

## IMPROVING STUDENTS' READING COMPREHENSION THROUGH GIVING QUESTION AND GETTING ANSWER AT THE TENTH GRADE OF SMA NEGERI 2 BULUKUMBA

Oleh :

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### Abstract

The research aimed at finding out the improvement of students' reading comprehension by Giving Questions and Getting Answer (GQGA Strategy) at class X MIPA 4 of SMA Negeri 2 Bulukumba. This research used Giving Questions and Getting Answer (GQGA Strategy) applied in the class when the researcher taught the students of SMA Negeri 2 Bulukumba. This research was classroom action research that consisted of two cycles. One cycle consisted of four meetings. It means that there were eight meeting in two cycles. This classroom action research was done at SMA Negeri 2 Bulukumba for English subject. The findings of this research were the improvement of the students' reading comprehension of narrative text in which the mean score of diagnostic test was 54,97 and the mean score of cycle I was 69,97. It means that the difference between score of D-test and C1-Test is 15. Then, the mean score of cycle II was 82,23. The result above indicated that there was significant improvement of the students' reading comprehension through Giving Question and Getting Answer Strategy at class X MIPA 4 of SMA Negeri 2 Bulukumba.

**Key Word:** Reading Comprehension, Giving Question and Getting Answer

### 1. INTRODUCTION

Reading also is an active process identifying important ideas comparing. Reading skill is the ability to analyze, evaluate and synthesize what one read. They are the ability to see relationship of ideas and use them as an older reading. Reading consist of some strategies to help the reader evaluate and understand the content of the material. (Nuttal in Dillah 1991:89)

Reading comprehension is ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Reading comprehension is defined as the level of understanding of a text or message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.

Reading comprehension is very important for the students. However, many students get difficulties in comprehending a text, include the

student at the tenth grade of SMA Negeri 2 Bulukumba. Actually, their vocabularies is good but their ability in comprehending a text such as narrative text still low. Students get difficulties to find

characters of story, main idea, supporting details and analysis the language features and generic structure of narrative text. So, the researcher will apply a strategy to improve students' ability in comprehending a text, especially narrative text. By this reasons, in this writing the researcher intends saw and evaluated the students reading comprehension level through the process of "Improving Students' Reading Comprehension Through Giving Question and Getting Answer (GQGA Strategy) at the Tenth Grade of SMA Negeri 2 Bulukumba"

### 2. METHOD

This research was designed for a classroom action research. This research has characteristics to solve the problem which occur in the class so that it aims to increase the result of study or to know the effective of studying or lesson plan. The researcher of this classroom action research was applied research design by Hopkins (1993:48) which was there are four steps of each cycle namely planning, action, observation and reflection.

The subject of this research was the tenth grade students of SMA Negeri 10 Bulukumba, the first semester of academic years 2019/2020. The researcher chose at class X MIPA 4 SMA Negeri 2 Bulukumba which consist of 30 students.

Every cycle presented consist of four meetings. The second cycle based on the first cycle. It means that the activity of the second cycle continued and repaired based on the reflection of the first cycle. In every cycle divided into four steps. There were planning, action, monitoring or observation, and reflection.

Data collection of this research about the students' achievement would collected from test. The researcher would used essay test to find out the students' reading improvement. The researcher would applied diagnostic test before applying the learning strategy to know the significant result of students' outcomes. Then, the researcher would applied a test in the end meeting of cycle I and II.

The data analysis that would be quantitative descriptive analysis. This data would got from reading test to measure the students' comprehension achievement. There are steps that would applied in analyzing the data, observation and discussion between the teacher and collaborator from reflecting the result cycle of the classroom action research. The researcher would analyzed the data for getting the result of students' reading comprehension test depend on rubric test.

### 3. RESULT AND DISCUSSION

#### a. The Implementation of Cycle I

In cycle I, the researcher gave the students diagnostic test to analyze their knowledge before studying. This test also use for dividing them into group. So, their knowledge would be balance in studying team. After the researcher gave a test, the researcher gave reading text in narrative form. In this cycle, the student divided by researcher in 6 groups. The researcher explained the material about narrative text, simple past tense and how to make wh-questions. Then researcher gave each group gave reading text and two cards for a students. The researcher instructed to all student group to listen their each job in team study. There are three section in this learning process such as discussion, presentation and question-answer section.

#### The Implementation Result of Cycle I

During the implementation the cycle I, the researcher used data from students' achievement. It means that the researcher just gets one kinds of data is quantitative data. Reading comprehension by narrative text through giving question and getting answer strategy or GQGA strategy. Using narrative text through this strategy shows that the students' reading comprehension ability is improved, but there are some students have not achieved the criteria of success. The minimal standard criteria are mean score of the students' reading comprehension is 75.

**Table. 1 Data Frequency Distribution and Percentage of D-Test**

Interval	Score	Qualification	Frequency	Percentage
91-100	91-100	Excellent	0	0
81-90	81-90	Very Good	0	0
71-80	71-80	Good	1	3,33 %

61-70	61-70	Fairly Good	2	6,67 %
51-60	51-60	Fair	19	63,33 %
41-50	41-50	Poor	8	26,67 %
0-40	0-40	Very Poor	0	0
Total			30	100 %

Based on their D-T score, students got score under the criteria of success. It means that students' reading comprehension is not achieved the criteria of success. The minimal criterion is the students' reading comprehension get mean score is 75, but the students' mean score under 75. In addition, Table 3.1 shows that student got score in interval 71-80 is 3,33 % and students got score in interval 61-70 is 6,67 %. They are categorized good and fairly good. Then, students got score in interval 51-60 is 63,33 % and students got score in interval 41-50 is 26,67 %. They are categorized fair and poor. The following table will be presented the students' mean score of the implementation cycle I test:

**Table 2The Students' Mean Score for Diagnostic Test**

Test	Mean Score	Classification
Diagnostic	54,97	FAIR

Tabel 3.2 indicated that mean score of diagnostic test is 54,97. In this case, the result of this test is still low and it is under the standard mean score. This research will be success if the mean score above 75. Because it is standard mean score. The students' reading comprehension is still low. The researcher would be applied a suitable strategy to improve the students' comprehension in reading a text especially narrative text. In this research, giving question and getting answer is compatible strategy for applying to increase the students' ability in comprehend a text especially narrative text. The researcher classified the data within qualification frequency distribution and percentage in the following table:

**Table. 3 Data Frequency Distribution and Percentage of Cycle I Test**

Interval	Score	Qualification	Frequency	Percentage
91-100	91-100	Excellent	0	0
81-90	81-90	Very Good	1	3,33 %
71-80	71-80	Good	5	16,67 %
61-70	61-70	Fairly Good	24	80 %
51-60	51-60	Fair	0	0
41-50	41-50	Poor	0	0
0-40	0-40	Very Poor	0	0
Total			30	100 %

Based on the cycle I test score, the students still got score under the criteria of success. The minimal criterion is the students' reading comprehension get mean score is 75, but the students' mean score under 75. Table 3.3 shows that 3,33 % student got score in interval 81-90 and 16,67 % students got score in interval 71-80. They are categorized very good and good. Then, 80 % Students got score in interval 61-70. They are categorized fairly good. The following table will be presented the students' score of the implementation cycle I:

Test	Mean Score	Classification
Cycle I	69,97	Fairly good

Based on above table 3.4, it indicated that the mean score of the cycle I test is 69,97. It means

that the classification of the students' cycle I score is fairly good. The mean score of student test from the D-test to cycle I is improved but the main score of the cycle I is still low. It is still under the standard criteria of success

**b. Reflection for Cycle I**

One of the criteria of success is the students' mean score is 75 or more. Based on the data of students' mean score presented on the table 3.4 above, it can be concluded that the implementation of GQGA strategy in teaching to improve reading comprehension of the tenth grade students of SMA Negeri 2 Bulukumba Although the mean score of cycle I is 69,97. It means that the mean score over the criteria of success. However, in reading narrative text through GQGA strategy is not successful yet because the score of the students is below the criterion of success. The students' mean score in this cycle is still under the standard criteria of success. The mean score of the cycle I is still below 75 score. In this cycle, based on the students' D-Test and C1-test score some students show their improvement in reading comprehension. However the mean score of this cycle still low, it is under the standard criteria of success is determined because there are 24 get score below 70 in cycle I. So, the cycle 2 needs to be conducted. The cycle 2 is done to find appropriate strategy in improving student reading comprehension through giving question and getting answer strategy at class X MIIPA<sup>4</sup> of SMA Negeri 2 Bulukumba

**c. The Implementation of Cycle II**

In the cycle I, the researcher divided students into some groups based on student's knowledge classification. It means that each group classified in randomly knowledge classification. Every student had different knowledge classification. So, they can share information and knowledge one each other about the text. The researcher divided all students each group consist of 4 up to 5 students. Each member of group have a job. The researcher would divided two cards or paper for a student. One for asking card and one for answering card. Every student have one chance to ask and answer in asking and answering section. Every student have one chance to ask and answer in asking and answering section. The researcher would instructed to the student for preparing one piece of paper a group. The researcher would divided reading materials or text to every group. The student would done the instruction of the researcher. Every student will do their jobs. The researcher would perform each group in front of the class. The result of testing in cycle I show that there are some students get score below the criteria of success but some others shows their improvement and activeness in reading comprehension. The researcher conducted the cycle II to find out the significant improvement of student reading achievement. In the cycle II, the researcher done activities in action stage which is

same with action in the first cycle. Doing learning and teaching process based on the lesson plans. But, the teacher would apply the different way to present. In the second cycle, after each group analyze the text to determine the main idea, generic structure of the text and the significant language feature of narrative text. The researcher instruct to each one member of the group to translate and read or interpretate the text that one paragraph one group. The researcher done this way to find out the students interpretation about the character, the main idea, generic structure of the text and the significant language feature of narrative text. Because in cycle I, most of students were still did not comprehend about it

**d. The Implementation Result of Cycle II**

In the second cycle, the researcher also gets data from student achievement. It means that the researcher used quantitative data. Teaching narrative text through GQGA Strategy shows that reading comprehension of the students is more improved than cycle I. All students have achieved the criteria of success. The minimal standard criterion is the mean score of the students' reading comprehension is 75. The students' score for cycle II can be seen in the following table

**Table. 4 Data Frequency Distribution and Percentage of Cycle II Test**

Interval	Score	Qualification	Frequency	Percentage
91-100	91-100	Excellent	4	13,33 %
81-90	81-90	Very Good	18	60 %
71-80	71-80	Good	8	26,67 %
61-70	61-70	Fairly Good	0	0
51-60	51-60	Fair	0	0
41-50	41-50	Poor	0	0
0-40	0-40	Very Poor	0	0
Total			30	100 %

Table 3.5 shows there are 13,33% students get score in interval 91-100 and they are categorized excellent, and there are 60% students get score in interval 81-90 and they are categorized very good. Then, there are 26,67% students in interval 71-80. It means that students' reading comprehension have achieved the criterion of success because the students' mean score over 75

**Table. 6 Students' Mean Score for the Cycle II**

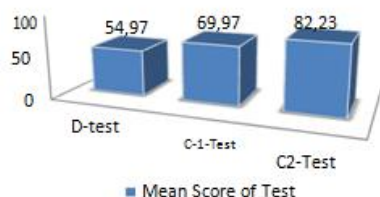
Test	Mean Score	Classification
Cycle II	82,23	Very Good

Table 3.6 shows that the minimal criterion is if the student get mean score of their reading comprehension ability is 75 and based on data on table 3.5 all students get score over the target. In this cycle, the mean score is 82,23 and it is categorized very good. In addition, Table 3.6 shows that The application of this strategy, Giving Question and Getting Answer (GQGA Strategy) can improved the student result of reading comprehension about narrative text. The indicator had total score and it was divided by sum of students so it resulted as means score in D-Test, cycle I, and cycle II. So, the improvement of the students' reading comprehension can be seen clearly in the following explanation:

**Table 5 : The Improvement of the Students' Comprehension in reading**

Indicators	Reading Comprehension			Improvement	
	D- Test	Cycle I	Cycle II	D-test to CI	CI to CII
Mean score	54,97	69,97	82,23	15	12,26

The table above indicated that there was improvement of the students' literal comprehension from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in reading comprehension was 54,97, but after evaluation in cycle I the students' reading comprehension became 69,97. So the improvement of students' reading comprehension achievement from D-Test to cycle I was 15. There was also a significant improvement of students reading comprehension from cycle I to cycle II where the students' reading comprehension in cycle I was 69,97 and in cycle II was 82,23. So the improvement of students' reading comprehension achievement from cycle I to cycle II was 12.26. In this research, there was significant improvement of students' mean score from D-test to Cycle I and Cycle I to Cycle II. The following chart was presented:



The chart above showed the improvement of the students' reading comprehension in cycle II was higher 82,23 than cycle I 69,97 and D-Test 54,97. It also showed that the result of D-Test was the lowest achievement. After evaluation in cycle I and cycle II, there was a significant improvement of the students' reading comprehension that shown clearly in the chart after taking an action in cycle through Giving Question and Getting Answer (GQGA strategy).

#### e. Reflection for Cycle II

Based on the data result of the reading comprehension on the table above, it can be concluded that ability of the students in reading comprehension by using giving question and getting answer strategy is very improved. The data shows that the students' mean score is 82,23 and it means that their learning achievement is improved. It means that teaching narrative text through GQGA strategy can improve reading comprehension ability of the tenth grade students, class X MIA<sup>3</sup> of SMA Negeri 2 Bulukumba

#### 4. CONCLUSIONS

Based on the analysis result of the research, it can be concluded that the use of Giving Question and Getting Answer Strategy can improve reading comprehension ability of the tenth grade students

of SMA Negeri 2 Bulukumba The students' mean score for diagnostic test is 54,97 and the main score for cycle I is 69,97 and then it is improved in cycle II with the means score is 82,23. It means that the mean score of the students fulfills target determined. It indicated that teaching narrative text through giving question and getting answer (GQGA) strategy can improved students' reading comprehension

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