

**INCREASING STUDENTS' READING ABILITY IN NARRATIVE TEXT
BY USING *SELF-QUESTIONING STRATEGY* AT THE SECOND YEAR
OF SMP AMAL BHAKTI JATI AGUNG
(CLASSROOM ACTION RESEARCH)**

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I. INTRODUCTION

1.1 Background Of The Problems

In Indonesia, English is a foreign language that has been taught formally from the Elementary School through University. According to the 2006 English Curriculum, there are four language skills that should be taught to the students, they are: listening, speaking, reading, and writing.

The objectives of teaching English based on the curriculum are divided into some categories: to have a basic knowledge and competence in English; to have advanced knowledge of English, and English skills, mainly in reading; and to be able to appreciate English literacy work. In this curriculum, reading is more emphasized than the other skills.

In teaching reading, the students are expected to be able to comprehend reading texts. Students who are reading with purpose tend to comprehend what they read better. To set the purpose, the teacher may give them questions which enable the students to comprehend the passage. Ideally the students can answer the questions correctly after reading activity in the class. They can give the most significant information required by the questions. But most of the students lack skills to locate the details by including inappropriate words in their answers. These statements were based on the writer's experience especially when she taught

reading in the second year students of SMP Amal Bhakti Jati Agung. Unfortunately the students' reading ability is very low. The minimum score of English lesson (KKM) at SMP Amal Bhakti Jati Agung was 60. Based on the table there were 14 (35%) students who could achieve the KKM and 26 (65%) students who got the score below 60.

In reading class the teacher did not stimulate the students to give a positive response and apply specific teaching reading technique based on the students' needs, interests, and habits. The teacher only focussed on giving writing tasks from the English book to the students without guiding them in comprehending the text and knowing whether the students were to do it or not. So many students were not able to answer the questions and also they got difficulties in determining the main ideas. Beside that many students have no dictionaries for help them to study English, and of course the students' vocabularies were very low.

In facing this condition, the students' reading ability should be improved, because the students should master the English reading comprehension ability. To do so, the teacher has responsibility to find out the alternative way to solve the problem in reading comprehension.

The use of *self-questioning strategy* is very important in teaching reading. *Self-questioning strategy* refers to the raising questions by individual student readers. They took responsibility for their own reading and enhance the aesthetic experience. According to the statements above, the writer assumed that *self-questioning strategy* can overcome the difficulty in reading comprehension because teaching students to activate relevant prior knowledge and develop their

metacognition during reading may enhance questioning and consequently, lead to better comprehension.

In order to locate the details or information required, the students need some directions about the types of details signalled by specific questions. It is also necessary to develop the ability how to locate the details which affect the meaning by having them to construct *self-questioning strategy* by themselves throughout reading activity. One of the skills is to apply “*self-questioning strategy*” of any meaningful statements printed in the reading material throughout reading activity.

The researcher expected that this technique would be useful in teaching reading. It also can help the students’ ability to locate some details or information that they have already read before. By using such technique, the students of SMP Amal Bhakti Jati Agung, hopefully would be motivated because they have set the purpose of reading which are realized by using “*self-questioning strategy*”.

Therefore, *self-questioning strategy* would be employed in order to solve the problem of students at the second year of SMP Amal Bhakti Jati Agung in reading comprehension could be improved. This classroom action research would be focused on investigating whether or not students’ reading ability if taught through *self-questioning strategy* and how *self-questioning strategy* improved students’ reading ability at the second year students at SMP Amal Bhakti Jati Agung.

1.2 Identification Of The Problem

Based on the background of the problem above, the writer tried to identify the research problem as follows:

Reading ability of the second year students of SMP Amal Bhakti was still low. In reading class the teacher did not stimulate the students to give a positive response and apply specific teaching reading technique based on the students' needs, interests, and habits. The teacher only focussed on giving writing tasks from the English book to the students without guiding them in comprehending the text and knowing whether the students were to do it or not. So many students were not able to answer the questions and also they got difficulties in determining the main ideas. Beside that many students have no dictionaries for help them to study English, and of course the students' vocabularies were very low.

1.3 Formulation Of The Problem

Based on the background of the problem above, the writer tried to formulate the problem raised in the classroom action research as follow:

1. Is there any increasing of students' ability in teaching reading by using *self-questioning strategy*?
2. How is the implementing of teaching reading by using *self-questioning strategy*?
3. How is the process of planning, implementing, and evaluating the teaching reading by using *self-questioning strategy*?

1.4 Objectives Of The Research

The objective of this research is to investigate:

1. To describe whether there is any increasing of students' ability in teaching reading by using *self-questioning strategy*.
2. To describe how to implement the teaching reading by using *self-questioning strategy*.
3. To describe how the process of planning, implating, and evaluating the teaching reading by using *self-questioning strategy*.

1.5 Uses Of The Research

This research is used as follows:

1. Theoretically

The result of this classroom action research is expected to be useful for supporting the theory about the implementation of Self-Questioning Strategy used to increase students' reading ability.

2. Practically.

This research was expected to be useful for English teachers to implement this strategy to increase their students' reading ability.

1.6 Scope Of The Research

This research was conducted at SMP Amal Bhakti Jati Agung and the subject was the eighth grade students of SMP Amal Bhakti Jati Agung. The scope of this classroom action research was implementing *self-questioning strategy* to

comprehend the passage of non-fiction. In this case, the students arranged the *self-questioning strategy* which asking the details in the passage. The text employed in the research was *narrative text*; this is one of texts taught in first semester of the second year students of Junior High School Based on Curriculum.

II. FRAME OF THEORIES

2.1 Concept Of Reading

Reading is one of the important skills which needed by the students from Elementary School up to the university. By reading, the students are able to get a lot of information based on what they are required in reading.

Nuttal (1984:14) defined that reading as the meaningful interpretation of printed or written symbols. Christian and Mary (1976) mentioned that reading is the most important skills of all for the most students of English through the world.

Mackay in Simanjuntak (1979) said that reading is an active process. It means that the reader forms a preliminary expectation about the material, and then selects the fewest, productive cues necessary to confirm or reject that expectation. This is a sampling process in which the reader takes advantages of his knowledge of vocabulary, syntax, discourse and the real world.

Moreover, Grabe (1986) stated that reading is the ability to recognize vocabulary and syntax automatically, the ability to read at reasonably rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytic reading and critical evaluation.

Mackay in Simanjuntak (1984: 6) stated that the first point to be made about reading process is reading comprehension. It is supported by Dallman (1982: 23)

who said reading is more than knowing what each letter of alphabet stands for: reading involves more than word recognition; that comprehension is an essential of reading; that without comprehension no reading takes place.

Based on the statement above, it can be concluded that comprehension is important in reading process. Reading with comprehension signifies not only understanding the surface meaning of the text but also understanding the purpose or the main idea of reading text.

2.2 Concept of Reading Comprehension

Reading comprehension (Finnochiaro, 1973: 132) is the ability which depends on the accuracy and speed of gramophone perception that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy the ability to use contextual clues, and recognition cultural allusion.

There are three levels of comprehension, they are:

a. Literal comprehension

Literal comprehension is the process of understanding the ideas and information explicitly stated in the passage. In this level the ability needed by the readers are: knowledge of word meanings, recall of the details directly stated or paraphrased in own words, understanding of grammatical clues subject, pronouns, verb, conjunction, and so forth. Also the readers are required to recall the main idea explicitly sated and knowledge of the sequence of information presented in the passage.

b. Interpretative Comprehension

Interpretative Comprehension is the process of understanding the ideas and information which is not explicitly stated in the passage. The ability needed by the readers are: reason with information presented to understand the author's tone, purpose and attitude, infer factual information, main ideas, comparison, cause effect relationship that not explicitly stated in the passage, and summarization of story content.

c. Critical Comprehension

Critical Comprehension is analyzing and personally reacting to information presented in the passage. The abilities needed by the readers are: personally reacting to information in a passage indicating meaning to the reader, analyzing the quality of written symbol of information in the terms of some standards.

Referring to the statement above, the writer could conclude that reading comprehension means the students will be able to understand the text and interact the printed or written symbols with his/her cognitive skills and his/her knowledge of the world. In the process of comprehension the students need skills related to the purpose of reading and consider the questions to concentrate on the important point.

In the process of reading, both in intensive and extensive reading, there are three models of reading process (Eskey in Simanjuntak 1989: 7):

- a. *Bottom-up process* is a process of reading involving exact, detailed, sequential perceptions and identification of letters, words, spelling patterns and larger language units.
- b. *Top-down model* deals with the general notion of reading as the reconstruction of meaning based on skillful sampling of the text, and such specific notions as the use of linguistic redundancy, the crucial role of prior knowledge in prediction, and the necessity for reading at a reasonable rate in larger, more meaningful chunks of a text.
- c. *Interactive model* deals with a particular cognitive behavior based on certain kinds of knowledge which forms a part of the reader's cognitive structure. To begin with, the reader must know both the written forms and the meaning of the subject matter, structures and words of which this sentence is composed.

Furthermore, Woods (2005: 62) said that reading skill can be seen in terms of bottom-up and top-down skills. *Bottom-up* (or systemic) skills consist of building up meaning from analyzing the form of the language used (e.g. from words to clauses to sentences to paragraph). A text may be partially understood at this level, but it is unlikely that a full understanding can be achieved without top-down skills. *Top-down* (or schematic) skills involve the prior knowledge brought by the reader to the text. This kind of knowledge can be seen as being cultural or word knowledge. Our learners therefore need both types of skill if they to make sense of a text, and our methodology needs to pay attention to both.

In addition, Nuttall (1984: 4) stated that reading involves communication process between encoder and decoder. The encoder is the process of the writer sends the message to the readers. It means that a message in his/her minds which he/she wants somebody else to share. To make it possible he/she must first put it into words: that is he must encode it. Once it is encoder, in either spoken or written form, it is available outside his mind as a text. The text is accessible to the mind of another person who hears or reads it, i.e. who decodes the message it contains.

Once it is decoder, the message enters the mind of the decoder and communication is achieved. In other words, reading means getting out of the text as nearly as possible the message that the writer put into it.

The description above leads a reader to view very crucial aspect of text, i.e. vocabulary. This happens because comprehension (the ultimate goal of reading) improves when the learners know what the words mean.

2.3 Approach Categories Of Reading Comprehension

Smith (1982: 5) mentioned that *comprehension* is not a quantity of anything and therefore cannot be measured. Comprehension can be regarded as a condition where no uncertainty exists that, therefore, results in the attempt of someone to make sense of something, in this case the content of a text. Therefore, students' attempt to understand the text in term of questions of what are stated in the text is able to be defined as a process of comprehension.

The first point to be made about reading process is that reading comprehension and the knowledge of the language meaning are the basic element for comprehension (Silberstein in Simanjuntak, 1988: 4). In line with her, Smith (1982: 6) mentioned that comprehension in reading as a matter of making sense of text, of relating written language to what we know already and to what we want to know. It is a correlation between reader's background knowledge and the information stated in the text. The reader tries to get something based on her or his background knowledge while reading the text. Therefore, comprehending a text, as it is mentioned earlier, is an active process between reader's background knowledge and the text (Silberstein in Simanjuntak, 1988: 4).

According to Nuttall (1984: 146), reading approach can be categorized into two:

1. Intensive Reading

Intensive reading program deals with assignment of reading lesson in the classroom to students guided by teachers. It is sometimes labeled as reading for accuracy while the extensive reading is labeled as reading for fluency. In the classroom, students' role is as a reader. It demands that he should make sense of the text for himself. Then, the teacher has to take the responsibility to find out what students can or cannot do, work out on the program aimed at giving them the skills they need, choose suitable texts to work on and the activities, prepare the class undertake the tasks, make sure everyone in class works productively and improve steadily according to his capabilities.

2. Extensive Reading

Extensive reading program is a private world of reading for reader's own interest. Reader reads what they want to read for their own pleasure. This program should be encouraged to do because by reading extensively, a reader will find the best way to improve his knowledge of a foreign language. The more students read in the foreign language, the better result in their progressing at increasing speed of productive skill's improvement, for example they can read novel, magazine, article and short story.

In addition, Smith (1982: 54) implied that the purpose of intensive reading program is to understand and remember the content of reading text. There are seven stages cover the program for very effective reading focused for detailed comprehension and long retention:

a. Overview

The teaching reading activity that implies intensive reading method is preceded by overview stage. At this stage, the teacher makes the students explore the content of the text. Next, the teacher asks them to obtain some news, messages and information from the text.

b. Planning Purpose

After conducting the overview stage, the teacher should formulize the target of his teaching reading activity. He should analyze the elements of students' reading comprehension that must be increased after the students pass the teaching reading activity.

c. Questioning

After conducting the overview stage and plan the purpose his teaching reading activity, he should arrange several questions for the students about the content of the text. The questions should reflect the whole content of the context in order to ease the students in comprehending the content of the text in the next stage.

d. Reading

Reading is the core of intensive reading program because at this stage the students' reading comprehension is really trained to be increased.

e. Summarizing

After the teacher conducts the reading stage, he asks the students to summarize the content of the text.

f. Testing

At this stage, the students' reading comprehension is tested.

g. Understanding

The end of intensive reading is to be sure that the students understand the content of the reading text in details. They have to be able to answer every important question that asks about the content of the reading text.

It is important that intensive reading can lead students to have an exposure to a text which deal with anything difficult vocabulary in the text. Stahl (1986: 56) said that vocabulary mastery has a significant correlation to reading comprehension. By understanding the vocabulary well, learners will mostly have better comprehension to the content of the text. In other word,

vocabulary should be prerequisite before students are given the exposure to the text so that students will have better reading comprehension.

2.4 Concept Of Narrative Text

Narrative text is the form of writing used to relate the story of acts or events. The story can be fiction or it can be non-fiction. (Stahl: 1997). The purpose of narrative text is to entertain or amuse the readers with actual and imaginary experiences. Narrative text is written based on life experience and organized focusing at character oriented. It is built using descriptive familiar language and dialogue.

In general, narrative text is organized by the story of grammar. There will be beginning, middle and end of the story. To build this story grammar, narrative text need plot. This plot will determine the quality of the story. Plot is a series of episodes which hold the reader's attention while they are reading the story. Conflict is the main important element of the plot. This conflict among the characters will drive the story progress. In this conflict, readers will be shown how the characters face the problem and how they have ability to handle that problem.

A narrative text generally consists of the following structure:

1. Orientation is usually introducing the characters and informing the time and place.
2. Complication is usually describing the rising crises which the participants have to with.

3. Resolution is the phase where the participants solve the problem aroused by the conflict. It doesn't matter whether the participants succeed or fail. The point is the conflict becomes end.
4. Re-orientation indicates optional point. This means that the story not always uses this, and usually, it states the conclusions of the event based on the writer's point of view.

Language features of narrative text:

- Focus on the specific and individualized participants
- The use of noun phrases (e.g. a beautiful princess, a huge gate)
- The use of connectives (e.g. first, before that, then, finally)
- The use of adverbial phrases of time and place (e.g. in the kitchen, yesterday)
- The use of simple past tense (e.g. she ate the poisonous apple)
- The use of action verbs (e.g. walk, sleep, run)
- The use of saying verbs (e.g. say, tell, ask)
- The use of thinking verbs, feeling verbs, verbs of senses (e.g. she felt hungry, she thought that she was right)

2.5 Teaching Reading Comprehension

Reading skills are often regarded as receptive skills and likened to listening skills. There are similarities, but one important difference is that the reader can take control of the input more easily. Woods (2005: 62) said that a listening input is often taped with pauses built in or controlled by teacher. When reading, however, a reader determines the speed of the activity by himself so that this becomes one of the positive things to stress to students in the teaching of reading.

When trying to gauge how difficult a particular text will be for students, teachers need to bear in mind not only the inherent difficulty of the text, but also the nature of the tasks they plan to set and whether they require students to attempt such task before, during or after students have studied the text. Woods (2005: 63) classified the activities in reading class into three as follows:

1. Pre-reading task

This task can be in form of vocabulary games, word searches and matching synonyms. These activities can help students to approach a text in a more confident way. Other pre-reading activities that can help readers related to the full meaning of a text are ones which activate top-down skills, or schematic knowledge. All of them enable students to familiarize themselves with the content of a text. The activities can be systematic (such as vocabulary exercise) or schematic (such as thinking of the purpose of a text or predicting the content from its title).

2. While reading tasks

These kinds of task, as Hedge in Woods (2005: 63) stated, have become more used since the adoption of the idea of reading as an interactive process. These encourage learners to be active as they read. Students can be given activities which require them to do any of the following: follow the order of the idea in a text; react to the opinion expressed; understand the information it contains; ask themselves questions; make notes; confirm expectations of prior knowledge or predict the next part of a text from various clues.

3. Post reading tasks.

These tasks follow up the work covered and seek to extend candidates. Such activities are directed writing activities, or role play and group discussion activities.

The activities above are a part of a structured program of learning probably chosen by teachers when teaching reading. All the above kinds of activity can be undertaken on an individual or group basis. Reading is frequently taught as being a solo and quiet activity, but group pre- and post-reading activities can motivate the crucial while-reading activities. The task of the teachers in class is to go beyond course books and to introduce the students to a challenging element of the target language which can add a new dimension to their learning and which can give them some autonomy.

2.6 Concept of Self-Questioning Strategy

Self-questioning strategy is the ongoing process of the reader asking questions before, during, and after reading to understand text (Algozzine, et al, 2009: 134). The questions are based on clues that are found in the text and are generated to spark curiosity that focuses the reader's attention on investigating, understanding, and connecting to the text. *Self-questioning strategy* is a set of steps that students follow to generate, think about, predict, investigate, and answer questions that satisfy curiosity about what is being read.

According to Lenz (2005), self-questioning required a reader to look for text clues that make them wonder, think about possible meanings, ask questions about the

meanings, make predictions about the answers, read to find the answers, evaluate the answers and their predictions, and reconcile differences between their questions, their predictions about answers, and the information actually provided by the author in the text.

Lenz (2005) subdivided self-questioning into three phases in the reading as follows:

- a. Before reading Self-Questioning. It focuses on teaching students to use the self-questioning process as a way of previewing text before reading begins and creating a set of guiding questions to check comprehension during reading.
- b. During reading Self-Questioning. It focuses on teaching the students to use a self-questioning process as they read paragraphs and sections of text.
- c. After reading Self-questioning. It focuses on teaching students to generate questions and answer questions after they have read the text.

The predicted effectiveness of self-generated questions is based on three theoretical perspectives: the active processing perspective, metacognitive theory, and the schema theory (Wong, 1985). The active processing theory posits that since readers have to interact with the text longer and more deeply, in order to formulate questions about it, they develop deeper understanding and longer retention of the text. In support of this, Wittrock in King (1984) observed that generative learning and study strategies, such as self-questioning, would be more conducive to learning.

Metacognitive theory further explains why self-questioning is predicted to help reading comprehension. According to Wong (1985), metacognition refers to one's awareness of one's own cognitive processes and products and self-regulation. As

a metacognitive strategy, questioning makes a reader stop to assess if a piece of information is significant and, in the process, monitors the state of his/her own reading comprehension (Wong,1985).

The schema theory is another basis for the predicted efficacy of self-questioning. According to Carrel & Eisterhold (1983) in Miciano (2002), comprehending a text is an interactive process between the reader's background knowledge and the text. Formulating questions about the text activates the reader's schema, thereby facilitating the connection between what is already known and the new information in the text.

Considering the statement above, it can be inferred that self-questioning is more than just asking question. It is an active process of students learning to pay attention to textual clues that they found in the text. Then the students use their background knowledge to generate questions and make predictions based on the clues.

2.7 Procedure of Teaching Reading in Narrative Text by Using Self-Questioning Strategy

Procedure of teaching Reading in narrative text by using self-questioning strategy from Lenz (2005) as follows:

1. First, the teacher explains the purpose of learning self-questioning and describes the strategy.

2. The teacher distributes the reading text to the students. Then, the teacher asks to go through the text. It is better for the students to go through the text to get an overview of the whole text.
3. After that, the students make some questions relating to the title of the text. It is better for the students to use: Who, What, Where, When, Why, and How to question the text.
4. Students observe the teacher's model of *self-questioning strategy* by using pre-written questions about the story, for example:
 - a. What is the title of the story?
 - b. What will it talk about?
 - c. What does the picture tell me about the story?
 - d. What do I know about Snow White?
5. Students read the story of the narrative text to get an overview of the whole text.
6. Students write down the answer of the previous questions on their notes if they find it on the first paragraph.
7. Students write down their questions coming to their minds based on the clues after reading the first paragraph, for example:
 - a. Who is the little girl?
 - b. With whom did Snow White live?
 - c. Where would her aunt and uncle go?
 - d. What did Snow White do after knowing that she would be left?
 - e. Where did she go?
 - f. What did she find there?

- g. What are dwarfs?
 - h. How did they look like?
 - i. Who is Doc?
 - j. What did the dwarfs do to Snow White?
8. Students answer the “look back” questions about the reading and write any additional questions that might arise.
 9. Next, the students read the first passage of the text. Then if they find the answer of their questions before, they should keep the answer in their notes. If the answer is not found, they may make prediction of the answer and keep it in mind and write it on their notes.
 10. The students write some questions based on the passage they read before.
 11. Then, the students read the next passage. If they find the answer of their questions before, they should keep the answer in their notes. If the answer is not found, they may make prediction of the answer and keep it in mind and write it on their notes.
 12. Those steps are continued until the end of the text.
 13. The students review what they know and read on. They restate what they know from their questions, they must focus on what they learned from the information that the author actually state.
 14. Finally, the students summarize the main ideas and details that are critical to understanding the author’s message.

2.8 Advantages and Disadvantages of Self-Questioning Strategy

The researcher believed that there are some advantages and disadvantages to *self-questioning strategy*.

A. Advantages of Self-Questioning Strategy

1. When it comes to self-questioning, the fact that it is supposed to be effective for greater comprehension is an overall advantage.
2. Once the skill is mastered, a student does not have to constantly rely on the teacher to gain understanding of a subject. It is a great way to take learning into your own hands.
3. Another advantage of self-questioning is that it can be used in all academic subjects.

2.9 Disadvantages of Self-Collection Strategy

1. If students do not know what questions are best to ask them, then they will not gain the correct or necessary information that can prove that they actually learn the material.
2. Also, because everything is done covertly, the teacher does not know when to interfere and correct a student's thinking process. Therefore, if a student does not know an appropriate question to ask but does not answer it correctly, one will never know.
3. A student who knows how to self-question may know the right question to ask but may not know how to go about answering them.

III. RESEARCH METHODS

3.1 Concept of Classroom Action Research

Classroom action research (CAR) is systematic inquiry with the goal of informing practice in particular situation (Angelo and Cross, 1993: 1). It means that classroom action research is a way for instructors or teacher to discover what works best in their own classroom situation, thus allowing informed decision about teaching.

CAR will help the teacher discover what works best in his/her own classroom situation. It is a powerful integration of teaching and scholarship that provides a solid basis for instructional decisions. CAR's easily mastered techniques provide insights into teaching that result in continual improvement.

Moreover, action research provides teachers with the opportunity to gain knowledge and skill in research methods and applications and to become more aware of the options and possibilities for change (Oja & Pine, 1989: 96). It means that the teachers participating in action research become more critical and reflective about their own practice. The teachers engaging in action research attend more carefully to their methods, their perceptions and understandings, and their whole approach to the teaching process.

Kemmis' model follows the cycle of: Planning, Action, Observation and Reflecting. "Planning" involves the determination of the question that needs answering and the strategy to be used in answering it. During the "Action" stage, the practitioner tries out the strategy. The "Observation" stage includes recording data on the result of the strategy and also keeping a journal on the practitioner's thoughts and reactions to the entire experience. Finally, during the "Reflection" stage, conclude the lesson so that a new cycle can begin (Kemmis, 1982: 5).

3.2 Setting of the Research

In this research, the researcher used classroom action research. This first research was done on Friday, 6th January 2012 at SMP Amal Bhakti Jati Agung. It was done based on the problem faced by the students and the teacher when students did reading test in the class. Based on the problem found, the research examined the causes of the problem and then found the solution for the problem. The second research was done on Wednesday, 8th February 2012.

The subject of this research was the second year students at SMP Amal Bhakti Jati Agung. There were 40 students in the class which consist of 20 male students and 20 female students. Based on the writer's experience in teaching that class for two months, it was identified that most of the students have low ability in reading comprehension.

Therefore, in this classroom action research, the researcher acted as a teacher, meanwhile the teacher of English at SMP Amal Bhakti Jati Agung acted as

collaborator. The researcher made the lesson plan based on the procedures of the technique that was implemented and taught to the students based on the lesson plan.

3.3 Description of the Research

Based on the problem identified by the researcher, she examined the cause of the problems and tried to find the solution. The solution which was conducted was teaching reading through *self-questioning strategy*. Researcher made lesson plan and taught the students based on the lesson plan. Then, the collaborator observed students' activities in teaching and learning process.

Furthermore, the researcher and collaborator analyzed and discussed the observation result during teaching and learning process (the strength and weakness which were done by the teacher and students using *self-questioning strategy*) and learning result (the reading test).

This research was done by researcher with the English teacher of the second year students at SMP Amal Bhakti Jati Agung. The researcher acted as the teacher and also an observer, who made the lesson plan, taught the students using *self-questioning strategy*, observed the students' activity and conducted the evaluation. While the teacher acted as the collaborator who observed the process of teaching and learning in the classroom including students' activity to be the input for better process in the following cycle. While the researcher was applying *self-questioning strategy* in the classroom, the collaborator observed the students' activities.

Besides, she observed on the weakness of the first cycle in order to make improvement on the next cycle. During the teaching and learning process, the teacher administered a reading test. The test, therefore, scored by both teacher and researcher. The result of the test and the observation data were discussed together to decide whether or not the next cycle needs to be done.

3.4 Research Procedure

In conducting the research, the researcher used the procedure of classroom action research designed by Arikunto(2006: 16). According to him, the research procedure in a classroom action research consisted of planning, implementing, observing and reflecting. Therefore, this research was designed as follows:

1. Planning

The research was done until the minimum score of the reading text, that is 60, is reached by 70% of the students. The researcher prepared lesson plan in each cycle, selected materials from text book, and prepared reading test for the students and also observation sheet that was filled out by collaborator when the researcher was teaching. In order to get the data, the researcher taught the students, and asked students do reading task.

2. Implementing

In this step, the researcher taught the material by using *self-questioning strategy* with the lesson plan and the materials prepared.

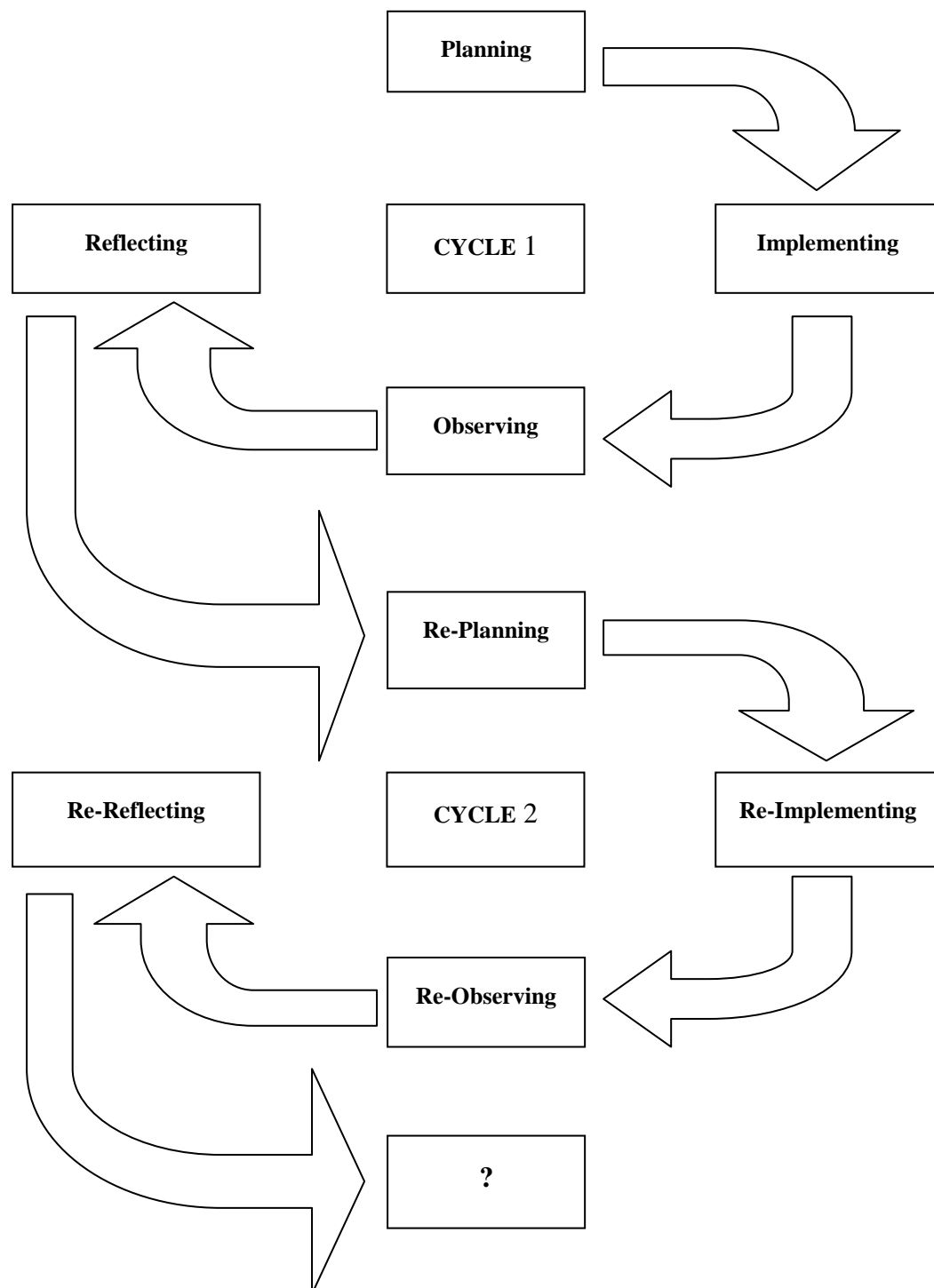
3. Observing

Observation was done by collaborator and the researcher during the teaching and learning process. The collaborator and the researcher observed students' activities and then the result of the observation was filled out in the observation sheet.

4. Reflecting

Here, the collaborator and the researcher discussed about the strength and the weakness of a cycle to determine what to do in the next cycle and to determine whether or not the result of the cycle is satisfactory.

The description of the Cycle of Classroom Action Research (Arikunto, 2006: 16), can be seen as follows:



The Cycle of Classroom Action Research (Arikunto, 2006: 16)

3.5 Indicators of the Research

There were two indicators in this research: learning product and learning process.

Learning product is in form of students' reading test score while learning process

is in form of the observation report of collaborator. Then, the detail indicators are explained as follows:

a. Learning product

Self-Questioning Strategy can be used to improve students' reading comprehension if 70% of the students reach the target score of the reading test, 60. So it means that students, at least, should answer 60% of the reading test correctly.

b. Learning Process

The observation of the process of teaching was based on the lesson plan made by teacher and the real process in the classroom. It covered pre-activity, while-activity and post-activity. The target is that 80% of students are active during the process. The students involved in each activity and response teacher's instruction appropriately. Students' activity was measured through written report of the collaborator and researcher in observation sheet.

While the researcher was teaching, collaborator and the researcher herself observed the teaching and learning process in the classroom and focused on the participation and the involvement of students in the activity.

3.6 Instrument of the Research

There were two instruments of the research going to be employed in this classroom action research. They are as follows:

1. Reading test

Reading test is the product of the teaching and learning process. The result of this test is considered as the data of students' reading comprehension's improvement. The test was valid and reliable. It has been tried out and it was a good reflection of what had been taught and of the knowledge which the teacher wants the students to know, the writer compared it with a table of specification. If the table represented the materials that the writer wanted to test, then it was considered to be a valid test. To measure the coefficient of the reliability between odd and even group, this research will use Pearson Product Moment Formula (Arikunto, 1997: 69). To find out the reliability of the test is very high, that is 0.8 according to the standard of reliability from Arikunto (1998: 260).

2. Observation sheet

The observation sheet would be filled out by collaborator and researcher during the process of teaching and learning. The collaborator and researcher took a note on students' activities and the process of the teaching and learning in the classroom reflected on pre-activity, while-activity, and post-activity. The making of the observation sheet was based on the procedure in *self-questioning strategy* as written in lesson plan so that it fulfilled the requirement of content validity. The observation sheet was used to determine whether or not students are active in class and whether or not the next cycle is needed to be done.

Table1. Table of Specification of the Observation Sheet

| No. | Activities | Objectives |
|-----|---|--|
| 1. | Pre-Activities <ul style="list-style-type: none"> • Interested in the opening of the class. • Responding to the teacher's questions about the topic enthusiastically. | <ul style="list-style-type: none"> • To make students interested in the lesson. • To build clarity of what is going to be learnt. |
| 2. | While-Activities <ul style="list-style-type: none"> • Following teacher's instruction to work in group. • Following teacher's modeling enthusiastically. • Actively involved in the discussion of the tasks in group. • Recording the presented difficult words in worksheet actively. • Answering questions of reading test in group. • Checking together the answers of the questions with teacher. | <ul style="list-style-type: none"> • To make students work freer and enable fast learner help slow learners. • To give clarity of the stages going to do in the lesson. • To build students' understanding to the vocabulary. • To build long term acquisition of the vocabulary learnt. • To test whether students' vocabulary mastery relate to reading comprehension. • To check students' mastery in the lesson. |

Adapted from Haggard (1982) and Ruddell, M.R., & Shearer, B.A. (2002)

3.7 Data Analysis

In analyzing the data, the researcher classified the data into two categories: the data of the learning product and the data of the learning process. The data of the learning product is the result of the reading test and the data of learning process is the result of the observation.

The data analysis was done after the data are collected from every cycle (1st, 2nd, ...). After getting the data the researcher together with the teacher analysed the data and did reflection based on them. From the analysis and reflection, the researcher would know what should be improved on the next cycle.

Data analysis is the process of organizing the data in order to gain regularly of the pattern and form of the research. The term interpretation can be defined as a procedure of giving meaning on the result of analytic process. Data analysis is done to create understanding of the data and after following the certain procedure result of the study that can be presented by the researcher to readers (Setiyadi, 2006).

In analyzing and interpreting the data, the first step that was done by the researcher is making abstraction of all collected data. After conducting the research, the researcher made an abstraction of all data collected. Then, the researcher selected the data related to the research problem. Then, the researcher arranged all data collected by classifying the data. In this case, the researcher classified the data into two categories: the data in learning product and the data in learning process, they are observation and writing task. When the researcher got the data, the researcher tried to interpret all collected data from each cycle. And based on the analysis and reflection of each cycle, the researcher would decide whether there would be the next cycle or not.

1. Learning Product

To know the learning product, the researcher used writing test by asking the students to comprehend narrative text made by the group of students to collect the data. There is the indicator used to analyze the data gained from the test: at least 70% of students' scores can reach 60 or more for the test, it is assumed that *self-questioning strategy* improving Students' Reading Skill is

applicable. To know the percentage of students' who get ≥ 60 , the following formula is used:

$$\frac{\text{Number of students who get } \geq 60}{\text{Total number of students}} \times 100$$

2. Learning Process

In this learning process, observation was done both to the teacher and the students by the observer during the teaching learning process by observing the whole activities in the class and by filling the observation sheets. The observation was done to know the students' activity and the teacher's activity during the teaching learning process based on the problems faced by the teacher.

The indicator that was used to analyze the learning process of the students and the teacher is: 80% or more of students were actively involved in teaching and learning activities when *self-questioning strategy* used in Improving Students' Reading Skill is being implemented, it means the target is fulfilled. If more than 80% of students were actively involved in teaching and learning activities, it can be categorized as a good level. If the teacher got score 80 in his teaching performance, it means she can teach the students writing very well by *self-questioning strategy*. So, if the teacher can reach the target, it means that the teacher's teaching performance is good.

And one of the indicators above was not achieved in the first cycle, the researcher applied the next cycle. According to result of this research in cycle 1 there were 17 students (42.5%) who gained score ≥ 60 , thus, she conducted

cycle 2, and there were 33 students (82.50%) who gained score ≥ 60 it means the indicator is achieved. To get data from the learning process, the researcher used observation sheets. The results of the observation sheets were analysed after every cycle have already been conducted.

IV. RESULT AND DISCUSSION

Result of Classroom Action Research

Each cycle of the classroom action research consists of planning, action, observation, interpretation, analysis and reflection. Since the research indicator had been reached at the second cycle, so the researcher stopped the research at cycle II.

4.1 Cycle I

The first Cycle was done on Friday, 6th January 2012. The meeting was held for 2 x 40 minutes and it was followed by 40 students. This cycle comprised planning, implementing, observing and reflecting. Those aspects are elaborate in detail in the next part of this study.

The researcher was interested in using *self-questioning strategy* as the problem solution. By means, improving teacher's performance and increasing narrative text reading skill in SMP Amal Bhakti Jati Agung.

a. Planning

In this stage, the teacher prepared lesson plan based on problem an analysis of the class. The lesson material was in form of narrative reading text

dealing with the *Self-questioning* topic “*Snow White*”. The researcher prepared teacher’s observation format in order to see the teacher performance and students activities observation sheets. Meanwhile, in order to see the students’ narrative text reading skill, the students asked to comprehend narrative text reading based on *self-questioning strategy* given.

b. Implementing

The implementing of Cycle I was divided into three activities: Pre-Reading Activity, Reading Activity, and Post Reading Activity. The researcher elaborated the result of cycle I, since the aims of classroom action research was to find the teacher’s performance and students’ activities.

1. Pre Reading Activity

There were some activities at the beginning of the teaching and learning process, they are as follows:

- a. At the beginning of the teaching learning process, the students answer the teacher’s greetings.
- b. After that, the teacher introduces the researcher to the students and the teacher explains the goals and the objective of teaching learning process, so the students realize what the learning target that should be achieve. After that the observer sits of the back of the classroom to observe the teaching learning process.
- c. Then, the teacher explains the purpose of learning self-questioning and describes the strategy.

2. Reading Activity

- a. The teacher distributes the narrative text (Snow White) to the students.
Then, the teacher asks to go through the text. It is better for the students to go through the text to get an overview of the whole text.
- b. After that, the students make some questions relating to the title of the text. It is better for the students to use: Who, What, Where, When, Why, and How to question the text.
- c. Students observe the teacher's model of *self-questioning strategy* by using pre-written questions about the story, for example:
 1. What is the title of the story?
 2. What will it talk about?
 3. What does the picture tell me about the story?
 4. What do I know about Snow White?
- d. Students read the story of the narrative text to get an overview of the whole text.
- e. Students write down the answer of the previous questions on their notes if they find it on the first paragraph.
- f. Students write down their questions coming to their minds based on the clues after reading the first paragraph, for example:
 1. Who is the little girl?
 2. With whom did Snow White live?
 3. Where would her aunt and uncle go?
 4. What did Snow White do after knowing that she would be left?
 5. Where did she go?

6. What did she find there?
7. What are dwarfs?
8. How did they look like?
9. Who is Doc?
10. What did the dwarfs do to Snow White?

- g. Students answer the “look back” questions about the reading and write any additional questions that might arise.
- h. Next, the students read the first passage of the text. Then if they find the answer of their questions before, they should keep the answer in their notes. If the answer is not found, they may make prediction of the answer and keep it in mind and write it on their notes.
- i. The students write some questions based on the passage they read before.
- j. Those steps are continued until the end of the text.
- k. The students review what they know and read on. They restate what they know from their questions, they must focus on what they learned from the information that the author actually state.

3. Post Reading Activity

- a. The students find the main ideas and details from each paragraph that are critical to understanding the author’s message. Students answer the teacher’s questions to review what they have learnt.
- b. Students determine the difficulty in understanding the lesson.

- c. Students makes conclusion of what they have learned and gives reflection by teacher's guidance.
- d. Class greets the teacher to close the lesson.

c. Observing

After the teaching learning process, the teacher and the observer discussed each activity happened in teaching learning process. The process of teaching and learning including the students' activities and the result of student's work was explained as follow:

1. Learning Product

Learning is the students result in narrative text reading. The indicator of the students achievement in narrative text reading is 70% students in the class get at least 60 score or more in comprehending narrative text. The students reading score can be seen on the table as follows:

Table2. Students' Reading Score at Cycle I

| No | Score | Frequency | Percentage |
|----|--------|-----------|------------|
| 1 | 90-100 | 1 | 2.5% |
| 2 | 80-89 | 2 | 5% |
| 3 | 70-79 | 4 | 10% |
| 4 | 60-69 | 10 | 25% |
| 5 | 50-59 | 12 | 30% |
| 6 | 40-49 | 7 | 17.5% |
| 7 | 30-39 | 4 | 10% |
| | Total | 40 | 100% |

In other words at cycle 1, there were only 17 students (42.5%) who gained score 60 or more. It means the result of the first cycle has not fulfilled the indicator yet that is 70%. Of the students could gain score 60 or more. So the teacher should apply the second cycle.

2. Learning Process

In this classroom action research, the learning process covered the students' activities and the teacher's performance during the teaching and learning process.

a. Students' Activities

The indicator of the students' activities was, at least 80% or more of the students did at least 80% of the activities during the teaching and learning process, it means that the implementation of *self-questioning strategy* could be used to improve the students' activities. There were five activities that must be done by the students, they are:

- a. Responding to the topic enthusiastically.
- b. Paying attention to the teacher's explanation.
- c. Responding to the teacher's questions.
- d. Following the teacher's instructions (to write and determine the meaning the words), and being able to respond to the teacher's question (in the form of writing task).
- e. Responding to the teacher's questions and answering the tasks.

To know whether the target of the indicator of this classroom action research had already been achieved or not after the

implementation of *self-questioning strategy*, the following explanation showed the process of the students' activities during the teaching and learning process, they are as follows:

1. Pre-Activities

When the teacher did an apperception, there were about 35 of 40 students who responded to the topic enthusiastically. The students were interested in responding to the topic when the teacher told them that they were going to learn about narrative text by implementing *self-questioning strategy*. Because gave more opportunities for the students to share their ideas and to involve in the teaching and learning process. Unfortunately, there were still 5 students who did not respond to the topic enthusiastically. They kept talking with their friends and writing on their own books.

2. While-Activities

There were about three activities that became the focus of the observation, they are:

- a. Paying attention to the teacher's explanation.
- b. Responding to the teacher's questions.
- c. Following the teacher's instructions (answering questions, and asking question).

In while-activities, the teacher started the lesson by implementing *self-questioning strategy*, by asking some questions related to the topic. The students were interested in paying attention to the material and also the teacher's explanation. Although it was seen that there were 6

students who did not pay attention well on the teacher's explanation about what they were going to do. They tended to chat with their friends when the teacher was explaining and giving the materials.

Then when the teacher asked some questions related to the material, there were only 20 students who responded to the questions. Some of them were still very hesitated to answer the teacher's question, except the teacher pointed to a certain student. It happened because they were too worried of making a mistake, and the teacher tended to ignore it. But there were 5 students who seemed too busy with themselves talking about another topic. But in checking the answer, the teacher tried to involve all students in discussing the answer of the questions.

For the last activity, that was, doing the reading test. After they had done the task, then the teacher asked them to submit the task result. From the task result it was seen that the students were able to do the task, although some of them could not do the task well. It happened because their reading tasks still had many mistakes.

3. Post Activities

The students responded to the questions from the teacher, and then the teacher asked the students again to mention what they had learnt during the teaching learning process. After that the students left the class.

The students responded to the feedback from the teacher, the students made narrative text reading about *Snow White* then submitted it to the

teacher and the last the students left the class.

From the explanation of the activities done by the students during the teaching and learning process in Cycle I, the researcher got the data that was; there were 17 students (42.5%) of 40 students who did 80% of the activities that was observed by the observer. It means that the target stated in the indicator of the students' activities has not been achieved since more than 80% of the students have done more than 80% of the activities during the teaching and learning process.

It happened because the teacher did not do the reflection toward the previous cycle and the improvement in Cycle I. She should give the model of a good narrative text. In this case, the students could not improve their narrative text reading ability. It happened because the teacher did not focus on the students weaknesses. In addition, the teacher's performance in teaching narrative text still can be improved in this cycle. Since the indicator of the research has not been fulfilled, the researcher planned her classroom action research at cycle II.

b. Teacher's Teaching Performance

The indicator of the research for the teacher's teaching performance was, the teacher could get score at least 80 for her teaching performance, it means that the implementation of *self-questioning strategy* could be used to improve the teacher's teaching performance, The process of teaching done by the teacher in Cycle I is explained as follows:

1. Pre-Activities

In pre activities, the teacher asked several questions to stimulate the students' background about the topic in English, unfortunately most of the students seemed confusing they looked at their friends each other because they did not understand the questions asked by the teacher. In this case, the teacher tried to overcome difficulties in learning and personal matters. The teacher must be willing to listen to the students' problems and try to solve them. For example, the teacher tries to translate the questions into Bahasa Indonesia.

The teacher was not good enough in doing the activity because she did not inform the students what they should be able to do well after finishing the teaching learning process.

2. While-Activities

In observing the teacher's teaching performance, the observer did not emphasize on the teacher's mastery of learning material, the learning strategy used by the teacher, the use of learning technique, the students' involvement and the evaluation done by the teacher. The explanation of the teacher's performance in while-activities was as follows:

- a. The teacher was not able to correlate the material with relevant topic and real life. So, the students did not respond to the teacher by giving their opinions in simple sentences, even in single words in English.

- b. In teaching learning process which was the material was about Snow White. However the teacher did not do it very well. The teacher was not good at managing the time allocation. This means that she did not do the teaching and learning process which was suitable to the time allocation. The teacher had not applied the teaching and learning process which was suitable with the students' needs.

In doing the evaluation, the teacher was not good at monitoring the students' improvement, because she did not evaluate the students' performance and the students' work in teaching and learning process, and she did not ask some questions to the students to know how far her students had understood the lesson. The teacher just asked the students to make simple recount text writing.

3. Post Activity

In the post activity, the teacher did a reflection. But she was not quite good in doing the reflection since she did not involve the students in summarizing the lesson by asking the students again to mention what they had learnt during the teaching learning process, and the students did not freely share their ideas by telling what they got from the teaching and learning process.

Table3. Observation format result in Cycle I

| Aspect Observed | VS | S | Su | U | VU |
|--|-----------|----------|-----------|----------|-----------|
| Preparation | | | | | |
| 1. Formulation of teaching objectives | ✓ | | | | |
| 2. Teaching learning activity planning | ✓ | | | | |
| 3. Selecting the material | | ✓ | | | |
| 4. Teaching the material | ✓ | | | | |
| 5. Design items | ✓ | | | | |
| Teaching Process | | | | | |
| 1. Ability to open the class | ✓ | | | | |
| 2. The teaching style, motivation and constructivism | | | ✓ | | |
| 3. The strategy of giving example | | | | ✓ | |
| 4. The way of giving text | | | | | |
| 5. The way of answering question | | | | ✓ | |
| 6. The way of explaining material | | ✓ | | | |
| 7. The way of giving attention to student | | ✓ | | | |
| 8. The way of giving the task | | ✓ | | | |
| 9. Ability to communicate | | | ✓ | | |
| 10. The way on writing on the board | | | | ✓ | |
| 11. The way of helping the weak students | | | | ✓ | |
| 12. The quality of voice | | ✓ | | | |
| 13. Ability to manage the class | ✓ | | | | |
| 14. The way of controlling student | | ✓ | | | |
| 15. The way of summarizing the material | | | | ✓ | |
| 16. Teaching learning objective achievement | | ✓ | | | |
| 17. Time allocation | | | | ✓ | |
| 18. The way of closing the class | | ✓ | | | |

Note:

VS : Very Satisfactory : The teacher achieved 95% result of the target.

S : Satisfactory : The teacher achieved 80% result of the target.

Su : Sufficient : The teacher achieved 70% result of the target.

U : Unsatisfactory : The teacher achieved 50% result of the target.

VU : Very Unsatisfactory : The teacher achieved 30% result of the target.

Table 5 showed that there were 6 aspects (26.09%) with very satisfactory criteria, they are:

1. Formulation of teaching objectives, the teacher could formulate the appropriate teaching objective based on standard competence of the curriculum.
2. Ability to open the class, the teacher greeted the students before she started the class. In addition, the teacher could draw students' attention and motivate the students well when the teacher started the saying good morning and asking about their condition that day.
3. Teaching learning activity planning, prior to the teaching learning process, the teacher had already prepared the lesson plan based on the material that would be given to the students.
4. Teaching the material, the teacher could teach the material well, she told the students what is narrative clearly to the students.
5. Design test item, the item was design as well as possible in order to make it comprehensible by the students. It was completed by clear picture sequence, direction and instruction.
6. Ability to manage the class. When there were some students who made noise, the teacher directly admonished the students and asked them to pay attention.

The teacher achieved 9 aspects (39.13%) for satisfactory criteria. The aspects are:

1. Selecting the material. The material narrative is selected to be tough since it was started in curriculum for the second year students of senior high school.
2. The way of explaining the material. The teacher explained the material about part and element. It could be observed by the observer that the teacher had explained topic sentence, the teacher also explained the tense commonly used in narrative paragraph and the correct use of mechanics in writing.
3. The way of giving attention to the students. During the writing process, the teacher moved among the students in order to monitor and help them.
4. The way of giving the task. The teacher explained the instruction and direction clearly before she asked the students to write a narrative paragraph individually, based on the result of their discussion.
5. The quality of the voice. The teacher's voice is clear enough and it could be heard by all of the students in the class.
6. The way of controlling students group. The teacher grouped the students; one group consisted of four or five students. When the students were discussing in their group, the teacher monitored them, by moving around them.
7. Teaching learning objective achievement. From the five teaching learning objectives started in lesson plan. The students are able to:
 1. Find out the generic structure of recount text.
 2. Write a recount text coherently.

3. Write a recount text by using appropriate vocabulary.
4. Write a recount text grammatically in Simple Past Tense.
5. Write a recount text by using correct mechanism.
8. The teacher could achieve almost the entire objective except the last objective. In other words, it was only one learning objective that can't be achieve in cycle one.
9. The way of closing the class. The teacher greeted or said good bye to all of the students before the class ended.

Meanwhile, there were 2 aspects (8.69%) with sufficient criteria, the aspect are:

1. The teaching style. Motivation and constructivism, the teacher developed students' understanding about new material based on their experience or their prior knowledge, but the teacher didn't give enough motivation towards the students when they were writing.
2. Ability to communicate. The teacher checked students' understanding after the teacher explained the material or she asked what is confusing for them.

There were 6 aspects (26.08) belong to unsatisfactory criteria, they are:

1. The way of answering the question. Actually it was used by the teacher to motivate, guide and assess students' critical thinking and used by the students during doing inquiry based activity, but the teacher failed to apply that in teaching learning process. It seemed that the teacher

only emphasized at her explanation. So, it would be better for the teacher to give feedback the students about the material given.

2. The strategy of giving example. After the teacher had explained certain material, the teacher seldom gave the example. It is necessary for her to give more modelling to the students.
3. The way of writing on the board. The teacher did not use the board effectively, she wrote the material on the board wherever she wanted. Sometimes, she started wrote on the middle of the board. It caused the students were confused to focus their attention on the board.
4. The way of helping the weak students. The teacher treated all students in the same way. Actually, the teacher must be able to recognize which are the weak students in the class, so she could give the students more attention, motivation and encouragement.
5. The way of summarizing the material. In this phase, the teacher concluded the material by herself, she did not give opportunity for the students to think what they had learned on that day.
6. Time allocation. The teacher had a problem in allocating the time for students peer correction activity.

d. Reflecting

In reference to this cycle, there were some weaknesses that happened during the teaching and learning process. The research noted all the weaknesses and discussed each activity happened during teaching learning process with the teacher to find out the weaknesses of this cycle. Furthermore, the researcher

noted some weaknesses happened in learning process and learning product, they are:

1. Learning Product

Based on the result of observation in Cycle I about the students' reading scores, the researcher analyzed and found that there were still some students who could not achieve the learning target. Some students' score were still below the target. There were 23 (57.5%) students who could not do the task that is to answer the questions given by the teacher well, while the target that should be achieved is at least 70%, so the rest was 13.5% to be 70%. The failure to achieve the target was caused by some factors, they are:

- a. Some students did not get used to implement *self-questioning strategy* in learning English, as they hardly ever implement *self-questioning strategy* in learning English.
- b. Few students followed the teaching and learning process by using *self-questioning strategy* by chatting with their group friends too much that they ignored the teacher's explanation, even the teacher had tried to focus on the students who did not pay attention well, but still they were weak in achieving the learning target and understanding the language used. So the teacher should give such teaching learning activity more frequent to make the students get used to, and to make the students accustomed with the language used in real life.

- c. Some students assumed that the task done by them difficult enough since they still could not understand in comprehending text in the task.

2. Learning Process

The kind of data which was analyzed for the learning process, is the students' activities. The explanation is as follows:

a. Students' Activities

From the students' activities, the writer found that it was just 20 (50%) of the students who were able to do 80% activities targeted, during the teaching and learning process. While, the target that should be achieved was at least 80%, so the rest was 30% to be 80%. It means that the result of the research had not fulfilled the target of the indicator. The failure to achieve the target was caused by some weaknesses that appeared in the first Cycle, for example, some students responded to the topic enthusiastically but they weren't able to grasp the aim of implementing *self-questioning strategy* since in doing an apperception the teacher did not stimulate the students to correlate the topic to their background knowledge and to the real use. Their result of the students' works still did not increase significantly, because there were still 23 (57.5%) students who could not do the task well, while the target that should be achieved is at least 70%, so the rest was 13.5% to be 70%.

b. Teacher's Teaching Performance

In line with the descriptions about the teacher's performance in Cycle I, it can be concluded that the teacher's performance was good enough. She was capable enough in teaching writing by implementing *self-questioning strategy* to her students. But there were some weaknesses that need to be revised, thus the teacher got 60 for her teaching performance. While, the target that should be achieved was 80, so the rest was 20 to be 80. This means that the research indicator for the teacher's teaching performance had not been fulfilled yet in Cycle 1.

The weaknesses of the teacher's performance and the solutions of the weaknesses were as follows:

1. First, the teacher did not stimulate the students to correlate the topic to their background knowledge and to the real use, so the teacher should ask the students to understand what to do in the teaching and learning process of *self-questioning strategy*.
2. The teacher did not master the teacher's mastery of learning material, the learning strategy used by the teacher, the use of learning technique, the students' involvement and the evaluation done by the teacher well. In these cases, the teacher should plan the lesson plan and the activities that will be applied in teaching and learning process.
3. In doing the evaluation, the teacher was not good at monitoring the students' improvement, in other words she

should take the role as an evaluator of learning and instruction, and for instance, she evaluates the students' performance and the students' work in teaching and learning process, asks some questions to the students to know how far her students had understood the lesson.

4. In the post activity, the teacher did a reflection. She was not quite good in doing the reflection since she did not involve the students in summarizing the lesson by asking the students again to mention what they had learnt during the teaching learning process, and the students did not freely share their ideas by telling what they got from the teaching and learning process. In other words, she should provide any information needed by the students; she may become a place for students to ask any problems they have during the teaching and learning process.

After the writer did reflection towards the weaknesses happened in the learning product and learning process of Cycle I, the teacher tried to implement the solutions in Cycle II until the indicators of the research can be achieved.

Recommendation for Cycle II

Based on the result of the reflection of Cycle I, it was recommended that the reparations for Cycle II were as follows:

1. The students' participation in the teaching and learning process.
2. The choice of the text.

3. The time limit for some activities during reading activity.
4. The effective use of instruction of the activities.
5. The students' work on their own without discussing or looking at other work.

4.2 Cycle II

This cycle was applied since in the first cycle the learning product could not fulfill the indicator of the research. This cycle comprised of planning, implementing, observing and reflecting.

a. Planning

In this stage, the teacher prepared lesson plan based on the problem and analysis of the class. She emphasized on how to comprehend the narrative text easily. The lesson material was in the form of narrative text reading dealing with the *self-questioning strategy* topic "Snow White". Besides, the researcher prepared the observation format for the teacher in order to see the teacher performance.

b. Implementing

For this cycle, teacher prepared the material that still had the same topic. The processes in this step covered pre activities, while activities, and post activities. The explanation is as follows:

1. Pre Activities

As what the teacher did in Cycle I, at the beginning of the teaching and learning process in Cycle II, the teacher greeted the students in English

and then checked the students' attendance. After that, the teacher asked the students about the previous lesson, which was about Snow White as well, then the teacher, asked some questions related to the topic so that students had a background about reading and expressions they might use. Then the teacher informed the students the competence that would be achieved after the teaching and learning process. In doing an apperception, in this cycle she tried to stimulate the students' background knowledge. The example of the activity is as follows:

Teacher : Ok students I want to ask you once more, what narrative text have you known?"
 Students I : "Malin Kundang Sir...!"
 Teacher : "Good! Where does it come from?"
 Students I : "West Sumatra Sir!!"
 Teacher : "Oh...Good!!!"

The teacher asked the students about the previous lesson so that the students could be reminded what they had already learnt before and by asking several questions related to their real life, it was done to stimulate their imagination to relate to the next lesson.

2. While Activities

Having reminding the students the previous lesson, the teacher started the lesson by implementing *Self-Questioning Strategy*. The teacher told the students that they would implement *Self-Questioning Strategy* that was the same like had been implemented by them in the previous meeting; they are as follow:

Students answer the teacher's questions whether they have ever heard about the story of A Tiger.

- a. Students get the story of A Tiger to the students.
- b. Students observe the teacher's model of *self-questioning strategy* by using pre-written questions about the story, they are:
 1. Why is the title of the story "A Tiger"?
 2. What will it talk about?
 3. What does the picture tell me about the story?
 4. What do I know about A Tiger?
 5. Students read the story of "A Tiger" to get an overview of the whole text.
 6. Students write down the answer of the previous questions on their notes if they find it on the first paragraph.
 7. Students write down their questions coming to their minds based on the clues after reading the first paragraph:
 - a. What happened to the monkey?
 - b. What did the monkey say to the tiger?
 - c. What happened to the deer?
 - d. What did the deer say to the tiger?
 - e. What happened to the elephant?
 - f. What did the elephant do to the tiger?
 - g. How did the tiger feel?

During that activity, the teacher walked around to help the students if they had any difficulties, for example, students did not understand what to do, or had the difficulties in vocabularies. To solve this case the teacher asked the others students to answer it. But if all of them did not know at all the

reading meant, then the teacher asked them to open their dictionary to find the words in English.

After the teacher made sure her students had done his order, she asked some students to answer the questions in English and then compared with the others answer. The teacher checked the answers and corrected them.

3. Post Activities

In this activity, the teacher assigned the students to do the reading task in form of making a narrative reading. After they had done the task, then the teacher asked them to submit their answer sheets. After the teaching and learning process were complete, the teacher closed the class.

c. Observing

After the teaching learning process, the teacher and the observer discussed each activity happened in the teaching learning process. The process of teaching and learning including the students' activities and the result of students work explained as follow:

1. Learning Product

Learning product is the students result in narrative text reading. The indicator of the students achievement in narrative text reading is 70% students in class get at least 60 (seventy) score or more in narrative text reading. The students reading score can be seen on the table.

Table4: Students' Score at Cycle II

| No | Score | Frequency | Percentage |
|----|--------|-----------|------------|
| 1 | 90-100 | 3 | 7.5% |
| 2 | 80-89 | 8 | 20% |
| 3 | 70-79 | 10 | 25% |
| 4 | 60-69 | 12 | 30% |
| 5 | 50-59 | 4 | 10% |
| 6 | 40-49 | 3 | 7.5% |
| 7 | 30-39 | 0 | 0% |
| | Total | 40 | 100% |

In other words, at cycle II, there were 33 students (82.5%) gained score 60 or more while at cycle 1, just 17 students (42.5) gained score 60 or more. It means the result of the second cycle have already fulfilled the indicator that is 70% of the students got score 60 score or more.

2. Learning Process

To know whether the target of the indicator for the students' activities in this classroom action research has already been achieved or not after the implementation of *self-questioning strategy*, the following explanation is given for the process of the students' activities during the teaching and learning process: it was found that 35 students (87.5%) responded the topic enthusiastically. And when the teacher began giving an explanation and giving some questions almost all the students paid attention and

responded to the teacher questions. The students also did the teacher's instruction.

a. Students' Activities

The indicator of the students' activities was, at least 80% or more of the students did at least 80% of the activities during the teaching and learning process, it means that the implementation of *self-questioning strategy* could be used to improve the students' activities.

1. Pre Reading Activities

When the teacher did an apperception, there were about 35 students who responded to the topic enthusiastically. The students looked more interested in responding to the topic since the teacher tried hard to give many perceptions by asking several questions. Unfortunately, there were still 5 students who did not respond to the topic enthusiastically. These students did not make noise in the class but they also did not show their interest to the topic. As usual, they only became the viewers of their friends. However, if it is compared with the result of the first cycle, there was an improvement in the result of the second cycle

2. Reading Activities

There were about three activities that became the focus of the observation, there were students should pay attention to the teacher's explanation, respond to the teacher's questions, and follow the teacher's instructions.

In reading activities, all the students paid attention to the *self-questioning strategy* and also the teacher's explanation. Although it was also found that there were 5 students who did not pay attention well on the teacher's explanation. They tended to chat with their friends when the teacher was explaining. But fortunately, the teacher was aware to their ignorance, so the teacher spoke louder in order to catch the students' attention to his explanation.

The explanation above shows that through the *self-questioning strategy* presented by the teacher, the students followed the teaching learning process more. Then when the teacher asked some questions related to the material, there were approximately 35 students who responded to the questions. The students became more active since they could understand the teacher's questions easily. It was easy for them because the teacher gave key words in the form of comments and simple questions to make the students comprehend her questions.

Besides that, the students became more active since they did not feel afraid to the teacher anymore. The teacher did not correct the students' mistakes directly and she even gave positive responses to the students' opinions and answers. Hence, the students looked much more confident in responding to the teacher's questions. By giving positive responses to the students' answers and opinions, she had allowed the students to produce any kind of production in responding to the teacher's questions how to spell, pronounce and determine the words during the teaching and learning process so that the students did not

feel shy or afraid in giving answers and opinions to the teacher's questions and instructions.

For the last activity, that is, responding to the teacher's instruction in the form of reading task, all the students were able to do the task, although it was found that there were still 7 students who could not do the task well. They still got a very low score, as basically their English were very poor and they lacked of motivation in learning, although they had made an improvement, however they needed a special treatment from the teacher, so the teacher had to pay more attention to the weakness the ones like them by explaining them the material more. While the rest of the students were able to do the reading task well.

3. Post Reading Activities

The students responded to the feedback from the teacher, the students made narrative text reading about *A Tiger* then submitted it to the teacher and the last the students left the class.

From the explanation of the activities done by the students during the teaching and learning process in Cycle II, the researcher got the data that was; there were 35 students (87.5%) of 40 students who did 80% of the activities that was observed by the observer. It means that the target stated in the indicator of the students' activities has been achieved since more than 80% of the students have done more than 80% of the activities during the teaching and learning process. This shows that implementation of *self-questioning strategy* in teaching

reading can improve the students' activities.

In cycle II, the students score has achieved an indicator of research since there were 33 students (82.5%) who score 60 or more. It happened because the teacher did the reflection toward the previous cycle and did the improvement in cycle II. She gave the model of a good narrative text and also the mistake often done by the students from the previous cycle. In this case, the students improved their narrative text reading ability. It happened because the teacher focused on the students weaknesses. In addition, the teacher's performance in teaching narrative text still can be improved in this cycle. Since the indicator of the research has been fulfilled, the researcher stopped her classroom action research at cycle II.

b. Teacher's teaching Performance

In line with the descriptions about the teacher's performance in cycle I, it can be concluded that the teacher's performance was good enough. He was capable enough in implementing *self-questioning strategy* in teaching reading to the students.

The results of the teacher's performance in Cycle II are as follows:

1. Pre-Activities

In pre activities, the teacher asked several questions to stimulate the students' background about the topic in English, and most of the students understood the questions asked by the teacher well, because

the teacher was able to overcome difficulties in learning and personal matters. The teacher had willing to listen to the students' problems and solved them. For example, the teacher translated the questions into Bahasa Indonesia. The teacher was good enough in doing the activity because she informed the students what they should be able to do well after finishing the teaching learning process.

2. While-Activities

Based on the problems in the Cycle I, the teacher emphasized on the teacher's mastery of learning material, the learning strategy used by the teacher, the use of learning technique, the students' involvement and the evaluation done by the teacher. In these cases, the teacher was able to plan the lesson plan and the activities which applied in teaching and learning process. As the result, the teacher's performance in while-activities can be seen as follows:

- a. The teacher was able to correlate the material with relevant topic and real life. So, the students responded to the teacher by giving their opinions in simple sentences, even in single words in English
- b. In teaching learning process which was the material was about A Tiger. The teacher did it very well. She taught his students about A Tiger. Those activities were very relevant to the competence which must be achieved. This means that she did the teaching and learning process which was suitable to the time allocation. The teacher had applied the teaching and learning process which was

suitable with the students' needs.

- c. In doing the evaluation, the teacher was good at monitoring the students' improvement, because she was able to evaluate the students' performance and the students' work in teaching and learning process, asked some questions to the students to know how far her students had understood the lesson. The final evaluation she did was very suitable with the competence.

3. Post Activity

In the post activity, the teacher did a reflection. She was quite good in doing the reflection since she involved the students in summarizing the lesson by asking the students again to mention what they had learnt during the teaching learning process, and the students freely shared their ideas by telling what they got from the teaching and learning process.

Table5. Observation format result at Cycle 1 and Cycle II

| Aspect Observed | Cycle 1 | | | | | Cycle II | | | | |
|---|---------|---|----|---|----|----------|---|----|---|----|
| | VS | S | Su | U | VU | VS | S | Su | U | VU |
| Preparation : | | | | | | | | | | |
| 1. Formulation of teaching objectives | √ | | | | | √ | | | | |
| 2. Teaching learning activity learning | √ | | | | | √ | | | | |
| 3. Selecting the material | | √ | | | | | √ | | | |
| 4. Teaching the material | | | | | | √ | | | | |
| 5. Designing item | √ | | | | | √ | | | | |
| Teaching Process | | | | | | | | | | |
| 1. Ability to open the class | √ | | | | | √ | | | | |
| 2. The teaching style, motivation, constructivism | | | √ | | | | √ | | | |
| 3. The strategy of giving example (modelling) | | | | | √ | | √ | | | |
| 4. The way of giving written | | | | | | | √ | | | |

| | | | | | | | | | | |
|--|---|---|---|---|--|---|---|---|---|--|
| form | | | | | | | | | | |
| 5. The way of answering question | | | √ | | | | √ | | | |
| 6. The way explaining material | | √ | | | | | | | | |
| 7. The way of giving attention to the students | | √ | | | | √ | | | | |
| 8. The way of giving the task | | √ | | | | √ | | | | |
| 9. Ability to communicate | | | √ | | | | √ | | | |
| 10. The way of writing on the Board | | | | √ | | | | | √ | |
| 11. The way of helping the Weak students | | | | √ | | | | | √ | |
| 12. The quality of voice | | √ | | | | | √ | | | |
| 13. Ability to manage the class | √ | | | | | √ | | | | |
| 14. The way of controlling The students group | | √ | | | | | √ | | | |
| 15. The way of summarizing The material | | | | √ | | | | √ | | |
| 16. Teaching Learning Objective achievement | | √ | | √ | | | √ | | | |
| 17. Time allocation | | | | √ | | | | √ | | |
| 18. The way of closing the Class | | √ | | | | | √ | | | |

Note :

VS: Very satisfactory, the teacher achieved 95% result of the target

S : Satisfactory, the teacher achieved 80% result of the target

Su : Sufficient, the teacher achieved 70% result of the target

U : Unsatisfactory, the teacher achieved 50% result of the target

VU: Very unsatisfactory, the teacher achieved 30% result of the target

The data in table 8 showed that there were 6 aspects (26.09%) with very satisfactory criteria, they are:

1. Formulation of the teaching objectives, the teacher could formulate the appropriate teaching objectives based on standard competence the curriculum.
2. Teaching learning activity planning, prior to the teaching learning process, the teacher had already prepared the lesson based on the material that would be given to the students.
3. Teaching the material, teaching material was designed based on the curriculum for second year students of senior high school that is narrative text.
4. Design test items, the test items were completed by direction and instruction.
5. Ability to open the class, the teacher could attract the students' attention and motivate the students well.
6. Ability to manage the class, if the students were making noise, the teacher asked them to keep silence and pay attention to her explanation or the teacher admonished the students by calling his or her name.

The teacher achieved 11 aspects (47.82%) for satisfactory criteria. Those aspects are:

1. Selecting the material, the narrative text material is selected to taught since was stated in curriculum for the second year students of senior high school.
2. The teaching style, motivation and constructivism. The teacher developed the students understanding about new material based on

- their experience or their prior knowledge and she gave motivation towards the students when they were reading.
3. The strategy of giving example. The teacher demonstrated what she wanted the students to learn and what she wanted to the students to do. In addition, she gave illustration and reinforcement to the students.
 4. The way of explaining the material. It was started by observation, so the students could understand a concept. The cycle consisted of observing, questioning, analysing, and formulating the theory individual or together with their friends.
 5. The way of giving attention to the students. During the writing process, the teacher moved among the students and order to monitor and help them.
 6. The way of giving the task. The teacher should explain the instruction and direction clearly before she asked the students to work individually.
 7. The quality of the voice. The teacher's voice is clear enough and it could be heard by all of the students in the class.
 8. The way of controlling the students group. The teacher grouped the students in the class. Each group consisted of four or five students. When the students were discussing in their group, the teacher monitored them by moving around them and asked them whether they found any difficulties.

9. Teaching learning objective achievement. Based on the learning product result, it showed that the five teaching learning process objectives stated in lesson plan can be achieve well.

10. The way of closing the class. The teacher greeted or said good bye to all student before she went out of the class.

Meanwhile, there were 4 aspects (17.39%) with sufficient criteria. The aspects are:

1. The way of answering the question. When there were students asking question to her, she tried to answer the question directly. It was used by the teacher to motivate, guide and assess students' critical thinking and used by the students during doing inquiry based activity.
2. Ability to communicate, the teacher checked student's understanding after she had explained the material or she asked what is confusing for them. The teacher had tried to create good interaction between her and the students.
3. The way of summarizing the material, the teacher asked the students about what they have learned on that day. Then, she concluded that at the end of the class. Furthermore, she evaluated and gave feedback to the students about the material that had been given.
4. Time allocation, the teacher could allocate the time effectively for each teaching learning activity so each activity can run well.

Especially for students peer correction, she allocates 15 minutes but still, it seems that its activity need more time.

In addition, there were 2 aspects (8.69%) belong to unsatisfactory criteria, they are:

1. The way of writing on the board. The teacher jotted on the board randomly and it ended up covering the whole board. In addition, it seem that she did consider that what she wrote on it and how she wrote on the board would be copied into notebooks and imprinted in the students minds.
2. The way of helping the weak students. The teacher was not abler to recognize the weak students, when she moved among them to give any help in understanding the text.

There was no aspect (0%) with criteria very unsatisfactory. It means in Cycle II, based on table 5 there were 21 aspects (91.30%) with the criteria very satisfactory, satisfactory and sufficient while in Cycle I, there are 17 aspects (79.91%) with the criteria very satisfactory, satisfactory and sufficient. It happens since there are four aspect of teacher performance that can be improved by the teacher in Cycle II, they are modelling, the way answering question, the summarizing the material and time allocation. In Cycle II, modelling aspect achieved satisfactory level while in Cycle I it achieved sufficient level. In Cycle II, the way answering the question aspect gained unsatisfactory level while in Cycle I, the way answering question aspect gained unsatisfactory level. In

Cycle II, the way summarizing the material aspect achieved satisfactory level while in Cycle I; it achieved sufficient level in Cycle II. Time allocation aspect gained satisfactory level while in Cycle I, it achieved sufficient level.

In reference to the data, the researcher gained information that the applicant of *self-questioning strategy* in teaching narrative text still fulfilled the target because the teacher achieved minimally 80% on the application of *self-questioning strategy* from the teacher assessment observation format adapted from APKG / Alat pengukur Kemampuan guru (Lampung university: 2006)

d. Reflecting

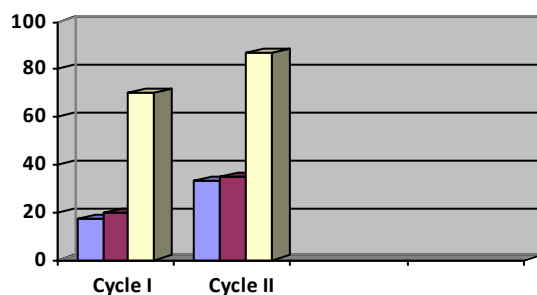
As reflection on the research, the researcher discussed each activity happened during teaching learning process with the teacher to find out the weaknesses of cycle II. Furthermore she also noted some weaknesses happened in learning product. In this cycle, the result of learning product has fulfilled the indicator. That is 70% students score 60 or more. In addition, the problem related to the language used could be overcome by giving the students some examples to be analyzed and discussed. Since the indicator of the research has been fulfilled at this cycle, the researcher stopped the classroom action research at cycle II.

4.3 Data Analysis

The target of the indicator for the learning product could be achieved after the second cycle was held. Besides the reading task result of the second year

students of SMP Amal Bhakti Jati Agung had shown the improvement of the students' reading scores. The improvement can be seen in the following graph.

Graph of the improvement of the students' reading scores



The graph above showed the improvement of the students' reading scores from the first cycle to the second Cycle.

a. Learning Product

Table6. Table of students' reading score in Cycle I and Cycle II

| No | Score | Cycle I | | Cycle II | |
|----|----------|-----------|------------|-----------|------------|
| | | Frequency | Percentage | Frequency | Percentage |
| 1 | 90 – 100 | 1 | 2.5% | 3 | 7.5% |
| 2 | 80 – 89 | 2 | 5% | 8 | 20% |
| 3 | 70 – 79 | 4 | 10% | 10 | 25% |
| 4 | 60 – 69 | 10 | 25% | 12 | 30% |
| 5 | 50 – 59 | 12 | 30% | 4 | 10% |
| 6 | 40 – 49 | 7 | 17.5% | 3 | 7.5% |
| 7 | 30 – 39 | 4 | 10% | 0 | 0% |
| | Total | 40 | 100% | 40 | 100% |

In Cycle I, there were about 17 (42.5%) students whose scores were 60 or

higher. It means that the result of the reading task could not fulfill the indicator of the research. Hence, the second cycle must be conducted. After Cycle II was conducted, the indicator of the research could be fulfilled since there were approximately 33 students (82.5%) got 60 or higher.

In Cycle II, the students score has achieved an indicator of research since there are 33 students (82.5%) who got score 60 or more. It happened because the teacher did the reflection toward the previous cycle and did the improvement in Cycle II. She solved the mistake often done by the students from the previous cycle. In this case, the students improved their reading ability. It happened because the teacher focused on the students weaknesses. Since the indicator of the research has been fulfilled, the researcher stopped the classroom action research at Cycle II.

Based on the description of the improvement on the learning product and also the data shown in the graph, it showed that the indicator of the research for the learning product had already been achieved. It means that the use of *self-questioning strategy* was applicable to improve the students' reading achievement.

In this research, the implementation of *self-questioning strategy* had helped the teacher of the class to improve the students' reading achievement; the teacher used *self-questioning strategy* to enrich the teaching learning technique, and to replace the old way of giving the material which was just by giving a sum of topics to be written by the students. Implementing *self-questioning strategy* to be one of the teaching techniques, the students were

stimulated and motivated so they were eager to learn more.

b. Learning Process

The learning process covered the students' activities. The analysis and reflection are described as follows:

1. Students' Activities

Table 7. The students' activity score in Cycle I and Cycle II

| No | Score | Cycle I | | Cycle II | |
|--------|--------|-----------|------------|-----------|------------|
| | | Frequency | Percentage | Frequency | Percentage |
| 1 | 60-100 | 20 | 50% | 35 | 87.5% |
| 2 | 30-59 | 20 | 50% | 5 | 13.5% |
| Jumlah | | 40 | 100% | 40 | 100% |

In Cycle 1, there were about 20 (50%) students who were able to conduct 80% activities targeted. It means that the result of the writing task could not fulfill the indicator of the research. Hence, the second cycle must be conducted. After Cycle II was conducted, there were 35 students (87.5%) who did 80% of the activities in the teaching and learning process. This means that the indicator of this research for the students' activities had been achieved because the indicator of the research for the students' activities was, at least 80% of the students did at least 80% of the teaching and learning activities, it means that the use of *self-questioning strategy* was applicable to improve the students' activities.

The students were much more enthusiastic in learning by using technique, it provided students with real life situations to discuss, and it was more

interesting and motivating. However, from five kinds of students' activities observed by the observer, most of activities which the students did not do that is responding to the teacher's questions; there were a few students who responded to the teacher's questions.

2. Teacher's teaching Performance

It is similar to the students' activities; there is also an improvement on the teacher's teaching performance in Cycle II. The teacher's performance in Cycle II can be seen as follows:

- a. The teacher stimulated the students to correlate the topic to their background knowledge and to the real use; consequently the students followed the lesson of narrative text by using *self-questioning strategy* without paying attention to the teacher's explanation. Here, the teacher used strategies through the use of percept and example, in order to inculcate moral values, life styles, and career goals that have high priority in the community.

The teacher introduced the activity by describing the situation and making sure that all of the students understand from the brainstorming before implementing *self-questioning strategy* in teaching reading.

- b. The teacher used good English in the class. So, the students got accustomed to listen to the English words, the teacher used English more frequently.

The teacher was able to facilitate the learning material and anything which were useful for teaching and learning process, for instance, the teacher used bilingual, both English and Bahasa Indonesia in the same time, to make the students accustomed to English expression. She finished teaching based on the time that was scheduled thus she managed the time wisely. She can distinguish which activity needed longer time and which one needed shorter time. The teacher evaluated the students' performance and the students' work in teaching and learning process. The teacher was able to do a follow-up by giving direction or tasks as a remedy but in doing the follow-up, the teacher asked the students to learn more at home. She got the time to give follow up or homework.

Table8. The aspects teacher's performance developed by *self-questioning strategy* at Cycle I and Cycle II

| Criteria | Aspect Observed (%) | |
|-------------------|---------------------|------------|
| | Cycle I | Cycle II |
| Very satisfactory | 4 (17.39) | 6 (26.09) |
| Satisfactory | 4 (17.39) | 11 (47.82) |
| Sufficient | 3 (12.18) | 4 (17.39) |
| Total | 11 (47.82) | 21 (91.30) |

The data of teacher's performance in table 12 showed that there were 11 aspects (47.82%) that could be fulfilled by the teacher with the criteria very satisfactory, satisfactory and sufficient. It means that the result of learning process had not successfully achieved the target. Also the learning product had not fulfilled the target yet, the researcher decided to apply the second cycle. In Cycle II, the writer gained information that there were 21 aspects (91.30%) which could be fulfilled by the teacher with criteria very satisfactory, satisfactory and sufficient. It was meant,

the result of learning process in increasing and still achieved the target so the researcher stopped the classroom action research at Cycle II.

In fact it is such an important point to do for every English teacher in order to help the students to correlate the information (information and the topic) what had they got previously to what they were going to get. By correlating the information students had got with the real life and with the new information they were going to get, the students would be able to use it. It was also found that the teacher did not emphasize using English during the teaching and learning process, in fact she must keep using the target language in teaching as long as the students understand the teacher's explanation, so the students got familiar with English.

However, in the second cycle the teacher was able to cover the weaknesses. In her teaching performance, there was an improvement. For that reason, she got score 87 for her teaching performance. This means that the research indicator for the teacher's teaching performance could be fulfilled in Cycle II. She was good in applying *self-questioning strategy*. She was able to get the advantage of using it, such as sharing ideas and information each other, new knowledge, new topic, and new vocabularies, and the content was relevant to the students' need and interest.

As Douglas in Hamalik (1980) conveys that someone learns only when he or she is seeing, hearing, smelling, feeling, thinking, and do physical activities. Thus, by implementing the use of *self-questioning strategy*,

the students could see, hear, feel and think the information and they gained from *self-questioning strategy*. The more interesting the teaching learning process, the more interested the students to learn. The more interested the students to learn, the more activities they do.

Therefore, it was found such an improvement on the students' activities in the second cycle. The number of students who paid attention to the teacher's explanation and also to the teacher's questions increased. This fact has proved that the use of *self-questioning strategy* is applicable to improve the students' activities.

In reference of the research, the researcher showed that *self-questioning strategy* can increase students' narrative text reading. *Self-questioning strategy* provided the ideas in order to make a narrative text. It also helped the students to arrange their ideas in proper order. In addition, *self-questioning strategy* gave guidance focusing the appropriate words used in reading this can help students create many words.

Having implemented teaching narrative text reading through the *self-questioning strategy*, the researcher obtained the information about the students reading component and aspect of teacher's performance develop by *self-questioning strategy*. This means that the indicator of this research for the students' activities had been achieved because the indicator of the research for the students' activities is, at least 80% of the students do at least 80% of the teaching and learning activities, it means that the use of *self-questioning strategy* is applicable to improve the

students' activities.

The students were much more enthusiastic in learning by using technique, it provided students with real life situations to discuss, and it was more interesting and motivating. However, from five kinds of students' activities observed by the observer, most of activities which the students did not do is responding to the teacher's questions; there were a few students who responded to the teacher's questions. After analyzing it carefully, the students did not do it because of lack of vocabulary and they were still very low to express their ideas in written form.

Fortunately in the second cycle, the teacher was able to build the students' confidence by giving more positive responses to the students' opinions and trying to focus more on the weak ones.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After conducting and analyzing the data, the researcher draws some conclusions as follow:

1. *Self-questioning strategy* can be used to improve the students' reading achievement. It can be proved that more than 70% of the students of class VIII. 3. get score 60 or higher. In Cycle I, there are 17 students (42.5%) who gain score 60 or higher, while in Cycle II there are 33 students (82.5%) who gained score 60 or higher. Thus through *Self-questioning strategy*, the teaching narrative text becomes more effective, as it is relevant to the students' need and interest, It is also able to present and to reinforce the language to be learnt, stimulate the language production and it is as a model for a learner to follow.
2. By using *Self-questioning strategy*, it is found that the students' activities improved as it stimulates and attracts more the students in learning English. As it is found that there are only 20 students (50%) who got 80% of the activities in Cycle I, but there are 33 students (82.5%) who get 80% of the activities in Cycle II.

3. The implementation of *Self-questioning strategy* helps the teacher to enrich teacher's performance in teaching and learning process; it helps English teachers develop their knowledge and skills necessary for the performance of psychological roles and instructional roles.

5.2 Suggestions

Concerning the problems in teaching process of narrative text through *Self-questioning strategy* that is found in the research, the researcher would like to give suggestion as follows:

- a. *Self-questioning strategy* can be used as an alternative technique to teach narrative text reading, since it motivates the students to be active in learning and it helps the students to express the ideas easier. It can be done by giving them some questions related to the topic given by the teacher.
- b. In implementing *Self-questioning strategy*, the teacher should give more emphasizes in controlling the students' activities, so that the teacher can observe the students properly. Also, the teacher should consider that the situation in the class can be out of control so that the teacher can take action as a moderator who directs the class situation properly.
- c. In the teaching process of narrative text reading through *Self-questioning strategy* the teacher should try to use other forms of *Self-questioning strategy* such as; using pictures, diagrams, maps, and words cluster to develop other kinds of texts, for examples descriptive text, recount text, etc.

- d. Considering the advantages of *Self-questioning strategy*, it is suggested that English teacher apply *Self-questioning strategy* as an alternative technique in teaching reading. However, the teacher should ask the students to bring dictionary in order that they will not depend on the teacher and their friends in getting information or meaning of the words. The students will be more independent and get more knowledge.
- e. The teacher should be strict in monitoring during reading activity. Since all of narrative texts given the same, there is a chance for students who are lazy to cheat on their friends work. In addition, there should be self-awareness to do the writing test individually, so each student can show their real capability in writing. It can be solved by giving the 3 students who did that a punishment; they not do that anymore in the future.