Technique. (A Classroom Action Research at the first year Students of SMA Negeri 2 Polut Kabupaten Takalar) Guided by Andi Tenri Ampa and Amiruddin.

This research aimed to find the improvement of the students' literal and interpretative in reading comprehension use of Questioning Technique at the first year students of SMA Negeri 2 Polut Takalar in the 2012/2013 Academic Year.

The researcher used A Classroom Action Research (CAR). She had conducted two cycles, where each cycle consisted of four meetings. It employed essay reading test as instrument. A number of research subjects were 23 students in class.

The research findings indicated that using Questioning Technique could improve the students' reading comprehension, from table 1 indicated that there was improvement the students' literal from cycle I to cycle II, where as in cycle I the students' achievement literal process in reading was 68.14, but after evaluation in cycle II the students' literal in reading became 77.06. The other hand the students' interpretative in reading was improved too from cycle I to cycle II, where as in cycle I the students' interpretative in reading was 61.95 but after evaluation in cycle II the students' interpretative in reading became 77.17. It means that the use Questioning Technique could improve the students' reading comprehension at the first year students of SMA Negeri 2 Polut Kabupaten Takalar.

Keyword: Reading Comprehension, Questioning Technique



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CHAPTER I

INTRODUCTION

A. Background

In learning English, there are four skills we must comprehend. They are listening, speaking, reading, and writing. The four skills mentioned are divided into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. Comprehending English is a difficult thing for students if they do not have basic knowledge, especially in comprehending reading text.

Reading is a process recognition or interpretation of written materials and it deals with the language form. Sheng, (2001:12) stated that reading is a process of communication from the writer to the reader. It involves letters, words, phrases, and clauses. Through reading, we can increase our experience, develop new concept, solve our problem, study how the words are used, how to implement the grammatical rules, and get many knowledge.

In teaching reading class, it is believable a teacher can handle the class easily if his/her students have motivation to learn read to compare with the class were the students are bored to do so. This is why many English teachers try to build up the student's motivation to read by various teaching strategies in teaching and one which is use in this study is using the grade material.

Using the graded reading material can motivation the students to identify what had happened? Where did it happen? When did happen? How did happen? And what were the results.

In this age of modern science and technology, information is important to anybody who wants to progress. Information comes to us through many ways for example, by listening to the radio, watching TV and reading. In fact reading is the easiest and cheapest way of getting information. These are many kinds of reading materials that can be obtained easily, such as magazines, brochures, journals article especially when the reading material are written in a foreign language.

Reading skills as a part of receptive skills is give the first priority in the printed information is very dominant nowadays. Through reading people can improve their own knowledge, experience and broaden his horizon of thinking. Which are needed to ensure the continuing personal growth and adapt the changes in the world. (Harvey, 1990:2) argues that the purpose of reading in language is inform ourselves about something we are interested in, or challenge our knowledge on certain matters. In other words, to extend experience of the world in which we live.

The comprehension towards the reading materials is the main goals, but the fact shows that the majority of the students are not competent to comprehend English well as (Halim, 1987:2) states that most students encounter the problem in comprehending an English text.

Based on the observation the students of SMAN 2 Polongbangkeng Utara especially at the first year that students achievement in reading was still low, as value of observation in the class, the students' score 5,86 this score is poor category while the standard of curriculum (KKM) is 75. In the study aim is to solve this problem until the students have good score. The researcher wants

minimal score at 75 in learning Reading. The students' have category poor score and lazy in reading because they poor vocabulary and than they not understanding word meaning and pronunciations.

By looking this fact, lecturers or teachers must give some variations of teaching techniques in reading class in order motivate students to comprehend the reading text.

Questioning technique can be applied at the upper elementary students for improving their comprehension. In this case, the researcher selects SMAN 2 Polongbangkeng Utara .According to the information of the English teacher , the students 'reading comprehension skill still poor. All of the students can be read but only few of students can comprehend or can understand what they have read especially English text. The students also got difficulties in answering questions related to English text that given to them. Referring explanation above, the researcher is interested in conducting a research under title: Improving the Students' Reading Comprehension by Using Explanatory Questions Method (A Classroom Action Research at the First Year SMA Negeri 2 Polut Kabupaten Takalar).

B. Problem Statement

In relation to the background mentioned above, the problems of the research can be formulated in the following questions:

1. How does Question Technique improve the students' literal reading at the first year students of SMA Negeri 2 Polombangkeng Utara Kabupaten Takalar?

2. How does Question Technique improve the students' interpretative reading at the first year students of SMA Negeri 2 Polombangkeng Utara Kabupaten Takalar.

C. Objective of the Research

The objectives of the research are:

1. To find out whether or not Question Technique can improve students' literal reading at the first year SMA Negeri 2 Polombangkeng Utara Kabupaten Takalar.
2. To find out whether or not Question Technique can improve students' interpretative reading at the first year SMA Negeri 2 Polombangkeng Utara Kabupaten Takalar.

D. Significance of the Research

The researcher hopes that this research will be advantageous to the writer and other researchers who will continue this research to make it complete and provide useful information, especially for English teachers in learning reading comprehension by using Question Technique at the first year SMA Negeri 2 Polombangkeng Utara Kabupaten Takalar.

E. Scope of the Research

The research is limited to improve the students' reading comprehension through Question Technique. The focus on literal comprehension is identifying the main idea, supporting idea, and interpretative comprehension. The conclusion is at the first year SMA Negeri 2 Polombangkeng Utara Kabupaten Takalar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Question Technique

1. Question Technique

According to Nelson (1998) Questioning is a central teaching skill and has been for millennia. Socrates honed it to such a fine art that an entire method of questioning is attributed to him. The college teaching literature offers several schema for classifying and organizing questions, the major ones of which will be summarized here

Questioning method as one of the teacher basic tools of communication is very effective in helping students learning how to learn, to become independent in their learning and to think for themselves. Cunningham (1971: 84) states that asking question is one of the ways used by the teacher in other the students can improve their reading comprehension. In other words, asking question is the most effective instrument for stimulating and guided the students in teaching question. He also states that in learning processes on the part of teaching, a teacher can begin by focusing on the kinds of questions the teacher uses.

The greatest effect of the question is the way and to which it causes the student to think. Futher, Frankfe (1980: 153) points out that the essence of any effective teaching strategy lies in the question a teacher ask. The teacher is objective is to reveal a great deal about his objectives. The ability to ask questions is an important skill for students, as well as teachers, to possess, since it is an important key to effective learning. He also points out that the kind

of question that the students ask reveal a good deal about their perception of the teacher attitude. In addition the questions used in teaching strategy directly affect thinking skills developed by students.

The impact of asking question on the teaching and learning process is evident. If teachers stressing factual recall in their questioning, students are not expected to do much creative thinking.

2. Basic procedure of Questions technique

According Santana (2011) there some steps to use Question Technique in the classroom, such us:

- 1) Go over the Rules for Producing Questions with the class. (The first time you do this, let the students review the Rules as a small group, 3 to 5, and have them discuss some of the challenges that they may encounter in trying to follow them – don't skip this step the first time...it's important in getting the process off on the right foot) (5 to 7 minutes max – not too lengthy).
 - a) Rule 1: Ask as many questions as you can. (gives license to ask)
 - b) Rule 2: Do not stop to discuss, judge, or answer any question. (creates safe space and protection)
 - c) Rule 3: Write down every question exactly as it is stated. (levels the playing field so all questions and voices are respected)
 - d) Rule 4: Change any statement into a question. (insists on the discipline of phrasing, asking, and thinking in questions, not statements)
2. Divide the class into groups of 3 to 5 students. (or keep the same groups that reviewed and discussed Rules)

3. Introduce the QFocus (Question Focus): “A stimulus for jumpstarting student questions. It can be a short statement or a visual or verbal aid in any medium or format that can stimulate student thinking that will be expressed through their questions. It is the opposite of using a teacher’s question to prompt student thinking” (Rothstein & Santana, 28).
4. Instruct students to produce questions (give them about 5 to 7 minutes).
5. Monitor students as they work in their small groups: Check to see they are sticking to the rules and get them back on task if needed. Do not give examples or questions to students as you support them – this does not help the process.
6. Provide a definition for closed and open ended questions.
7. Instruct students to review the list of questions they produced and mark them as Closed (C) or Open (O).
8. Discuss advantages and disadvantages of each type and have them rework if a better balance is needed.
9. Give the students score.

3. Understanding the Questions

The definition of questions will be presented according to the experts. The definitions are made based on the points of view, as Cunnighan (1971:83) points out that the question is a verbal utterance that seeks a response from the person to whom it is directed. Hornby (1980: 1187) states that a question is a form of expressing in speech or writing that requests an answer from somebody. A

question of finding out and interpreting information however is more than a logical grouping of words punctuated by questions mark.

Hornby (1980:1187) continues to explain that a question is an effective stimulus and it is readily availed to the teacher. A well-developed, understanding of the characteristics and potential of questions, as well as skill is used effectively, it becomes one of the most valuable devices and the teacher can assume responsibility as a manager of learning. Effective questioning is not in innate talent that only a few process. It is a skill that can be developed with practice. Question is one of the teachers' basic of communication that very effective in helping students how to learn, to become independent in their learning, and think for themselves Frankel (1980:153) points out that the essence of any effective teaching strategy lies on the question what the people asks.

From the definitions above, we can get the summary that questions must have answers, questions and their answers bear relation to each other, and questions area posed to gain knowledge.

4. Form of Question

There are two main forms of questions, namely yes/no questions, and Wh - Question (an information questions).

Yes / no question are a question that may be answered by yes or no without any explanation. Below are some examples of yes / no questions:

Are you a student?

Yes, I am, or

No, I'm not

Does he have cas?

Yes, she does, or

	No, she doesn't
Will Alice come to your party?	Yes, she will, or No, she will not
Did John tell you the news?	Yes, he did, or No, he didn't
Have you finished your work?	Yes, I have, or No, I have not

Wh - Question is a question that asks for information by using a question word (Wh). It is also called an information question. An information question should be answered with a quite long answer/ response. Some examples are presented as follows:

- a) 'When' is used to ask questions about time.

Examples:

When did they arrive?

When did you come?

When do you get up?

- b) 'Where' is used to ask questions about place.

Examples:

Where is she?

Where do you buy this cloth?

Where do you live?

- c) 'Why' is used to ask questions about reason.

Examples:

Why did he leave early?

Why do you come late?

Why did you do that?

d) 1. How generally ask about manner.

Examples: How did you come to school?

How does he arrive?

How do you start the engine?

2. How is used with much and many.

Examples: How many did you buy?

How much money does it cost?

How much money do you want?

3. How is also used with adjective and adverbs

Examples: How often do you go abroad?

How important is this letter?

How strong are you?

How fast does he drive?

e) 'Who' is used as the subject of questions. It refers to people.

Examples: Who do you want to speak to?

Who are you?

Who is your English teacher?

f) 1. 'What' is used at the subject of a question? It refers to things.

Examples: What do you need?

What is your name?

What is your father/Mother?

2. 'What' is kind of asks about particular or type of something.

Examples: What kinds of soup is that?

What is your favourite film?

What is your hobby?

3. 'What' + a form of do is used to ask questions about activities.

Examples: What did you do last night?

What are you doing here?

What do you do?

4. 'What' may accompany a noun

Examples: What colour is her hair?

What time did her corn?

What song does she like?

5. 'What' + be like asks for general description of questions.

Examples: What is Niar like?

What is the weather like in Bogor?

What was the exam like?

6. 'What' + look like asks for a physical description.

Examples: What does Rina look like?

What town did he visit?

5. Level of Questions

The basic criteria used to distinguish between a lower and higher level of questions is its complexity. More complex questions will higher its level. The complexity of a question appears in the cognitive (thinking) skill required to answer the questions.

A. The level of questions knowledge level of questions

1. Knowledge of terminology what terms and symbols will the students need to know.
2. Knowledge of specific facts what specific fact will the students need to know.
3. Knowledge of way and means of dealing with specific knowledge of conventions what sets of rules will the students need to know.
4. Knowledge of trends and sequences what awareness of trends and sequences will the students need to know.
5. Knowledge of classification what classification and categories will the students need to know.
6. Knowledge of criteria what sets of criteria will the students need to able to apply.
7. Knowledge of methodology, what sort of methodology will the students to master.
8. Knowledge of the universal and abstraction a field general principles and generation. What general principles will the students need to know.
9. Knowledge of theories and structures, what general theories will the students to know

B. Higher level of questions

1. Comprehension

Translation, ability to put a communication into another form.

2. Application

Ability to apply principles to actual situation.

6. Analysis

Analysis to distinguish and to comprehend interrelationship and to make critical analysis.

7. Synthesis

Ability to rearrange component of ideas a new whole.

8. Evaluation

Ability to make judgments based on internal evidence of external criteria.

6. Questioning Method for Reading Comprehension

Harmey 1999 states that all reading done by children should powerful, because (1) children who read with purpose tend to comprehension what they read better than those who have no purpose and (2) children who read with a purpose tend a retain what they read better than those who have no purpose. For these reasons teacher should set purpose for youngsters by giving them questions rather than merely. Telling them, "Read chapter seven for tomorrow". This approach avoids presenting children with the insurmountable they are reading to determine main ideas, locate details, understand vocabulary terms, or meet some other well-defined goal. As a result, they can apply themselves to a specific, manageable task. However, if the teacher always uses the same types of purpose question, children may not develop the ability to read for a variety of purpose.

Even when teachers do not provide purpose question, children are often guided in the way the approach their assignments by the types of questions that

teacher have used in the past, on test. If a teacher tends to ask in the test questions for factual recall of small details, children will concentrate on such details, perhaps overlooking the main ideas entirely.

B. Concept of Reading

1. Reading

Reading is one of four skills. It can help people to understand what in people say in the writing. Reading is the process of constructing meaning from the written text. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985). According to Manzo (1990 : 22-23) reading is the unlocking and constructing meaning from a coded message through the use of four skill : symbol decoding, vocabulary, comprehension and reflection.

Steinberg (1982:192) states that reading is a form of communication the goal of which is the reception of information through written forms. It means a teaching program, consequently, should direct it self to the realization of the goal.

Good (1973:414) states that reading is often describe as getting thought from the printed page. From this question the writer can comprehend further that reading is not just to say out the written words, but also to keep in mind the meaning or the thought that the word carry. Horby (1994:1043) in anita (2010:10) reading is the action of a person who reads. Reading is a complex process, every writer gives reason in his or her to establish meaning.

Perfetti (1985) states that reading is described an interaction process involving both the reader's previous funds of knowledge and the words in the text.

It is a process putting of the readers in contact and communication with the ideas of the writer which are cued by the written or printed symbol. It is a process of building a representation or mental model of text. In addition Goodman (1988) states that reading, far from being passive, is an active and process, with emphasize on both active and process.

Reading can be enjoyable activity when it is carried out efficiently. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. So, a person reads the reading materials depend on her or his goal.

From this point of view, it can be concluded that reading is an active thinking process where the reader try to gain information given by the author and understanding what actually the purpose of the author. Because reading need interaction between readers and text.

2. Reading Comprehension

In this research, researcher focuses with comprehension of student about material or text. Anderson et al (1998), he states that reading comprehension involves reading text in order to obtain meaning from the text; comprehension is a special kind of thinking process the reader comprehends by actively constructing meaning internally from interacting with the material that is read. Reading comprehension requires complex thinking, specific strategies, and motivated reading. Just like other reading skills, comprehension takes years to become fluent and automatic. Teachers can assess children's comprehension with questions,

tests, writing, and discussions to diagnose strengths and weaknesses. Research has shown that when teachers provide instruction on specific strategies to monitor and repair comprehension, it improves children's reading achievement. (Carlisle & Rice, 2002).

Reading comprehension is an active thinking process which is not only depends on comprehension skill (Kustaryo: 1998). He quoted "Reading Comprehension understand what has been read it is an active thinking process that depends not only on comprehension skill but also the students' experiences and prior knowledge comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing ideas, recognizing authors purpose, judgment and evaluating.

Burnes and Page (1985:46) state that comprehension is the process where background knowledge or the world knowledge of the reader interacts with the message encoded in the text to generate an understanding of an author's message.

Than Devine (1987:7) argues that reading comprehension is a process of activating the prior knowledge of the reader which cooperates with his appropriate cognitive skills and reasoning ability to find out the concept from a printed text. In these words, the reader must be able to understand, to interpret and to select actual information from text.

From these point of view, we can say that reading comprehension is important because of the students do not understand what they have read and they cannot catch the idea of the writer through reading with comprehension.

3. Kinds of Reading

The reading strategies can be categorized into several kinds (Brassell and Rasinsky, 2008). One of them is paired reading or partner reading. In this study, the researcher uses them to improve the students reading comprehension.

Paired reading is a form of choral reading done with two readers. Usually, one reader is more fluent than the other. The two students read together, one pointing to the text as it is read. The less able reader will benefit from the support of the more fluent partner. The less able reader may choose to try to go solo by signaling to his or her partner (often a tap of the finger will suffice) that he or she wants to read without assistance. The more able reader follows along silently and jumps in with his or her voice whenever the less able reader begins having difficulty.

In partner reading, the teacher asks students to whisper-read to their partners. Students may alternate by sentence, paragraph, page, or time (e.g., five minutes). The student who is not reading acts as a coach who corrects any reading errors. One of the most successful ways to use partner reading is by pairing better readers with struggling readers. Using this format, the first reader (better reader) reads material, and the second reader reads the same material. Afterward, both students read the material together.

Teachers can use silent reading successfully with students on their own and in small groups. By posing pre reading questions, teachers give students something specific to think about as they read. Be sure to remind students to think about what they are reading because they will be discussing the passage after all

students have read it. Teachers may even ask students to jot notes (use sticky notes that can be placed on the page itself) that reflect their thoughts, questions, wonderings, and ideas about their reading. These notes can be referred to during the discussion following the reading. Some teachers like to tell students to read a certain amount and to reread material if they finish early. The teacher will monitor students' reading by asking students to whisper-read and tell the teacher what they are thinking about as they read.

4. Reading Comprehension Levels

The term 'level' does not mean simply different degrees of difficulty. It refers to the attitude and reaction to what is read.

There are several levels of comprehension. Higher level of comprehension would obviously include higher level thinking. (Burn 1984:177) divides reading comprehension skill into four levels, as given below:

a. Literal Comprehension

Literal comprehension represents the ability of understanding with information that is explicitly stated in the print and illustration. The students can recall, identify, classify, and sequence detail, fact and stated main ideas from a variety of written materials, and can interpret directions. This level of comprehension involves surface meaning.

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific reading skills at the literal level of comprehension are: identifying main idea, specific information or other details,

sequencing ideas when explicitly signal are given, and following instructions.

These skills, specially the first two are scanning skill

a. Main idea

The main idea is the most important idea of a paragraph. Main idea is often stated in the first sentence of a paragraph, a main idea is what the paragraph is all about paragraph is a group of sentence related to a particular topic or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author want you know about the concept of that paragraph. Sometimes the writer uses a few sentence to introduce the topic, place the main idea in the middle and follow the supporting sentence. So the main idea may be stated at the beginning, in the middle, or at the end of the paragraph.

b. Identifying Specific Information

This reading requires one to focus his attention only on one or some particular information or detail which he need from a text; the rest of the text may not be read anymore. That information may be a name, a date, a scientific term, or a place or just anything, the search for which motivates the person to read. In looking for a detail, the reader must look for signals in the environment of the needed information or in the information itself.

c. Sequencing Events or Ideas

Meaningful reading results from the reader's ability to follow the flow of thought of the writer. This is so because any discourse is made up of words and sentences which are not only grammatically linked to one another, but are also logically related and sequence of ideas as presented by the writer enables him to summarize, outline and infer correctly

d. Following Instructions

Students can take the lesson and knowledge from the reading.

b. Interpretive or Inferential Comprehension

Higher level of comprehension involves reading beyond or between the lines. The reader brings knowledge and experience to the act of reading and draws the differences. She must be able to read critically and analyze carefully what she has read. She also needs to see relationship among ideas, for example, how ideas go together and also implied meaning of the ideas. Interpretive or referential comprehension includes thinking process such as drawing conclusion, making generalization, prediction outcomes. At this level, teacher can asks more challenging question such as asking students to do the following task:

- 1.) Rearrange the ideas or topic discussed in the text
- 2.) Explain the author's purpose of writing in the text
- 3.) Summarize the main idea when this is not explicitly stated in the text.

4.) Select conclusion which can be deduced from the text they have read

Sometimes an information or concept is not explicitly stated in a text so that the reader has to go through the process of inferring beyond the literal meaning. This is the interpretative level or the “Thinking Side” of comprehension (Tinker and Mc Cullough, 1998) interpretation is reading or getting meaning between the lines which requires the reader’s sensitivity to clues and the ability to link these clues to his own experience to arrive at the new information (Romero and Romeo 1998). It is mentally exploring and taking position in relation to the facts and related details. When the reader does this he is inferring.

Inferences can be categorized as implications, conclusions, generalisation and predictions.

a). Implication.

Implication is any inference expectancy that maybe logically implied or understood, bur not directly stated, form the author’s arguments in a text or utterance.

b). Conclusion.

Conclusion draws together factual evidence into a statement about the nature of phenomenon.

c). Generalization

Generalization is statement about the behaviour of a large population based on the observable behaviour of a similar but smaller sample group

d). Prediction

Prediction is a statement about future behaviour or action.

c. Critical or Applied Reading

For literal comprehension, the readers need only to understand exactly what is stated or receive the author literal message. For higher level of comprehension the reader is involved in an interchange of ideas with the author and applies reading to life situations. The author's ideas and information the writer presented. At this level, the students can be tested on the following skill.

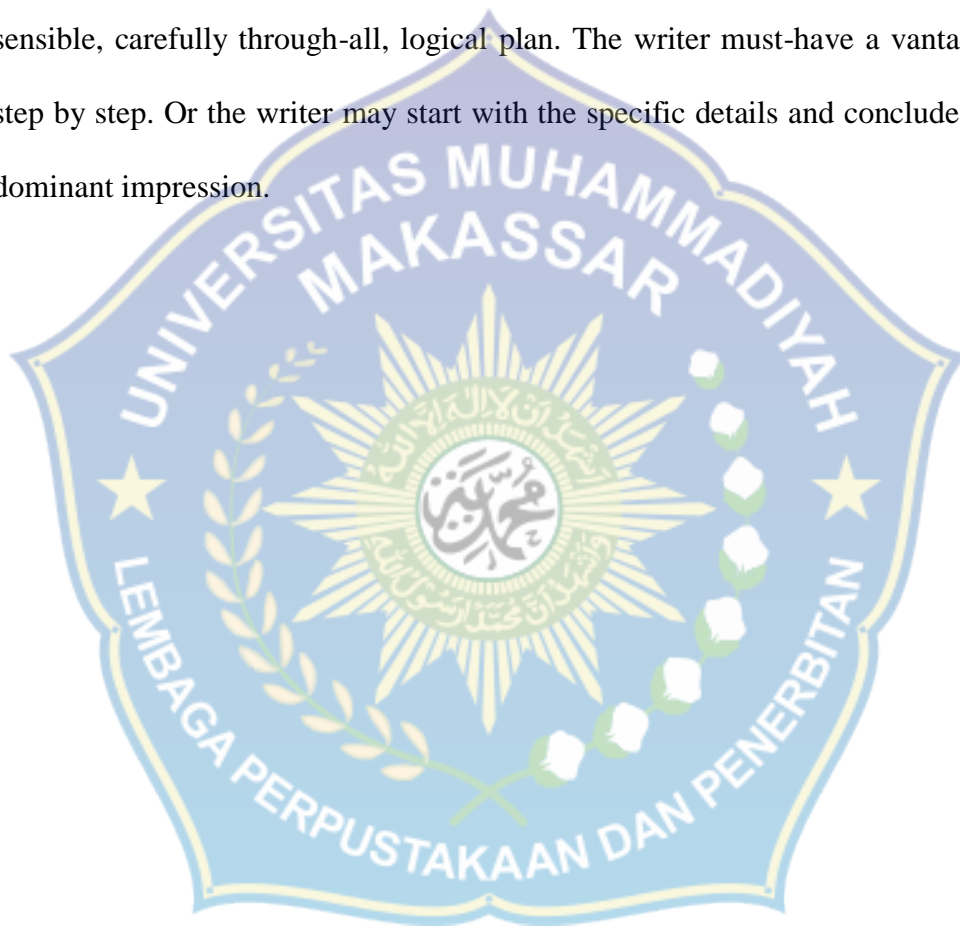
- 1.) The ability to differentiate between act and opinion
- 2.) The ability to recognize persuasive statement
- 3.) The ability to judge the accuracy of the information given in the text.

5. Definition of Descriptive Paragraph

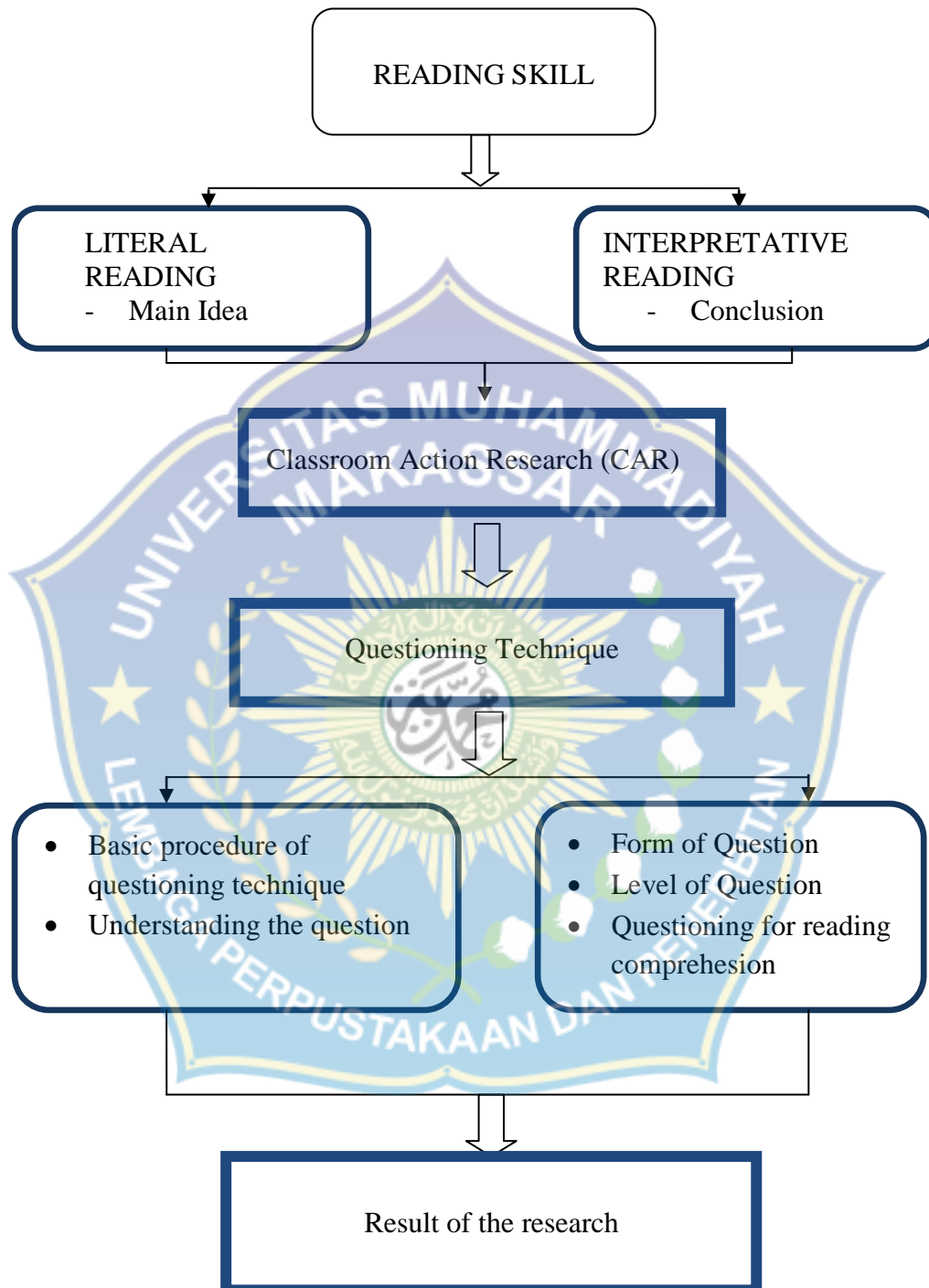
A descriptive paragraph is a word of an object, a scene or a person. Its sensory details usually create particular mood (littell,1981:46). Needl in Sartika, (2011:17) defined description paragraph is a paragraph that describe about people, place, and object. Description appears in almost writing because writers try hard to create word image of ideas that convey.

In order to write an effective descriptive description, you need to explore both the details and the feeling related to your experience. Begin by selecting details that appeal to all the sense-sight, hearing, touch, taste and smell. Because your senses are what tell you about your surroundings, use them to provide the vivid details of description. To provide the vivid details of description. Work from the vocabulary of the sense that you have been building.

In descriptive text, there is one point namely logical development. A good piece of descriptive has some logical development. The writer tries to give a picture of impression of person, place, or thing. But, unlike the photographer or the painter, who as chemical or pigments to work with, the writer has only word to use. Therefore, to be effective, written description should have an efficient, sensible, carefully through-all, logical plan. The writer must-have a vantage pint step by step. Or the writer may start with the specific details and conclude with a dominant impression.



C. Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Research Design

This research used in classroom action research (CAR). The research is conducted in SMA Negeri 2 Polombangkeng Utara Kabupaten Takalar . It has stages those were: Planning, Action, Observation, Evaluation or Reflection. The researcher held around two cycles and each cycle consists of two meeting. They were first and second cycle and each cycle is the series of activity which has close relation. Where, the realization of the second cycle was continuing and repairing from the first cycle described as follow:

Cycle I

1. Planning

In this phase, the researcher makes:

- a. The lesson planed by applying Question Technique.
- b. Instrument evaluation that used in classroom action research cycle.
- c. Observation sheet.

2. Action

- a. Going over the Rules for Producing Questions with the class. (The first time you did this, let the students review the Rules as a small group, 3 to 5, and have them discuss some of the challenges that they may encounter in trying to follow them – don't skip this step the first time...it was important in getting the process off on the right foot) (5 to 7 minutes max – not too lengthy).

- 1) Rule 1: Asking as many questions as you can. (gives license to ask)
 - 2) Rule 2: Did not stop to discuss, judge, or answered any question.
(created safe space and protection)
 - 3) Rule 3: Write down every question exactly as it was stated. (levels the playing field so all questions and voices are respected)
 - 4) Rule 4: Changing any statement into a question. (insists on the discipline of phrasing, asking, and thinking in questions, not statements)
- b. Dividing the class into groups of 3 to 5 students. (or keep the same groups that reviewed and discussed Rules)
 - c. Introducing the Q Focus (Question Focus): “A stimulus for jumpstarting student questions. It can be a short statement or a visual or verbal aid in any medium or format that can stimulate student thinking that will be expressed through their questions. It was the opposite of using a teacher’s question to prompt student thinking” (Rothstein & Santana, 28).
 - d. Instructing students to produce questions (give them about 5 to 7 minutes).
 - e. Monitoring students as they worked in their small groups: Check to see they were sticking to the rules and get them back on task if needed. Did not gave examples or questions to students as you support them – this does not helped the process.
 - f. Providing a definition for closed and open ended questions.
 - g. Instructing students to review the list of questions they produced and mark them as Closed (C) or Open (O).

- h. Discussing advantages and disadvantages of each type and have them reworked if a better balance was needed.
- i. Giving the students score

3. Observation

In this part, the reseachers:

- a. Students' participation and response during teaching and learning process.
- b. Students' competence in reading a text.

4. Reflection

After collecting the data, the reseach evaluated the teaching-learning process. Then, did reflection by seeing the result of the observation, whether the teaching learning process of reading comprehension using questioning technique reaches success criteria based on the test result of first action.

CYCLE II

1. Planning

In this phase, the researcher make:

- d. The lesson planed by applying Question Technique.
- e. Instrument evaluation that used in classroom action research cycle.
- f. Observation sheet.

2. Action

- a. The teacher stimulated the student to review their information or prior knowledge frelated the text.

- b. The teacher give descriptive text for every student
- c. The teacher intruction the student to produce questions (give them about 5 minutes).
- d. The student write down all question.
- e. The teacher intruction the student find some statement becomes questions.
- f. The teacher give score for the student assigment.

3. Observation

In this part, the observation:

- a. Students' participation and response during teaching and learning process.
- b. Students' competence in reading a text.

4. Reflection

After collecting the data, the reseachers evaluated the teaching-learning process. Then, did reflection by seeing the result of the observation, whether the teaching learning process of reading comprehension using questioning technique reaches success criteria based on the test result of first action.

B. Research Variables and Indicators

The following were the variables of the research:

1. Independent variables and Indicators

The independent variable was implementation Questioning Technique. It will a strategy used by the teacher when teaching the material.

2. Dependent variables and indicators

The dependent variable was the students' reading comprehension both in literal comprehension main idea, specific information and interpretative comprehension (conclusion).

C. Research subject

Research subjects of this classroom action research were the second year students of SMA Negeri 2 Polombangkeng Utara Kabupaten Takalar .

D. Research Instrument

In this research, the researcher used two instruments for collecting data:

1. Observation Sheet

It was used to collect data about the students' activities in teaching learning process through Questioning Technique for each cycle.

2. Test

Test; the researcher gave reading test to the students in order to know their improvement the type of reading test which as used in this reseach discussion. The reseacher devided the students' into small group the reseach to gave different topic for every group.

E. The Procedure of Data Collection

In this classroom action research, data sources got from:

1. Students.

Students gave data about their participation, response and ability in improving reading student's comprehension through Question Method.

2. The data analysis

The type of the data which was received consists of:

- a. The result of the study as quantitative data
- b. The result of observation as qualitative
- c. The way in taking data
- d. The result of data students was taken by giving the test to the students for each cycle.
- e. The activity of data students in the class in action research was taken from observation of teaching and learning situation with observation checklist and field note.

F. Technique of Data Analysis.

The data from the two kinds of test (literal and interpretive) in cycle I and cycle II have been analyzed the following steps:

To score the students' answer of interpretive comprehension (essay test), the researcher was used formula:

1. Rubric for Main Idea

NO	CRITERIA	SCORE
1.	Can determine the main idea independently and find several details to support the main idea.	4
2.	Can determine the main idea and located 3 details that support the main idea.	3
3.	Can determine the main idea and can support it with 1-2 details.	2
4.	Can't identify main idea or support it with details.	1
5.	Unable to identify main idea or details.	0

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 100$$

Sumber : <http://iRubricreadingcomprehension.co.id/download//>

2. Rubric for specific information

NO	CRITERIA	SCORE
1.	Can evaluate what happens in a text and why it happens without prompting.	4
2.	Can evaluate what happens in a text and why it happens with little or no prompting.	3
3.	Can only evaluate either the cause or the effect but with prompting.	2
4.	Can't evaluate either the cause or the effect.	1
5.	Unable to identify cause and effect.	0

$$\text{Scoring} = \frac{\text{Correct Answer score}}{\text{Maximum score}} \times 100$$

Sumber : <http://iRubricreadingcomprehension.co.id/download/>

3. Rubric for conclusion

NO	CRITERIA	SCORE
1.	Uses both prior knowledge and text evidence to draw conclusions that make logical sense	4
2.	Uses either prior knowledge or text evidence to draw conclusions that make logical sense.	3
3.	Draws conclusions but does not use text evidence to support the conclusion.	2
4.	Can't draw conclusions based on prior knowledge and text evidence.	1
5.	Unable to draw conclusions.	0

$$\text{Score} = \frac{\text{the correct answer}}{\text{Maximum score}} \times 100$$

Sumber : <http://iRubricreadingcomprehension.co.id/download/>

4. To know the percentage of the students' improvement by applying the following formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

Notation: P = Percentage

X₁ = 1st Cycle

X₂ = 2nd Cycle

(Sujana 1990 : 66)

5. Calculated the mean score of the students by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

$\sum X$ = Total score

N = Number of student

(Hatch 1982 :185)

6. Computing the frequency of the rate percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = Frequency

N = the Number of Subject

(Sudjana, 1992:67)

7. To analyze the students participant in teaching learning process through reading process approach, researcher use percentage formula as follows:

No	The Students' Active Participation	Score	Indicator
1	Very Active	4	Students' respond to the material very active
2	Active	3	Students' respond to the material actively
3	Fairly Active	2	Students' respond to the material just once or twice
4	Not Active	1	Students just sit down during the activity without doing something

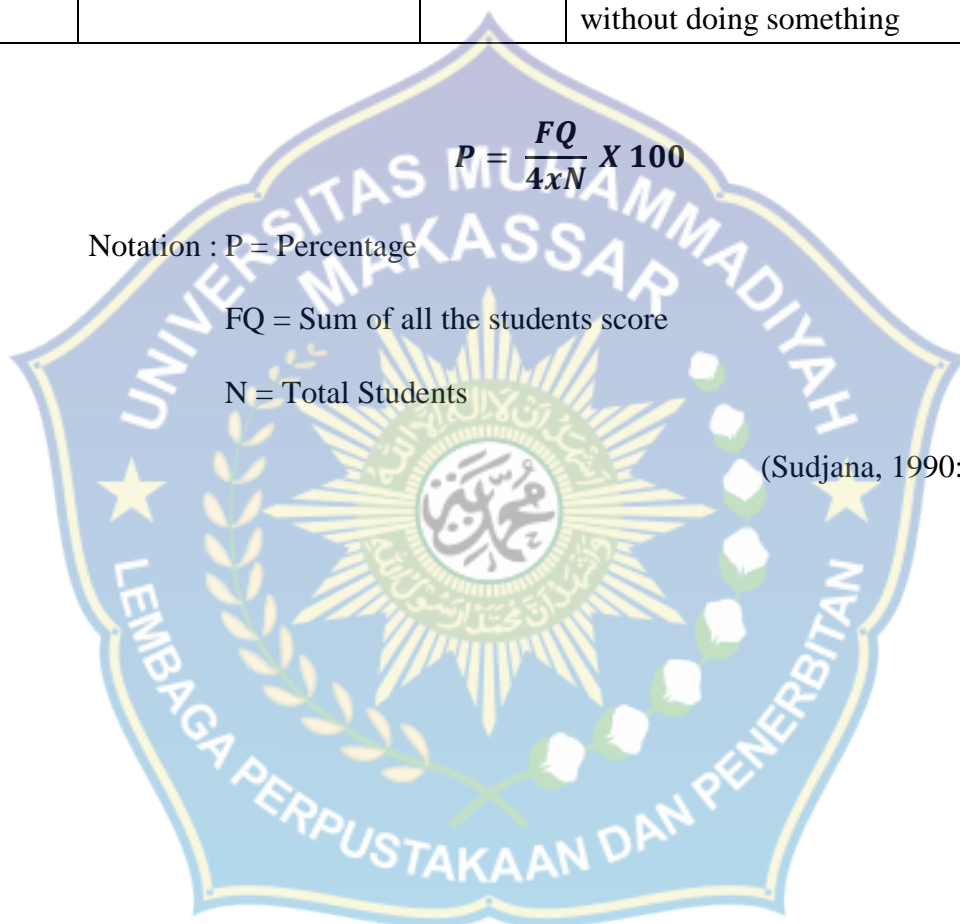
$$P = \frac{FQ}{4 \times N} \times 100$$

Notation : P = Percentage

FQ = Sum of all the students score

N = Total Students

(Sudjana, 1990: 36)



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research and its discussion. It includes the data of the students' achievement when the material of reading comprehension through Authentic Materials Strategy. It is also including the observation when the research has being done.

A. Findings

1. Implementation of Questioning Technique in Teaching

The teacher conducts planning before the action, where she prepared the lesson plan using Questioning Technique, teaching material, and evaluation for students.

The activity in action stage for cycle I is the implementation of the lesson plan. It means that the implementation of every steps of the learning process Questioning Technique which have been arranged in the planning stage. Firstly, the teacher explains to the students about the aim of Questioning Technique. Secondly, the teacher provides to the students to make a group. Thirdly, the teacher explains the material before read the text to the students. Fourthly, the teacher asks the students to read the text with their group and sharing or discuss about the text they read. Fifthly, the teacher asks all students to make a conclusion of the text. Sixthly, the teacher asks the students answer the question based on the text. Finally, the process of Questioning Technique is the teacher suggests giving correction toward students' mistakes if the students do not respond correctly and

if the results of the students' scores do not achieve the target then cycle II will be taken.

The activity in the second cycle is almost same with the first cycle. Where, before taking action, the teacher previously makes planning and implies it in the action stage. The difficulty that the researcher fined in the cycle I is the students still difficult to get main idea and make a conclusion.

It can be understood if considering the class situation during the teaching process. Only few of them show their interest in learning and following the teaching process. The others look bored and have no mood in learning process. They are very noise and just playing around the class. It shows that the teaching process during cycle I is not interesting at all for them. So, the teacher decides to make some revision for the next cycle.

The result of revision planning to resolve the students' difficulty to get the main idea, spesific information and make a conclusion of the text is besides providing some interesting topics the teacher also reforms many aspects such as more relaxed in teaching, gives the students motivation before entering the main learning material, explains the learning material clearly, raises the voice, and re-corrects the class management, and time management. The teacher also gives the students chance to ask the question, explains the students' mistakes in reading clearly and guided the students in reading well.

2. The improvement of the students literal reading comprehension

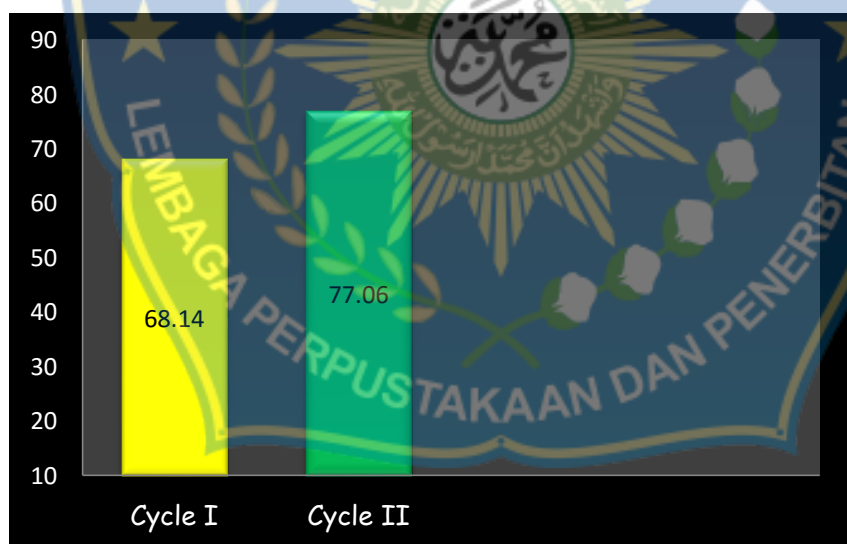
The improvement of the students' Literal reading Comprehension at the first students' of SMA NEGERI 2 POLONGBANGKENG UTARA KAB. TAKALAR

as result of the students' assessment of cycle I and cycle II is described as follows:

Table 1 : Literal reading comprehension

INDICATORS	THE STUDENTS' SCORE	
	CYCLE I	CYCLE II
Main ideas	67.60	80
Spesific Information	68.69	74.13
ΣX	136.29	154.13
\bar{X}	68.14	77.06

To see clearly the improvement of the students' literal reading comprehension, the following chart is presented:



Graphic 1: the improvement of the students' literal reading comprehension.

The table and graphic above show that Authentic materials strategy improve the students' Reading in Literal reading Comprehension from cycle I to cycle II in which cycle II is greater than cycle I. About the mean score of Literal Reading

comprehension in cycle II is 77.06, then in cycle I is 68.14. It indicate that the improvement of the students' literal reading comprehension in cycle I to cycle II . The data above indicates that Questioning Technique improves students' literal reading comprehension significantly.

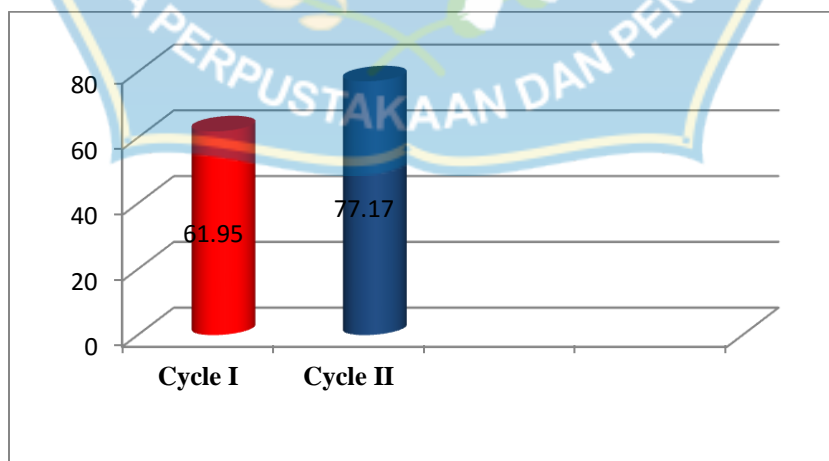
3. The improvement of the students' interpretative reading comprehension.

The improvement of the students' interpretative reading Comprehension at the first years students' of SMA NEGERI 2 POLONGBANGKENG UTARA KAB. TAKALAR as result of the students' assessment of cycle I and cycle II is described as follows:

Table 2 : Interpretative reading comprehension

INDICATOR	THE STUDENTS' SCORE	
	CYCLE I	CYCLE II
Conclusion	61.95	77.17

To see clearly the improvement of the students' interpretative reading comprehension, the following chart is presented:



Graphic 2: The improvement of the students' interpretative reading comprehension.

The graphic above shows the improvement of the students' interpretative reading comprehension which in cycle II was higher (77.17) than cycle I (61.95), (cycle II > cycle I). After evaluation in cycle I and cycle II, there was significant improvement of the students' interpretative reading comprehension where the result of cycle I was categorized as fair and cycle II as fairly good.

4. The Improvement of Students' Reading Comprehension

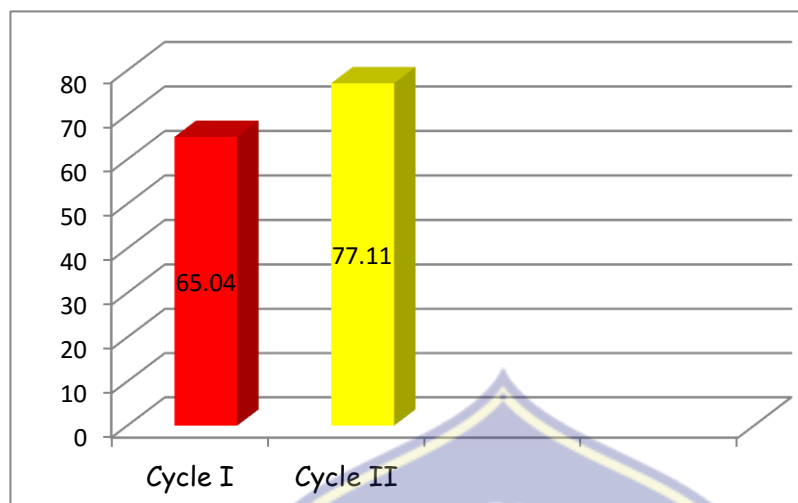
The improvement of students' reading skill by using Questioning Technique is deal with main ideas, details and conclusion. It can be seen clearly in the following table:

Table 3: the improvement of students' reading comprehension

No	Variable	The Students' Score		Improvement (%)
		Cycle I	Cycle II	CI-CII (%)
1	Literal	68.14	77.06	13.09
2	Interpretive	61.95	77.17	24.56
	$\sum x$	130.09	154.23	18.55
	\bar{X}	65.04	77.11	18.55

It is highly improving from cycle I to cycle II after giving some revision plan than also be applied in action using Questioning Technique in teaching and learning process. So the students' improvement that is shown in the table is 18.55%.

To see clearly the improvement of the students' reading comprehension, the following chart is presented:



Graphic 3: the improvement of the students' reading comprehension.

Finally, after passes several processes in cycle I and cycle II which consisted of eight meetings, the result of the data analysis through the reading test shows that the students' reading comprehension in terms of literal and interpretative improved significantly. It is indicated by the result of the students' mean score. The students' mean score of the students' cycle I was 65.04 and the mean score of the students' cycle II was 77.11, it means that the target that had been said in the chapter 1 could be achieved. In the other word, teaching reading comprehension using Questioning Technique able to improved the achievement of the first year students of SMA NEGERI 2 POLONGBANGKENG UTARA KAB. TAKALAR.

B. Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' reading comprehension in terms of literal comprehension dealing with main idea, and spesific information and interpretative comprehension dealing with conclusion.

1. The Improvement of the Students' Literal comprehension

The result of the data analysis through the reading test shows that the students' Literal comprehension in term of main idea and spesific information improved significantly. It is indicated by the percentage of the result of the students' diagnostic test and the percentage of the result of the students' test in cycle I and II that are difference one another. The mean score of the students' diagnostic test was 52,40, It is lower than the mean score of the students' in cycle I was 68,14. and cycle II was 77,06 These scores got from two indicators; main idea and spesific information. The improvement of such two indicators is explained in detail as follow:

a. Main idea

The result of the data analysis presented in the finding above shows that the mean score of the students' main idea was getting higher from diagnostic test to cycle I and cycle II. In the diagnostic test the mean score was 52,60. This result was lower than the result in the cycle I was 67,60. Then in the cycle II the students' mean score was 80. So, the improvement from diagnostic test to cycle II was 13,09 %. By seeing the result of the students' in the cycle II that was higher than both diagnostic test and cycle I indicate that the application of Question technique could improve the students' ability to identify the maind idea in reading comprehension significantly.

b. Spesific Information

The result of the data analysis showed that the mean score of the students' in term of spesific information was getting higher from diagnostic test to cycle I and cycle II. In the diagnostic test the mean score was 44,21. This result was lower than the result in the cycle I was 68,69. Then in the cycle II the students' mean score was 74,13. So, the improvement from diagnostic test to cycle II was 13,09%. By seeing the result of the students' in the cycle II that was higher than both diagnostic test and cycle I indicate that the application of Reciprocal Teaching technique could improve the students' ability to identify Spesific information in reading comprehension significantly.

In order to see the students' score achievement of literal comprehension in any level of scoring classification, it is presented as follow:

2. The Improvement of the Students Interpretative comprehension

a. Conclusion

The result of the data analysis showed that the mean score of the students in terms of taking notes was getting higher from diagnostic test to cycle I and cycle II. In the diagnostic test the mean score was 49.45. The students' mean score then got improved after conducting the action for four meetings. It was proved by the higher score of cycle I was 61,95. Then in the cycle II the students' mean score was 77,17. So, the improvement from diagnostic test to cycle II was 24,56%. By seeing the result of the students' in the cycle II that was higher than both diagnostic test and cycle I indicate that the application of Questioning technique

could improve the students' ability to make summary in terms of taking notes significantly.

3. The Observation Result of Students' Activeness

The observation result of the students' activeness in teaching and learning process improved significantly Questioning Technique from the first meeting cycle I to the last meeting in cycle II. Where the students activeness in the first meeting of cycle I is 51,08%. It means that there is another activity the students are done in teaching and learning process. Next meeting, the writer give them problem solving for their weakness. So the students activeness in the last of cycle I became 66,30%. In the cycle II, the writer gives revision again for their problem in facing teaching and learning process. So the students' activeness in the last meeting is 79,34%. It means that, almost no another activity that the students are done in teaching and learning process. They are active in asking if they do not know what they would write. They are active in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on the research findings in previous chapter, the writer puts forward the following conclusion and suggestion

A. Conclusion

1. The use of Questioning Technique is able to improve the students' literal reading comprehension at the first years students of SMA Negeri 2 Polongbangkeng Utara Kab.Takalar. The students mean score of literal reading comprehension in cycle I is 68.14 and in cycle II is 77.06, where the improvement of literal from cycle I to cycle II is 13,09%.
2. The use of Questioning Technique is able to improve the students' interpretative reading comprehension at the first years students of SMA Negeri 2 Polongbangkeng Utara Kab. Takalar. The mean score of interpretative reading comprehension in cycle I is 61.95 and in cycle II is 77.17, where the improvement of interpretative from cycle I to cycle II is 24.56%.

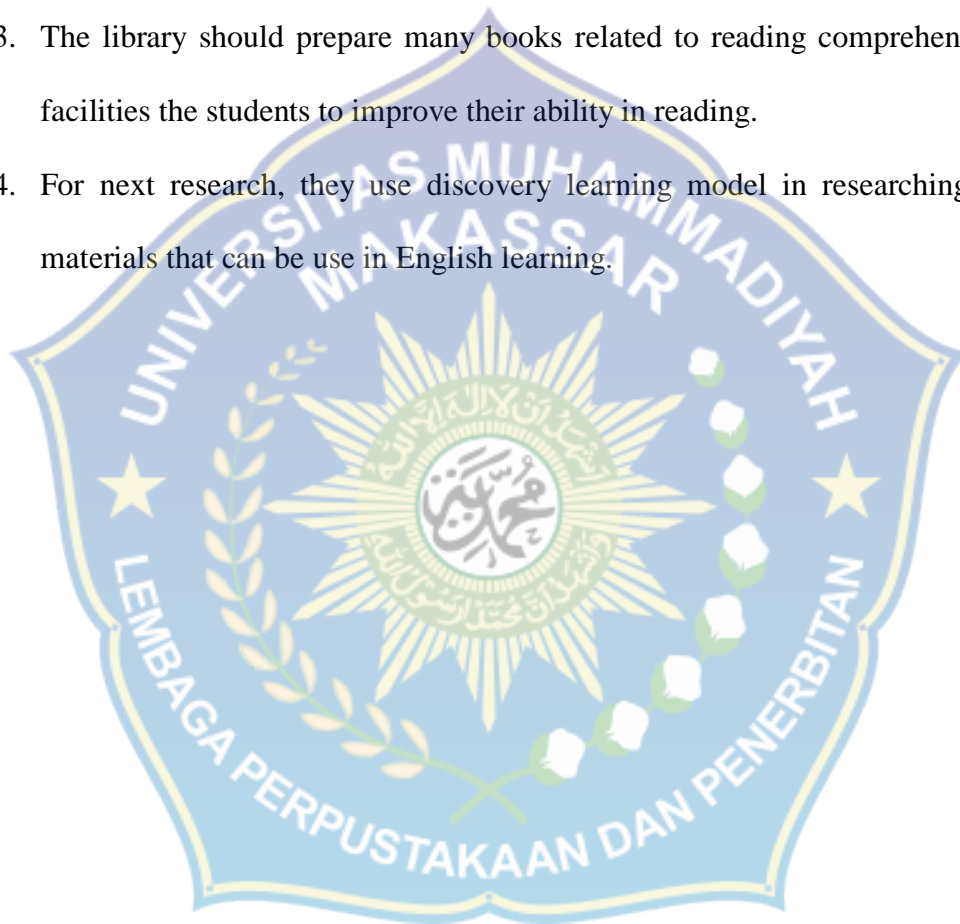
B. Suggestion

Based on the conclusion above, the researcher stated suggestions to improve the students' reading comprehension in Questioning Technique follows:

1. It is suggested that the teachers, to use Questioning Technique as one alternative ways among other teaching strategy that can be used in teaching

reading comprehension and to give attention at the interesting strategy in teaching to make students interested in learning English, especially to teaching reading for comprehension.

2. In learning and teaching reading process. The students expect to improve their intensity in learning reading Questioning Technique.
3. The library should prepare many books related to reading comprehension to facilities the students to improve their ability in reading.
4. For next research, they use discovery learning model in researching other materials that can be use in English learning.



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APPENDIX A

D-TEXT

Pratama is a 26 year single man. He comes from Magelang, Central Java. He has just graduated from Law Department of a state university in Semarang. Now he works in a great insurance company in Jakarta. One of his hobbies is traveling. He has visited many regions in Indonesia, such as North Sumatra , West Sumatra, Ujung Kulon , Yogyakarta, Bali, Lombok , North Sulawesi, etc. He also likes watching football matches with a friend in a stadium in his free time. His great dream is visiting Mecca in Saudi Arabia to do the pilgrimage. He hopes that next year his dream will come true.

Pratama loves pets. He has three cute cats at home. He loves them very much. He always keeps the cats well by giving them the best food. Other things that Pratama likes to do are getting up early in the morning and going to bed early at night.

Activity 31 *Answer the questions based on the passage above.*

1. Has Pratama got married?
2. Where did he graduate from?
3. Did he study law in Semarang or in Magelang?
4. Where does he work now?
5. Does he have one hobby or more than one hobby?
6. When does he usually watch football matches?
7. What does he really want to do next year?
8. What pets does he have at home, dogs or cats?
9. How does he keep his pets?
10. Does he hate getting up early in the morning?

APPENDIX B

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 2 Polongbangkeng Utara
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : /I
Pertemuan ke : 1-2
Aspek / Skill : Reading
Alokasi waktu : 4 X 40 menit

A. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *descriptive* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Mengungkap-kan makna dalam bentuk teks tulis fungsional pendek (misalnya *recount*, *narrative*, dan *descriptive* dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan

C. Indikator

- ❖ Memahami teks bacaan yang berbentuk *descriptive*

Jenis Teks : teks fungsional penndek *descriptive*

Aspek/ Skill : membaca

D. Tujuan Pembelajaran

Setelah selesai pelajaran ini, peserta didik diharapkan mampu :

1. Siswa dapat merespon makna dalam teks fungsional pendek yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *descriptive*.

2. Siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk descriptive.
3. Siswa mampu menemukan main ideanya dari teks yang berbentuk descriptive.

E. Metode Pembelajaran : Questioning Technique

F. Materi Pembelajaran : Teks descriptive

Borobudur Temple

Borobudur Temple.



The Borobudur temple complex is one of the greatest monuments in the world. It is of uncertain age, but thought to have been built between the end of the seventh and beginning of the eighth century A.D. for about a century and a half it was the spiritual centre of Buddhism in Java, then it was lost until its rediscovery in the eighteenth century.

The Borobudur temple is located in Magelang on the island of Java in Indonesia. Built in the 9th century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archaeologists in the early 20th century.

The structure, composed of 55.000 square meters of lava-rock is erected on hill in the form of a stepped-pyramid of rectangular storeys, three circular terraces and a central stupa forming the summit. The whole structure is in the form of a lotus, the sacred flower of Buddha.

For each direction there are ninety Dhyani Buddha statues and 1.460

relief scenes. The lowest level has 160 reliefs depicting cause and effect the middle level contains various stories of the Buddha's life from the Jataka Tales, the highest level has no reliefs or decorations whatsoever but has a balcony, square in shape with round walls, a circle without beginning or end. Here is the place of the ninety-two Vajrasattvas or Dhyani Buddhas tucked into small stupas. Each of these statues has a mudra (hand gesture) indicating one of the five directions: east, with the mudra of calling the earth to witness; south, with hand position of blessing; west, with the gesture of meditation; north, the mudra fearlessness; and the centre with the gesture of teaching.

Besides being the highest symbol of Buddhism, the Borobudur stupa is also a replica of the universe. It symbolises the micro-cosmos, which is divided into three levels, in which man's world of desire is influenced by negative impulses; the middle level, the world in which man has control of his negative impulses and uses his positive impulses; the highest level, in which the world of man is no longer bounded by physical and worldly ancient desire.

It is devotional practice to circumambulate around the galleries and terraces always turning to the left and keeping the edifice to the right while either chanting or meditating. In total, Borobudur represents the ten levels of a Bodhisattva's life, which he or she must develop to become a Buddha or an awakened one.

Answer the question based on the text!

1. What is the main idea the first paragraph?
2. What is the main idea the second paragraph ?
3. What is the main idea the third paragraph ?
4. What is the main idea fifth paragraph ?
5. What is the main idea the last paragraph ?
6. Where is the located The Borobudur temple?
7. When The Borobudut temple in built ?
8. Make a conclusion about of the text ?

Pertemuan kedua (2)

Task 2

BANTIMURUNG WATERFALL KINGDOM OF BUTTERFLIES

Bantimurung means a place for getting rid of sadness. The spectacular waterfall is located at the valley of the steep limestone hill with its fertile tropical vegetation which makes this area an ideal habitat for the types of butterflies and birds that are famous for their small number. Before entering the waterfall location, visitors can see a statue of a kind of monkey, about 6 cm tall. This kind of animal can only be found in Sulawesi and Kalimantan.

From the waterfall, visitors can go up to see the lake on top, but there are many sharp corals on the way there. The lake is so blue with many flying butterflies around it.

In 1858-1857, a prominent English naturalist, Alfred Russel Wallace spent all of his life that is enjoyed in this area to catch numerous types of rare butterflies, birds, and insects. Among the butterflies he caught, there was the Papilo Androcles type, one of the rarest and biggest types of butterfly that has a tail like a swallow. A detailed explanation concerning this area has attracted the attention of archeologists, prehistoric, and insects' experts.

The waterfall and surrounding areas is a popular picnic area and it is a pleasant area for roaming around, swimming and enjoying the attractive sceneries. Around the waterfall area, there are sold many specimens of butterflies for souvenirs. From the waterfall one can take

a ride to the National Park which is close by, through the limestone mountain chain.

Answer the question based on the text!

1. What is the main idea the each paragraph?
2. What is the topic sentence the fist paragraph?
3. What is the name of the place?
4. What does it live?
5. Describe the lake and the butterfly?
6. What is the function of the place?
7. What is the characteristic of the place?
8. Where the located Bantimurung Water fall?
9. Why Bantirung Waterfall many people very interesting to visit?
10. Make a summary about the text?

G.Langkah – langkah Pembelajaran:

❖ **Kegiatan awal :**

- Salam dan tegur sapa
- Memperkenalkan materi yang akan dibahas
- Menggambarkan proses graded reding materials method
- Menyampaikan tujuan pembelajaran

❖ **Kegiatan Inti**

- a. Go over the Rules for Producing Questions with the class. (The first time you do this, let the students review the Rules as a small group, 3 to 5, and have them discuss some of the challenges that they may encounter in trying to follow them – don't skip this step the first time...it's important in getting the process off on the right foot) (5 to 7 minutes max – not too lengthy).

- 1) Rule 1: Ask as many questions as you can. (gives license to ask)
 - 2) Rule 2: Do not stop to discuss, judge, or answer any question.
(creates safe space and protection)
 - 3) Rule 3: Write down every question exactly as it is stated. (levels the playing field so all questions and voices are respected)
 - 4) Rule 4: Change any statement into a question. (insists on the discipline of phrasing, asking, and thinking in questions, not statements)
- b. Divide the class into groups of 3 to 5 students. (or keep the same groups that reviewed and discussed Rules)
 - c. Introduce the QFocus (Question Focus): “A stimulus for jumpstarting student questions. It can be a short statement or a visual or verbal aid in any medium or format that can stimulate student thinking that will be expressed through their questions. It is the opposite of using a teacher’s question to prompt student thinking” (Rothstein & Santana, 28).
 - d. Instruct students to produce questions (give them about 5 to 7 minutes).
 - e. Monitor students as they work in their small groups: Check to see they are sticking to the rules and get them back on task if needed. Do not give examples or questions to students as you support them – this does not help the process.
 - f. Provide a definition for closed and open ended questions.
 - g. Instruct students to review the list of questions they produced and mark them as Closed (C) or Open (O).

h. Discuss advantages and disadvantages of each type and have them rework if a better balance is needed.

i. Give the students score

❖ **Kegiatan akhir**

- Menanyakan kesulitan yang dihadapi oleh siswa
- Menyimpulkan materi pembelajaran
- Mengevaluasi siswa.

H. Sumber Belajar

- Buku paket yang relevan dan teks descriptive
- English in focus
- Internet

I. Format Penilaian

1. Teknik : Menjawab pertanyaan
2. Bentuk : pertanyaan tertulis
3. Rubric penilaian

$$\text{Score} = \frac{\text{Student's Answer}}{\text{Total Number of Item}} \times 100$$

Makassar, 2013

Nining Ningrum
103535 3604 08

Mengetahui

Kepala Sekolah

Guru Mata pelajaran

H. Abd. Kuddus S. Pd

Heriawan Bakri S. Pd

APPENDIX C

Teaching Material

Descriptive Text

Cycle : 1

➤ The first meeting

- The teacher explain about descriptive paragraph material
 - Descriptive text is describes how a person/thing looks, or feels. In descriptive paragraphs, you can describe people, places, objects, or events. The main purpose is to create an image in reader's minds. In short, it is like painting with the words.
 - General structure of descriptive paragraph:
 1. Identification
 2. Description
 - Descriptive text using simple present tense
- The teacher give the student descriptive text
(Descriptive text)

Borobudur Temple.



The Borobudur temple complex is one of the greatest monuments in the world. It is of uncertain age, but thought to have been built between the end of the seventh and beginning of the eighth century A.D. for about a century and a

half it was the spiritual centre of Buddhism in Java, then it was lost until its rediscovery in the eighteenth century.

The Borobudur temple is located in Magelang on the island of Java in Indonesia. Built in the 9th century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archaeologists in the early 20th century.

The structure, composed of 55,000 square meters of lava-rock is erected on a hill in the form of a stepped-pyramid of rectangular storeys, three circular terraces and a central stupa forming the summit. The whole structure is in the form of a lotus, the sacred flower of Buddha.

For each direction there are ninety Dhyani Buddha statues and 1,460 relief scenes. The lowest level has 160 reliefs depicting cause and effect; the middle level contains various stories of the Buddha's life from the Jataka Tales; the highest level has no reliefs or decorations whatsoever but has a balcony, square in shape with round walls, a circle without beginning or end. Here is the place of the ninety-two Vajrasattvas or Dhyani Buddhas tucked into small stupas. Each of these statues has a mudra (hand gesture) indicating one of the five directions: east, with the mudra of calling the earth to witness; south, with hand position of blessing; west, with the gesture of meditation; north, the mudra of fearlessness; and the centre with the gesture of teaching.

Besides being the highest symbol of Buddhism, the Borobudur stupa is also a replica of the universe. It symbolises the micro-cosmos, which is divided into three levels, in which man's world of desire is influenced by negative impulses; the middle level, the world in which man has control of his negative impulses and uses his positive impulses; the highest level, in which the world of man is no longer bounded by physical and worldly desires.

It is a devotional practice to circumambulate around the galleries and terraces always turning to the left and keeping the edifice to the right while either chanting or meditating. In total, Borobudur represents the ten levels of a Bodhisattva's life, which he or she must develop to become a Buddha or an awakened one.

Answer the Questions Based on the Text and Find Some Statement Becomes Questions !

9. Where is the located The Borobudur Temple ?
10. When The Borobudut temple in built ?
11. What is the main idea the first paragraph ?
12. How much Dhyani Budha Statues and relief scenes at the Borobudur Temple ?
13. What is the topic sentences the each paragraph ?

➤ The second meeting

- The teacher gives and share descriptive text for the students.
- The teacher makes discussion class into the same group.

(Descriptive text)

BANTIMURUNG WATERFALL KINGDOM OF BUTTERFLIES

Bantimurung means a place for getting rid of sadness. The spectacular waterfall is located at the valley of the steep limestone hill with its fertile tropical vegetation which makes this area an ideal habitat for the types of butterflies and birds that are famous for their small number. Before entering the waterfall location, visitors can see a statue of a kind of monkey, about 6 cm tall. This kind of animal can only be found in Sulawesi and Kalimantan.

From the waterfall, visitors can go up to see the lake on top, but there are many sharp corals on the way there. The lake is so blue with many flying butterflies around it.

In 1858-1857, a prominent English naturalist, Alfred Russel Wallace spent all of his life that is enjoyed in this area to catch numerous types of rare butterflies, birds, and insects. Among the butterflies he caught, there was the PapiloAndrocles type, one of the rarest and biggest types of butterfly that has a tail like a swallow. A detailed explanation concerning this area has attracted the attention of archeologists, prehistoric, and insects' experts.

The waterfall and surrounding areas is a popular picnic area and it is a pleasant area for roaming around, swimming and enjoying the attractive sceneries. Around the waterfall area, there are sold many specimens of butterflies for souvenirs. From the waterfall one can take

a ride to the National Park which is close by, through the limestone mountain chain.

Answer the question based on the text and discussion with your group for search some statements becomes question !

11. What is the main idea the each paragraph?
 12. What is the topic sentence the fist paragraph?
 13. What is the name of the place?
 14. What does it live?
 15. Describe the lake and the butterfly?
 16. What is the function of the place?
 17. What is the characteristic of the place?
 18. Where the located Bantimurung Water fall?
 19. Why Bantirung Waterfall many people very interesting to visit?
 20. Make a summary about the text?
- **The teacher explain about the procedure of Question Technique**
 1. The teacher divide students into some group for discussion class
 2. Ask the student some questions about descriptive text (content of the text)
 3. The students write down all question from the teacher
 4. The teacher help the students search some statements becomes question, example base on the text :

“The waterfall and surrounding areas is a popular picnic area” (statement)

Is the waterfall and surrounding a popular picnic area?

5. Instruct students to produce questions base on the text (give them about 5 to 7 minutes).
6. The teacher Monitoring students as they work in their small groups
7. The teacher ask the student to mark their question and search the answer
8. The teacher give score for the students assignment.

➤ The third meeting

- The teacher divide the students in to same group
- The teacher give the student descriptive text
- Ask the student to discuss about the text

Balla Lompoa

Balla lompoa in the Indonesian language was house, balla while lompoa is great, one of the traditional heritage of the Kingdom of Gowa, whom to this day still maintain edits existence by the next generation of Gowa Kingdom.

Balla lompoa located in the middle of the heart of Gowa, has undergone several renovation of the building, but renovations, it is not changing its original form. Until now, future generations or the heir to the throne of the Kingdom of Gowa, care for and make Balla Lompoa royal palace, where the building is still stored in various royal relics. In this Balla Lompoa every year during the celebrations of Eid al-Adha festival, the heir to the kingdom held events called Accerakalompoa, or washing heirlooms heritage of kings. Kalompoa Acceraactivitiesare activities that have been carried out by previous kings of Gowa, and bequeathed to the heir to the kingdom, which until now Accerakalompoa, has become an annual agenda.

Beside the palace ballalompoa the historical evidence of the greatness of the kingdom of Gowa, until now there is also a tomb of the kings who once led the kingdom, and the remains of the fort buildings struggle, as well as indigenous traditions diramuhadancedepicting the tradition and culture Gowa Kingdom.

After read the text the student search some statement and change becomes some questions and answer the question based on the text !

Question :

Answer the questions based on the pastage above.

1. What is the main Idea the each paragraph?
 2. Mention the topic sentence of text?
 3. Where is the location of BallaLompoa?
 4. Is BallaLompoa one of the traditional heritage of kingdom of Gowa?
 5. What is the Activities?
 6. When the celebration of Eid Al Adha?
 7. What is the Building have stored in various royal relics?
 8. Why Ballalompoa this day still maintained its existence by next generation?
 9. What is the historical of greatness of the Kingdom of gowa?
 10. Write the summarizing above the text
- The fourth meeting
- The teacher gives the students test/evaluation about descriptive text to measure successfully of Question Technique strategy in cycle 1.
 - After found the weakness from the test of first cycle, the researcher will continue the next material in cycle II.

Cable Car Towers to Sentosa

As you arrive to cable car towers, the second cable car situations between mount faber and sentosa, you can shop, eat enjoy some entertainment here. Then you can continue you fun ride to sentosa. It only takes 7 minutes form this stations to sentosa.

Between cable car towers station and sentosa is Selegu tower, which is 90.8 meters above sea level. This station is the highest station among others. Double the pleasure as your ticket gains you admission into **Sentosa**, as well as **Asia's First Cable Car Museum**.

Form the cable car you can enjoy the reality of Singapore. The land the buildings, the sea, and all the ships three are very beautiful scenery to enjoy. As soon as you arrive at sentosa you will see how beautiful. This island is. So don't forget to visit this fantasy island when you have time to be in Singapore.

Answer the following question based on the text !

1. What is the topic of the text?
2. What is the main idea of the text?
3. How long does it take from cable car towers to sentosa by cable car?
4. What is the name of the first cable car station?
5. What is the second cable car station between cable car towers and sentosa?
6. What is the second cable car station after mount faber?
7. What makes sentosa famous?
8. What does this fantasy island refer to?

Teaching Material

Descriptive Text

Cycle : II

- The first meeting
- ***Read the text carefully, answer the questions and the students search some statement and change becomes questions !***

Butterflies

Butterflies are beautiful, flying insects with large scaly wings. Like all insects, they have six legs, three body parts, a pair of antennae, and compound eyes. The three body parts are the head, thorax (the chest), and abdomen (the tail end). The four wings and the six legs of the butterfly are connected to the thorax. The thorax contains the muscles that make the legs and wings move.

Butterflies are very good fliers. They have two pairs, of large wings covered with colourful scales. Butterflies and moths are the only insects that have scaly wings. The wings are connected to the butterfly's thorax (mid-section). Butterflies can only fly if their body temperature is above 27 degrees Centigrade. Butterflies sun themselves to warm up in cool weather. As butterflies get older, the colour of the wings fades and the wings become ragged.

The speed varies among butterfly species (the poisonous varieties are slower than non – poisonous varieties). The fastest butterflies can fly at about 50 kilometers per hour (kph) or faster. Slow flying butterflies fly about 8 kph.

Answer the question based on the text !

1. What is the main idea paragraph 1 ?
2. What is the main idea paragraph 2 ?
3. What is main idea paragraph 3 ?
4. What is the topic of the text ?
5. How long can fly the butterflies ?
6. What is the type of the text ?
7. Make conclusion base on the text base your own words ?

Procedure of Question Technique

The teacher explain about the procedure of Question Technique

1. The teacher divides students into some group for discussion class
2. Ask the student some questions about descriptive text (content of the text)
3. The students writes down all question from the teacher
4. The teacher helps the students search some statements becomes question, example base on the text :

“The wings are connected to the butterfly's thorax” (statement)

Are the wings connected to the butterfly's thorax? (Question)

5. Instruct students to produce questions base on the text (give them about 5 to 7 minutes).
6. The teacher Monitoring students as they work in their small groups
7. The teacher ask the student to mark their question and search the answer
8. The teacher gives score for the students' assignment.



Cycle : II

- The second meeting

Miley Cyrus

Her name is Miley Cyrus. She is an actress and singer from USA. She was born on November 23, 1992 in Franklin, Tennessee. Miley Cyrus is the daughter of a country singer, Billy Ray Cyrus. Her mother is Dolly Parton, a famous American singer.

Miley Cyrus has an oval face. Her hair is wavy. The colour is brown. Miley Cyrus is a vegetarian. She doesn't like eating some meat. Her favourite meal is Chinese food. Miley Cyrus has a bad habit. She likes to bite her nails very often.

1. What is the main idea paragraph 1 ?
 2. What is the main idea paragraph 2 ?
 3. What is the topic of the text ?
 4. Where is Miley Cyrus was born ?
 5. What kinds of generic structure will you find in the text ?
 6. Make conclusion based on the text ?
- Procedure descriptive text by using Question Technique

The teacher explain about the procedure of Question Technique

1. The teacher divides students into some group for discussion class
2. Ask the student some questions about descriptive text (content of the text)
3. The students write down all question from the teacher
4. The teacher helps the students search some statements becomes question, example base on the text :
“Miley Cyrus is a vegetarian” (statement)
Is Miley Cyrus a vegetarian? (question)
5. Instruct students to produce questions base on the text (give them about 5 to 7 minutes).
6. The teacher Monitoring students as they work in their small groups
7. The teacher ask the student to mark their question and search the answer
8. The teacher gives score for the student’s assignment.

Cycle : II

- The Third meeting

My Mother

I think that my mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

Answer the question based on the text

1. What is the text about ?
2. What is the type of the text ?
3. What is the main idea of paragraph 1 ?
4. What is the main idea of paragraph 2 ?
5. What is the main idea of paragraph 3 ?
6. What is the main idea of paragraph 4 ?
7. Make conclusion based on the text ?

- **The teacher explain about the procedure of Question Technique**

1. The teacher divides students into some group for discussion class
2. Ask the student some questions about descriptive text (content of the text)
3. The students write down all question from the teacher
4. The teacher helps the students search some statements becomes question, example base on the text :

“She always has a smile on her face” (statement)

Has she always a smile on her face? (question)

5. Instruct students to produce questions base on the text (give them about 5 to 7 minutes).
6. The teacher Monitoring students as they work in their small groups
7. The teacher ask the student to mark their question and search the answer
8. The teacher gives score for the students’ assignment.

OCTOPUS LIFE’S

Octopus has a special characteristic of other animals. Octopi can be found in all the oceans of the world, typically dwelling in shallow water, preferring the ocean floor as a habitat. The word “Octopus” comes from two greek words that mean “eight feet”. The octopus, the squid and the cuttlefish belong to the same family that has no outside shells. Their bodies are covered entirely with skin. Therefore the body of an octopus is soft. It looks like a big balloon. A fully-grown octopus can be as large as 8,5 meters from the tip of one tentacles to the tip of another. It can weigh as much as 45 kilograms.

The Octopus is a sea animal with eight powerful feet which it uses as hands. These are called tentacles. Besides using its tentacles to catch small fish, sea plants, crab and lobsters, the octopus also uses them against its enemies. The octopus wraps its tentacles around the victim and squeezes it before eating it. The octopus escapes from its enemies by giving out a thick dark fluid to darken the water. It can also change the color of its body to match its surroundings. It hides from its enemies by doing this.

1. What is the main idea in paragraph 1?
2. What is the main idea in paragraph 2?
3. Mention the group of sea creatures belongs to the same family!
4. How much a fully-grown octopus can weigh?
5. How does the octopus hunt for food?
6. What the octopuses do before eats its victim?
7. How large a fully-grown octopus can be from the tip of one tentacle to the tip of another?
8. What does the word "octopus" mean in Greek?
9. What does the octopus do to escape from its enemy?
10. What the meaning of the word "Octopus" in Indonesian?
11. Make conclusion based on the text ?



CURRICULUM VITAE



NINING NINGRUM, She was born on Juni 17th 1990 in Takalar from the marriage of parents Mappaseha and Mariana. She is the fifth child of two sisters and three brothers. She entered elementary school at SDN Inpres Mattompodalle and graduated in 2002. Then she continued her study at SMP Negeri 1 Polongbangkeng Utara and graduated in 2005. When she finished her junior high school, she entered at SMA Negeri 1 Polongbangkeng Utara and graduated in 2008. In the latest 2008, she continued her study at Unismuh and she was admitted as a student of English department of FKIP Unismuh.

