Abstract

This research was aimed at: (1) Improving the students reading skill of seventh grade of SMP Muhammadiyah 7 Sumberlawang in 2016/2017 academic year, (2) Establishing active classroom atmosphere in teaching learning process of reading at seventh grade of SMP Muhammadiyah 7 Sumberlawang in 2016/2017 academic year.

The method used in this research was a Classroom Action Research. The research was conducted in two cycles from November 2016 until January 2017. The subject of the research was the VII-A students of SMP Muhammadiyah 7 Sumberlawang in 2016/2017 academic year. In collecting the data, the researcher used tests and non-tests. The tests consisted of multiple choice reading test. Meanwhile, non-tests comprised observation, interview, documentation, and field notes. To analyze data, the researcher used qualitative and quantitative data analysis. The qualitative data analysis method that was used proposed by Miles and Huberman analysis that consisted of data reduction, display, conclusion drawing and verification. To analyze the quantitative data, the researcher used the mean score and t-test formula.

The results of the research shows that Questioning Strategies can improve the students’ reading skill of VII-A of SMP Muhammadiyah 7 Sumberlawang. The improvements of the students’ reading skill were on main idea, implicit and explicit information, reference of pronoun, synonym and antonym. Besides, the improvement of students’ reading skill can be seen from the students reading achievement. The result of mean score for pre-test was (40,53), in post-test 1, it was (41,25), and in post-test 2, it was (70,21). Then, the t-test value of cycle one is 0,46 and the t-test value of cycle two was 18,5. Meanwhile, that Questioning Strategies can establish active classroom atmosphere in learning process. This can be seen during learning process Based on the finding, the researcher concludes that Questioning Strategies is can improve students’ reading skill.

INTRODUCTION

Language is very important since people can express and share what they feel or need by means of it. Without language, people can get difficulty to communicate each other. English is an international language which is very important to people for education, business, and politics. It means that English can help to communicate with other people in the world.

English has four skills; namely reading, speaking, listening, and writing. They are skills that can be related to learning English. While, vocabulary and grammar are elements of English. Reading is one of English skills. According to McDonough in Sunggiwati (2003:81), “Reading is the main goal of learning and the most important skill in a foreign language. According to Hunt in Hermida (2009:23), “Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in. Reading has some benefits, namely getting the information about something, improving knowledge, and increasing the vocabulary. It means, reading is also something important for students. By Reading, students get more information and also get knowledge from what they read. Tracey (2006:1) states “a good classroom teacher will try almost anything to help a student success in reading”. It means reading skill is the most important component in English Learning.

Based on the observations at SMP Muhammadiyah 7 Sumberlawang, the students have many problems about learning English. Especially in reading skill: (1) students could not read fluently; and (2) students could not understand about the main idea of the text. The students’ vocabulary mastery was still lack; they depended on dictionary for each word they did not know the meaning. The students had difficulties in learning reading process because they did not understand about the meaning of the text.

In this research, Questioning Strategies is used as a strategy for teaching reading, because it is an easily strategy for students to solve the reading problems. The purpose of this strategy is to help the students to improve their reading skill. Questioning Strategies is a strategy developed by Brown in 2000. According to Brown (2000:169), one of the best ways to develop your role as an initiator and sustainer of interaction is to develop of a repertoire of questioning strategies. This
strategy create an interactive classroom. The most important key to creating an interactive language classroom is the initiation of interaction by the teacher. The researcher used Questioning Strategies that impetus the students to improve their reading skill. By using Questioning Strategies, the researcher will get the students reading performance.

The researcher focuses on two problems. The first problem is to find out whether the use of QS can improve students’ reading skill. The second problem is how far the use QS can establish active classroom atmosphere in teaching learning process.

METHODOLOGY

The study is Classroom Action Research. It was conducted at SMP Muhammadiyah 7 Sumberlawang which is located on Jl. Solo – Purwodadi km. 30, Sragen. The subject of this study was students of class VII-A at SMP Muhammadiyah 7 Sumberlawang. It consisted of 32 students. understand about the meaning of the text.

According to Ferguson (2011:6), Action Research is becoming increasingly known as an approach that encourages practitioners to be in control of their own lives and context. In action research, a teacher becomes an “investigator” or “explorer” of his or her personal teaching context, while at the same time being one of the participants in it. Those improvements carried out through acting followed by strategies. The result will be used to evaluate or reflection for the teacher about procedure which is used in teaching learning process. In the reading issues which was observed at SMP Muhammadiyah 7 Sumberlawang. The result shows that the problems of reading students’ concerned on the grammar, vocabulary, main idea, explicit information, implicit information, reference of pronoun, synonym, and antonym.

This study was conducted into two cycles. In each cycle consisted of stages of Classroom Action Research procedures: Planning, Action, Observation, and Reflection. In planning, the researcher prepared a list of question for interview, the lesson plan, material, teaching media; and designed the step in doing the action; sheets for classroom observation, and the test and students’ worksheet. Therefore, could be known that Questioning Strategies gave improvement or not. In
action, the researcher implemented the lesson plan by using QS in reading class. In observation, the researcher observed the weaknesses and strengths during teaching learning process by using QS. In the last stage is reflection, the researcher evaluates the effects of action, the weakness and the strengths.

In this research, the researcher used test and non-test technique to collect the data. Test are consisted of pre-test and post-test 1, and post-test 2. While non-test are consisted of observation, interview, and documentation. In each test, the researcher gave test of descriptive text that concerned main idea, explicit and implicit information, reference of pronoun, synonym, and antonym. In analysis data, the researcher used quantitative data analysis and qualitative data analysis. The quantitative data are gotten from the tests’ score, pre-test and post-test. The result of both is analyzed to compare the mean score in order know the students’ reading skill. And the qualitative data analysis, the researcher used data reduction, data display, and conclusion drawing or verification.

RESULT AND DISCUSSION

Before implementing the action, pre-test was done. The pre-test consisted of one test item. The teacher gave pre-test about descriptive text. The mean of students pre-test score was 40,53. The score of students’ pre-test was not satisfied yet. Many indicators of students’ reading need to be repaired and improved. They are find the main idea, explicit information, implicit information, reference of pronoun, synonym, and antonym.

Post-Test 1 was done to know the improvement of students’ reading ability after the QS was implemented in classroom. In Post-Test 1, the students chose the correct answer of multiple choice test. The topics would be “Family” and “Animal”. The improvement of Post-Test 1 could be seen after compared with pre-test result. The mean of Post-Test 1 was 41,25 higher than the mean pre-test that was only 40,53. There were improvements of explicit and implicit information. The researcher found some weaknesses and strengths in cycle one. There were some weaknesses in this cycle, are as follows: the students were confused and they said that they did not know the QS yet and also the students were looked confused during explanation, so that the researcher repeated the explanation; some students were bored using QS, the students needed too much time
to finish their try out test each meeting; the students’ vocabulary mastery was still lack, they depended on dictionary for each word they did not know the meaning, they did not understood about the main idea of the text and the mean of the statement also. The strengths were: The students were excited when they got the material they like; the students could enjoy the lesson when the researcher applied QS for teaching reading, They became more active discussing with their friends when the researcher providing a worksheet that allowed them to work in pairs; the students were enthusiastically with the QS in descriptive text; the score of students’ reading increased. The mean score of post-test 1 was 41,25. It was higher than the score of pre test that was only 40,53. From the reading indicators, the students had many improvements in the micro and macro skills. Then the researcher, conducted cycle two to solve the students problem I cycle one.

For cycle two, the researcher revised the plan to solve the students problem in vocabulary mastery and also had problem in main idea. The researcher provided exercise that focused on finding main idea. The researcher asked the students to find the main idea in each paragraph of the text. After cycle two had been completed, the researcher conducted post-test 2. In Post-test 2, the students chose the correct answer of multiple choice test. The topics were “Describing people” and “Describing things”. The improvement of students’ reading skill was assessed by using reading scoring rubric. The improvement of Post-test 2 could be seen after comparing with pre-test result. The mean of Post-Test 2 was 70,21 higher than the mean Post-test 1 that was only 41,25. There were significant improvements of finding main ideas and explicit information of the text. After cycle two was completed, the researcher did a reflection. Many improvements showed in cycle two. Those improvements were: the students could found the main idea, explicit information, and explicit information; the students more active and interactive during learning process; and the students did the instruction from the researcher very well.

Based on the result of observation, QS can improve the students’ reading skill and can establish active classroom atmosphere. The improvement of students’ reading score can be seen from the table below:

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40,53</td>
<td>41,25</td>
<td>70,21</td>
</tr>
</tbody>
</table>
The mean score of Post-test 1 was 41.25 higher than the mean of Pre-test that was 40.53. Then, the students’ mean score of Post-test 2 was 70.21. Besides analyzing quantitative data by using mean score, the researcher also used t-test formula to know the difference before and after the QS was applied by the students in reading class. The t-test result of cycle one was 0.46. And the t-test result of cycle two was 18.5. After the use of QS, there were 21 students could achieve the KKM. The implementation of QS was successful to solve the students’ reading problems. Thus, QS is an effective and beneficial strategy for teaching reading.

**CONCLUSION**

Based on the result of the study, it can be concluded that the use of QS can improve the students reading skill. This can be seen from their achievement. The score of their reading improves better in each cycle. The score of pre-test was 40.53. Then the score of post-test I was only 41.25. And their score improved significantly in post-test II up to 70.21. Before using Questioning Strategies, the whole of the students did not achieve KKM yet. After the two cycle of the research was implemented completely, there were 21 students could achieve KKM and the use of QS can establish active classroom atmosphere. This can be seen from: a) answer questions activity during teaching learning process. b) the classroom condition becomes conductive and interactive during the lesson. c) the students felt interesting during the lesson.


