

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students' social and emotional development. It can support them in learning all subject matters.

English is one of International languages. This language is used all over the world. As the result, Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language that taught as a compulsory subject in Junior High School, Senior High School and University in Indonesia.

In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refer to productive skills while reading and listening refer to receptive skills (Harmer, 2003 : 53).

Reading is one of language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to be know. Moreover, they will be able to know what they do not know before.

In reading, there are many kinds of reading text, such as narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition ,procedure, discussion, news

item and so forth and writer uses explanation text in this research. An explanation text explains the processes involved in formation of natural/non natural socio cultural phenomena.

According to Mark Anderson (1997 :82) Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena. they says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature. Some examples of explanations are: How something occurs, why something happened, why things are a like or different, how to solve a problem, etc. The explanation text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of explanation text is to tell each step of the process (the how) and to give reasons (the why) (Mark Anderson,1997:81).

In Educational Unit level Curriculum (Kurikulum Tingkat Satuan Pendidikan(KTSP-2006) the objective of teaching reading are clearly stated. One of the objectives is students are expected to be competent in comprehending reading in various English text.

Based on writer's experience during the Teaching Practice Program (Praktek Pengalaman Lapangan/PPL),the writer found problem in teaching reading, the students know how to read but only a few of students 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 to answer the questions 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 like direct method. It makes the students feel bore to learn English

The Table of Rubric Score of Preliminary Data at SMK N 1 Medan

No	Name	R	N	S
1	CZR	3	10	30
2	SR	3	10	30
3	RS	7	10	70
4	SNA	7	10	70
5	NTS	4	10	40
6	PT	6	10	60
7	PAP	3	10	30
8	NNA	4	10	40
9	YMS	7	10	70
10	YR	5	10	50
11	SU	6	10	60
12	RA	4	10	40
13	SRS	6	10	60
14	AL	2	10	20
16	JIS	5	10	50
17	UR	4	10	40
18	SM	4	10	40
19	NS	2	10	20
20	TR	2	10	20
21	PSP	6	10	60
22	YL	2	10	20
23	SAS	3	10	30
24	NAI	6	10	60
25	FA	2	10	20
26	DSI	7	10	70

27	DAS	4	10	40
28	MA	3	10	30

$$S = \frac{R}{N} \times 100$$

Where:

S = Score number of test

R = Number of the correct answer

N= Number of question

Based on the table of list of preliminary data reading comprehension explanation text at SMK Negeri 1 Medan at the eleventh grade above, the writer got the mean score of the students. The writer gave reading comprehension test to the students with the number of students are 28 students and the total is 1,170. So, the mean of students score is 41,78. It proves that the students ability in reading comprehension explanation text is still low.

Based on the problem above, The teacher should overcome what the strategy that they use. There are some strategies in teaching reading comprehension , they are text generic structure, summarizing, answering question, comprehension monitoring, etc. In this case, the writer chooses question answer relationship strategy.

Question-Answer Relationship (QAR) strategy is designed as a method for a deliberate and common way of thinking and talking about effective sources of information when answering questions in which QAR is a during reading strategy that improves comprehension.

According to Raphael (1982: 163) Question answer relationships (QAR) is technique used to identify the type of response necessary to answer a question. Question are the most prevalent means of evaluating reading comprehension; therefore, knowledge about source of information required to answer questions facilitates comprehension and increases a student's ability to participate in teacher-directed discussion and answer question in textbook exercise.

The reason why the writer choose the question answer relationship strategy to improve students' reading comprehension for research is because question answer relationship strategy help student's finding information in their textbooks, question answer relationship instruction lies in the way it clarifies how students can approach the task of reading text and answering question. It help them to realize the need to consider both information in the text and information from their background knowledge. Students without question answer relationship strategy instruction often indicated a lack of strategic behavior when reading and answering questions.

To sum up the explanation above, the writer is interested in improving reading comprehension of explanation text The Title of This Thesis is **“Improving Students Reading Comprehension of Explanation Text Through the Question-Answer Relationship Strategy ” at Eleventh Grade at SMK N 1 Medan”**

1.2 The Problems of the Study

Based on the background of the study, the problem of the study is formulated as “Does reading comprehension in explanation text improve when they are taught by Question-Answer Relationship Strategy?”

1.3 The Objective of the Study

This research is aimed to find out whether there is a significant difference of students' reading comprehension at the eleven grade of SMK Negeri 1 Medan before and after the implementation of Question-Answer Relationship (QAR) strategy.

1.4 The Scope of the Study

This study focuses on improving in the students reading comprehension.

Technique that will be used to improve the students reading comprehension in explanation text is Question-Answer Relationship Strategy.

This research focuses only on finding out the types of reading comprehension used in explanation text of "Tsunami"

The generic structure are:

According to Mark Anderson (1997: 82) features of an explanation consists of:

- a. Constructing a written explanation

The steps for constructing a written explanation are:

1. A general statements about the event or thing
2. A series of paragraphs that tell the how's or why's
3. A concluding paragraph

- b. Language features in an explanation

The language features are usually found in an explanation are:

1. Technical language
2. Words that show cause and effect
3. Use of the timeless present tense

General statement : stating the phenomenon issues which are to be explained

Sequenced explanation: stating the series of steps which explain the phenomena.

1.5 The Significances of the Study

The findings of this study are expected to be theoretically and practically significant and relevant for some matters.

1. Theoretically: the finding of the study is expected to give evidence about result of using reading comprehension in explanation text by using fill in question answer relationship in teaching reading comprehension.
2. Practically : the finding 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 for English Department, will be motivated to improve their knowledge of reading comprehension in explanation text.
 - c. English teacher, who want to develop their ability in teaching reading comprehension in explanation text.

CHAPTER II

REVIEW RELATED LITERATURE

2.1 Theoretical Framework

In doing theories are needed to explain some concept. In this chapter, the writer presents a review of literature and some explanation that related to the material, It purposes to give some clarification about the term used by writer to the reader.

2.2 Reading

According to Nunan (2003:68), Reading is a process of readers combining information from a text and their own knowledge background to build meaning. The goal of reading is

comprehension. Strategic reading is defined as the ability of the reader to use wide variety of reading strategy to accomplish a purpose for reading. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skill in their first language.

Anderson (2006:3) stated that reading is one the most poorly developed of our daily skill and yet it is a vital medium of communication. In our society, as knowledge rapidly accumulates and it is committed to print, greater demands are continually being made on the ability of people to read. But the capacity to read efficiently is not only demanded of scientist and other highly trained personnel to keep them abreast of developments in their particular fields. It is equally important in the production of well adjusted and informed citizens who are adequately prepared for their proper role in society. Thus reading has a broader purpose; to widen the individual's field of interests, to assist in personal development, to provide entertainment and to be informative. And also reading is very complex process. It is required a high level of muscular coordination, sustained effort and concentration. But reading is more than just a visual task. Not only must the reader see and identify the symbols in front of him but he must interpret what he reads in the light of his own background, associate it with past experience, and project beyond this in terms of ideas, judgments, applications and conclusion.

And also according to Cook (2003 :119), Reading is one of the major vehicles for acquiring information in social studies, science, health, language art, and other subject areas in which book or other print material are used.

2.2.1 The Process of Reading

Understanding the process of reading has been the focus of much writer over the past 125 years. Model of how the printed word is understood have emerged from the writer . In Nunan (2003 : 72) has only been researched for the past 50 years. The modal can be divided into three categories :

1. Bottom-up Models

Bottom-up models typically consist of lower level reading processes students start with the fundamental basics of letter and sound recognition. Which in turn allows for morpheme recognition followed by word recognition, building up the identification of grammatical structure, sentences, and longer text, and finally meaning is the order in achieving comprehension.

2. Top-down models

Top-down models on the other hand begin with the idea that comprehension resides in the reader. The reader uses background knowledge , makes predictions, and search the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.

3. Interactive model of reading

The models that are accepted as the most comprehensive description of the reading process are interactive models. This third type combines elements of both bottom-up and top-down models assuming” that a pattern is synthesized based on information provided simultaneously from several knowledge sources. Nunan (2003 :72) stresses that the best

second language reader are those who can “efficiently integrate “ both bottom-up and top- down processes.

2.2.2 Developmental Stages of Reading

Reading development is a process of growth and change. The process varies among individual due to physical growth, outside interests, attitudes toward reading and learning, and previous experiences. The nature of the process alters as reader mature. Changes occur in what individual can do, and these change help determine what they are expected to do. An important value of stage development is the emphasis on broad characteristics of readers and the related qualitative changes that occur. Since development is process continuing all through life, the reading skill never fully mastered but are refined as a reader progress through the stage.

1. Emergent Reading

The emergent reading stage is characterized by natural, unstructured learning. The emergent readers engage in a variety of language tasks determined to a great extent by their immediate environment (context).

2. Beginning Reading

The beginning reading stage is characterized by the young reader tackling the written language system. The environment which remain former may be a parent and the latter a story book. This stage characterized by gaining decoding skill for determining the meaning of unfamiliar word. As the beginning readers generalize these rules, they also monitor their decoding by checking to see what read makes sense.

3. Reading for Consolidation

The reading for consolidation stage is characterized by the fluency readers now have identifying unfamiliar word and prediction their meaning. Both of these skills should be done automatically at this stage. Also readers are learning to recognize the various text structures including the characteristics of stories and the organization of informational books. These readers enjoy reading in variety of settings, and they use their use their prior knowledge and experiences to pursue individual interest in reading.

4. Reading to Learn the New

Reading to learn is characterized by readers adapting to changes in the kinds of text read and the purposes for reading. Prior this stages, familiar topics were used in the instructional materials to aid comprehension. Readers at this stages are able to tackle a range of reading materials for different purposes, use background knowledge to aid comprehension and apply some general strategies for remembering information.

5. Reading for Independence

Reading for independence is the stage in which readers refine their abilities to work with subject matter. Reader are now more aware of text style and organization and can use text features as an aid comprehension or remembering.

6. Mature Reading

Mature reading can reconstruct meaning or shape idea for their own uses. Reading at this stage are capable of dealing with a high level of abstraction. Reading strategies are independently applied to difficult and complex text to meet the demands of their personal and career situations. They read in order to gain new information or insights from others and create new viewpoint and generalization.

2.2.3 Reading Comprehension

According to Heilman (1981: 242), Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities. Another definitions come from Reading Comprehension is an important skills in many different setting especially in educational setting Grabe (2009 : 5). Students, now days, encounter the great demands of reading activity since all knowledge is the written form. The students should have a good reading ability to discover the content of the

Reading comprehension is dynamic interactive process of constructing meaning by combining the reader's exiting knowledge with the text information within the context of the reading situation, the key elements are reader, text and context, Cook (2003: 6) Reading comprehension is determined by the following:

- a. What the reader brings to the act of reading comprehension
- b. Ways the printed text has been written and organized by the author
- c. The learning context that defines the task and purpose of the reader and the reading environment
- d. Strategies the reader consciously applies to achieve comprehension

Reading comprehension involves an active communication between the writer and reader within meaningful context. It is presumed that an author has an audience, a message and a purpose in minds.

2.2.4 Level of Comprehension

Heilman (1981 : 242) explained that there are three levels of comprehensions are identified, in an effort to discipline our thinking regarding the process of comprehension, a long listing of

skill is not given. Only those abilities at the core of understanding and reacting to reacting to information at different level of thinking are presented :

1. Literal Comprehension

Understanding the ideas and information explicitly stated in the passage. Abilities : knowledge or word meaning, recall of details directly stated or paraphrased in own words, understanding of grammatical clues – subject, verb, pronoun, conjunctions, and so forth, recall of main idea explicitly stated, knowledge of sequence of information presented in passage

2. Interpretative Comprehension

Understanding of idea and information not explicitly stated in the passage. Abilities : reason with information presented to understand the author's, tone , purpose and attitude. Infer factual information, main ideas, comparisons, causes-effect relationships not explicitly stated in the passage. Summarization of story content.

3. Critical comprehension

Analyzing, evaluating and personally reacting to information presented in a passage. Abilities : personally reacting to information in a passage indicating its meaning to the reader. Analyzing and evaluating the quality of written information in terms of some standards.

In Barrett's classification system, the following five levels of comprehension are identified : literal comprehension, reorganization, inferential, comprehension, evaluation and appreciation.

2.3 Kinds of Text

According to Leslie (1982 : 31) every author uses text to suit his own style of reading. It is useful to think of three different kinds of text, they are :

1. The Descriptive Text

This is probably the most common kind of paragraph. Its purpose is to describe the topic it introduces by giving detailed information about it. This information may be entirely factual, or it may include information about thoughts, feeling and impressions.

2. The Narrative Text

Narrative is usually found in short stories. Its purpose is to tell the reader ‘what happens’. It usually contains a description of a sequence of event, and one focus on a person who does various things where things happen.

3. The Explanation Text

An explanation text explains the processes involved in the formation or workings of natural or non natural/socio cultural phenomena.

2.4 Explanation Text

Anderson, (1997:81) Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena.

According to Mark Anderson (1997: 82) says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature. Some examples of explanations are: How something occurs, why something happened, why things are a like or different, how to solve a problem, etc.

Text Purpose : of an explanation is to tell each step of the process (the how) and to give reasons (the why)

Generic structure:

1. A general statement to position the reader (introductory paragraph)
2. A sequenced explanation of why or how something occurs
3. Closing or concluding statement/ paragraph (optional)

Language Features:

1. Focus on generic, non-human participants
2. The use of general and abstract nouns
3. The use of action verbs
4. The use of simple present tense
5. The use of passive voice
6. The use of conjunctions of time and cause
7. The use of noun phrases
8. The use of complex sentences
9. The use of technical language

The example of an explanation**Tsunami**

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast-traveling wave grows very large.

Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the Earth's crust that slopes, or rises, from the ocean floor up to the land.

Tsunamis wash ashore with often disastrous effects such as severe flooding, loss of lives due to drowning, and damage to property.

2.5 Strategy and Method

According to Oxford in Nunan (2003 : 76) strategy is not a single event, but rather a creative sequence of events that learners actively used. Strategy is a tool for active, self-directed involvement that is necessary for developing communicative ability. Harmer (2003 : 78) defined that method as the practical of an approach. He also mentioned that method included various procedures and technique. In order to have a clear understanding about method, it is necessary of method.

- a. Model of teaching is the described form of teaching applied by the teacher in classroom from the start to the end of teaching.
- b. Approach refers to theories about nature of language learning that serves as the source of practices and principles in language teaching (Harmer,2003 : 78).
- c. Strategy is a plan designed for special purpose.
- d. Procedure is an ordered sequence of techniques. It is smaller than a method but is bigger than a technique.
- e. Technique is practical way used during teaching and learning. A method can be applied through various technique.

2.6 QAR (Question-Answer Relationship)

According to Raphael (1982: 163) Question answer relationships (QAR) is technique used to identify the type of response necessary to answer a question. Question are the most prevalent means of evaluating reading comprehension; therefore, knowledge about source of information required to answer questions facilitates comprehension and increases a student's ability to participate in teacher-directed discussion and answer question in textbook exercise.

The first step in using QAR is to focus on whether or not the information is in-the-book or in-my-head. When students have a clear picture of the differences between in the book and in my head and can make a distinction between the two, then each category should be further developed.

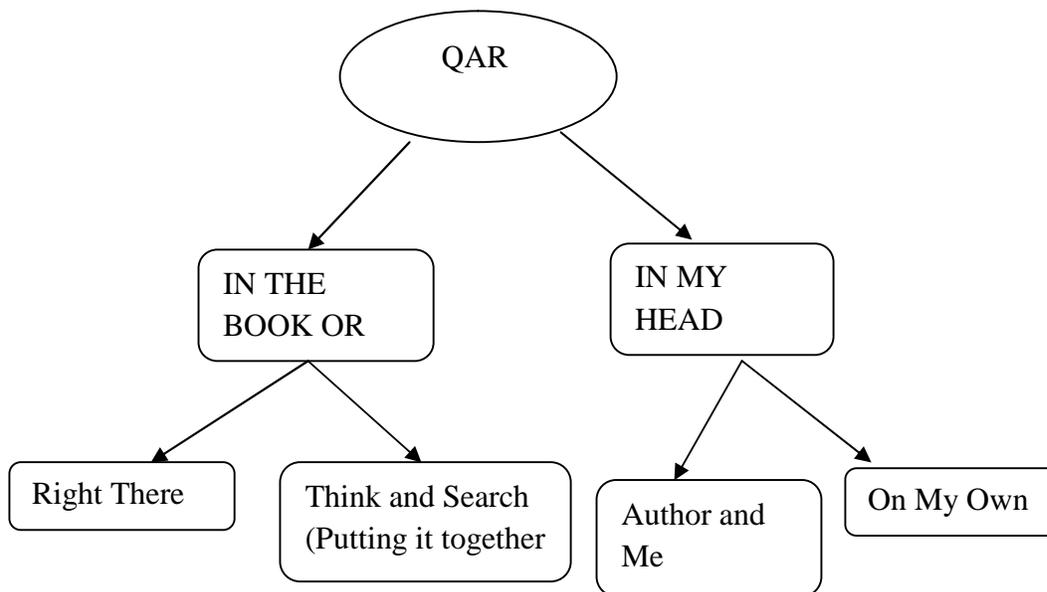
The in-the-book category is expanded to include two types of situations:

1. When the answer to a question is explicitly stated in the text, within a single sentence of the text (Right There)
2. When the answer is available from the text, but requires the reader to put together information from different parts (Think and Search)

The in-my-head category can be divided into different type once students have a clear understanding that their background knowledge is a relevant source of information for answering questions. These two categories are author an Me and On-My-Own. The key distinction that need to be made here whether or not the reader needs to read the text for the question to make sense. For example, the question “what do you think jack might have done if be had not had the pail with him?” would not any sense unless the reader knew why the pail had been important to

the story. Here the answer must come from the reader's own knowledge base, but only in connection with information presented by the author.

On the other the question "what do you do when you are frightened, as pat was in the story?" can be answered with information from the reader's knowledge base, even if the reader had not read or understood the story.



1. In The Text, this information (answer) is found written in the passage or test
2. Right There, this information that can be found in a single sentence or with another connecting sentences
3. Putting It Together, this information is found in various part of the passage, perhaps in two separate paragraph . It is often associated with this type of question, compare/contrast, cause/effect, list/example, problem/solution.
4. In My Head, the questions and answer involve thinking on the part of students.

5. Author and Me, the information is found in the written text and from reader's background knowledge
6. In My Own, this information must come from readers' personal knowledge or background knowledge. It will not be found in the text opinion questions are an example.

The procedure of QAR :

1. Before reading, Developing question that help students think about what they already know it relates to the material to be read. Students can make prediction on their own (On My Own)
2. During reading. Develop questions that will guide the students' reading. These question should enhances the sense of the story content and should follow the structure of the text. Some of these question will be from the right there category, but think and search questions should dominate because these questions require integrating information to make inferences and should lead to the asking or author and me question (Right There, Think and Search, Author and Me)
3. After Reading. Develop questions that require students to think about their knowledge as it pertains to the text(Author and Me, On my own

2.7. Previous Research

The writer takes the previous research from other graduating paper as the principle or comparison with this research. This first one is taken from Citra Mustika Zulya (2017) make a research entitle Improving Students' Reading Comprehension Through Question Answer Relationship (QAR) Strategy at The First Grade of MTSN 2 Lampung Selatan.

The aims of this research are to find out whether there is a significant difference of students' reading comprehension before and after the implementation of QAR strategy at the first

grade of MTsN 2 Lampung Selatan, and also to investigate which aspect of reading comprehension improves the most after the implementation of QAR strategy. This research was a quantitative research which used a one group pre-test post-test design. This research was conducted on 27 February to 4 April 2017 in which the population was the first grade students of MTsN 2 Lampung Selatan in academic year 2016/2017. Class VII A which consisted of 22 students was used as the sample of the research determined through probability sampling technique and a reading test was used as the instrument to collect data. The data were analyzed by using t-test value (*Repeated Measure T-Test*) in which the criteria of accepted hypothesis were $p < 0.05$, and value $> \text{table}$ (in this research, $\text{table} = 3.819$; $f = 21$). The result of the research shows that there is a significant difference of students' reading comprehension after the implementation of QAR strategy. It can be seen from the students' mean scores of the pre-test and post-test which improve from 54.36 to 67.81 in which the gain is 13.45 points. The statistical analysis also reveals that value is higher than table ($8457 > 3.819$) with the significant level of 0.000. Then, the researcher also finds that understanding vocabulary in reading Comprehension is the aspect that improves the most. However, confirming reference in reading comprehension decreases after the implementation of QAR strategy. It can be concluded that QAR strategy can be applied to improve students' reading comprehension ability, however, not all aspects of reading comprehension can be improved using this QAR strategy. There are similarities between these studies. First, these studies discuss about question answer strategy. To investigate which aspect of reading comprehension improves the most after the implementation of QAR strategy. The second, instrument of these studies is text and conduct in classroom. Third, both studies have implication for students' reading comprehension ability

show the significant improvement in four aspects of reading comprehension such as finding main idea, finding supporting detail, making inference, and understanding vocabulary.

Furthermore, This second is taken from Mutia Soraya (2017) This thesis is entitled “The effects of Question-Answer Relationship (QAR) and Think Aloud strategies on reading comprehension ability (A study at the first year student of UIN Ar-Raniry)”. This study is conducted to investigate to what extent QAR and Think Aloud strategies improve the student’s ability in reading comprehension and to know the students’ responses toward the combination of those strategies. The participants of this study were 29 of the first year of English language education department students of UIN Ar-Raniry. This study used quantitative methodology in which the data is collected by using pretest and post-tests, and questionnaires containing 10 questions with scale items. The result of the test shows that the mean score of pre-test is 51.6 while in the post-test is 61.3. It proved that the mean score of both are slightly different. After examining the hypothesis, the result indicates $T \text{ score} > T \text{ table}$ ($4.34 > 1.7$), it can be concluded that H_a is accepted and H_0 is rejected. It means that Question-Answer Relationship (QAR) and Think Aloud strategies improve students’ reading comprehension ability. Moreover, the students gave positive responses toward the implementation of both strategies. Almost all students agree that QAR and think aloud strategies improve their ability in reading comprehension and most of them said that QAR and think aloud strategies were very helpful. There are similarities between these studies. These studies discuss about question answer strategy and the both this research is conducted to investigate to what extent QAR and Think Aloud strategies improve the student’s ability in reading comprehension and to know the students’ responses toward the combination of those strategies.

2.8. Conceptual Framework

Based on the concept frame of theories, the researcher assumed that there is difference of students reading comprehension achievement between the students who are taught through question answer relationship strategy and predictive reading technique. Moreover, based on the result of the observation, The writer concluded that teaching using Question Answer Relationships strategy encouraged the students to be more active in class and communicative during teaching learning process. the students showed the result that they made positive improvement in reading comprehension. observation and some exercises conducted during the research, the students' reading comprehension was improved from cycle to cycle. They did fewer mistakes in answering reading comprehension question. They also knew the effective way to comprehend text and answer questions related to the indicators of reading comprehension.

Conceptual Framework

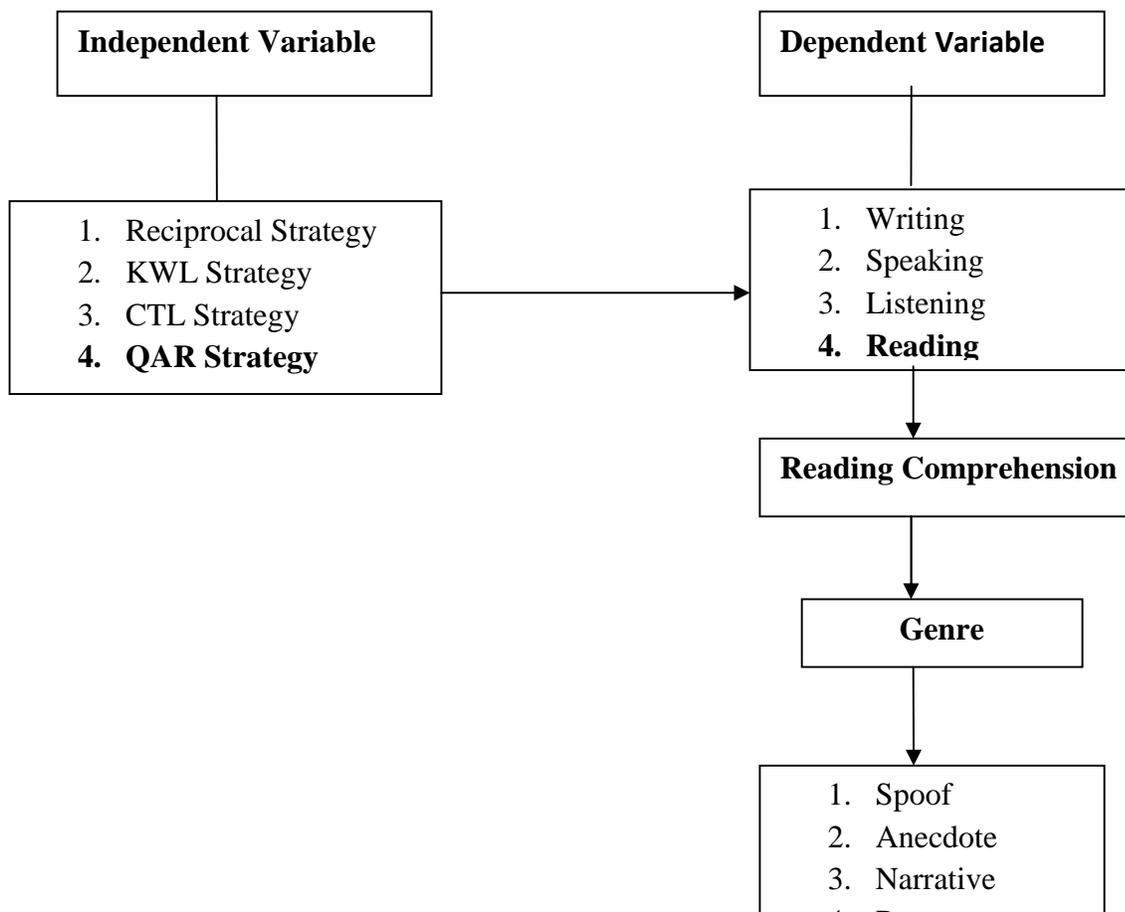


Figure. 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research will be conducted by using classroom action research that used data observation towards teaching learning process in reading comprehension. According to 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 it is time to stop. In simple word we can say that second cycle is not necessary to contain use if the class means score at the

first is satisfying or their significance progresses in first cycle. These are four broad phases in a cycle of researches will be seen in the following figure.

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

1. Planning

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

2. Action

Action is the purpose of doing things. It is 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 will be done and completed simple evaluation.

3. Observation

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

4. Reflection

Reflection is feedback process from the action which has been done before. Reflection is 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

Arikunto (2002 : 108) says that population is the whole subject of the research. Besides that, population also can be meant as a number of individuals that has at least the same characteristics. The population of this research is the second grade students of SMK N 1 Medan where there are eight classes in which each class consisted of approximately 28-30 students in 2017/2018 academic year.

3.2.2 Sample

Sample is shares or proxy from accurate population. Sample is some or the representative of population which is going to observed (Arikunto, 2006:131). In obtaining the sample the writer chooses the sample random. The sample in this research in only one class. It is in X-AK 1 class and makes a sample 29 students.

3.3 Instrument of Collecting data

This writer conducted by using quantitative research. The instrument for collecting quantitative data is reading comprehension test. The instrument that will use in this research is multiple choices test, each test consists of 50 question. The questions based on explanation text are taken from internet and the writer's book test.

3.4 The Procedure of Collecting Data

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

There will be 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 is arrangement for doing something. In planning, it is considered everything that is related to the action that will be done and it will be 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 is implementing in the process of teaching and learning in the classroom. There are many activities in actions, they were:

1. The teacher explains 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 gives 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 observed 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 was taking place. It was about behavior and all the activities in the teaching and learning process.

4. Reflection

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

1. Planning

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

1. Prepare the topic for tests.
2. Make a lesson plan.
3. Prepare 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 explains the topic
2. The teacher gives the students the example of narrative

3. The teacher gives the exercise to the students
4. The teacher asks 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

After answer sheets of some tests of students, observation sheet and diary notes for the cycle 11 had been collected, the writer evaluate the result of the test, the observation and diary note. It was analyzed in order to know the surplus and the lacks of the application of the revised plan that has been done. The writers try to find out whether or not the student's score showed improvement.

3.5. The Technique of Data Analysis

Quantitative and Qualitative data will be applied in this study. The qualitative data is found by describing the situation during the teaching and learning process takes place. Observation sheet and interview sheet will be used in analyzing the qualitative data. On the other

hand, the quantitative data will be found by analyzing the score of the test done by the students. Computing the score of the reading test was the way of analyzing the quantitative data.

The procedure of analyzing the data will be 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

$\sum x$: 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 students who got point 75

R: the number of students who got point 75

T: the total number of students who took the test

