

AN UNDERGRADUATE THESIS

**THE USE OF QUESTIONING THE AUTHOR (QTA) STRATEGY TO
IMPROVE READING COMPREHENSION SKILLS OF ELEVENTH
GRADERS OF THE SMA N 1 PUNGGUR IN THE ACADEMIC YEAR OF
2022/2023**



BY:

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**Tarbiyah and Teacher Training Faculty
English Education Department**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H/ 2023

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presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Departement

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APPROVAL PAGE

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Sudah kami setuju dan dapat di munaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE USE OF QUESTIONING THE AUTHOR (QTA) STRATEGY TO IMPROVE READING COMPREHENSION SKILL OF ELEVENTH GRADERS OF THE SMA N 1 PUNGGUR IN THE ACADEMIC YEAR OF 2022/2023. Written by: Chindy Krisia Rinjani, Student Number 1601070145, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday June 22, 2023, at 08:00– 10:00a.m

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**THE USE OF QUESTIONING THE AUTHOR (QTA) STRATEGY TO IMPROVE
READING COMPREHENSION SKILLS OF ELEVENTH GRADERS OF THE SMA N 1
PUNGGUR IN THE ACADEMIC YEAR OF 2022/2023**

ABSTRACT

BY:

CHINDY KRISIA RINJANI

This study focuses on the use of the Questioning the Author (QTA) technique in English texts to improve the reading skills of eleventh grade students of SMA N 1 Punggur. This study uses a class action research method (CAR). The data collection method used in this study was a test: pre-test, post-test I and II. The data collected will be used to measure the improvement of students' reading skills using the Questioning the Author (QTA) strategy.

The purpose of this research is to get at least 70% of students in the class to get MMC scores in reading lessons. The results of this study showed that the average class score increased, the average pre-test score of 62.26 increased to 70.38 in post-test I and to 65% in post-test II. The percentage of students who received MMC was 75.25% with the conclusion that the use of the Questioning the Author (QTA) strategy could improve students' reading skills.

Keywords: *Reading Comprehension Skill, Teaching ESFL, Questioning The Author Strategy*

**PENGGUNAAN STRATEGI QUESTIONING THE AUTHOR (QTA) UNTUK
MENINGKATKAN KETERAMPILAN MEMAHAMI MEMBACA SISWA KELAS XI**

SMA N 1 PUNGGUR TAHUN PELAJARAN 2022/2023

ABSTRAK

OLEH:

CHINDY KRISIA RINJANI

Penelitian ini berfokus pada Penggunaan teknik Questioning the Author (QtA) pada teks bahasa Inggris untuk meningkatkan keterampilan membaca siswa kelas sebelas SMA N 1 Punggur. Penelitian ini menggunakan metode penelitian tindakan kelas (PTK). Metode pengumpulan data yang digunakan dalam penelitian ini adalah tes: pre-test, post test I dan II. Data yang dikumpulkan akan digunakan untuk mengukur peningkatan keterampilan membaca siswa menggunakan strategi Questioning the Author (QtA) .

Tujuan dari penelitian ini untuk mendapatkan minimal 70% siswa dikelas dapat memperoleh nilai KKM dalam pembelajaran Reading. Hasil penelitian ini menunjukkan nilai rata-rata kelas meningkat, rata-rata nilai pre test yaitu 62,26 meningkat menjadi 70,38 di post test I dan menjadi 65% di post test II. Presentasi siswa yang mendapat KKM yaitu 75,25% dengan kesimpulan bahwa penggunaan tehnik Questioning the Author (QTA) dapat meningkatkan kemampuan membaca siswa.

Kata kunci : Keterampilan Pemahaman Membaca, Mengajar ESFL, Stategi QtA

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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Stated that this undergraduate thesis is originally work of researcher,
except for some parts that already stated in bibliography.

Metro, June 20th 2023

Researcher,



CHINDY KRISIA RINJANI

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Menyatakan bahwa skripsi ini murni hasil penelitian penulis, kecuali beberapa bagian yang sudah dicantumkan dalam daftar pustaka.

Metro, 20 Juni 2023

Peneliti,



CHINDY KRISIA RINJANI

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MOTTO

“لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا”

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya..”

(Al-Baqarah:286)

“Allah does not burden a person but according to his ability”

DEDICATION PAGE

**This undergraduate thesis is
especially dedicated to: My**

*beloved parents, Mr. Edy Suranto,
Mrs. Eka Susanti, My Sister Anggi
frida Atika And my little brother*

Ridho Bagus Berlian

who always support

me by their endless

love. My best friends,

who have given wonderful motivation for me

My beloved lectures of English

Departement of State Institute for

Islamic of Metro, Lampung

My beloved almamater

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This undergraduate thesis entitled: "THE USE OF QUESTIONING THE AUTHOR (Q/A) STRATEGY TO IMPROVE READING COMPREHENSION SKILLS OF ELEVENTH GRADERS OF THE SMA N 1 PUNGGUR IN THE ACADEMIC YEAR OF 2022/2023" The undergraduate thesis is presented to fulfill one of the requirements for the undergraduate thesis in the English Education Department.

The researcher would like thanks to:

1. Dr. Hj. Siti Nurjanah, M.Ag, PIA as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M. Pd, as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro
3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung
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Metro, 20 June 2023

Researcher,



CHINDY KRISIA RINJANI

1601070145

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a vital component in international communication. Moreover, English is one of the second or formal languages in many countries in the world and included in the part of countries in Asia. In this way, English becomes a key of knowledge because a big part of important literatures written in English. That is why it is called an international language. In Indonesia, English is used as the first foreign language. It is taught formally at almost all schools from Elementary School to University. There are four skills of language that should be taught to the students, they are listening, speaking, reading and writing. All of them are supported by the elements of linguistics, vocabulary and structure. The important role of English is to discuss various aspects of life that discuss politics, economics, social, culture, defense, security and education.

Moreover, reading is one of the important skills in English and gives many benefits for people. Reading is the window of the world. Reading is a process carried out by the reader to get a message, which will be conveyed from the author with the media intermediaries of words or written language. Reading is bringing meaning to and getting meaning from printed or written material. Reading is the process that builds a written reading the text.

Moreover, reading an English text significantly contributes to the need for information and knowledge acquisition. By reading, it is easy for the people to get the meaningful knowledge. As human nature as social beings, of course people need a lot of information written dominantly in English as an international language. Reading activity can increase the readers' knowledge. Knowledge is information that is realized by someone. knowledge should be realized by every human being.

However, reading an English text is not easy to master in a short time. There are many problems experienced by students in the process of reading an English text. The main problem that causes the low quality of reading is the limited English vocabulary. Especially for students who are new to vocabulary and students who are understanding the meaning of each vocabulary. In reading the problems that occur in reading also arise due to being driven by the inability to determine the main ideas and supporting ideas of an English text. The low quality of reading an English text is also caused by the low motivation and interest to read an English text.

Table 1.

NO	Grade	Freqesney	Percentage	Criteria
1.	≥ 70	13 Students	0,37	Complate
2.	≤ 70	22 Students	0,62	incomplate
Total		35 Students		

Source: The Result Test of The Researchers' Pra-survey that was taken on March 17th, 2021.

Based on the data table before the survey, it is accordingly 62% of students are unable to reach MMC (The Minimum Mastery Criterion-

Kriteria Ketuntasan Minimal) in their reading skills. The result shows that students achievement is still low. In addition, it is supported by the results of interviews with English teachers and student questionnaires in the preliminary study of students' difficulties about the difficulties of understanding students in text conversations because they did not answer the questions correctly. This is important for students who are unable to reach MMC greater than students who are able to reach MMC. Therefore it can be denied that eleventh grade students of SMA N 1 Punggur overcome difficulties in their reading skills.

Based on the results of interviews conducted in the pre-survey process, it can be seen that the main problem in reading English texts is the English words and the weakness of students' grammar. In addition, difficulties in reading language texts can also be caused by the inability of students to determine the main idea. In addition, supporting ideas in each of their reading texts. Problems in reading an English text can be discussed with the right media and strategies.

In this regard, one learning strategy that can be used in the learning process of reading is Questioning the Author. Question the Author Is an effective strategy for helping students focus on their content area reading assignment. Because, it encourages them to interact with their reading and creates meaning from it by taking time to analyze the author's purposes rather than merely reading what the text says. It means, the Question the Author strategy is the teacher students to grapple with ideas while they read, to dig in

make sense of ideas as they initially encounter them in the text. students use three sources to build understanding: texts, queries, and discussion.¹ Questioning the writer is also an effective strategy for attracting students, reading, making students more active learning in the classroom. In addition, understand the students' reading text using group, this student and his study group communicate with each other and get complete information and discuss the main ideas and supporting ideas in the English text.

Questioning the Author (QtA) has a positive influence on the reading process. The Researchers in using the Questioning the Author (QtA) strategy in research found that it had a significant impact on the way teachers and students viewed reading. In addition, students can more easily think and learn as well as explain what to memorize, dictate, and forget. The changes were particularly dramatic for the low-ability students. One teacher could not believe how involved all her students had become with the story. They read ahead and even the slower, less motivated students are joining in the discussion with enthusiasm and vigor.²

Based on the entire description above, improving reading skills needs to be done by applying appropriate teaching strategies. In this case the researcher will apply the Questioning the Author (QtA) strategy in improving reading skills. Therefore the researcher will conduct a classroom action

¹ Isabel L. Beck and Margaret G. Mekeown, Educational leadership (association for supervision and curriculum development (ASCD), 2002), p.5

²Hugh W. Catts and Alan G. Kamb, The Connections Between Language And Reading Disabilities (LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS 2005 Mahwah, New Jersey London) ,p.410

research entitled "The use of Questioning the Author (QtA) Technique to Improve Reading Comprehension ability of the Eleventh Graders of SMA NEGERI 1 Punggur in the Academic Year of 2022/2023".

B. Problem Identification

Based on the results of the pre-survey that have been included in the background of the study of researchers, have identified several research problems:

1. Students have weak reading comprehension skills.
2. Students have limited English vocabulary and weak grammar.
3. Students have difficulty reading English text.
4. Students have limitations in determining the main ideas and supporting ideas.
5. Students have no interest in reading English texts.
6. Students have difficulty in determining the meaning implicit in the English text.

C. Problem Limitation

Based on the problems that have been identified, The researchers limit the problems of this study, only on problem number one (1), namely the weak comprehension reading ability of eleventh grade of SMA N 1 PUNGGUR. Researchers will use Questioning the Author to improve reading comprehension skills. Therefore, the title of this research is "The use of

Questioning the Author (QtA) Technique to Improve Reading Comprehension ability of the Eleventh Graders of SMA NEGERI 1 Punggur in the Academic Year of 2022/2023.

D. Problem formulation

Based on the problems that have been limited, the researchers formulated the researchers problems as follows:

“How Can the use of Questioning the Author (QtA) improve reading comprehension among class XI students of SMA NEGERI 1 Punggur in the 2022/2023 Academic Year?”.

E. Objective and Benefits of the Research

1. Objective Of The Research

Based on the problem formulation, researchers determine the objectives of the researcher as follows:

“To improve reading comprehension by using Questioning the Author (QtA) among the eleventh graders of SMA N 1 Punggur in the Academic Year of 2022/2023”

2. Benefit of the research

This research is expected to provide benefits not only for students but also for English teachers and other researchers.

a. For the Students

By applying of this research, it is expected that Questioning the Author (QtA) can assist in improving students reading comprehension skills. That's because this study aims to improve reading comprehension skills by using QtA (Questioning the Author), besides it is expected that students can be more motivated in the reading comprehension learning process because QtA (Questioning the Author) will lead students to be more able to socialize with their groups in reading comprehension learning process.

Questioning the Author strategy which strategy is used by teachers to increase student's comprehension. Developing students' thinking so that it is easier to understand English text. Questioning the Author (QtA) is an active reading strategy that employs the question to increase student engagement with text at varying levels.³ This strategy just used for whilst and post teaching. This strategy aims to check students' comprehension about the text. Question the author strategy can increase student engagements with text at varying level. So, this strategy appropriate to apply in teaching learning process. In addition, this can also facilitate students' understanding in learning English texts.

b. For the Teacher

³ Carianne Bernadowski, Robert Del Greco, and Patricia L. Kolencik. *Beyond the Textbook*, ABC-CLIO, LLC (United States of America 2013), P.27

By applying of this research it is hoped that the teacher can provide solutions to students reading comprehension problems through appropriate techniques. In addition, teachers can be inspired to teach reading with an innovative teaching technique. Therefore the teacher can take the principles of the QTA (Questioning the Author) technique.

c. The other reasearchrs

This research is expected to provide benefits for other researchers for one of the guidelines regarding QTA (Questioning the Author) in reading comprehension. Through the results of this study later, other researchers can consider the procedure of using QTA (Questioning the Author) in teaching Reading comprehension. Therefore this study can be one of the inspirational studies for other studies.

F. Prior Researches

Based on the research entitled "The use of Questioning the Author (QTA) in teaching reading comprehension to high school students" This study aims to see the application of learning strategy using Questioning the Author (QTA) Feedback to increase student activity. in Reading Comprehension learning in SMA. The researcher, which was conducted by Lisa Rahayu Ratmanida from Padang State University, was compiled using classroom action research. The results of the study concluded that the application of

learning using the Questioning the Author (QtA) strategy could increase student activity by learning reading comprehension for high school students. Increased activity is evidenced by evidence of observations before and after the action. The average class activity before the action was 34.52% (low category). The average activity after the first cycle of action was 44.68% (moderate category) or increased by 8.52%, in the second cycle the average class activity after the action was 52.58% (moderate category) or increased 22.66%, and cycle III, the average class activity after treatment was 72.23% (high category) or an increase of 36.42%. Obstacles in implementing the action at the beginning of the cycle include: a class atmosphere that is not conducive and a lack of student motivation. The obstacle for each cycle is time constraints.

This research has similarities and differences in previous studies. Similarity of topics of investigating groups and research methods. The research topic of the two studies is the equation using the Questioning the Author (QtA) strategy in reading. Another similarity is about the research method because these two studies use the same research method, namely the CAR (Classroom Action Research) method. The purpose of this study was to improve strategy Questioning the Author (QtA) could be used to improve students' reading comprehension. The difference between this study and previous studies lies in the study sample. The difference in the sample is because the sample in this study were students of class XI SMA N 1 Punggur for the 2020/2021 academic year.

In addition, the study entitled "Teaching Reading Analytical Exposition Text by using Questioning the Author (QtA) Strategy to Elevent grade students of SMA 11 Palembang". Research conducted by yusna elita in 2017 from UIN Raden Fatah Palembang. This classroom action research implementation of learning at SMAN 11 PALEMBANG aims to (1) describe the activities of teachers and students in implementing learning strategies using QtA (questioning the author) to improve discussion skills of class XI students at SMAN 11 PALEMBANG, (2) describe students' discussion skills. Class XI students by implementing qta learning strategy (questioning the author) using at SMAN 11 PALEMBANG, (3) describe the responses of Class XI students at SMAN 11 PALEMBANG to implementation. The subjects of this study were teachers and class students at SMAN 11 PALEMBANG. The objects of this study were student activities, improved results, and student responses in application. Data collection methods used in this study were observation, tests, and questionnaires.

The results of this study indicate (1) students and teachers are seen to be active in carrying out learning activities. This can be seen from the activeness of students in groups and sharing of discussion results with other groups (2) implementation can improve student discussion skills. This can be seen in the comparison of the classical mean score, that in the pre-action classical average score of 62.8, the first cycle obtained a classical average score of 72.5, while in the second cycle the students' average classical score was 84.6 , (3) the students gave a very positive response to the application of

the QTA learning strategy model (questioning the author) at the discussion session. From these successful results, it is necessary to observe the QTA strategy learning model (Questioning the Author) to optimize the learning process and results to make it easier to understand.

This research has similarities and differences in previous studies. The similarity between this study and previous research lies in the variables studied, namely research using the Questioning the Author (QTA) strategy to improve Reading Comprehension. Another similarity lies in the CAR method group (Classroom Action Research, the same research as research. While the difference between this study and previous research lies in the research subject of research. This study will examine the use of the Questioning the Author (QTA) strategy to Improve Students' Reading Comprehension). Class XI SMA N 1 Punggur Academic Year 20222023, while the first previous research examined students of class XI SMAN 11 Palembang.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension Skill

1. Definition of Reading Comprehension Skill

Reading comprehension skills are the main pillars in reading activities where a reader builds an understanding of a text. He arranges the logic of his thoughts with a collection of letters, words and sentences in the text. Reading comprehension is the main pillar in reading activities where a reader builds an understanding of a text. He combines his logical thinking with a collection of letters, words, and sentences in the text. Reading comprehension skill is not only a process of decoding texts and building a particular understanding. It can be viewed as a process which involves skills and strategies by which the reader reconstruct equitably the message encoded by the author.⁴ Reading Comprehension skill is not just the process of decoding text and building certain understanding.

⁴ Madani HABIB, *Assessment of Reading Comprehension*, (LUMEN Publishing House, 2016) P.132

Moreover, It can be viewed as a process that involves the skills and strategies the reader uses to fairly reconstruct the message coded by the author. it is an interactive process between the reader and the text that leads to a certain understanding. In this process, the reader dynamically interacts with the text in order to get the meaning and ideas contained in this text precisely. Reading comprehension in skilled readers is the end-product of processes that are fast, efficient, interactive an strategic. These processes, some of which may be described as lower level (e.g.word recognition) and some as higher level (e.g. inference-making), rely on aspects of executive function including attention, working memory, executive control and metacognition. This indicates that reading comprehension skill needs to be applied in learning text when learning English to make it easier for students to interpret the meaning of English.

2. Some Basic Skill of Reading Comprehension

a. Phonics dan Decoding

Phonics focuses on the relationship between written letters (graphemes) and spoken sounds (phonemes). Understanding and identifying this relationship helps readers to recognise familiar words and to decode unfamiliar ones. In the early stages of reading, sounding out the words on the page can be a key part of helping children to recognise words. Decoding is a core early skill related to phonics that allows children to piece together how the letters on a

page come together to make a word. Strengthening this core skill will make children more comfortable and confident with reading new words, rather than going back to familiar ones that they have already memorised.

b. Vocabulary

Vocabulary skills work on the ability to expand the bank of known words, which will open up the world of reading for children in many ways. For example, understanding the difference in nuance between negative words like 'sad', 'disappointed' and 'confused', for example, will allow them to respond more maturely to the text they read. This will strengthen their literal understanding of texts while introducing them to more complex skills such as deducing and empathizing.

c. Fluency

Reading fluency is a basic reading comprehension skill that allows children to read words accurately and expressively at an appropriate rate or speed. By reading out loud with speed, accuracy and proper expression, readers are more likely to comprehend and remember the text as they recognise words and comprehend them simultaneously. This is also related to other skills like skimming and scanning, which gives children the ability to read through a large text

quickly to find the most important information.

d. Visualising

The visualising reading strategy works on creativity and imagination by focusing on the ability of children to visualise the text that they are reading. This can deepen their understanding of the text while allowing them to solve problems within a story. It can also help children understand things that are implied by a text, like mood and theme. Check out this brilliant PowerPoint for more on this topic.

e. Comparing and Contrasting

The ability to make comparisons and contrast ideas is a great early step to take in helping children make their own judgements on a text. If we can compare a character to another one we've read about before, we're pulling from our own knowledge to deepen our understanding of a text. You can work on these basic reading comprehension skills with activities like these Compare and Contrast Flashcards.

f. Inferencing

When building on these other literal and interpretive basic reading comprehension skills, your students will be building towards the ability to make inferences. This is when we use our own knowledge and understanding of literature and the world around us to make predictions and judgements about what we are reading. An inference can be a guess or prediction, but it can also be a sort of

secret code between the reader and writer. Many books imply something without fully spelling it out, leaving room for the reader to fill in the gaps. This can make reading more satisfying while improving critical thinking skills along the way.

3. Some Factors affecting Reading Comprehension

Linguistic and cognitive factors such as language acquisition, reading skills, phonological awareness, morphological awareness, word knowledge and vocabulary are some of the factors that negatively affect pupils reading comprehension. Reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. Some factors that affect reading comprehension skill such as complexity of the reading text, environmental influences, anxiety during reading comprehension, interest and motivation, decoding or word recognition speed, and medical problems.

- a. Complexity of the Reading Text This factor is influenced by the readers' strength and fluency in language and their comprehending of its applications and different meanings. Oral abilities have a significant part in identifying how skilled a reader can be because learners hear words and obtain a lot of vocabulary. A lot of vocabulary assists learners in explaining the unknown words through

applying the opinions of context.

- b. **Environmental Influences** Environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their reading comprehension ability will be better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios.
- c. **Anxiety during Reading Comprehension Examinations, class work, or homework situations** can put more pressure on readers' reading than reading for enjoyment. Some learners react positively to examinations while others are overwhelmed by the pressure to carry out a reading activity. Learners who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor comprehension of the reading task.
- d. **Interest and Motivation**, learners' interest and motivation are very important in developing reading comprehension skill. If the readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension. This can lead to a lowering of reading comprehension among readers. If the reading material is interesting for learners they can easily understand it and can remember it clearly. EFL teachers should motivate their learners

through providing interesting reading materials during their class time.

- e. Decoding or Word Recognition Speed Readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. People who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context
- f. reading comprehension skill may be related to the medical difficulty that does not get addressed until the child is older. This involves undiagnosed ADD (attention deficit disorder), speech problems, and hearing impairments. She emphasized that learners with speech and hearing difficulties are less likely to take part in oral reading and class discussions. These are the two activities that help learners improve their reading comprehension skill. Therefore, factors affecting reading comprehension skill can influence the result of the students' reading ability. Gardner states that the anxiety was an emotion similar to fear or happiness and this emotion can affect learners' reading comprehension.

4. Levels of Reading Comprehension Skill

The three levels of comprehension, or sophistication of thinking, are presented in the following hierarchy from the least to the most

sophisticated level of reading.⁵

a. Literal is the first level that what is actually stated.

- 1) Facts and details
- 2) Rote learning and memorization
- 3) Surface understanding only

Tests in this category are objective tests dealing with true/false, multiple choice and fill-in-the-blank questions. Common questions used to illicit this type of thinking are who, what, when, and where questions.

b. Interpretive is the second level that what is implied or meant, rather than what is actually stated.

- 1) Drawing inferences
- 2) Tapping into prior knowledge / experience
- 3) Attaching new learning to old information
- 4) Making logical leaps and educated guesses
- 5) Reading between the lines to determine what is meant by what is stated.

Tests in this category are subjective, and the types of questions asked are open-ended, thought-provoking questions like why, what if, and how.

⁵ John R. Searle, *Expression and meaning: Studies in the theory of speech acts*. (Cambridge, London, New York, Melbourne: Cambridge University Press, 1979). page. xiv -187

c. Applied is the third level that taking what was said (literal) and what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation.

- 1) Analyzing
- 2) Synthesizing
- 3) Applying

In this level, the readers analyze or synthesize information and apply it to other information.

Therefore, the conclusion that what the level of reading comprehension for SMP at the eighth grade is literal meaning is simply what the text says. It is what actually happens in the story. This is a very important level of understanding because it provides the foundation for more advanced comprehension. Without understanding the material on this level, people could not go any farther.

Here are examples of the type of information that could be identified as literal meaning:

- 1) The main idea
- 2) Stated facts
- 3) The sequence of events
- 4) Characters in the story

B. Concept Questioning The Author (Qta) Strategy

1. Definition Questioning the Author (QtA)

Questioning the Author (QtA) is an active reading strategy that employs the question to increase students engagement with text at varying level.⁶ Questioning the Author is an instructional strategy, rather than a complete literacy program or curriculum. It is designed to engage late elementary through high school students in critical reading, thinking and discussion.⁷ Thus that QtA (Questioning the Author) is a useful strategy to encourage readers to think critically about what they understand in a reading.

“Questioning the author” (QtA) is to help children learn to comprehend what they read in textbooks. Beck and colleagues’ book of the same name offers a detailed explanation of QtA, including excerpts from class discussions showing its effectiveness with both narrative and expository text.⁸ Teachers help children to interact with the text – or question the author- while they are reading rather than after they read. As the children collaboratively construct meaning, they learn to think of an author as a fallible individual whom they can query. QtA’s effectiveness has been documented in fourth grade and up, but the approach appears to be appropriate for younger children as well.

⁶ Bernadowski Carianne, Del Greco Robert, and L. Kolencik, *BEYOND the Textbook*,(USA,2013),p.27

⁷ Henry M. Levin, Doran Catlin, & Alex Elson, *Adolescent Literacy Programs* (Carnegie Corporation of New York, 2010),p.11

⁸ Linda baker, Mariam jean dreaher, Jhon T. Guthrie. *Engaging Young Readers*,(The Guilford Publications, 2000) p.78

2. The Principle of Using QTA in Reading Comprehension Improvement

Comprehension brings together the principles of reading: phonemic awareness, phonics, fluency, and vocabulary. This also aids in students' use of and understanding of words, sentences, and paragraphs quickly. Question the Author (QTA) is a question answering and generating strategy that improves comprehension by helping students pose questions while reading a given text, helping to solidify their knowledge and challenge their understanding. Questioning the Author is used during reading. Improving learning strategies using Questioning the Author technique, making it easier for students to understand the meaning of English text.

There are five aspects to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency. These five aspects work together to create the reading experience. As children learn to read they must develop skills in all five of these areas in order to become successful readers. These reading concepts include letter knowledge, phonemic awareness, decoding, fluency, and understanding. For several reasons, a successful reading program requires test of all these principles. Assessment provides information to teachers about what qualities students have and have not learned.

C. The Process of Use QTA in Improving Reading Comprehension skill

1. Use QtA in Improving Reading Comprehension skill

Questioning the Author (QtA) is a comprehension strategy that asks students to pose queries while reading a given text, helping to solidify their knowledge and challenge their understanding, rather than after reading. How to improve reading comprehension skill using QtA building on existing knowledge to make improve reading comprehension strategy. Have them read aloud, provide text at the right level, reread to build fluency, talk about they read.

a. Reading aloud

Reading aloud helps students learn how to use language to make sense of the world; it improves their information processing skills, vocabulary, and comprehension. Reading aloud targets the skills of audio learners. Research has shown that teachers who read aloud motivate students to read.

b. provide text at the right level reading comprehension, Generally speaking, there are three primary levels of comprehension, and they include: Literal level comprehension, Inference level comprehension, and Evaluative level comprehension.

c. Repeated reading After you model how to read the text, you must have the students reread it. By doing this, the students are engaging in repeated reading. Usually, having students read a text four times is sufficient to improve fluency.

d. Talk about they read

How do you talk about a book you read?

Initiate the conversation by talking about a new book you discovered....

Use the wh questions along with the keywords to help you put together the content.

- 1) Where did you get the book from? ...
- 2) How did you come across the book? ...
- 3) What was your favorite part of the book?

2. Advantage and Disadvantage of Questioning the Author (QTA)

a. Advantage of Questioning the Author (QTA)

- 1) To provide structure for students when reading difficult and challenging material.
- 2) To provide teacher flexibility with content of the question.
- 3) To provide for differentiation among students.
- 4) To facilitate a deeper understanding of the text.
- 5) To engages readers actively in the reading process.
- 6) To helps students understand the significant of text structure.
- 7) To facilitates better preparation for reading expository material as an independent reader.
- 8) To encourages critical thinking.

b. Disadvantage of Questioning the Author (QTA)

- 1) Teaching teachers need careful planning to condition students in class.

- 2) The strategic management process is complex and time consuming.
- 3) The difficulty of the child in understanding the vocabulary of the English text.
- 4) questions arise that think about students' questions critically

3. Procedure of Teaching Reading Comprehension Using Questioning the Author.

- a. The teacher selects text for students to read. Consider modelling the strategy. First with a newspaper clipping or magazine article prior to applying the strategy to content curriculum. For example of text "is smoking good for us"
- b. The teacher begins with five basic question. Students read a selection of text and then answer these questions :
 - d. What is the author trying to tell (students) ?
 - e. Why is the author telling (students) that ?
 - f. Is it said clearly ?
 - g. How might the author have written it more clearly ?
 - h. What would (students) have wanted to say instead ?
- c. The teacher directs students to fill in the template. Share and discuss students responses and differing conclusion among the readers.

Example

TEXT SELECTION	IS SMOKING GOOD FOR US ?
What is the author trying to tell you?	The author try to tell that smoking us not good for every body.
Why is the author telling you that?	The author tell us because smoking can caused negative health effect such as cancer and many disease.
Is it said clearly?	Yes, it is.
How might the author have written it more clearly?	The author have written " almost a quarter of smokers die from diseases caused by smoking".
What would you have wanted to say instead?	It has been clearly defined the effects of smoking is seriously harmfull in every way. Therefore smoking should be banned.

4. Hypothesis

The Comprehension Hypothesis states that we acquire language and develop literacy when we understand messages, that is, when we understand what we hear and what we read, when we receive "comprehensible input". The use of Questioning the Author (QTA) technique to improve reading comprehension skills of eleventh graders of the SMA N 1Punggur in academic year 2022/2023. Asking

questions while reading can be in the form of asking yourself, covering the text, or hiding the author. It creates a dialogue in the child's mind while he is reading. Asking questions after reading a text can trigger critical analysis and further research on the topic.

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is Questioning the Author (QtA) which will be applied to improve students' reading comprehension ability in an easy way. This strategy can be applied to help make the students easy to understand about reading texts.

The dependent variable in this study is reading as one of the four language skills that students must master in order to understand the core of the sentences contained in the reading. The reading process of students who are trained by the teacher so that they can understand the meaning of each sentence in the text, in this case reading comprehension is needed to be an important thing that must be applied and understood by students in learning activities.

2. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that will be defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object. According to Raymond mark

Based on the statement, the definition operational of the variable in this research are:

a. Dependent Variable

According to Evelyn Hatch, Dependent Variable is the major variable that will be measure in the research. Dependent variable is a variable that can improve by an independent variable.⁹ The dependent variable of this research is students' reading comprehension ability that focuses on the students' ability.

To measure reading ability of students, the writer will take the reading test by giving the reading text. The students will know and understand the meaning contained in the reading text. It is a simple test as a sample to know about the students' reading ability.

The indicators of a written test in this variable are:

- 1) The Students are good reading and understanding the content in the reading text.
- 2) The Students are good at reading organizations. Students are able to understand vocabulary in the reading text.
- 3) The Students are able to read reading texts using good reading strategy.

b. The independent Variable

⁹ Ibid, p.63

According to Evelyn, Independent Variable is variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the dependent variable "depends" on the independent variable.¹⁰

This variable will be measured by observation. To observe this variable the writer will use observation sheet. The measurement of this variable is 1- 4 score. The indicators of this variable are:

- 1) The students show good respond to learn reading using Questioning the Author.
- 2) The students have more understand the content in the reading text.

B. The Research Setting

The writer will conduct Classroom Action research (CAR) at SMAN 1 PUNGGUR. The object of this research is the students' reading ability at XI IPA 1 of SMAN 1 Punggur, consists of 35 students. The school was built at Nuggal Rejo highwa,Punggur districts, Central Lampung.

C. The Subject of the Research

¹⁰ Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Statistic*,(USA: Heinle Publisher, 1991), p.64

This research is the Classroom Action Research (CAR). The subject of this action research is the students of XI IPA 1 at SMAN 1 Punggur. SMAN 1 Punggur is it has 945 students and 70 teachers.

The teacher chose one of his classes that the students had a lower average score in reading. Based on the teacher's experience during teaching and learning activities in reading of English subject, the teacher indicated that the students are difficult lack in vocabularies for understand the reading text, exactly the QTA (Questioning the Author) strategy is the problem solution for making the students better.

Table 4
Total students of the tenth grade SMAN 1 Punggur

No	Class	Gender		Total
		Male	Female	
1	XI IPA 1	13	22	35

D. Research Procedure

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional strategy to solve problems in a class.

According to Glenda Mac, Action research is a cyclical process of 'think-do-think' to research and create change. We think about what we do at present, then we do something to create change, then we think again about what we've done and its effects.¹¹

¹¹Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide*. (New York: Open University Press, 2009), p.1

Jean Mc Niff Also stated that, "Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be."¹²

Based on the statement above, Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

In this Questioning the Author (QtA), consisted¹³ of the cycle and consisted of four steps, namely planning, acting, observing and reflecting. The writer describes the cycles through the scheme of action research design by Kurt Lewin as follows:

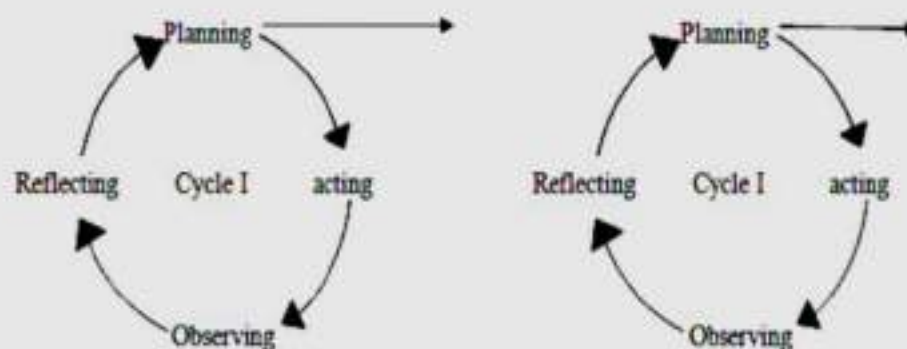


Figure 1
Kurt Lewin's Action Research Design
(Adapted from Jean McNiff, 2002)¹³

¹²Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge Falmer, 2002) Second Edition, p.15

¹³*Ibid*, p.41

CAR will be applied in this research since it is regarded important to develop reading comprehension ability of the eleventh grader of SMA N 1 Punggur by Questioning the Author (QtA) strategy applying, by applying this strategy it is expected to solve students' problems in teaching-learning process of reading ability.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the writer will collaborate with the real English teacher of SMAN 1 Punggur as an observer and collaborator. The writer will play a role as an English teacher who teaches reading ability through Questioning the Author (QtA) to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the writer is not only as an observer but the writer also took actions by making lesson plan and giving assessment. Then, the writer also collecting and analyzing data together with the teacher to know the result of their student reading result.

According to the Kurt Lewin's action research design, the writer wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the writer make instruments, as follows:

- 1) The writer prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The writer prepares the observational note and guidelines
- 3) The writer prepares the instrument of reading tests before and after Questioning the Author (QtA).

b. Acting

In this phase, the writer acts as the teacher and the real teacher becomes the observer. The writer conducts some activities in the class as follows:

1) Pre-Teaching

- a) The writer greets the students and checks the attendance list.
- b) The writer gives warm up activities.
- c) The writer explains general overview related to the topics of reading text.
- d) The writer confirms the students their comprehension about the reading text.

2) Whilst Teaching

- a) The writer implements Questioning the Author (QTA) strategy.
- b) The author provides reading texts for students.
- c) The author arranges the division of several groups of students and students for discussion.
- d) Students not only understand the contents of the reading text but also students can understand the content contained in the reading text.

3) Post-Teaching

- a) The writer gives a conclusion about reading text.
- b) The writer closes the class.

c. Observing

In this phase, the writer will conduct some activities as follows:

- 1) The real teacher observes teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- 2) Identifies the students' achievement in learning writing ability by giving the test after CAR in cycle 1.
- 3) The writer calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the writer and teacher have some activities as follows:

- 1) The teacher and the writer discuss not only about the result of the implementation of CAR, but also students' achievement and the media.
- 2) The teacher and the writer prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the writer make instruments, as follows:

- 1) The writer prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The writer prepares the observational note and guidelines
- 3) The writer prepares the instrument of written tests before and after CAR.

b. Acting

In this phase, the writer acts as the teacher and the real teacher becomes the observer. The writer conducts some activities in the class as follows:

1) Pre-Teaching

- a) The writer greets the students and checks the attendance list.
- b) The writer gives warm up activities.
- c) The writer explains general overview related to the topics of descriptive text.
- d) The writer confirms the students their comprehension about the descriptive text.

2) Whilst Teaching

- a) The writer implements QtA (Questioning the Author) strategy.
- b) The writer applies the first step Students are led to be divided into several groups.
- c) The author provides texts for students.
- d) The writer applies the second step the students were led to discuss.
- e) The writer applies the third step, the author provides several questions for students, like:
 - why is he talking that?
 - does the writer in the text speak clearly?

3) Post-Teaching

- a) The writer gives a conclusion about descriptive text.
- b) The writer closes the class.

c. Observing

- 1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
- 2) Students are given the test after CAR in cycle 2.
- 3) The writer calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. Reflecting

- 1) The writer and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in writing and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.
- 2) And then, the writer and the teacher make an agreement, if the target is not achieved, the action will be continued to cycle 3, but if the target is achieved, the action will be stopped.

E. The Data Collection Technique

There are two types of collection data: qualitative data and quantitative data. The writer uses observation dealing with the qualitative data. On the other side, the writer uses the students' final result score of writing as a pre-test and post-test to obtain the quantitative data.

Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. Test

The writer uses test to get data result of the students' writing ability. The result of this test is students' writing score based on the media applied. The aim of this test is to measure the students' writing ability. The tests consist of the some types, as follows:

a. Pre-test

The pre-test will be conducted before implementing *Questioning the Author (QTA)* in preparations study. Pre-test of this research will be in the form of multiple choice test of reading test.

b. Post-test

The post-test is implemented after using *Questioning the Author (QTA)* in teaching reading ability. Post-test of this research will be in the form of multiple choice test of reading test.

2. Observation

Observation is a mainstay of action research. It enables writer to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.¹⁴

¹⁴Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p.80

In this case, the writer observes the students directly in the classroom and gets the description about students' activity in learning reading process. The real teacher also observes the writer who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

The data is taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

Documentation is collection of various documents relevant to the research questions which can include students' reading worksheet, student records and profile, course overviews, lesson plans, classroom materials.¹⁵

The writer uses the documentation method to get some information about:

- a. The history of SMAN 1 Punggur .
- b. The condition teachers and officials employes in SMAN 1 Punggur.
- c. The quantity of the students of SMAN 1 Punggur.
- d. The organization structure of SMAN 1 Punggur.
- d. The writing worksheet, course overviews and classroom materials of the students at SMAN 1 Punggur.

¹⁵Ibid, p.117

4. Field Note

In this research, the writer will use field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the writer will take field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Research Instrument

1. Reading Comprehension Test

To identify the students' reading ability of the eleventh grade of SMAN 1 Punggur, the writer will apply reading test. The test is measuring the ability of the students about the topic on reading subject.

The test consists of pre-test and post-test, of this research will be in the form of reading text that asks the students to understanding a composition of reading text in English.

G. Data Analysis Technique

Data analysis will be conducted by taking the average score of the pre-test. The writer uses a statistical technique. In scoring the test, the students score is counted with the following formula:¹⁶

$$\bar{X} = \frac{\sum X}{N}$$

¹⁶Donald Ary et al. *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

Notes:

\bar{X} = Mean

$\sum X$ = The total number of students' scores

N = Number of students

Moreover, to know the result the researcher will compare between pre-test and post-test. The result will be matched by the minimum standard in this school at least 70. The formula to figure out the percentage of the students who pass the MSC in each cycle as follows:¹⁷

$$P = \frac{F}{N} \times 100 \%$$

P = Class percentage

F = Frequency

N = Number of student

H. The Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called success if 75% of the students get minimal score 70 and 75% of the students active in learning activities.

¹⁷ *Ibid*

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Location

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

1. The History of SMA N 1 PUNGGUR

SMA N 1 Punggur is the only public high school in Punggur. SMA N 1 Punggur is located on Jalan Nunggal Rejo, Punggur, Central Lampung. SMA N 1 Punggur was established on March 17, 2003 based on the decision of the Head of the Education, Tourism, Arts and Culture Office of Central Lampung Regency, number: 420/003/0/D.8/2003.

SMA N 1 Punggur has important infrastructure to support teaching and learning activities for students and teachers. Facilities owned include classrooms, laboratories, libraries, teacher rooms, counseling rooms, administration rooms, multimedia rooms, prayer rooms, sports fields, auditoriums and others.

2. Building Condition and School Facilities

SMA N 1 PUNGGUR has the satisfy facilities to support the learning activity. Specifically, the facilities as follows:

Table 4.
Facilities in SMA N 1 PUNGGUR in academic year 2022/2023

No.	Name of Room	Number of Unit
1.	Classroom	36
2.	Headmaster's room	1
3.	Teachers' room	1
4.	Administration's room	1
5.	Library	1
6.	Canteen	5
7.	Square	1
8.	Laboratory	5
9.	Auditorium	1
10.	Mosque	1
11.	Toilet	10

Source: Documentation of SMA N 1 PUNGGUR in academic year 2022/2023 on June 13th 2023.

3. Total of the Students at SMA N 1 PUNGGUR

Total of the students divided some classes that can be identified as follows:

The number of students at SMA N 1 PUNGGUR in academic year 2022/2023

Table 5
Total of the Students at SMA N 1 PUNGGUR

No.	Class	Sex		Amount
		Male	Female	
1.	X	98	166	264
2.	XI	105	150	255
3.	XII	112	166	278
Amount				797

Source: Documentation of SMA N 1 PUNGGUR in the academic year 2022/2023.

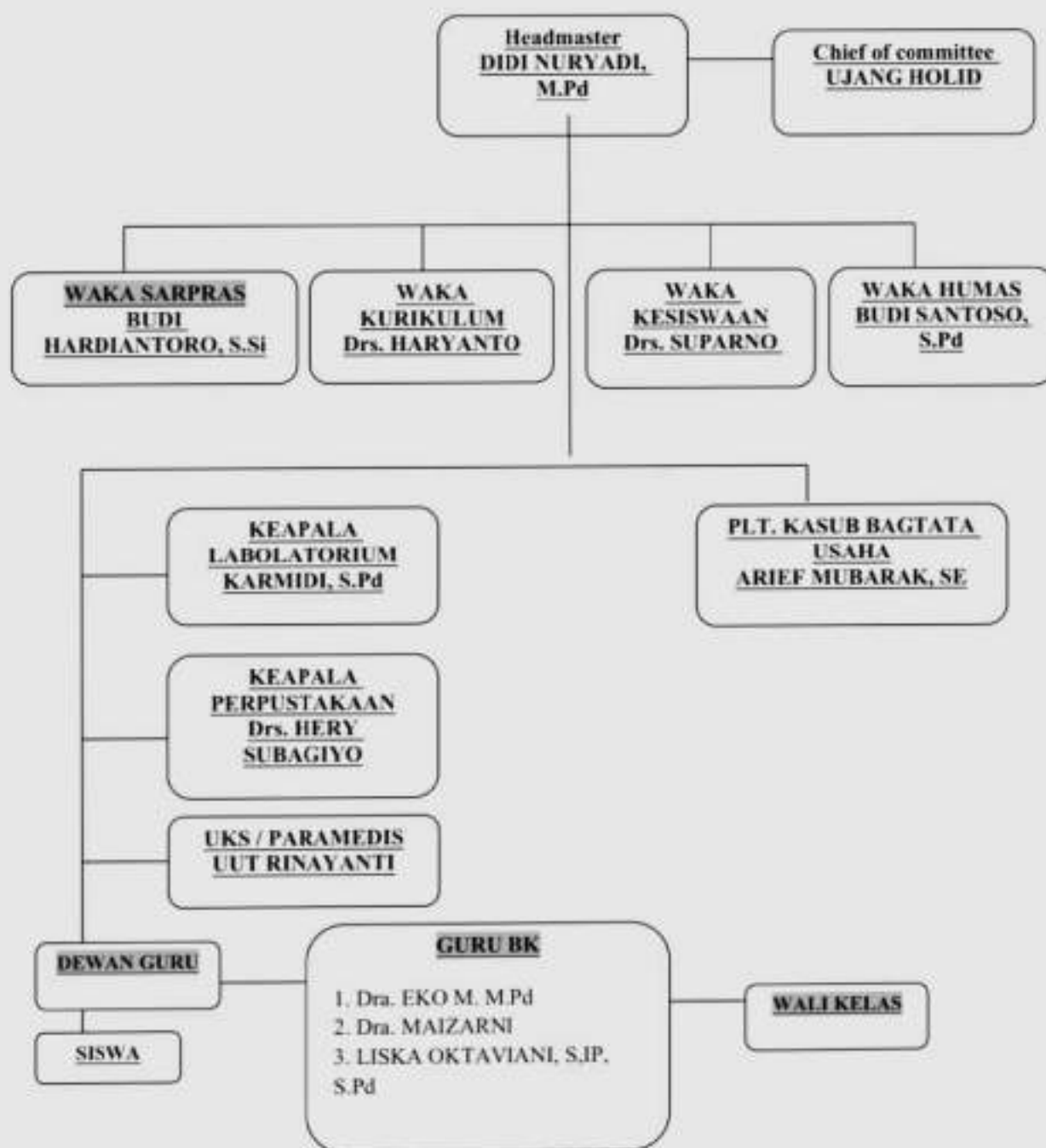
4. VISION And MISSION of SMA N 1 PUNGGUR

SMA N 1 Punggur has a vision and mission. The vision of SMA N 1 Punggur is to be pious, knowledgeable and virtuous. Furthermore, SMA N 1 Punggur has several missions, namely: forming students who are pious, receiving innovative, fun and creative learning activities, forming students who have knowledge and skills, and preparing students to continue to the next level of education.

5. Organization School

Figure 1

The organization structure of SMA NEGERI 1 PUNGGUR



B. Description of Research

This research used classroom action research. it was conducted in two cycles. the action in cycle i and cycle ii were conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. as it was mentioned before each cycle comprised of planning, action, observation and reflection. in relation to the problem in the class and the analysis, the researcher made lesson plan. the material of classroom action research was utilizing Questioning the Author (QTA) technique increase the students' reading comprehension ability.

1. Action and Learning at Pre-test

a. Pre-test activity

Lessons will be held on Monday, 13 June 2022 from 09.45 to 11.15. All students are ready when teaching time arrives. The researcher greets the students. The researcher told the students that the researcher would conduct research in their class to find out their reading comprehension skills before carrying out classroom action research. The pre-test is given to students to complete individually. The type of test is multiple choice consisting of 15 items.

b. The students' pre-test result

Table 6
Students' Pre-test score

No.	Students' Name	Score	Note
1.	A. K.	40	Uncompleted
2.	A. D. P	80	Completed
3.	A. P. S.	50	Uncompleted
4.	A. T.	72	Completed

No.	Students' Name	Score	Note
5.	A. N.	35	Uncompleted
6.	A. A. S.	40	Uncompleted
7.	A. M. W.	75	Completed
8.	A. E. A	40	Uncompleted
9.	A.	70	Completed
10.	C. F.	55	Uncompleted
11.	C. N. D.	65	Uncompleted
12.	D. N. N.	30	Uncompleted
13.	D. I.	35	Uncompleted
14.	E. R. A.	30	Uncompleted
15.	E. A. S.	68	Uncompleted
16.	F.	40	Uncompleted
17.	G. P.	70	Completed
18.	I. P.	35	Uncompleted
19.	J. W.	35	Uncompleted
20.	L. P.	40	Uncompleted
21.	M. I. R. A. J.	70	Completed
22.	M. A.	50	Uncompleted
23.	N. P.	35	Uncompleted
24.	N. E.	70	Completed
25.	N. J. V.	40	Uncompleted
26.	O. W.	85	Completed
27.	P. N. S.	40	Uncompleted
28.	P. R.	40	Uncompleted
29.	R. I.	70	Completed
30.	E. L.	71	Completed
31.	S. P. A.	62	Uncompleted
32.	S. Z. M.	55	Uncompleted
33.	T. S. A.	70	Completed
34.	T. M. A.	72	Completed
35.	W. N.	40	Uncompleted

No.	Students' Name	Score	Note
Total		1875	
Average		54	
Highest Score		85	
Lowest Score		30	

Table 7.
Frequency of students' score in Pre-test

No.	Grade	Category	Frequency
1.	≥ 70	Completed	13
2.	< 70	Uncompleted	22
Total			35

Source: The result score of reading pre-test at XI class of SMA N 1 PUNGGUR on June 13th 2022.

2. Cycle I

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) First meeting

The first meeting was held on Wednesday 20 July 2022 at 08.15 to 09.45 and was attended by 30 students. The meeting begins with praying, greeting and checking the attendance list. At this stage, the class condition is effective because the collaborator provides researchers to ensure the effectiveness of students before the researcher conducts research in class. This shows that most of the students give full attention to the researcher when it is time to study. For starters, the researcher began to introduce the procedural strategy that would be used in the learning process, then began to deliver the material. The researcher gave the text about "analytical text" and asked the students to rate it. The purpose of the text is to find out and examine the type of text contained in the text. Then, a student asked "Mom, what event is that?" The researcher answered "The event is something that is going or can be said to be a story conflict". Next, the researcher announced the group members consisting of five students and their numbers. Each student in one group has a different number. The researcher asked the group members to read and communicate together about the given text. Then, the researcher asked the students to find the questions in the text and ask them. After the discussion time was up, the researcher called one of the students from his group. The researcher gave questions to the students who had called and

they answered them. At this stage students actively participate in the teaching and learning process, because they work in groups, so they will learn if they find difficulties. However, there are still obstacles faced by students. For example, some students are not confident to express their ideas in front of others, they still feel shy, and due to lack of desire to read English texts for some students, they lose discussion time.

2) Second meeting

The second meeting will be held on Wednesday, July 27, 2022 at 08.15 to 09.45. The researcher started the lesson by praying, greeting, checking the attendance list and asking the students' condition. The researcher gave an ice breaker and reviewed the last material. At this stage the researcher continued the material at the last meeting. The researcher reminded that the text used in learning is analytical text. Then, the researcher gave some true-false questions related to the text and asked the group to discuss and find the correct answer. When the discussion time was up, the researcher said, "Okay class, are you ready to answer the text? Students answer the text on their worksheets that have been distributed. The second meeting was over, the students seemed more enjoy and active than the first meeting.

3) Third meeting

The third meeting will be held on Thursday, May 28, 2022, from 13.15 to 14.45. This meeting was used for post-test 1. The researcher started the lesson by praying, greeting, checking the attendance list and asking the students' condition. The researcher gave an ice breaker and briefly reviewed the last material, then gave a post test 1. The type of test was multiple choice consisting of 15 items. The students' test results on post test 1 were better than the tests on the previous pre test.

Table 8
Students' Post Test 1 score

No.	Students' Name	Score	Note
1.	A. K.	50	Uncompleted
2.	A. D. P	80	Completed
3.	A. P. S.	65	Uncompleted
4.	A. T.	75	Completed
5.	A. N.	65	Uncompleted
6.	A. A. S.	70	Uncompleted
7.	A. M. W.	75	Completed
8.	A. E. A	70	Completed
9.	A.	75	Completed
10.	C. F.	60	Uncompleted
11.	C. N. D.	72	Completed
12.	D. N. N.	65	Uncompleted
13.	D. L	60	Uncompleted
14.	E. R. A.	70	Completed
15.	E. A. S.	75	Completed
16.	F.	70	Completed
17.	G. P.	70	Completed
18.	I. P.	60	Uncompleted
19.	J. W.	65	Uncompleted
20.	L. P.	70	Completed
21.	M. I. R. A. J.	70	Completed
22.	M. A.	70	Completed
23.	N. P.	65	Uncompleted
24.	N. E.	80	Completed
25.	N. J. V.	40	Uncompleted
26.	O. W.	85	Completed
27.	P. N. S.	40	Uncompleted

No.	Students' Name	Score	Note
28.	P. R.	60	Uncompleted
29.	R. I.	70	Completed
30.	E. L.	71	Completed
31.	S. P. A.	62	Uncompleted
32.	S. Z. M.	60	Uncompleted
33.	T. S. A.	70	Completed
34.	T. M. A.	80	Completed
35.	W. N.	70	Completed
Total		2355	
Average		65	
Highest Score		85	
Lowest Score		40	

Table 9.
Frequency of students' score in Post test 1

No.	Grade	Category	Frequency
1.	≥ 70	Completed	20
2.	< 70	Uncompleted	15
Total			35

Source: The result score of reading post test 1 at XI class of SMA N 1 PUNGGUR on June 13th 2022

Based on the results above, it can be seen that 13 students got grades that met the standard and 22 students got scores that were less than the standard. That's higher than the pre-test results. Criteria for students who successfully master the material must meet the minimum completeness criteria of 70. This means that in cycle 1 student achievement has increased enough, but has not been successful.

c. Observe

In observation, the researcher presented two meetings in the first cycle of learning to find text information in reading lessons. The researcher explained the Q_tA (Questioning the Author) technique to students. Students are confused about what they should do and have

difficulty finding information from the text.

At the second meeting the researcher explained the Q_tA (Questioning the Author) technique before giving assignments. At this meeting students began to be active. They also began to be interested in the teaching and learning process. In post test 1, there were 13 out of 30 students who got good grades. Even though only 22 students passed the minimum score, the student test results were better than the student's initial test results before being given treatment.

Indicators of student activity are:

- a) Students pay attention to the teacher's explanation
- b) Students ask/answer questions from the teacher
- c) Students are active in groups
- d) Students are able to do the task

The results of student learning activities can be seen as follows:

Table 10
The Students' Activities in Cycle 1

No	Students Activities	Frequency	Percentage
1.	The students' pay attention of the teacher explanation	25	69,44%
2.	The students ask/answer question	19	50%
3.	The students were active in group	20	50%
4.	The students able do the task	22	55,56%
Total students		35	

d. Reflect

Based on the results of the observation sheet and also the scores of the students' post-test results, the students' scores in reading comprehension were still not good. This can be seen in the results of the post-test in the following explanation in this chapter. In addition, after being given treatment using reading texts about recount texts, the researcher found several problems such as students not being active in class and groups, some students who were not enthusiastic about the teacher's explanation, they also had difficulty reading and working on questions. practice, and they don't elaborate on more ideas. So that makes researchers realize that there are still many aspects that need to be revised, such as providing more explanation and motivation to students, so that they understand the material better and are more active in the teaching and learning process.

Furthermore, the learning outcomes in cycle 1 before and after the treatment were analyzed in the following table.

Table 11.
Comparison between Pre-test and Post-tet in Cycle I

No.	Name	Pre-test score	Post-test I score	Increasing	Category
1.	A. K.	40	50	10	Increased
2.	A. D. P	80	80	0	Constant
3.	A. P. S.	50	65	15	Increased
4.	A. T.	72	75	3	Increased
5.	A. N.	35	65	20	Increased
6.	A. A. S.	40	70	30	Increased
7.	A. M. W.	75	75	0	Constant
8.	A. E. A	40	70	40	Increased
9.	A.	70	75	5	Increased
10.	C. F.	55	60	5	Increased
11.	C. N. D.	65	72	5	Increased
12.	D. N. N.	30	65	35	Increased

No.	Name	Pre-test score	Post-test I score	Increasing	Category
13.	D. I.	35	60	25	Increased
14.	E. R. A.	30	70	40	Increased
15.	E. A. S.	68	75	7	Increased
16.	F.	40	70	30	Increased
17.	G. P.	70	70	0	Constant
18.	I. P.	35	60	25	Increased
19.	J. W.	35	65	30	Increased
20.	L. P.	40	70	30	Increased
21.	M. I. R. A. J.	70	70	0	Constant
22.	M. A.	50	70	20	Constant
23.	N. P.	35	65	30	Increased
24.	N. E.	70	80	10	Increased
25.	N. J. V.	40	40	0	Constant
26.	O. W.	85	85	0	Constant
27.	P. N. S.	40	40	0	Constant
28.	P. R.	40	60	30	Increased
29.	R. I.	70	70	0	Constant
30.	E. L.	71	71	0	Constant
31.	S. P. A.	62	62	0	Constant
32.	S. Z. M.	55	60	5	Increased
33.	T. S. A.	70	70	0	Constant
34.	T. M. A.	72	80	8	Increased
35.	W. N.	40	70	30	Increased
Total Score Average		1485	2005	580	

In this study the pre-test and post-test I were carried out individually, which aimed to determine students' reading comprehension abilities before and after treatment. From the results of the pre-test and post-test I it is known that there is an increase in the value of student learning outcomes. This can be seen from the value of student learning outcomes. This can be seen from the average pre test 49.5 and post test I 66.83. Even though there was an increase in student achievement, cycle I was not successful because only 16 students passed the post-test I. It can be concluded that cycle

I was not successful because the indicators of success had not been achieved and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research will be continued in the next cycle.

3. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

a. Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension ability by recount text with the technique Questioning The Author (QtA) .

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The first meeting

The first meeting was held on Wednesday, 20 July 2022 from 08.45 to 09.15 which was attended by 35 students. The researcher greets the students and checks the student attendance

list, then the researcher asks questions related to the topic orally. At the beginning of the meeting, before the students gathered with their groups, the researcher conveyed a text entitled "analytical exposition text"

Text Question about "analytical exposition text"

Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest manggoes growing on it. Near the tree lived a crocodile with his wife.

The crocodile, called karo, and Ram become friends. Sometime Ram used to throw Karo some sweet manggoes for himself and his wife.

One day Karo's wife told him, "The monkey eat such sweet fruit everyday, he must be having the sweetst heart. Get his heart for me, dear husband!". "I cannot, he is my friends replied Karo. "That means you do not love me," cried the wife.

So sadly, karo went to Ram the next day. "Ram, please come to my house, I want you to meet my wife," "My friend, how can I come? I live on the land and you in the water," answer Ram.

"Don't worry. My friend, just sit on my back and I shall carry you."Karo cunningly offered him. The poor monkey sat jumped on his friend's back and off they went.

Ram, was having a lot of fun when he saw that Karo was very sad and quiet. The monkey asked, "Why are you so quiet my friend?" Karo replied, "Because your life is short. My wife wants to eat your heart and this why we're going to her."

Ram was shocked but could not run. He came up with a plan in his mind and sad, "Why did You not tell me before ? I always leave my heart in the tree when I go out."

"Oh, no!" cried Karo. "Now, what can we do?" "Let's go back and take it," said the clever monkey.

So the foolish Karo turned around and swam for the mango tree. As soon as Ram could reach a tree branch, he swung up into the tree to safety. He laughed down at the crocodile, "how can I be alive without my heart! Go! Tell your greedy wife how foolish you are!"

From that day, Karo didn't only lose a friend but the delicious mangoes as well.

1. Where did the story take place ?
 - a. In Karo's house
 - b. On the land
 - c. In the water
 - d. Near a big mango tree
 - e. On a big mango tree near the lake

2. What is the purpose of the text ?
 - a. to amuse the readers with actual or imaginary experience in different ways
 - b. to persuade the readers that something is the case
 - c. to show how to do something through a set of steps
 - d. to inform the readers about an event of the day which is considered newsworthy
 - e. to describe the way things are

3. "Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest mangoes growing on it. Near the tree lived a crocodile with his wife."

This part of the text is called the...

 - a. Introduction
 - b. Orientation
 - c. Resolution
 - d. Complication
 - e. Identification

4. The complication started when...
 - a. Karo and Ram become a friend
 - b. Ram laughed down at the crocodile

- c. Ram sat jumped on his friend's back and off they went
 - d. Ram lived on big mango tree near the lake
 - e. Karo's wife asked her husband to get Ram's heart for her
5. What solution did Ram do for the problem ?
- a. Ram eat such sweet fruit everyday.
 - b. Ram sat jumped on his friend's back.
 - c. Ram met Karo's wife.
 - d. Ram used to throw Karo some mangoes for himself and his wife.
 - e. Ram riched a tree branch, he swung up into the tree to safety.
6. What is the modal values implied in the story ?
- a. Being honest is not always wise
 - b. Being a miser is sometimes important
 - c. All that glitters is not gold
 - d. To love to means to share
 - e. To be greedy is not good
7. When he saw that karo was very sad and quiet. Pharagraph 5
What is the simillarities of quiets ?
- a. Speak up
 - b. Silent
 - c. Angry
 - d. Confused
 - e. Deligent
8. "lets go back and take it" , said the clever monkey. Pharagraph 6
The antonym of underline words mean...
- a. Great
 - b. Bright
 - c. Dumb
 - d. Deligent
 - e. Friendly

in front of the class to provide a stimulus for students to be interested and enjoy learning. Some students who knew what it meant would give big smiles and become more interested, but

others just fell silent and looked very confused. Then the researcher divided the students into several groups, each group consisting of five students. Then the researcher called one of the students and asked a question. The student can answer it. From this activity, the researcher still found some problems in reading that were faced by students, but the students' desire to read recount texts increased.

2) Second meeting

The second meeting was held on Thursday, 27 Wednesday 2022 from 08.15 to 09.45 followed by 35 students. The researcher started the lesson by greeting, praying, checking the attendance list and asking about the condition of the students. The researcher continued the material in the last meeting, explaining the generic structure and tenses in the text. Next, the researcher gave a task to be discussed by the group and all members had to know the answer. At this stage students are very active in participating in learning. Maybe because they can adjust to the conditions of the class. The students looked more enthusiastic and enthusiastic in participating in the learning process. This can be seen from their activeness in the class. The condition of a good classroom environment is very helpful in the teaching and learning process.

Text Question

The old woman and sparrow

Once upon a time. There lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way. Crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only. They chose the small and was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

1. What is a sparrow ? It is a...
 - a. Chicken
 - b. Cat
 - c. Bird
 - d. Fly
 - e. Dog

2. "She took it gently and fed it" (paragraph 1) . What is the similari of the underlined word "gently". ?
 - a. Keep
 - b. Loving
 - c. Bring
 - d. Care
 - e. slamming

3. What is the title of the story ?

- a. The Old Woman and Sparrow
 - b. The Sparrow Nest
 - c. The Tongue of Sparrow
 - d. The ill-tempered Cut Sparrow
 - e. The boxes from sparrow
4. "...The sparrow stayed with them and sang every morning" (paragraph 1), the meaning of this sentences is to show that....
- a. To show the sprrow gratitude
 - b. To show the sparrow miracle
 - c. To show the sparrow skill in singing
 - d. To show that the sparrow is a singer
 - e. To teach the old women to sing a song
5. What did the sparrow do after he was found by the man and his wife ?
- a. The sparrow chase away the man and his wife
 - b. The sparrow welcomed them and provided a feast for them
 - c. The sparrow being jealous to them
 - d. The sparrow felt angry to them
 - e. The sparrow give the basket
6. What is the "resolution" of the story ?
- a. A kind-hearted woman found a poor little sparrow
 - b. An ill-tempered woman cut the sparrow's tongue
 - c. The horrible creatures stung and bit the ill-tempreted old woman to death
 - d. The kind hearted man and woman looked for the sparrow
 - e. That's why the bird returned to its previousnest
7. "Knowing that their sparrow flew away" (paragraph 2). What is the anthonym of the underlined word "flew" ?
- a. Landed
 - b. Fall dwon
 - c. Wing
 - d. Walked

e. Dream

Then the researchers discussed and provided explanations to all students about the problems of reading comprehension ability that students often face through the effective method of QTA (Questioning the Author) technique.

3) Third Meeting.

The third meeting was held on Thursday, 28 June 2022. This meeting was used for post test 2 at the end of cycle II. The researcher gave a post test to students. At this meeting almost all students can answer well. This can be seen from the results of the post test 2. Out of 35 students, only 6 students scored below the KKM at SMA NEGERI 1 PUNGGUR.

Table 12.
Students' Post Test 2 score

No.	Students' Name	Score	Note
1.	A. K.	70	Completed
2.	A. D. P	80	Completed
3.	A. P. S.	65	uncomplate
4.	A. T.	75	Completed
5.	A. N.	70	Completed
6.	A. A. S.	70	Completed
7.	A. M. W.	75	Completed
8.	A. E. A	70	Completed
9.	A.	75	Uncompleted
10.	C. F.	65	uncompleted
11.	C. N. D.	72	Completed
12.	D. N. N.	65	Uncompleted
13.	D. I.	60	uncompleted

No.	Students' Name	Score	Note
14.	E. R. A.	70	Completed
15.	E. A. S.	75	Completed
16.	F.	70	Completed
17.	G. P.	70	Completed
18.	I. P.	70	Completed
19.	J. W.	70	Completed
20.	L. P.	70	Completed
21.	M. I. R. A. J.	75	Completed
22.	M. A.	75	Completed
23.	N. P.	65	uncompleted
24.	N. E.	80	Completed
25.	N. J. V.	60	Uncompleted
26.	O. W.	85	Completed
27.	P. N. S.	55	Uncompleted
28.	P. R.	65	Uncompleted
29.	R. I.	70	Completed
30.	E. L.	75	Completed
31.	S. P. A.	70	Completed
32.	S. Z. M.	65	Uncompleted
33.	T. S. A.	70	Complete
34.	T. M. A.	80	Complete
35.	W. N.	70	Complete
Total		2.467	
Average		70	
Highest Score		85	
Lowest Score		55	

Table 13.
Frequency of students' score in Post test 2

No.	Grade	Category	Frequency
1.	≥65	Completed	26

2.	<65	Uncompleted	9
Total			35

Source: The result score of reading post test 2 at XI class of SMA N 1 PUNGGUR on July 28th 2022.

Based on the results above, it can be concluded that 27 students were successful and 8 other students were not successful. From the results of post test 2, the researcher got an average of 74. Higher than post test 1 in cycle I.

c. Observe

Observations were made by researchers representing about two meetings in cycle II. At this stage students are more active and enthusiastic in following the teaching and learning process. It can be seen as follows:

Table 14
The Students' Activities in Cycle II

No	Students Activities	Frequency	Percentage
1.	The students' pay attention of the teacher explanation	32	88,89%
2.	The students ask/answer question	28	77,78%
3.	The students were active in group	35	83,33%
4.	The students able do the task	32	88,89%
Total students		35	

The table shows that not all student activities in cycle II increased. Student activity with a high percentage is paying attention to the teacher's explanation (88.89%) and students are able to do assignments (88.89%), the second high percentage is active in groups (83.33%) and the third is students who ask/answer questions (

77.78%) able to do the task.

Based on the results of the research above, the researchers showed that the learning process in cycle II was successful because the third student's activity got a percentage of $> 60\%$. Based on the research results in cycle II, it can be concluded that cycle II was successful. The researcher was satisfied with the results of his research. There are $>80\%$ students passed the exam. This means that students' reading comprehension has increased. From the results of the research above, the researcher concluded that this research was successful and not continued in the next cycle.

Students' reading comprehension scores from post-test I to post-test II can be seen in the table below.

Table 15.
Comparison of student scores in post-test I and post-test II

No	Students' Name	Post test I	Post-test II	Increasing	Category
1.	A. K.	50	70	20	Increased
2.	A. D. P	80	80	0	Constant
3.	A. P. S.	65	65	0	Constant
4.	A. T.	75	75	0	Constant
5.	A. N.	65	70	5	Increased
6.	A. A. S.	70	70	0	Constant
7.	A. M. W.	75	75	0	Constant
8.	A. E. A	70	70	0	Constant
9.	A.	75	75	0	Constant
10.	C. F.	60	65	5	Increased
11.	C. N. D.	72	72	0	Constant
12.	D. N. N.	65	65	0	Constant
13.	D. I.	60	60	0	Constant
14.	E. R. A.	70	70	0	Constant
15.	E. A. S.	75	75	0	Constant

No	Students' Name	Post test I	Post-test II	Increasing	Category
16.	F.	70	70	0	Constant
17.	G. P.	70	70	0	Constant
18.	I. P.	60	70	10	Increased
19.	J. W.	65	70	10	Increased
20.	L. P.	70	70	0	Constant
21.	M. I. R. A. J.	70	75	5	Increased
22.	M. A.	70	75	5	Increased
23.	N. P.	65	65	5	Increased
24.	N. E.	80	80	0	Constant
25.	N. J. V.	40	60	20	Increased
26.	O. W.	85	85	0	Constant
27.	P. N. S.	40	55	15	Increased
28.	P. R.	60	65	5	Increased
29.	R. I.	70	70	0	Constant
30.	E. L.	71	75	4	Increased
31.	S. P. A.	62	70	8	Increased
32.	S. Z. M.	60	65	5	Increased
33.	T. S. A.	70	70	0	Constant
34.	T. M. A.	80	80	0	Constant
35.	W. N.	70	70	0	Constant
Total		2.355	2467	122	
Average		67	70	3	

Based on the results above, it was concluded that the Questioning the Author (QtA) Technique can improve students' reading comprehension because there is an increase from the average in Post-test I 66.83 to 74 in Post-test II. In cycle II most students can develop their reading comprehension skills. This means that cycle II was successful.

The table is to describe the comparison of student learning outcomes in post I and post test II.

d. Reflect

From the results of the learning process in cycle II the researcher analyzed that in general by using the Questioning the Author (QtA) Technique, reading comprehension skills will increase. Most students enjoy learning using QtA and it also makes students have a good interest in reading English. , even though at the beginning of the lesson before the treatment they felt confused. Based on the observation of the learning process in cycle II, it can be concluded that the results in cycle II were successful. The researcher was satisfied with the results of his research. The researcher concluded that this research was successful and not continued in the next cycle.

C. Interpretation

1. Action and Learning Result in Cycle I and Cycle II

a. Cycle I

In this study the researcher gave students pre-tests individually with the aim of knowing students' reading comprehension mastery before being given treatment. In the pre-test and 20 students who failed the pre-test. Furthermore, in the pre-test, the lowest score is 20 and the highest score is 85. After conducting the pre-test, the researcher gave treatment to students in cycle I. The treatment was carried out by teaching students using the Questioning the Author (QtA) Technique. Furthermore, the researcher gave a post

-test at the next meeting and the post-test was named post-test I.

Then by analyzing the results of the post test I the researcher concluded that in the post test I there were 16 students who passed. The lowest value is 50, the highest value is 90, and the average value is 66.83. From the results of the student scores on the pre-test and post-test I there was an increase in the student learning outcomes. This can be seen from the average pre-test of 49.5 and post-test of 66.83. Even though there was an increase in student achievement, the first cycle was not successful because only 16 students passed the post-test I. This means that in the first cycle, student achievement increased but was not successful, because the indicators of success have not been achieved.

b. Cycle II

After analyzing student scores in the final test of cycle I, the researcher had to carry out the next cycle because only 16 students passed the test and scored <70 . In the next cycle the researcher gave the treatment twice, then post-test II. Furthermore, the researchers analyzed the results of the post-test II and concluded that 27 students (88.89%) passed because they scored > 70 . In this post-test, the lowest score was 60, the highest score was 95, and the average score was 74. Because student achievement had increased sufficiently and indicators of success were achieved, the research was successful and it could be stopped, in cycle II.

c. **Students' scores on the Pre-test, Post-test Cycle I, and Post-test Cycle II**

The process of learning English was successful in cycle I but the students' average scores were still low. Meanwhile, the students' scores in the post-test I were higher than the pre-test. Moreover, in cycle II the average score of students was higher than in cycle I. The following is a table of scores in Cycle I and Cycle II:

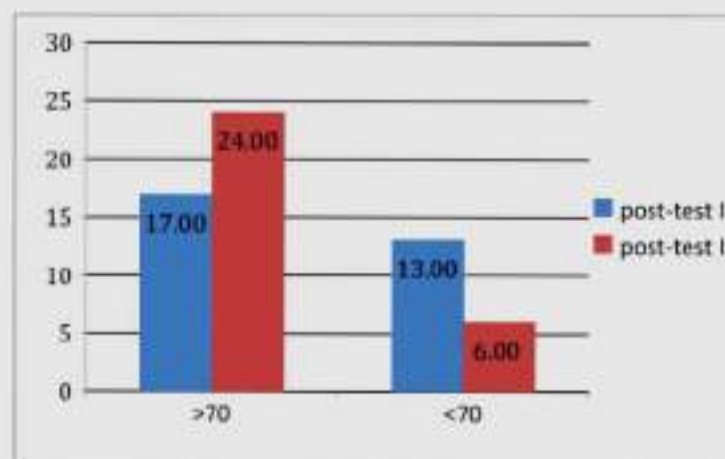
Table 16.
Result score of students' Pre-test, Post Test 1, and Post Test 2

No	Name	Pre-test score	Post-test 1 Score	Post-test 2 Score
1.	A. K.	40	50	70
2.	A. D. P	80	80	80
3.	A. P. S.	50	65	65
4.	A. T.	72	75	75
5.	A. N.	35	65	70
6.	A. A. S.	40	70	70
7.	A. M. W.	75	75	75
8.	A. E. A	40	70	70
9.	A.	70	75	75
10.	C. F.	55	60	65
11.	C. N. D.	65	72	72
12.	D. N. N.	30	65	65
13.	D. I.	35	60	60
14.	E. R. A.	30	70	70
15.	E. A. S.	68	75	75
16.	F.	40	70	70
17.	G. P.	70	70	70
18.	I. P.	35	60	70
19.	J. W.	35	65	70
20.	L. P.	40	70	70
21.	M. I. R. A. J.	70	70	75
22.	M. A.	50	70	75
23.	N. P.	35	65	65
24.	N. E.	70	80	80
25.	N. J. V.	40	40	60
26.	O. W.	85	85	85
27.	P. N. S.	40	40	55

No	Name	Pre-test score	Post-test 1 Score	Post-test 2 Score
28.	P. R.	40	60	65
29.	R. I.	70	70	70
30.	E. L.	71	71	75
31.	S. P. A.	62	62	70
32.	S. Z. M.	55	60	65
33.	T. S. A.	70	70	70
34.	T. M. A.	72	80	80
35.	W. N.	40	70	70
Total		1875	2355	2.467
Average		54	65	70

Based on the results of the pre-test, post-test 1, and post-test II it was found that there was a positive and significant increase in student scores. It can be seen from an average of 49.5 to 66.83 to 74. Therefore, the researcher shows a graph of the results of the pre-test, post-test 1, post-test II, as follows:

Figure 2
The Presentage of Comparison of Students' score on Post-test I and Post-test II



There was an increase in the scores of students who reached the standard from pre-test to post-test 1 and from post-test 1 to post-test 2. The research was said to be successful if 80% of students were able to

achieve the minimum completeness criteria (KKM), at least 70. Based on the results of the pre-test and post-test, it can be seen that the Questioning the Author (QtA) Technique is able to improve students' reading comprehension which is significantly related to the average students before and after being given treatment. Based on the explanation above, the researcher concluded that this research was successful because the student scores had reached an indicator of success, namely 80% with an KKM of 70.

2. Result of The Students Activities.

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II could be seen as follow:

Table 17.
Result of the students' activities in Cycle I & Cycle II

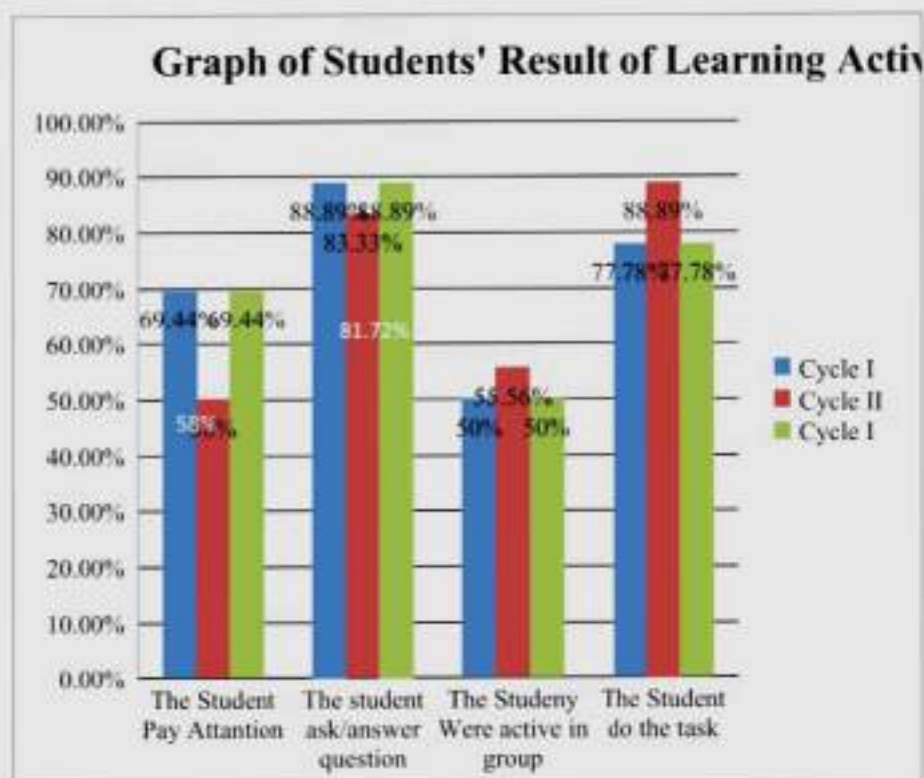
No	Students' Activity	Cycle I	Cycle II	Increasing
1.	The students pay attention	69,44%	88,89%	19,45%
2.	The students ask/answer questions	50%	77,78%	27,78%
3.	The students were activ in group work	50%	83,33%	33,33%
4.	The student do the task	55,56%	88,89%	33,33 %

Based on the data above, it can be concluded that students feel comfortable and active in participating in the teaching and learning process. Most students showed a good increase in learning activity when

the Questioning the Author (QtA) Technique was applied in the teaching and learning process from cycle I to cycle II.

Then, the results of student activity can be seen in the graph below:

Figure 3
Comparison of students' activities in Cycle I and Cycle II



Based on the data obtained, it can be explained as follows:

- a. Students pay attention to the teacher's explanation.

Students' attention to the teacher's explanation from the first meeting to the next meeting increased. In cycle I only 69.44% and in cycle II 88.89% an increase of 19.45%.

- b. Students ask/answer questions from the teacher

Students dare to answer even though all the questions have been answered properly. For this activity increased 27.78% from the

first cycle of 50% and 77.78% of the second cycle.

c. Students are active in groups

Students who are active in groups or in pairs also increase. From Cycle I 50% and Cycle II 83.33%. So an increase of 33.33%.

d. Students are able to do the task

Students who have done the task are improved. This can be seen in the first cycle of 55.56% and the second cycle of 88.89%, an increase of 33.33%.

Based on the data above, it can be concluded that students feel comfortable and active with the learning process. Because most students have shown good learning activity when the Questioning the Author (QTA) Technique is applied in the learning process from Cycle I to Cycle II.

e. Comparison of Pre-test and Post-Test

Based on the explanations from Cycle I and Cycle II, it was concluded that giving the QTA (Questioning the Author) technique can improve students' reading comprehension skills. There is an average progress score.

From graph 3 it can be seen that there was an increase in the average score and the total score of students who passed the test from the pre-test, post-test I to post-test II. In the graph above, the average score on the pre-test was 49.5 and only 10 students passed the test.

Whereas in post-test 1 and II there were 16 students who passed the test with an average of 66.83 and 27 students who passed the test with an average of 74. From this explanation the researcher concluded that this research was successful and could be stopped, in Cycle II because the indicator of success (80% of students scored > 70) was achieved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of learning for two cycles, the researcher concluded that writing skills can be improved through the Questioning the Author (QtA) Technique in class XI SMA NEGERI 1 PUNGGUR. You can see the progress from the pre-test to cycle I and cycle II. The percentage of students' reading skills obtained from posttest II cycle II is 80%.

This means that the results of cycle II have reached the indicator of success, namely 75% of students achieving the Minimum Mastery Criteria (MMC). This is because the Questioning the Author (QtA) Technique consists of an effective teaching procedure that significantly encourages and improves students' Reading skills.

In addition, the Questioning the Author (QtA) Technique can increase the learning activities of class XI students at SMA NEGERI 1 PUNGGUR. It is suspected that the percentage of learning activity in cycle II is 78%. This means that the Questioning the Author (QtA) Technique can increase student learning activities. This is because the use of all teaching procedures in the Questioning the Author (QtA) Technique can help researchers effectively improve student learning activities.

B. Suggestion

1. For English Teachers

It is better for the teacher to use the Questioning the Author (QtA) technique in learning English, especially in reading skills.

2. For Students

It is suggested to students to be more active in the learning process in class and improve their reading skills so that they can be successful in learning English.

3. For the Principal

The results of this study serve as material for consideration in the learning process in schools and principals can convey to teachers that they know student problems so that learning runs effectively.

4. For school

The school supports the English learning process by providing complete facilities and instruments. Schools must provide a good situation to support the process of learning English.

5. For further researchers

It is suggested to future researchers to use this technique to improve other English learning.

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APPENDIXES

Name School : SMA N 1 PUNGBUR

Class / Group : XI IPA 1 / 1

Member of group

1. Alyara Nurhamida
2. Tia Meylan Anggraeni
3. PUTRI NADIA SARI
4. WIRDA NIA WATI
5. TEO FILUS Syahrul A.

Reading comprehension test

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet

Text 1

Question for number 1-6

Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest manggoes growing on it. Near the tree lived a crocodile with his wife.

The crocodile, called karo, and Ram become friends. Sometime Ram used to throw Karo some sweet manggoes for himself and his wife.

One day Karo's wife told him, "The monkey eat such sweet fruit everyday, he must be having the sweetst heart. Get his heart for me, dear husband!" "I cannot, he is my friends replied Karo. "That means you do not love me," cried the wife.

So sadly, karo went to Ram the next day. "Ram, please come to my house, I want you to meet my wife," "My friend, how can I come? I live on the land and you in the water," answer Ram.

"Don't worry. My friend, just sit on my back and I shall carry you." Karo cunningly offered him. The poor monkey sat jumped on his friend's back and off they went.

Ram, was having a lot of fun when he saw that Karo was very sad and quiet. The monkey asked, "Why are you so quiet my friend?" Karo replied, "Because your life is short. My wife wants to eat your heart and this why we're going to her."

Ram was shocked but could not run. He came up with a plan in his mind and said, "Why did You not tell me before ? I always leave my heart in the tree when I go out."

"Oh, no!" cried Karo, "Now, what can we do?" "Lets go back and take it," said the clever monkey.

So the foolish Karo turned around and swam for the mango tree. As soon as Ram could reach a tree branch, he swung up into the tree to safety. He laughed down at the crocodile, "how can I be alive without my heart! Go! Tell your greedy wife how foolish You are!"

From that day, Karo didn't only lose a friend but the delicious mangoes as well.

growing on it. Near the tree lived a crocodile with his wife."

This part of the text is called the...

1. Where did the story take place ?
 - a. In Karo's house
 - b. On the land
 - c. In the water
 - d. Near a big manggo tree
 - e. On a big mango tree near the lake
 2. What is the purpose of the text ?
 - a. to amuse the readers with actual or imaginary experience in different ways
 - b. to persuade the readers that somethings is the case
 - c. to show how to do something through a set of steps
 - d. to inform the readers about event of the day which is considered newsworthy
 - e. to describe the way thing are
 3. "Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest manggoes
- a. Introduction
 - b. Orientation
 - c. Resolution
 - d. Complication
 - e. Identification
4. The complication started when...
 - a. Karo and Ram become a friend
 - b. Ram laughed down at the crocodile
 - c. Ram sat jumped on his friend's back and off they went
 - d. Ram lived on big mango tree near the lake
 - e. Karo's wife asked her husband to get Ram's heart for her.
 5. What solution did Ram do for the problem ?
 - a. Ram eat such sweet fruit everyday.
 - b. Ram sat jumped on his friend's back.
 - c. Ram met Karo's wife.

- d. Ram used to throw Karo some mangoes for himself and his wife.
- e. Ram riched a tree branch, he swung up into the tree to safety.
6. What is the modal values implied in the story ?
- Being honest is not always wise
 - Being a miser is sometimes important
 - All that glitters is not gold
 - To love to means to share
 - To be greedy is not good
7. When he saw that karo was very sad and quiet. Pharagraph 5
What is the simililarities of quiet's ?
- Speak up
 - Silent
 - Angry
 - Confused
- e. Deligent
8. "lets go back and take it" , said the clever monkey. Paragraph 6
The antonym of underline words mean...
- Great
 - Bright
 - Dumb
 - Deligent
 - friendly

Text 2

Question for number 7-11

The old woman and sparrow

Once upon a time. There lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way. Crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only. They chose the small and was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers,

such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

9. What is a sparrow? It is a...
- a. Chicken
 - b. Cat
 - c. Bird
 - d. Fly
 - e. Dog
10. "She took it gently and fed it" (paragraph 1). What is the similarity of the underlined word "gently"?
- a. Keep
 - b. Loving
 - c. Bring
 - d. Care
 - e. slamming
11. What is the title of the story?
- a. The Old Woman and Sparrow
 - b. The Sparrow Nest
 - c. The Tongue of Sparrow
 - d. The ill-tempered Cut Sparrow
 - e. The boxes from sparrow
12. "...The sparrow stayed with them and sang every morning" (paragraph 1), the meaning of this sentence is to show that...
- a. To show the sparrow gratitude
 - b. To show the sparrow miracle
 - c. To show the sparrow skill in singing
 - d. To show that the sparrow is a singer
 - e. To teach the old women to sing a song
13. What did the sparrow do after he was found by the man and his wife?
- a. The sparrow chase away the man and his wife
 - b. The sparrow welcomed them and provided a feast for them
 - c. The sparrow being jealous to them
 - d. The sparrow felt angry to them
 - e. The sparrow give the basket
14. What is the "resolution" of the story?
- a. A kind-hearted woman found a poor little sparrow
 - b. An ill-tempered woman cut the sparrow's tongue
 - c. The horrible creatures stung and bit the ill-tempered old woman to death
 - d. The kind hearted man and woman looked for the sparrow
 - e. That's why the bird returned to its previous nest
15. "Knowing that their sparrow flew away" (paragraph 2). What is the antonym of the underlined word "flew"?
- a. landed
 - b. Fall down
 - c. Wing
 - d. Walked
 - e. Dream

Observation Sheet of Students' Learning Activities

Cycle I

Subject : English

Class : XI

School : SMA NEGERI 1 PUNGGUR

NO	Student's Name	The Aspect that observed			
		The student's pay attention of teacher's explanation	Student's ask and answer question	The student's are active in class	The student's are able to do task
1	AIJ	✓	✓	✓	✓
2	AMS	✓	✓	✓	✓
3	AIK	✓	✓	✓	
4	AN	✓	✓		✓
5	AS	✓	✓	✓	
6	AD	✓	✓		✓
7	DE	✓	✓	✓	
8	DNA	✓		✓	✓
9	EDA	✓		✓	
10	FD	✓		✓	✓
11	FA	✓		✓	✓
12	FNF	✓	✓	✓	
13	GR	✓	✓		✓
14	IR	✓	✓		
15	JSA	✓	✓		✓
16	JAS	✓	✓		
17	KR	✓	✓	✓	✓
18	MAR	✓		✓	
19	MJ	✓	✓	✓	✓
20	MES	✓	✓	✓	
21	NAS	✓	✓		✓
22	NNA	✓	✓	✓	
23	NL	✓	✓		✓

24.	RK	✓	✓	✓	
25.	RDS	✓		✓	✓
26.	RRF	✓		✓	
27.	RE	✓			✓
28.	RN	✓	✓		
29.	RAP	✓	✓	✓	✓
30.	SO	✓	✓		
31.	SSH	✓	✓		✓
32.	SW	✓	✓	✓	✓
33.	VH	✓		✓	
34.	WCAW	✓		✓	✓
35.	YF	✓	✓		
Total		35	27	22	19

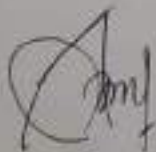
Note :

- Tick (✓) for each positive activity
- Percentage of students' activities
 1. The students pay attention of teacher's explanation =
 2. Student's ask and answer question =
 3. The students are active in class =
 4. The students are able to do task =

Punggur, 21 July 2022


Collaborator

Researcher,



Aric Alfia Arista, S.Pd

NIP.198104162008012019



Chindy Krisia Rinjani

NPM. 1601070145

Observation Sheet of Students' Learning Activities

Cycle II

Subject : English

Class : XI

School : SMA NEGERI 1 PUNGGUR

NO	Student's Name	The Aspect that observed			
		The student's pay attention of teacher's explanation	Student's ask and answer question	The student's are active in class	The student's are able to do task
1.	AIJ	✓	✓	✓	
2.	AMS	✓	✓	✓	✓
3.	AIK	✓		✓	✓
4.	AN	✓	✓		
5.	AS	✓	✓		✓
6.	AD	✓	✓	✓	
7.	DE	✓	✓		
8.	DNA	✓	✓	✓	✓
9.	EDA	✓			✓
10.	FD	✓	✓	✓	
11.	FA	✓	✓		
12.	FNF	✓	✓	✓	✓
13.	GR	✓	✓	✓	✓
14.	IR	✓	✓		✓
15.	JSA	✓		✓	✓
16.	JAS	✓		✓	✓
17.	KR	✓			✓
18.	MAR	✓	✓	✓	✓
19.	MJ	✓		✓	✓
20.	MES	✓	✓		✓
21.	NAS	✓		✓	✓
22.	NNA	✓		✓	
23.	NL	✓	✓		
24.	RK	✓		✓	
25.	RDS	✓	✓	✓	✓
26.	RRF	✓		✓	✓
27.	RE	✓		✓	✓

28	RN	✓	✓		✓
29	RAP	✓	✓	✓	✓
30	SO	✓	✓	✓	✓
31	SSH	✓			✓
32	SW	✓	✓		
33	VII	✓	✓		✓
34	WCAW	✓		✓	✓
35	YF	✓		✓	
Total					

Note :

- Tick (✓) for each positive activity
- Percentage of students' activities :
 5. The students pay attention of teacher's explanation =
 6. Student's ask and answer question =
 7. The students are active in class =
 8. The students are able to do task =

Punggur, 29 July 2022

Collaborator

Researcher,



Arie Alfia Arista, S.Pd

NIP.198104162008012019



Chindy Krisia Rinjani

NPM. 1601070145









KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Inngmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.iainmetro.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Chindy Krisia Rinjani
NPM : 1601070145

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat, 27-11-2020		✓	Bimbingan Chapter I.	Elly
2.	11-12-2020		✓	Revise Chapter 2.	Elly
3.	22-01-2021		✓	Revise chapter 1-3	Elly
4.	10-02-2021		✓	Revise chapter 1-3.	Elly

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Linda Septiyana, M.Pd.
NIP. 20166099001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34114
Telp (0725) 41057 faksimili (0725) 47296 Website: tarbiyah.iaimetro.ac.id E-mail:
www.tarbiyahmetroiaimetro.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Chindy Krisia Rinjani

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1601070145

Semester : XI 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5.	02-08-21		✓	Acc Chapter 1-3	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing II,

Linda Septivana, M.Pd
NIDN. 2016099001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iaim@metrouniv.ac.id; E-mail:
www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Chindy Krisia Rinjani

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1601070145

Semester : XI / 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	04-08-2021	✓		Bimbingan proposal 1-3 (online)	
2.		✓		Bimbingan Revisi proposal dan Absen	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP/198711022015031004

Dosen Pembimbing I,

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp (0725) 41507, Faksimil (0725) 47296, Website: www.metroiain.ac.id E-mail: iainmetro@metroiain.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Chindy Krisia Rinjani
NPM : 1601070145

Jurusan : TBI
Semester : XIII/2022

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis 8/12		Bimbingan Skripsi	<i>Erf</i>
2.	Rabu 11/12		Revisi BAB 2	<i>Erf</i>
3.	Kamis 15/12		Revisi BAB 2	<i>Erf</i>
4.	Rabu 19/12		Revisi BAB 2	<i>Erf</i>
5.	Rabu 24/12		Revisi BAB 2 & 4	<i>Erf</i>
6.	Jumat 29/12 Senin 4/1		Revisi BAB 2 & 4	<i>Erf</i>
7.	Senin 5/1 16		perbaikan literatur ACC Munagoshi	<i>Erf</i> 5/23

Mengetahui,
Ketua Jurusan TBI

[Signature]
Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

[Signature]
Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

Nomor : B-4652/In.28.1/J/TL.00/12/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMA NEGERI 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **CHINDY KRISIA RINJANI**
NPM : 1601070145
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : The use of Questioning the Author (QTA) Technique to Improve Reading Comprehension ability of the Eleventh Graders of SMA NEGERI 1 Punggur in the Academic Year of 2019/2020

untuk melakukan *pra-survey* di SMA NEGERI 1 PUNGGUR.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Desember 2019

Ketua Jurusan
Tadris Bahasa Inggris



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR

NPSN : 10801962 NSS : 301120208048
AKREDITASI "A"

Alamat : Jl. Raya Nanggabito Lampung Tengah (34152) Telp. (0728) 42411
Website : www.sman1punggur.sch.id Email : sman1punggur@ yahoo.co.id



SURAT KETERANGAN

No : 423.6 / 018 / V.01 / SMA /2020

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : **CHINDY KRISIA RINJANI**
NPM : 1601070145
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Telah mengadakan Penelitian pada tahun pelajaran 2019 – 2020 untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **The Use of Questioning the Author (QTA) Technique to Improve Reading Comprehension ability of the Eleventh Graders of SMA NEGERI 1 Punggur in the Academic Year 2019/2020** ".

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-4652/In.28.1/J/TL.00/12/2019, tertanggal : 26 Desember 2019 perihal permohonan izin Penelitian.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 09 Januari 2020

Kepala SMA Negeri 1 Punggur,



Dr. SUNTORO

NIP 19640217 199512 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M. E T R O Telp (0725) 41507, Faks (0725) 47296, Website: digilib-metro.univ.ac.id, pustaka.iaim@metro.univ.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-629/tn.28/S/U.1/OT.01/06/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa

Nama	Chindy Krisia Rinjani
NPM	1601070145
Fakultas / Jurusan	Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070145

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya

Metro, 03 Juni 2022
Kepala Perpustakaan

Dr. As'ad S. Ag, S. Hum, M.H.f.
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara, 15A Inggulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : CHINDY KRISIA RINJANI
NPM : 1601070145
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 05 Juni 2023
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47286; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2771/In.28/D.1/TL.01/06/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **CHINDY KRISIA RINJANI**
NPM : 1601070145
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGRI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF QUESTIONING THE AUTHOR (QTA) TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL OF ELEVENTH GRADERS OF THE SMA N 1 PUNGGUR IN THR ACADEMIC YEAR OF 2021/2022".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 17 Juni 2022



Mengetahui,
Pejabat Setempat

[Signature]
DIDI NUR HADI, M.Pd
NIP. 19681108 1999101 1 002

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2772/In.28/D.1/TL.00/06/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGRI 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2771/In.28/D.1/TL.01/06/2022, tanggal 17 Juni 2022 atas nama saudara:

Nama : **CHINDY KRISIA RINJANI**
NPM : 1601070145
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGRI 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF QUESTIONING THE AUTHOR (QTA) TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL OF ELEVENTH GRADERS OF THE SMA N 1 PUNGGUR IN THR ACADEMIC YEAR OF 2021/2022".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Juni 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR

NPSN : 10801962 NSS : 301120208048

AKREDITASI "A"

Alamat : Jl. Raya Nonggoharjo Lampung Tengah (34153) Telp : (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@rocket.com



SURAT KETERANGAN

No : 422 / 269 / V.01 / SMA /2022

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : **CHINDY KRISIA RINJANI**
NPM : 1601070145
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

Akan mengadakan Penelitian pada tahun pelajaran 2021 – 2022 untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **THE USE OF QUESTIONING THE AUTHOR (QTA) TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL OF ELEVENTH GRADERS OF THE SMA N 1 PUNGGUR IN THR ACADEMIC YEAR OF 2021/2022**". Surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-2772/In.28/D.1/TL.00106/2022, tertanggal : 17 Juni 2022 perihal permohonan izin Prasurvey. Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 20 Juni 2022

Kepala SMA Negeri 1 Punggur,



DIDI NURYADI, M.Pd
NIP. 19681108 199101 1 002

THE USE OF QUESTIONING
THE AUTHOR (QTA)
TECHNIQUE TO IMPROVE
READING COMPREHENSION
SKILLS OF ELEVENTH
GRADERS OF THE SMA N 1
PUNGGUR IN THE ACADEMIC
YEAR OF 2022/2023

by CHINDY KRISIA RINANI

Submission date: 10-Jun-2023 12:52PM (UTC+0900)

Submission ID: 2112910787

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SILABUS

Mata Pelajaran : Bahasa Inggris
 Satuan Pendidikan : SMA N. 1 PUNGGUR
 Kelas : XI (Sebelas)

Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)	<ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> - Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, disb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk disisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya
4.1	Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Topik Situasi yang memungkinkan pemberian saran dan tawaran 	

<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>melakukan tindakan yang dapat menimbulkan perilaku yang termuat di KI)</p> <ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> - Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat / <i>think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, do, do.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> - Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menimbulkan perilaku yang termuat di KI) 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p> <p>4.3 Teks undangan resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> - Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks <ul style="list-style-type: none"> - Dapat mencakup <ul style="list-style-type: none"> - Sapaan - Isi - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan dalam undangan resmi 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai

	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat membumihkkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik. 	<ul style="list-style-type: none"> - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempatkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang dstang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbial <i>first, second, third ...</i> - Kata sambung <i>therefor, consequently, based on the arguments</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas 	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempatkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya

<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks pengungsannya. (Perhatikan unsur kebahasaan passive voice)</p>	<p>yang menumbuhkan perilaku yang termuat di KI</p> <ul style="list-style-type: none"> • Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi/ by - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, etc.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks <ul style="list-style-type: none"> - Dapat mencakup - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>Fungsi Sosial</p> <p>Menjelaskan, memberikan alasan, menyukuri, dsb.</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> • Memulai • Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan • Kata yang menyatakan hubungan sebab akibat: <i>because of ... due to ... thanks to ...</i> • Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menimbulkan perilaku yang termuat di KI.</p>	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernyataan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ... due to ... thanks to ...</i>)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memben dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi: sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Fungsi Sosial</p> <p>Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena</p>	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p>	<p>Fungsi Sosial</p> <p>Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena</p>	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian

<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang terdapat dalam mata pelajaran lain di kelas XI</p>	<ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Dapat mencakup: <ul style="list-style-type: none"> - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan <ul style="list-style-type: none"> - <i>Adverbial first, then, following, finally</i> - Hubungan sebab-akibat (<i>if – then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> - Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI 	<p>struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan</p> <ul style="list-style-type: none"> - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempatkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial <ul style="list-style-type: none"> - Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> - Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasannya sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu

**RESEARCH SCHEDULE OF A CLASSROOM ACTION
RESEARCH
IN THE ACADEMIC YEAR OF 2022/2023**

Teacher : Arie Alfia Arista, S.Pd
Researcher : Chindy Krisia Rinjani
Class : XI Grade Class of SMA N 1 PUNGGUR

No	Activities	Date
1.	Doing Preliminary Research	July 12 th , 2022
2.	Doing Cycle I	1. July 19 th , 2022 2. July 21 th , 2022
3.	Doing Post-test Cycle I	July 26 th , 2022
4.	Doing Cycle II	1. July 28 th , 2022 2. July 29 th , 2022
5.	Doing Post-test Cycle II	Agust 02 nd , 2022

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA NEGERI 1 PUNGGUR
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI
Materi Pokok : Analytical text
Alokasi Waktu : 2 Jam Pelajaran

Kompetensi Dasar (KD)	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis lisan dan tulis dengan memberi dan meminta informasi terkait isi aktual, sesuai dengan konteks penggunaannya.	3.4.1 Mengamati fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks analitis lisan dan menulis dengan memberi dan meminta informasi terkait isi aktual sesuai dengan konteks penggunaannya.
	3.4.2 Mengidentifikasi struktur teks dan unsur kebahasaan dari teks analitis sesuai dengan konteks penggunaannya.
4.4 Teks eksposisi analitis	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.
	4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

a. Materi Pembelajaran :

A. Fungsi sosial

- Menyatakan pendapat tentang isu yang sedang hangat dibicarakan secara bertanggung jawab.

B. Struktur Teks

- **Thesis** : Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan.
- **Argument** : Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung.
- **Conclusion** : Diakhiri dengan kesimpulan yang menyatakan Kembali pendapat terhadap hal tersebut.

C. Topik

Analytical Exposition Text

b. Metode Pembelajaran : Cooperative Learning

c. Media, Alat dan Sumber belajar :

Media : Gambar atau Video

Alat : Book dan Alat tulis

Sumber Belajar : - Suara guru

- Buku pembelajaran : kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris edisi 2017*. Jakarta: Pusat kurikulum dan Perbukuan, Balitbang. Kemdikbud.

- Internet

d. Kegiatan Pembelajaran :

1) Pendahuluan :

- **Orientasi : (5 Menit)**
 - Guru memberi salam (*greeting*);
 - Guru memeriksa kehadiran siswa;
 - Guru memberikan motivasi guna mempersiapkan psikis dan

kesiapan belajar siswa;

- Guru menyampaikan tujuan pembelajaran;

2) Kegiatan inti

- Mengamati (Observing) : **(10 menit)**
 - Siswa menyimak dan mengamati berbagai contoh teks exposition analisis yang diberikan oleh guru.
 - Siswa mengamati fungsi social, struktur dan unsur kebahasaan.
 - Guru membimbing siswa untuk menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks exposition analitis.
- Menanya (Questioning) : **(10 menit)**
 - Siswa mempertanyakan hal yang belum di mengerti mengenai teks exposition analitis.
- Mengumpulkan Informasi : **(10 menit)**
 - Guru memberikan siswa teks exposition.
 - Secara berkelompok siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks exposition sesuai dengan struktur teks yang diberikan.
- Mencoba (Eksperimenting) : **(25 menit).**
 - Siswa membacakan atau mempresentasikan hasil mengamati teks ekposisi kepada teman sekelas dengan menggunakan unsur kebahasaan yang tepat.

3) Kegiatan Penutup : **(10 menit)**

- Menyimpulkan :
 - Melakukan refleksi sekaligus evaluasi terhadap pembelajaran.
 - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

e. Penilaian :

➤ Teknik :

a) Aspek Pengetahuan

- Jenis teknik penilain : Reading

b) Aspek keterampilan : Unjuk kerja

➤ Instrument :

1) Bentuk : Test membaca

Teks for meeting 1 : Read this text and specify the generic structure based on analytical exposition text.

➤ Rubrik penilaian

Explain	Score
Right Answer	10
Wrong Answer	0

The total of score is the right answer x 10

The score maximum is 100

The value of student = $\frac{\text{The Result of Score} \times 100}{\text{The Score Maximum}}$

Punggur, July 12th 2022

Collaborator



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Number :

Reading comprehension test

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet

Text 1

Question for number 1-6

Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest manggoes growing on it. Near the tree lived a crocodile with his wife.

The crocodile, called karo, and Ram become friends. Sometime Ram used to throw Karo some sweet manggoes for himself and his wife.

One day Karo's wife told him, "The monkey eat such sweet fruit everyday, he must be having the sweetst heart. Get his heart for me, dear husband!". "I cannot, he is my friends replied Karo. "That means you do not love me," cried the wife.

So sadly, karo went to Ram the next day. "Ram, please come to my house, I want you to meet my wife," "My friend, how can I come? I live on the land and you in the water," answer Ram.

"Don't worry. My friend, just sit on my back and I shall carry you. "Karo cunningly offered him. The poor monkey sat jumped on his friend's back and off they went.

Ram, was having a lot of fun when he saw that Karo was very sad and quiet. The monkey asked, "Why are you so quiet my friend?" Karo replied, "Because your life is short. My wife wants to eat your heart and this why we're going to her."

Ram was shocked but could not run. He came up with a plan in his mind and sad, "Why did You not tell me before ? I always leave my heart in the tree when I go out."

"Oh, no!" cried Karo, "Now, what can we do?" "Lets go back and take it," said the clever monkey.

So the foolish Karo turned around and swam for the mango tree. As soon as Ram could rich a tree branch, he swung up into the tree to safety. He laughed

down at the crocodile, "how can I be alive without my heart! Go! Tell your greedy wife how foolish You are!"

From that day, Karo didn't only lose a friend but the delicious mangoes as well.

1. Where did the story take place ?
 - a. In Karo's house
 - b. In the water
 - c. Near a big manggo tree
 - d. On a big mango tree near the lake
2. What is the purpose of the text ?
 - a. to amuse the readers with actual or imaginary experience in different ways
 - b. to persuade the readers that somethings is the case
 - c. to show how to do something through a set of steps
 - d. to inform the readers about event of the day which is considered newsworthy
3. "Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest manggoes growing on it. Near the tree lived a crocodile with his wife."
This part of the text is called the...
 - a. Introduction
 - b. Orientation
 - c. Resolution
 - d. Complication
4. The complication started when...
 - a. Karo and Ram become a friend
 - b. Ram laughed down at the crocodile
 - c. Ram sat jumped on his friend's back and off they went
 - d. Ram lived on big mango tree near the lake
5. What solution did Ram do for the problem ?
 - a. Ram eat such sweet fruit everyday.
 - b. Ram sat jumped on his friend's back.
 - c. Ram used to throw Karo some magoes for himself and his wife.
 - d. Ram riched a tree branch, he swung up into the tree to safety.
6. What is the modal values implied in the story ?
 - a. Being honest is not always wise
 - b. Being a miser is sometimes important
 - c. All that glitters is not gold
 - d. To love to means to share
7. When he saw that karo was very sad and quiet. Pharagraph 5
What is the simillarities of quiet's ?
 - a. Speak up
 - b. Silent
 - c. Angry
 - d. Confused
8. "lets go back and take it" , said the clever monkey. Paragraph 6
The antonym of underline words mean...

- a. Great
- b. Bright
- c. Deligent
- d. friendly

Text 2

Question for number 7-11

The Boxes from sparrow

Once upon a time There lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way. Crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only. They chose the small and was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

9. What is a sparrow ? It is a...
- a. Chicken
 - b. Cat
 - c. Bird
 - d. Fly
10. "She took it gently and fed it" (paragraph 1) . What is the similari of the underlined word "gently". ?
- a. Keep
 - b. Loving
 - c. Bring
 - d. Care
11. What is the title of the story ?
- a. The Old Woman and Sparrow
 - b. The Sparrow Nest
 - c. The Tongue of Sparrow
 - d. The boxes from Sparrow
12. "...The sparrow stayed with them and sang every morning"

(paragraph 1), the meaning of this sentences is to show that....

- a. To show the sparrow gratitude
- b. To show the sparrow miracle
- c. To show the sparrow skill in singing
- d. To teach the old women to sing a song

13. What did the sparrow do after he was found by the man and his wife ?

- a. The sparrow chase away the man and his wife
- b. The sparrow welcomed them and provided a feast for them
- c. The sparrow being jealous to them
- d. The sparrow felt angry to them

14. What is the "resolution" of the

story ?

- a. A kind-hearted woman found a poor little sparrow
- b. An ill-tempered woman cut the sparrow's tongue
- c. The horrible creatures stung and bit the ill-tempered old woman to death
- d. The kind hearted man and woman looked for the sparrow

15. "Knowing that their sparrow flew away" (paragraph 2). What is the synonym of the underlined word "flew" ?

- a. landed
- b. Fall dwon
- c. Wing
- d. Walked

Kisi - Kisi Preliminary Test

School : SMA NEGERI 1 PUNGGUR
Lesson : English
Class : VIII
Time : 45 menit
Question form : Multiple choice
Number of Question : 10 item Multiple choice

No.	Kisi - Kisi	Number of question	Question number	Question form
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1.	Menganalisis suatu lawan katadi teks tersebut.	5	1 -3	Pilihan ganda
2.	Menganalisa isi teks	5	4-10	Pilihan ganda

Keywords of Pre-test

A. Choose correct answer a, b, c or d below based on the question!

No.	Keywords	No.	Keywords
1.	A	11.	A
2.	A	12.	A
3.	C	13.	C
4.	B	14.	B
5.	A	15.	A
6.	A		
7.	B		
8.	A		
9.	C		
10.	A		

Cycle II

A. Choose correct answer a, b, c or d below based on the question!

Analytical Text 1

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defense. Similarly, the state governments look after the middle sized things.

For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small things. They look after things like collecting rubbish, otherwise everyone would have disease. Thus for the reason above, we can conclude that the three levels of the government are necessary.

- What kind of text is this?
 - Analytical Exposition
 - Hortatory Exposition
 - Explanation Text
 - Descriptive text
- The litter management is the responsibility of
 - all governments
 - Australia
 - Federal government

D. State government

Analytical Text 2

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

3. Which of the following is not directly affected by pesticides used?
- A. Plants
 - B. Ecology
 - C. Environment.
 - D. Human Beings

Analytical Text 3

As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

4. What type of the text above?
- A. Narrative.
 - B. Report.
 - C. Analytical.
 - D. Explanation.
5. What one of the diseases caused by pollution?
- A. HIV / AIDS
 - B. Bronchitis
 - C. Liver
 - D. Cholera
6. What tense is mostly used in the text?
- A. Past tense
 - B. Simple present tense
 - C. Simple perfect tense
 - D. Present continuous tense
7. What tense is mostly used in the text?
- A. Past tense
 - B. Simple present tense
 - C. Simple perfect tense
 - D. Present continuous tense

8. We usually call the last paragraph as.....

- A. Resolution
- B. Reiteration
- D. Recommendation
- E. Twist

9. What is the purpose of the text?

- A. to persuade reader about the CarsShould Be Banned In The City
- B. to explain the characteristics the Cars Should Be Banned In The

City

- C. to inform readers about Cars Should Be Banned In The City
- D. to describe Cars Should Be Banned In The City

10. The following sentences are true, except ...

- A. the cars contribute the most of pollution in the world.
- B. the cars are very noisy.
- C. the cars can also cause many deaths and other road accidents.
- D. the car cans accelerate the transport.

GOOD LUCK!

Kisi – Kisi Preliminary Test

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2.	Menganalisa isi teks	5	4-10	Pilihan ganda

Keywords of post-test cycle 2

a. Choose correct answer a, b, c or d below based on the question!

No.	Keywords
1.	A
2.	A
3.	E
4.	E
5.	B
6.	A
7.	D
8.	C
9.	B
10.	B

CURRICULUM VITAE



The author has named Chindy Krisia Rinjani was born in Teluk Betung on 14th July 1998.

The last daughter of the couple from Mr. Edy Suranto and Mrs. Eka Susanti. The author has one sister and brother, named Anggi Frida Atika and Ridho Bagus Berlian. Currently the author lives in the village of

Jatimulyo, Kec. Jati Agung, South Lampung.

The author's when elementary school was taken at SDN 1 Marga Agung and finished in 2010. Then he continued in Junior High School at SMP N 1 Jati Agung and graduated in 2013. Meanwhile, Senior High School was taken at SMK N 1 Pekalongan, and completed in 2016. Then in 2016 the author continued his education at IAIN METRO by majoring in English education program.