

CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

Language is very important tool of communication used to communicate between two or more people in carrying out their daily activities. People can also interact to another through language and all humans activities are affected by language the use, what so ever they do, anywhere, anytime the always use it to know and to connect to all people in the world. In this world there are many languages, one of them is English.

English is a foreign language for Indonesian people who need to be taught and to be learnt at school. English of International languages that are used by many people in the world and in many areas of everything life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, social, economy, and politics. Such as in Indonesia, it has been taught as a foreign language.

Teaching English in Indonesia starts from playgroup, primary school, junior high school, senior high school up to University Level. The English curriculum in primary school until senior high school using *kurikulum Tingkat Satuan Pendidikan*(KTSP). In teaching learning there are four language skills in teaching English, they are; reading, listening, speaking, and writing, reading.

Teaching reading is an activity that focuses for the student. The success of their study is based on the greater part of their ability to read. The aim of teaching reading is to develop student's skill in reading English effectively. In teaching reading teacher should introduce the material to the students. There are many skills in teaching reading, one of them is reading. One

of the materials that is learnt in Junior High School is genres. Students are expecting to be able to read simple text such as; spoof text, descriptive text, recount text, narrative text, etc.

Narrative text is one of the texts in reading competency based on the school of Junior level. In the case, the students have to be able to comprehend this kind of the text in daily life (KTSP, 2006). So, the teacher should teach the text.

Based on the writer's experience in teaching practice program (PPL) in Junior High School, the writer found problems in teaching reading, the students know how to read but only a few of student can comprehend or can understand what they have read from the text or books. When the writer asked the students to tell some information from the text or answer the question based on text, most of them did not have ideas or opinions to clarify the information from the text. The students just read the text without knowing the content or information from the text. This situation happened because the strategy that is used was not suitable. The teacher always uses the same strategy or method to teach English.

According to Look (2011:9) question generation is a reading comprehension strategy whereby readers ask and answer meaningful question about the text's important or main ideas while reading. By asking questions, students actively engage and interact with the text. Students become aware of their ability to answer their questions and ultimately have a deeper understanding of the text. And finally, when using the question generation strategy, students pose and answer their own questions rather than only answering questions posed by the teacher. This shifts responsibility for learning from the teacher to the student.

Based on Sharon above, the writer concludes that question generation is the important things for students in improving reading comprehension. The writer also observes the way of teacher in teaching reading to the students; the teacher read the material about reading from the

text book without explaining it clearly. She asked the students to write question. To improve their reading, teachers and students can implement various, approaches, methods, techniques and strategies. One of them which the writer is interested in applying in the classroom is question generation strategy.

Based on the explanations above the writer will conduct a study entitled: “Improving Reading Comprehension through Question Generation Strategy in Narrative Text of Eight Grade Students at SMP N 28 Medan Johor”.

1.2 The Problem of the Study

Based on the background of study above, a research problem of this study is formulated as the following:

Does question-generation strategy significantly improve the students reading comprehension in narrative text of the second grade at Junior High School?

1.3 The Objective of the Study

Based on the formulation of the problem above, the objective of the study is to find out whether application of paired Question generation strategy can improve students reading comprehension in narrative text.

1.4 The Scope of the Study

There are many kinds of teaching strategies on reading namely: Reciprocal Strategy, Know Want to Know Learned (KWL Strategy), Contextual Teaching and Learning (CTL Strategy), Question Generation Strategy (QGS). The writer only focuses

on Question Generation Strategy. So the scope of this research limited only on reading Narrative text at 8th grade in Question Generation Strategy.

1.5 The Significance of the Study

The findings of this study are expected to be useful for:

1. Theoretically: the finding of the study is expected to give evidence about result of using reading comprehension in narrative text by using fill in information missing test question.
2. Practically: the findings of the study are expected to be useful for :
 - a. For the next researcher, who are interested in doing the related of study.
 - b. For the students of English Department, will be motivated to improve their knowledge of reading comprehension in narrative text.
 - c. English teachers, who want to develop their ability in teaching reading comprehension in narrative text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are to explain some concepts or terms applied in the research concerned. Some terms are used in their study and they need to be theoretically explained. In the following part, the terms will be presented.

2.2 Language

Language is a tool to communications. Brown (1980:4) states “is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact” further, language is a system communication by sound, operating through the organ of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meaning”.

The writer concludes that language is meant of communication that makes people can express their purposes, feelings, and their opinions. People can interact to another through language and all humans’ activities are affected by language the use, what so ever they do, anywhere, anytime people always use it to know and to connect all people in the world there are many languages, one of them is English.

2.3 English

English has a very important role and position in this modern area. It is very important to develop knowledge, science, culture, and relationship among countries in this world. McDonough and Shaw (1993:59) said “English is the areas of English language teaching known as English for Specific Purpose (ESP) the concept is very well develop, particularly for students studying their own specials through the medium of English where a mastery of large number of academic related skills is very important”.

The writer summarizes them that English in the world as the common international language function as the medium of communication, and teaching English in Indonesia need some basic skill i.e. listening, speaking, writing, and reading.

2.4 Reading

Reading is one of the important skills in language learning besides listening, speaking, writing, and writing. In reading, people not only have to active to the language competence but also their competence in connecting the text to the context. People are not able to control the language use because the writer is already set up the whole content. Besides, the readers do not have any opportunities to ask for clarification or additional information if they do not get the idea of the message. In reading, people need to work by themselves to interpret the text and get the meaning of what the writer wants to convey.

According to Patel and Praveen (2008:113) Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.

Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending ones knowledge of the language. Reading is very necessary to widen the mind and gain understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language. Thus reading and writing reinforce each other and consolidate the aural-oral learning. The teaching and speaking, provides for greater variety of classroom activity for both teacher and students than a purely aural-oral programmer.

Reading habits not only help the students to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period. Leisure hours are not only, during the active period of life but also, more significantly, during the period when man has retired from active life. Therefore the learner of English must know reading English. The

education of a child is imperfect, unless he is supplied every things needed with the ability of reading. A.S. West comments: "Reading is a process of sight- second sense." W.S. Gray notes: Reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences. Their recorded lines and the advancement made by them in various fields.

The writer concludes that reading is a valuable learning tool which creatively used by students in learning process. It means that reading is an ability to draw meaning the process of constructing meaning from written texts. The process under taken to reduce uncertainty about meanings a text conveys.

2.4.1 The Purpose of Reading

Before reading a text, the readers must determine their reading purposes. According to Grabe and Stoller (2002:12), the purposes of reading are:

1. Reading to search for simple information

Reading to search for information is a common reading ability. The reader is only read the surface to look for the simple information without have to think the material deeply. In reading to search typically scans the text for a specific piece of information or specific word. For instance, someone usually search through a telephone directory to find key information, either address or a phone number. In prose text, someone sometimes show down to process the meaning of a sentence or two in search for clues.

2. Reading to Skin Quickly

Similarly to reading to search for simple information, reading to skin is also a common part of many reading task. Skimming is used to quickly identify the main ideas of a text. Skimming is

done at a speed three or four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time.

In skimming the text, people may use many strategies. Some people read the first and last paragraphs using heading, summary and other organizers as they move down the page or screen. They may read the title, subtitles, subheading, illustrations, and many more. The combination of the strategies for guessing where the important information might be in the text might be used until a general idea is formed.

3. Reading to Learn from Texts

Reading to learn typically occurs in academic and professional contexts in which someone needs to learn a considerable amount of information from a text. It requires abilities to:

- a. Remember main ideas as well as a number of details,
- b. Recognize and organize the information in the text, and
- c. Connect the text to the reader's prior knowledge.

4. Reading to Integrate Information, Write and Critique Texts

In reading to integrate information, the reader has to be able to find the supporting or conflicting information and restructure them to the information from multiple sources. During doing the reading to integrate information, the reader inevitably requires the critical evaluation (reading to critique) of information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

Reading to write and reading to critique texts are the variants of reading that require the ability of integrating information. Both require abilities to compose, select, and critique information from a text.

5. Reading for General Comprehension

Reading for general understanding is the most basic purpose for reading, underlying and supporting most other purposes for reading. Reading for general understanding is also found as the complex than it commonly assumed. Reading for general understanding when it is accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general representation of main ideas, and efficient coordination of many processes under very limited time. Because of its demands for processing efficiency, reading for general understanding is more difficult to master than reading to learn.

2.4.2 Reading Comprehension

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the texts and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, refinement.

People should realize that the main goal of reading process is comprehension. Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning.

Reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend text quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, parents and teachers need to continue to help their children develop reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts. Content area materials such as textbooks and newspaper, magazine and journal articles pose different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

2.4.3 Level of Reading Comprehension

Reading is a thinking activity and it has different level of comprehension. Comprehension is the label for a myriad of skill that involved getting meaning from printed page. Burn (1984:177) in thesis Elvida wahyuni, divides comprehension into four levels, namely: literal comprehension, interpretation comprehension, critical comprehension, and creative comprehension.

1. Literal comprehension

Literal comprehension involves acquiring information that is directly stated. The basic of literal comprehension is recognizing stated main idea, detailed cause-effect, and sequences. The reader could easy go back in the underline the information desired. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what actually said.

2. Interpretation comprehension

Interpretation comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by looking for the inside meaning. This level includes inferring main ideas of passage in which the main ideas are not directly stated. It can be said that inferential comprehension is the ability to get inference or implied meaning from the text. The inferential level is more difficult than the former type because the reader must either understand the text well enough or depend less on the author and more on personal insight.

3. Critical Comprehension

Critical reading comprehension refers to the ability to make analysis, evaluation, judgments, and personal reacting about the ideas and information that writer offer in a passage. Competent reader will measure them against what the already know accepting or rejecting them in a whole part of building judgment until confirmation reached.

4. Creative Comprehension

Creative comprehension refers to the ability of reader to use his/her imagination when read the passage. It requires readers to think what they read, just as critical reading does, and it also requires them to use their imaginations. Skills for creative reader comprehension include understanding cause-effect relationship on a story, solving problem and producing new creations.

2.4.4 The Assessment of Reading Comprehension

Turner (1988:161) in thesis Elvida Wahyuni, states that in scoring the students' reading comprehension, they are some aspects of measuring reading comprehension. They are:

1. Different Sound

While the students are asked to read the text, the teacher will assess them by hearing their pronunciation or the sound that the students may say.

2. Paraphrase Recognition

Paraphrase recognition means that the students are able to develop the main idea by using their own. The teacher will assess them by looking at the way of they develop the main idea and also the coherency between the main idea with supporting ideas.

3. Information transfer

The teacher assesses the students reading comprehension not only through their comprehension, but also how they transfer the information to other (listener).

4. Finding the Stated Information

This study focused on literal comprehension, so the aspects to be included in the text are paraphrase recognition and finding the stated information.

2.5 Genre of the Text

The meaning of the genres intended is that students are able to understand to concept and they would be able to identify a kind of texts that students will have to write. Hyland (2004:4) says that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.

According Hartono (2005:4) states that “genre is used to refer to particular text types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes: also the level of context dealing with social purpose”. The meaning of genres intended is the students are able to understand the concept and they would be able to identify a kind of text that students will have to write.

The concept of genre is based on the idea members of community usually have little difficulty in recognizing similarities in the text they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily. For many people, it is an intuitively attractive concept that helps to organize the common sense labels they use to categorize texts and situation in which they occur.

2.5.1 Kinds of Genre

According to Hartono (2005:6), there are fifteen types of genre text, they are:

1. Recount

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Generic structure of recount is orientation, events, and reorientation.

2. Narrative

Narrative is a very precise type of text to tell the activity or past events, which highlight the problematic experience and resolution with the intention of entertaining and often intended to give moral lessons to the reader).

3. Procedure

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.

4. Explanation

Explanation is a written English text in which the writer explains the process involved in the workings of natural or sociocultural phenomena.

5. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue.

6. Report

A report is a text containing two components that is, general classification and description.

7. Analytical Exposition

Analytical Exposition is an expository text. It is about the truth of a fact of a certain object and exposes it to the reader.

8. Anecdote

Anecdote is any written English text in which the writer shares with the others an account of an unusual or amusing incident.

9. Spoof

In writing, a spoof is known as a narrative text. It narrates a series of events. It introduces a number of characters. They can be human and non human characters. It introduces the relationship among the characters.

10. Hortatory Exposition

Hortatory Exposition is a written English text in which the writer persuades the people that something should or should not be the case.

11. News item

News item is a text containing three components that is, new worthy events, background events, and sources.

12. Review

Review is a kind of genre used to critique an art work or event for a public audience.

13. Commentary

Commentary is a kind of genre used to explain the process involved in the information of a social cultural phenomenon, as though a natural phenomenon.

14. New Story

New story is a factual text which inform reader's events of the day which are considered newsworthy or important.

15. Exemplum

Exemplum is a kind of genre used to deal with incidents that are in some respect out of the usual, point to some general values in the cultural context.

2.6 Narrative Text

Narrative is any written English text in which the writer wants to amuse, enter people, and to deal with actual or vicarious experience in different ways. Narrative is a text containing five components: orientation, evaluation, complication, resolution, and re-orientation by which a writer amuses, entertains people and to deal with actual or vicarious experience.

The orientation is the beginning of the text. Its function is to the scene and introduces the participants. The second is the evaluation. It is a stepping back to evaluate the participants. The third is the complication in which the crisis. The fourth is the crisis resolved for better or for worse. The fifth is orientation. It can be optional (Siahaan, 2008:23).

2.6.1 Types of Narrative

According to Hyland (2004:135), there are three types of narrative paragraph:

1. Fantasy: Examples include traditional tales like fairy tales, tall tales, legends, and myth and contemporary creations such as the Harry Potter series.
2. Science Fiction: Speculative fiction based on the real world with all its established facts and natural laws (Robert Heinlein).
3. Realistic Fiction: Examples include the more specific genre such as adventure mystery, romance.
4. Historical Fiction: Demonstrates the characteristics of realistic fiction.
5. Narrative Nonfiction: Examples include news and magazine articles, essays and biographies, text books like history of.

2.6.2 The Generic Structure of Narrative text

According to Hyland (2004:135), there are three generic structures of narrative paragraph.

They are:

1. Orientation: it sets the scene and introduces the participants (it answers the question: who, when, what, and where).
2. Evaluation: (optional) the stepping back to evaluate the story or the moral message of the story.
3. Complication: Tells the problems of the story and how the main characters solve them. This part includes situations, activities, or events that lead from problem/ complication to the climax. It shows when the crisis arises.
4. Resolution: The crisis is resolved, for better or worse. It shows the end of the story, usually a happy ending.
5. Re-orientation: (optional) the ending of the story.

2.7 Strategy

Strategy is defined as a plan or series of actions for obtaining a specific goal. Students who are taught with a strategy are more highly motivated than those who are not and can be lead to a more effective learning. The reason why it is effective because a teaching strategy includes: what a teacher does, the way an instruction is organized, how much the students are responsible for the meaning and how learning is assesses. The goal strategy is to help the students make an achievement of certain knowledge and skill on certain language aspects. The teachers are suggested to use the suitable strategy to make an effect on the achievement of the students on teaching material to construct a certain knowledge and skill such as listening, speaking, reading, and writing.

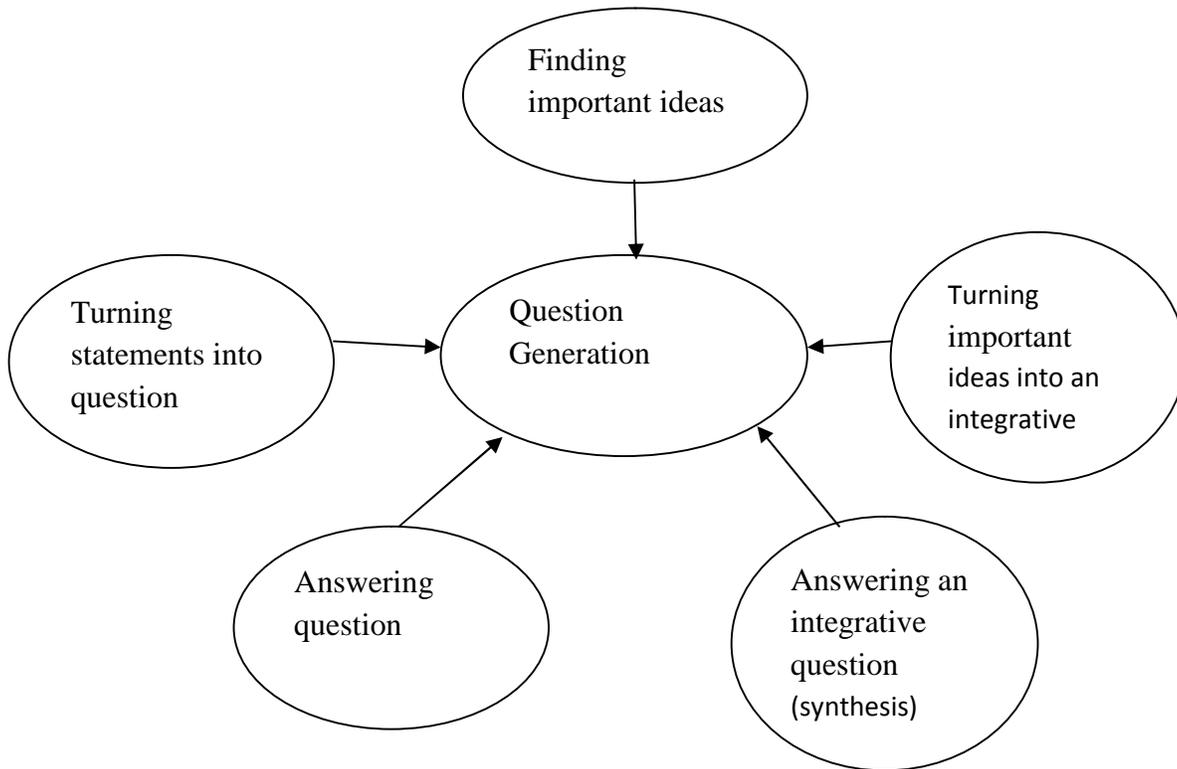
2.7.1 Question Generation Strategy

According to Look (2011:9), Question generation is a reading comprehension strategy whereby readers ask and answer meaningful questions about the text's important or main ideas while reading (National Institute of Child Health and Human Development [NICHD], 2000). By asking questions, students actively engage and interact with the text. Students become aware of their ability to answer their questions and ultimately have a deeper understanding of the text. And finally, when using the question generation strategy, students pose and answer their own questions rather than only answering questions posed by the teacher. This shifts responsibility for learning from the teacher to the student.

In question generation strategy, the students know how to ask questions before, during, and after reading, they have learned an important strategy for comprehending and constructing meaning. The teacher must answer the students' question. The students deeply analyze the reading selection to extract their "teacher" question. The teacher, in turn, reinforces learning by

answering the question and if necessary, helping students to refine their work in to more focused question.

Figure 2. 1. Provides a Brief Description of Each Skill



Question Generation is a strategy that assists students with their comprehension of text. Students learn to formulate and respond to question about situations, facts, and ideas while engaged the roles. The teacher asks the students about the reading text by giving them question and asks them to answer the question. The students can work in team or answer the question individually.

2.7.2 The Basic Steps in Question Generation Strategy

Look (2011:49) state that there are 4 steps in question generation strategy:

1. Read the text
2. Find the important idea

3. Turn the important idea into a question
4. Answer the questions

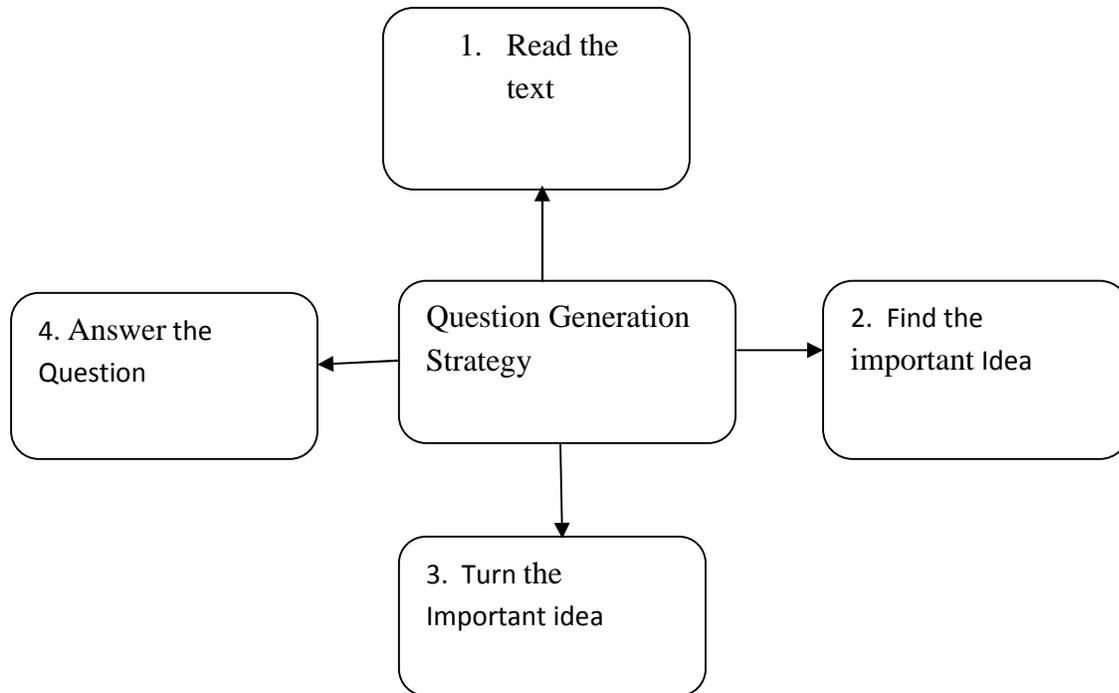


Figure 2.2 The Basic Step Question Generation Strategy

2.8 Previous Research

The previous research “The Effectiveness of Question Generation Strategy on Students’ Reading Comprehension of Narrative Text at the eighth grade students of SMPN 1 Tambun Selatan”. Conducted by Dwi Rahmawati aims to obtain the empirical evidence of the effectiveness in using question Generation Strategy on students’ reading comprehension of narrative text. The research method used in this research was a quasi-experimental study. The sample was taken from the second grade students of SMPN 1 Tambun Selatan by using purposive technique sampling. The total sample was 80 students who were divided into

experimental class and control class. The tests were used as the primary instrument in this research, namely essay test. It consisted of 10 essay test question. It meant that question generation strategy had a moderate effect on students' reading comprehension of narrative text. Therefore, it could be concluded that question generation strategy had a moderate effect on students' reading comprehension of narrative text.

The second previous research "The Effects of Question Generation Strategy instruction on ELF freshmen's reading comprehension and use of English tenses" conducted by Dentisak Dork chandra aims to find out whether the instruction of a question generation strategy facilitate university EFL freshmen's to enhance reading comprehension and their ability to use English tenses. The data collection tools used was pre test and post test conducted to 20 students in control group and 20 students in experimental group. The results in this study show that question generation strategy instruction can significantly improve the Thai University freshmen students' reading comprehension and use of English tenses.

Based on the explanation above those the researchers gave the information to the writer. It helped and guided the writer of how to this research especially ability determining genre and generic structure. This research use to find out whether the Question Generation Strategy can improve students ability in reading comprehension narrative text. The research will use reading test. The test is multiple choicesconsist of 30 questions.

2.9 Conceptual Framework

Reading is not as easy as people think. Reading is a complex process, so that, people faced some difficult when they went want to get information through reading. There are some reasons which make reading difficult. Firstly, reading requires good comprehension. Secondly, many

people are lack of vocabulary. Thirdly, when students are asked to read a text they do not have motivation because they do not familiar with the topic given. In conclusion, reading is difficult skill that learners may face.

Question generation is important because it ultimately improves students' understanding of the text and teaches them to become independent self questioners. The application of question generation strategy in reading comprehension; first, the teacher divides students in group. Each group consists of 3-4 students. Then, the teacher distributes copy of reading text to each group. The teacher asks each member in group to read the text and develop discussion. Next, the teacher asks each member in group to write a list of potential questions. The research answers the questions and asks the other groups to give suggestions and comments. Finally, the teacher may sometimes give a quiz at the session. Each student does the quiz individually.

The use of questions generation strategy is very helpful to facilitate the teaching reading process. This strategy gives the students more opportunities to interact with others in understanding the next, increase their self-confidence in reading comprehension because this strategy includes various activities that can motivate and maintain the students' interest in comprehending the reading material.

Conceptual Framework

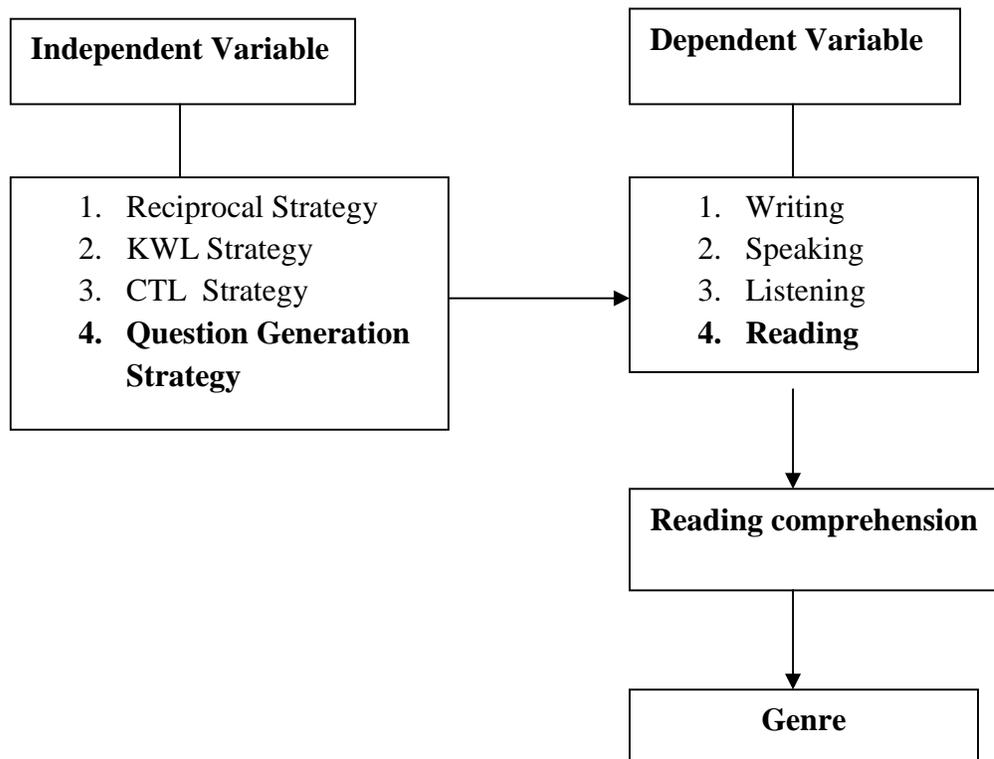


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was conducted by using classroom action research. This kind of research was used because the teacher wants to improve the aspect of teaching and evaluate the success and appropriate of certain activities and procedures (Harmer, 2003). In action research, the teachers identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. Since it was be to solve problem, the researcher hoped that this study can solved the problem in students' reading comprehension.

Kemmis and Taggart (2009:7) define action research he typically involves four broad phase in a cycle of research, the first cycle may become continuing or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome about feels was time to stop. In simple word we can say that second cycle was not necessary to contain use if the class means score at the first was satisfying or their significance progresses in first cycle. These are four broad phase in a cycle of researches can be seen in the following figure.

The classroom action research was dynamic process. These are four steps in cyclic sequence, namely, planning, action, observation and reflection.

1. Planning

Planning was arrangement for doing something, considered in advance. It was purposed for the teacher as a handbook which was used in classroom to show the action. Planning must be flexible because it depends on circumstance and curriculum.

2. Action

Action was the purpose of doing things. It was the implementation of planning. The research should be flexible and welcome to the changing situation in school. Thus, the action should be dynamic need immediately decision for what were done and completed simple evaluation.

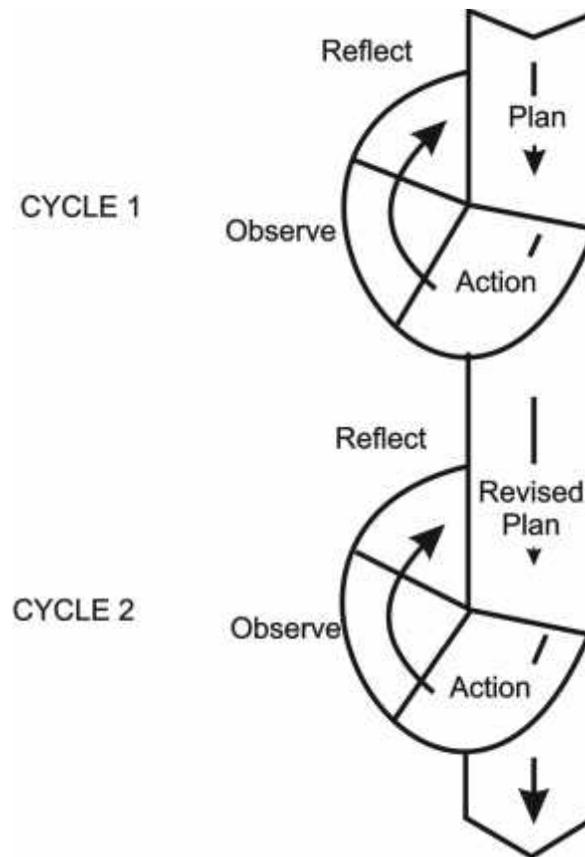
3. Observation

Observation was purposed to find out information of action, such as the students' attitudes even the obstacles that happen. Thus it was collected as the data which are used as a basic of reflection. So, the observation should be done carefully.

4. Reflection

Reflection was feedback process from the action which has been done before. Reflection was used to help the teacher make decision reflection has evaluative aspects to evaluate the effect of spacious issues and suggest the way to handle it.

Action research has three conditions which must exist. Firstly, a project relates to social practice, regarding as a form of strategy action susceptible of improvement; secondly, it proceeds through a spiral of cycle planning, acting (implementing plans), observing (systematically) and reflecting; thirdly it involves those responsibilities for the practice in each of the gradually to include others affected by the practice, and maintaining collaboration of the process.



3.2 Population and Sample

3.2.1 Population

Which the research, we can get the conclusion, because population was the all of the research subject or object has quantity and characteristic determined by the researcher. As regards to be population on the research was the VIII grade students of SMP N 28 MEDAN JOHOR. The researcher chooses this class because the writer assumes that those students in the class can show the improvement of their reading ability.

3.2.2 Sample

The sample was used by using simple random sample; every population gets the same capacity to be chosen. Two classes are selected out randomly by using lottery technique. To take the sample six pieces of roll papers with the name of classes are put in a box. Then, box was shaken. Two of the rolls of papers were taken out as the sample. The roll paper would be as the experimental group (VIII G). This research was taken from students at Junior High School SMP 28 Medan Johor which consists of 30 students and its only focus one class.

3.3 The Instrument of Collecting Data

The data were collected by using quantitative and qualitative data. The quantitative data was collected by using reading comprehension test to assess the students' reading comprehension achievement during the teaching learning process. In collecting the data, multiple-choice test was used. The students were asked to answer 30 questions of multiple-choice test related to the texts they read. The time was 30 minutes for them to answer all the questions in the test. Qualitative data was gathered by using diary notes, observation sheets.

3.4 The Procedure of Collecting Data

The procedures of the research were conducted by 2 cycles. Each cycle was comprised into four steps, namely: planning, action, observation and reflection. It was important to master these four steps before conducting the research. These steps in action research were from a cycle. The connection between the first cycle and second cycle can be seen as follows:

There were two cycles in this study. There are four components in each cycle for doing action research, they are:

3.4.1 The First Cycle

1.Planning

Planning was arrangement for doing something. In planning, it was considered everything that was related to the action that was done and it was prepared everything that need in teaching and learning process. Any activities as the following:

1. Prepares the lesson plan
2. Makes pre-test as the instrument to know the students' basic skill in reading comprehension.
3. Preparing the teaching facilities, such as board marker or chalk.
4. Preparing the teaching material of narrative text.
5. Preparing the assignment needed.
6. Preparing the test to measure students' achievement in reading comprehension.

2.Action

In this step, the scenario of teaching and learning reading comprehension strategies design were implementing in the process of teaching and learning in the classroom. There were many activities in actions, they were:

1. The teachers explain the definition of reading comprehension and the teacher presented question generation strategy and its procedures.
2. The teacher asked the students about question generation strategy then the students gave response.
3. The teacher given pre-test.
4. The teacher asked the students to do individually.

3.Observation

In this step, the writer observe the situation of teaching and learning process that had been applied whether it was based on the teaching and learning program and lesson plan or not. The writer observes the strategies that were used by the writer in order to improve the students' reading comprehension competence. The observation was done while the teaching and learning process is taking place. It was about behavior and all the activities in the teaching and learning process.

4.Reflection

Reflection was the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.

3.4.2 The Second Cycle

From the test in cycle I, it was found that the students' score would still slowly. This cycle had the same procedure as the first one, but the teaching and learning process would more developed by giving motivation and controlling the students; moving around the class to make all of the students would more active in group discussion. It would expect that the improvement in the second cycle were get better than in the first cycle.

1. Planning

After analyzing all observation sheets, students' test and narrative text of the first cycle, it were be concluded that the second cycle would be applied in order to improve students' achievement. Some revised plans were made according to students' need.

1. Preparing the topic for tests.

2. Making a lesson plan.
3. Preparing to discuss about implementation of question generation.
4. Prepare the facilities.
5. Preparing and designing the reading test.
6. Giving motivation to the students.
7. Asking the students to bring their dictionaries.

2. Action

Action in the second cycle is the implementation of revising plan in the first cycle. The activities in the second cycle were done as follows:

1. The teacher explained the topic
2. The teacher given the students the example of narrative
3. The teacher given the exercise to the students
4. The teacher asked the students their own a narrative

3. Observation

Observation was done when the classroom action research was going in four meetings by the collaborator using observation sheet and using diary notes by the teacher. The writer observed the whole process of action involved teacher, students, and the context of situation as in cycle 1.

4. Reflection

In reflecting, there were the results of analysis upon the new teaching learning design based on the data from the observation sheet, interview sheet and diary notes.

3.5 The Technique of Data Analysis

Quantitative and Qualitative data were applied in this study. The qualitative data was found by describing the situation during the teaching and learning process takes place. Observation sheet and interview sheet were used in analyzing the qualitative data. On the other hand, the quantitative data was found by analyzing the score of the tests done by the students. Computing the scores of the reading test was the way of analyzing the quantitative data.

The procedures of analyzing the data were done as the following:

1. Scoring test
2. Calculating the point of the students' answer
3. Tabulating the students' score
4. Making the concluding of finding

The mean of students' score for each cycle, the writer apply the formula as follow:

$$\bar{X} = \frac{\sum x}{N} \times 100\%$$

Where:

\bar{X} : the mean of the students' score

x : the total score

N : the number of the students'

Further, in categorizing the member of master students, the writer also used the formula formulized by Best and Kahn (2002:389) as follow:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : the percentage of student who got point 75

R : the number of students who got point 75

T : the total number of students who took the test