IMPROVING THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION THROUGH QUESTIONING OF COLLABORATIVE TEACHING STRATEGIES

SKRIPSI

Submitted in Partial Fulfillment of Requiurement
for the degree of Sarjana Pendidikan (S.Pd)
English Education Program

By :

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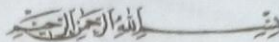**UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**
MEDAN
2018

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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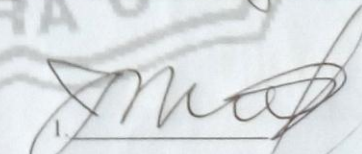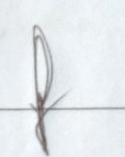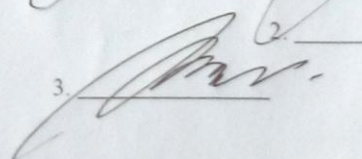( ) Tidak Lulus

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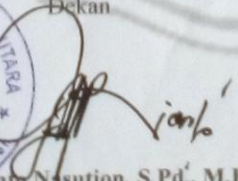
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7 Oktober	Revision chapter 5	

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Dengan ini saya menyatakan bahwa:

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Yang membuat pernyataan,

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ABSTRACT

Dana Iswara Napitu 1402050014, Improving the Students Achievement in Reading Comprehension through Questioning of Collaborative Teaching Strategies. Skripsi. English Faculty of Teachers Training and Education. English Education Program. University of Muhammadiyah Sumatera Utara, Medan. 2018.

This study deals with Improving the Students Achievement in Reading Comprehension through Questioning of Collaborative Teaching Strategies. This research will be conducted at SMP Swasta Asuhan Jaya Medan and this research focusing on class VIII A which consist of 28 student's. The second semester in the academic year of 2017/2018. The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested. The population of this research is class VIII AK which consist of 28 student's. The researcher choose random sampling technique of class VIII SMP Swasta Asuhan Jaya Medan to get the data. After doing the research and analyzing the data, the researcher could conclude that Questioning of Collaborative Teaching Strategies had significantly improved the student's` achievement in reading. It was found out that student's` score increased from pretest until the test of cycle 1 and test of cycle 2. It is shown from the improvement of the means of student's` score namely the mean of test of cycle I (72.3) was higher than the mean of the student's` score in pre-test (54.35) and the mean of cycle II (90.8) was higher than the mean of the student's` score in test I (63.285). it can be stated that the score continuously improved from the pretest until the test of cycle 2. Questioning of Collaborative Teaching Strategies can make the learners be active in learning English and also to show their ability in communicating in the foreign language. In other words, teaching reading by Questioning of Collaborative Teaching Strategies is succesfully done and brings good improvement to the student's` achievement.

Keywords: Reading Comprehension, Questioning of Collaborative Teaching

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Medan,   2018

The Researcher,

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CHAPTER 1

INTRODUCTION

A.   The Background of the Study

Education is a prime process in life. It becomes the primary needs for some people and that is the reason why people tend to seek for the best education. Teaching about reading comprehension in the school is one the aspects of education. That is the first factor that carries the purpose of education. The process of teaching and learning has direct interaction between teacher, students and other students.

Learning is a strategy used by teachers to improve learning motivation, learning attitudes among students, able to think critically, have social skills, and the achievement of optimal learning outcome (Isjoni, 2009;8) referring to this development of learning strategies continue to change from the traditional model to a more modern model. Learning strategy serves to provide a neatly organized learning situation to provide an activity to students to achieve learning objectives.

Based on the observation, Students have problems in comprehension related to reading text. There are :

1. Most students at school have learned English right from elementary levels.

2. Most students are not able to understand about reading narrative text because their English teacher do not work hard about teaching materials.

Actually, there are many teaching strategies or methods that can beapplied overcome the matters. One of the strategies of collaborative teaching strategies is improve the students' achievement in reading comprehension. In order to find some related and new strategies of teaching and learning processes, especially, in the teaching reading. Those strategy is should be select in order to be able to stimulate and facilitate the students in comprehending the texts, particularly in teaching narrative texts. Thus, this study is directed to solve some practical problems in the teaching and learning processes.

This is the very reason why the researcher is really interested in conducting study with the title**: Improving The Students Achievement In Reading Comprehension Through Questioning Of Collaborative Teaching Strategies**

B. Identification Of The Problems

Based on the background of the study discussed above, the problems of the research can be identified as follows :

Improving the Students Achievement in Reading Comprehension Through Questioning of Collaborative Teaching Strategies.

1. Most student's at school have learned English right from elementary levels.

2. Most student's are not able to understand about reading narrative text because their English teacher do not work hard about teaching materials.

C. The Scope and Limitation

This study is focused on reading comprehension, and it is limited on the uses of questioning of collaborative teaching strategies.

D. The Formulation Problems

The problem of the research was formulated as follows:

1. Can collaborative teaching strategy improve the student's in reading skill on narrative text?

2. How does collaborative teaching strategy improve the student's reading skill on narrative text?

E. The Objectives Of The Study

The objectives of the study are as follows:

1.To improve the student's interest students in narrative texts.

2.To improve the student's understanding in narrative texts.

F. The Significances Study

Findings of the study expected to be useful and relevant to others.

1.Theoretical

Theoretically, as new horizon for the readers and offered same new information about collaborative teaching strategy.

2.Practically

For students, to increase their ability comprehension a reading text. For teachers, to use various strategies in teaching reading comprehension like using questioning of collaborative teaching strategies. Others researchers, who is interested in conducting the same field of research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

(Grabe, 2009: 5) Explains that Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. In the classroom, some teachers often use texts or books as media to deliver material of a subject. And reading also engages human brain, emotion, and beliefs as Weaver (2009) states that, Reading is a process which is very much determined by what the reader's brain and emotion and beliefs bring to the reading.

2. Improvement

Based on Kants concluded (2001; 45) there are three senses, namely:

a) The act of improving something

b) A change for better, progress in development

c) A superior than the previous.

Improvement is the process of a thing moving from on state to state considered to better, usually through some action intended to bring about that better state. The process of making wild land more suitable for human uses

3. Reading

(Grabe, 2009: 5) Explains that Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. In the classroom, some teachers often use texts or books as media to deliver material of a subject. And reading also engages human brain, emotion, and beliefs as Weaver (2009) states that, Reading is a process which is very much determined by what the reader's brain and emotion and beliefs bring to the reading.

4. Types Of Reading

Types of reading in the world Language we must understand as things we need to know. Because with our increased reading comprehension we will be given the opportunity to increase our insight into the importance of science. following are the types of reading comprehension classify Dr. M.R. Patel and Pravin M. Jain classify into four types (2008: 117-123):

1. Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.

2. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid the teacher.

3. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at the primary level because it is the base of words pronunciation.

4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read any difficulties.

5. Reading Comprehension

Definition of reading comprehension, in addition, Jhon Kruidenier (2002:77) elaborates that comprehension is an active process and the readers must interact an be engaged with the text for it to work well. It is also strategic process which can be taught. As comprehension takes place, words are decode and

associated with their meaning in the readers memory and phrase and sentence are not lost before the next is processed.

According to Heilman (1981;265) reading is a process of making sense of written ideas through meaningful interpretation interaction with language. A good reader is one who understand what he reads, and the faster the able to get meaning from his reading the more efficient he is. The rate of comprehension needs to be adjusted to the purpose of reading skills, and like skill development in any area, reading rate can be improved with training and with practice.

Nuttal (2000:4) suggests that the overriding purpose of reading is to get the correct massage from a text; the massage the writer intended from the reader to receive.

According to Klingner Vaughn and Broadman (2007: 8), reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior of background knowledge and strategy use. This process also includes the variables related to the text, for example the reader's interest of the texts and their understanding of the genres of the texts. It means that what the readers learn and how they respond and comprehend the text is individualistic .

Kinds of Reading Texts

1. Narrative

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

Generic Structure of Narrative

A narrative text consists of the following structure:

A). Orientation: Introducing the participants and informing the time and the place

B).Complication: Describing the rising crises which the participants have to do with

C). Resolution: Showing the way of participant to solve the crises, better or worse

2. Report Text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis

Generic Structure of Report

A. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general

B. Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

3. Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative

Generic Structure of Recount

A. Orientation: Introducing the participants, place and time

B. Events: Describing series of event that happened in the past

C. Reorientation: It is optional. Stating personal comment of the writer to the story

4. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing generic structure pf descriptive text is:

A. Identification (identification) is an introduction, a general description of a topic.

B. Description (description) is contains the special characteristics possessed object, place, or person who is described

5. Collaborative Strategy

Collaborative learning can provide opportunities to lead to successful learning practice. As a technology for instruction, collaborative learning involves the active participation of students and minimizing differences between individuals. Gokhale (1995 :1) defines that " collaborative learning refers to teaching where students in one group varying their level of skills work together in small groups that lead to common goals. Understanding your own collaboration are:

1. Koehane argues that collaboration is working with others, working together, working in team of team, and maxing it in one group toward mutual successes.

2. Patel argues that collaboration is a process of functional interdependence in trying to coordinate skills, tools and rewards.

From the understanding of collaboration expressed by various experts, it can be concluded that the notion of collaborative learning is a learning strategy in which students with multi levels variations work together in small group toward one goal. In this groups the students help one each other. so the collaborative learning situation has a positive dependent element to achieve the success.

According to Piaget and Vigotsky, collaborative learning strategies are supported by three theories:

1. Cognitive theory

This theory is related to the exchange of concepts between group members on collaborative learning so that in group will happen the process of science transformation on each member

2. Theory of social constructivism

In this theory is a social interaction among members that will foster individual development and enhance mutual respect for the opinions of all members of the group.

3. Motivation theory

This theory is applied in a collaborative learning structure because it will provide a conducive environment for students to learn, increasing the

courage of members to give   opinions and create mutual need situations for all members in the group. Piaget also argues that if an active group of groups will involve others to think together, so in learning is more interesting (Smith,B.L. and Mac Gregor,2004

Advantages

A. Student's learn deliberation

B. Student's learn to respect the opinion of others

C. Can foster a sense of cooperation

D. Can develop a critical and rational way of thinking

Disadvantages

E. It takes quite a lot of time

F. The existence of personal traits that want to stand out or otherwise the weak feel inferior and always dependent on other

B.   **Relevant Research Studies**

In composing this proposal, the researcher also consider some previous researches relate to study those are :

1. American library association, Chicago 2007. collaborative teaching for teaching reading comprehension

2. Nohenriady. 2011. Using collaborative strategy reading improve the eight graders reading comprehension at MTSN Sungai Pandan South Kalimantan.

C. Conceptual Framework

Reading comprehension is the degree to which the readers understand and what the readers read. When the readers pick up books, newspapers, novels, or a magazines, they are using their reading comprehension skills to gather nformation from the text. As reading is one of the language skills that should be acquired by students, before it is necessary to find an affective approach in teaching reading comprehension in order to let the students achieve better understanding in reading a text.

By using collaborative teaching strategies through questioning, students are able not only to apply the knowledge in their context real-life but also to memorize it. It can be said through questioning if collaborative teaching strategies can help students to remember and connect with what they already know about a topic, theme, or illustrator after their read, to provide students with a framework for making decision about main ideas and important supporting details in material that they read ad the texts. Through this questioning the students can enjoy reading process, they are as the following:

D.   Hypothesis

This research was answer the question based on the text about the text wether multiple choice the effect of question answer relationship (QAR) strategy on the student achievement in reading comprehension. To get the answer of question the researcher proposes alternative hypothesis (Ha) and null hypothesis (H0) as below :

Ha   : There is a significant effect of question answer relationship

            strategy on student achievement in reading comprehension

Ho   : There is not significant effect of question answer relationship strategy on

student achievement in reading comprehension

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research will be conducted at SMK SWASTA NUSANTARA TANAH JAWA and this research focusing on class X AK which consist of 37 student's. The second semester in the academic year of 2017/2018.

B. Population and Sample

1. Population

The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested. The population of this research is class X AK which consist of 37 student's.

2. Sample

The sample of participants for study of the population, and all possess some characteristic or characteristics that make them members of the sample group. For the sample of the study, The researcher choose random sampling technique of class X AK SMK SWASTA NUSANTARA TANAH JAWA to get the data.

The sample is described in the table

Table 3.1

ass	pulation
AK	
tal	

C. Research Design

This research was conducted by applying classroom action research. Classroom action was an observation of an activity which was done systematically by collecting data on everyday practice then analyzing it in order to some decision about the future practice should be. This is why the term "action" was used for method research.

D. Instrument For Collecting Data

In collecting the data, the following instruments were used multiple choice, it was utilized to asses student's reading comprehension. In this case, reading comprehension test on narrative text and question was multiple choice tests. 20 item of multiple choice tests were administered. Student's were given the multiple choice on narrative text that they learned by using questioning strategy

E. Technique for Collecting Data

The research in conducting this study applied two cycles. Each cycle has 4 stages, namely : planning, action, observation, and reflection.

i.   The First Cycle

In this cycle, the reading comprehension was measured and their problems in reading comprehension were analyzed:

5.2.Planning

Planning was the arrangement for doing something. In planning, it is considered everything that was related to the action that was done an prepare lesson plans which used questioning of collaborative teaching strategy and reading materials in English text book for class X-AK from used and preparing the test to measure the result of the study.

Action

Action was process of activity that had done. Action was the implementation of planning. The researcher conducted some plans, The researcher reviewed the students whether they had ever learned about narrative text or not, motivated the students by explaining them the importance of learning narrative text. Than reminded them that a good way to test a book is to read page from the book and if two or more words were miss from that page the book was probably to hard from them. Another book should be chosen. Next, the researcher explain to them the meaning behind story grammar and what it was.

After giving the student's some brief instructions the researcher read a story aloud the students an while reading, answer all questions out loud until all the story grammar questions have answered. Then the researcher ask the students to read a text and teach how to get the main idea of the function questioning.

The researcher used questioning approach with the students. She told the students to listen carefully as a story of the researcher's was being read orally. An then, the researcher and the students summarized the lesson together. The last, the students were asked to answer 20 multiple choice questioning in same time.

Observation

The purpose of observation was to find out the information of action, such as student's attitude, behaviors, and activities while giving action even obstacles that happen to in observers book.

Reflection

In this stage, the researcher reflected on everything that researcher did and wrote some conclusion. The researcher analyzed what had been done, correctly And result of the data was used to repair next cycle to achieve the target of the research.

6. **The Second Cycle**

6.2. **Planning**

       After knowing and analyzing the student's score of the first cycle. It could be concluded that the second cycle would be applied in order to improve the student's achievement. They are as follows:

1. Preparing and designing the text will be used during this cycle.

2. Giving more motivation to the students, researcher motivates the students in other to their interested in reading comprehension.

3. Preparing research instrument, such as questioner sheet to observed the teaching and learning process.

4. Having seen in first cycle that many students were interactive in teaching and learning process. The researcher will control every group by asking. Everything they did not understand about the process.

5. Redesigning the procedure of teaching reading by using questioning strategy

6. Preparing the test to measure the result of the study.

6.3. **Action**

       Action in the second cycle was the implementation of revise plan of the first cycle. The procedure in cycle should be changed in order to improve students reading comprehension.

1. The researcher reviewed students achievement in cycle one and give some comment, opinion, and to do the best in second cycle.

2. The researcher reviewed the importance of reading comprehension and the types of questioning.

3. The researcher asked the students to share everything about the text that given by the researcher.

4. The researcher give multiple choice test for them as the second cycle.

6.4. Observation

Observation was done when the classroom action research was going on by the observer. The observer the whole process of action. It was about the behavior and all activities in teaching learning process.

6.5. Reflection

After cycle II had completely done. The result showed the significant improvement for most students.

F. Technique for Analyzing Data

The study applied quantitative and qualitative data. Qualitative data was used to describe what can be measured or counted and therefore be consider objective. The quantitative data was found by analyzing the score of the students.

The know the development of students score for each cycle, the mean of the students were computed and categorize the master students.

$$X = \frac{\Sigma X}{N}$$

Where:

X   =   the mean of students

∑X   =   the total score

N   =   the number of students

To categorize the number master pf students the researcher use this following formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P =   the percentage of students

R =   the number of students who get the point above

T =   the total number of students who do the test

CHAPTER IV

DATA AND ANALYSIS

A. Data

This research involved quantitative and qualitative data. The quantitative data were gained from the test and the qualitative data from questionnaire sheet, observation sheet. The data were derived from a class which consisted 28 student's.

This research consisted two cycles, the one included Pretest and Test I that was conducted in three meeting and the second cycle included Test II was conducted in three meetings, so these were seven meetings altogether.

1. The Quantitative Data

The quantitative data were taken from the test results which were carried out in two cycles, each cycle consisted of three meeting, therefore, there were six meetings totally conducted during the research. A test was given to the student's at the end of the teaching and learning process in every meeting.

Table 4.1

Finding of the Student's Ability at Pre Test

No	Student's Name	Score	Value	Ket Unable	Able
1		8	40	Unable	
2	W	14	70		Able
3		11	55	Unable	
4		9	45	Unable	
5		11	50	Unable	
6	Y	14	70		Able
7		7	50	Unable	
8		7	35	Unable	
9		8	40	Unable	
7		14	70		Able
11		12	60	Unable	
12		9	45	Unable	
13		7	50	Unable	
14		11	55	Unable	
15		14	70		Able
16		7	35	Unable	
17	P	14	70		Able
18	P	13	65	Unable	
19	U	14	70		Able
20		12	60	Unable	
21	H	11	55	Unable	
22		7	50	Unable	
23		14	70		Able
24		7	50	Unable	
25		12	60	Unable	
26		7	50	Unable	
27	N	11	55	Unable	
28	Y	7	35	Unable	
	tal		2120		
	erage		54.35		
	le (percent)				12 (30.8%)
	able			(69.23%)	

Based on the result of the pre test, the student's' average scores were 54.35. And number of student's able 30.8% (12 student's) and number of student's unable 69.23% (27 student's).

Table 4.2

Finding of the Student's Frequency at Pre Test

Score	F	%	Unable	Able
0	0	0%		
5	0	0%		
7	0	0%		
15	0	0%		
20	0	0%		
25	0	0%		
30	0	0%		
35	3	7.69%	Unable	
40	3	7.69%	Unable	
45	3	7.69%	Unable	
50	6	15.38%	Unable	
55	7	17.94%	Unable	
60	4	7.25%	Unable	
65	1	2.56%	Unable	
70	12	30.76%		Able
75	0	0 %		
80	0	0%		
85	0	0%		
90	0	0%		
95	0	0%		

70	0	0%		
Total	28	70%	27	12
Percent		70%		
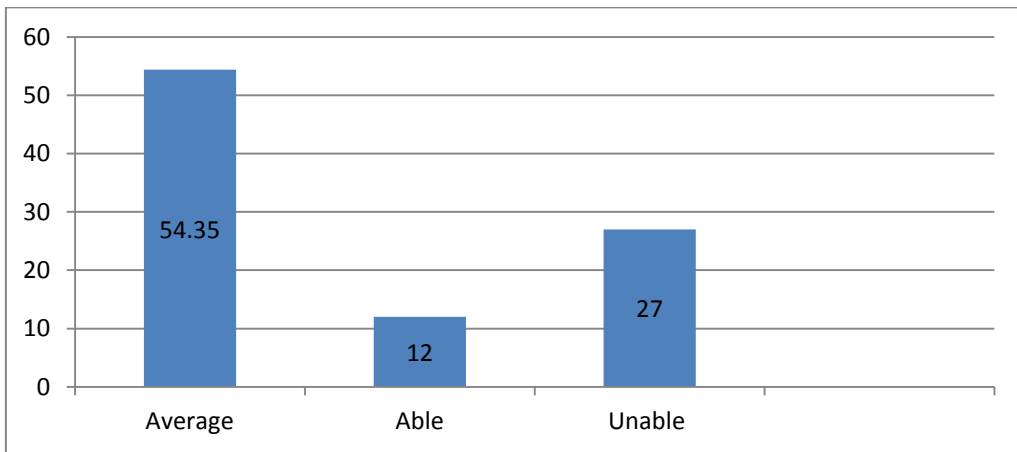
Picture 4.1

Diagram of Pre test

The table and diagram above showed that there were 12 student's or 30.8% of the sample who were regarded as able, and the student's who were categorized as an unable were 27 student's or 69,23%. From the data gained, it may conclude that the second year student's class VIII have a bad score, so to improve the student's' scores in reading test the researcher applied Questioning of Collaborative Teaching Strategies as a technique to increase their reading.

Table 4.3

Finding of the Student's Ability at Test 1 at Cycle I

No	Student's Name	Score	Value	Ket	
				Unable	**Able**
1			55	Unable	
2	W		75		Able
3			60	Unable	
4			60	Unable	
5			60	Unable	
6	MY		75		Able
7			60	Unable	
8			65	Unable	
9			50	Unable	
7			75		Able
11			70		Able
12			60	Unable	
13			60	Unable	
14			65	Unable	
15			75		Able
16			60	Unable	
17	P		75		Able
18	P		75		Able
19	J		75		Able
20	E		65	Unable	
21	H		60	Unable	
22	E		60	Unable	
23			75		Able
24			55	Unable	

25			65	Unable	
26			60	Unable	
27	N		60	Unable	
28	/		60	Unable	
Total			2545		
Average			65.25		
Able (Percent)					(62%)
Unable				(38.5%)	

Based on the result of the pre test, the student's' average scores were 65.25. And number of student's able 62% (24 student's) and number of student's unable 38.5% (15 student's).

Table 4.4

Finding of the Student's Frequency at Test 1 in Cycle I

Score	F	%	Unable	Able
0	0	0%		
5	0	0%		
7	0	0%		
15	0	0%		
20	0	0%		
25	0	0%		
30	0	0%		
35	0	0%		
40	0	0%		
45	0	0%		
50	2	5.12%	Unable	
55	3	7.69%	Unable	
60	14	35.89%	Unable	
65	5	12.82%	Unable	
70	2	5.12%		Able
75	13	33.33%		Able
80	0	0%		
85	0	0%		
90	0	0%		
95	0	0%		
70	0	0%		
Total	28	70%	24	15
Percent		70%		
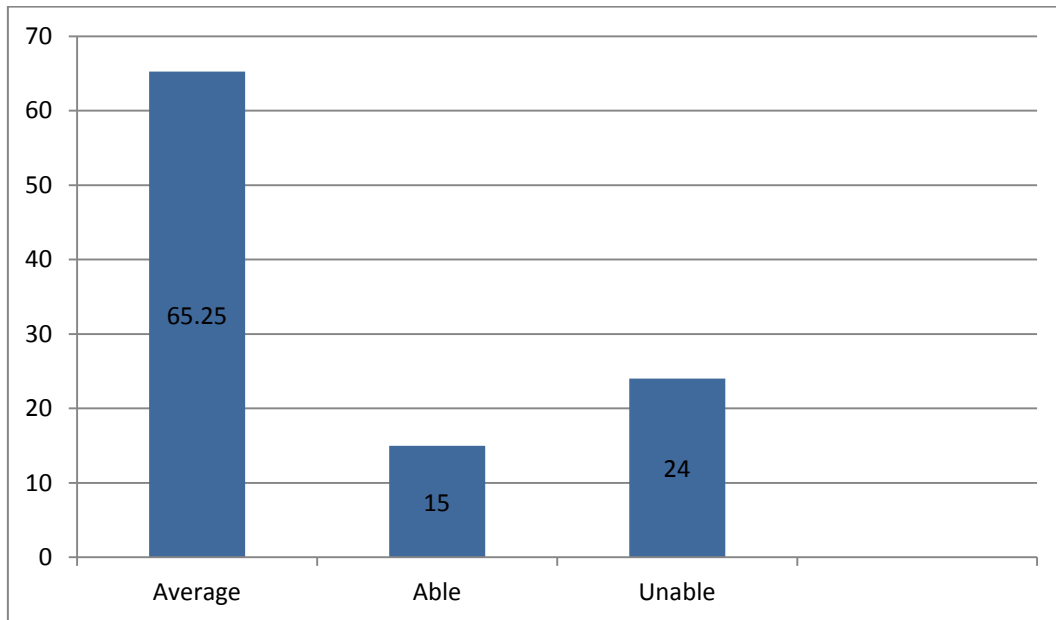
Picture 4.2

Diagram of Test 1 at Cycle I

The table and diagram above showed that there were student's 15 or 38.5% of the sample who were regarded as able, and the student's who were categorized as an unable were 24 student's or 62 %. From the data gained, it may conclude that the second year student's class VIII have a bad score, so to improve the student's' scores in reading test the researcher applied Questioning of Collaborative Teaching Strategies as a technique to increase their reading.

Table 4.5

Finding of the Student's Ability at Test 2 in Cycle I

No	Student's Name	Score	Value	Ket	
				Unable	**Able**
1		13	65	Unable	
2	W	16	80		Able
3		15	75		Able
4		13	65	Unable	
5		14	70		Able
6	MY	16	80		Able
7		13	65	Unable	
8		17	70		Able
9		12	60	Unable	
7		16	80		Able
11		15	75		Able
12		13	65	Unable	
13		15	75		Able
14		15	75		Able
15		16	80		Able
16		13	65	Unable	
17	P	16	80		Able
18	P	16	80		Able
19	U	16	80		Able
20		14	70		Able
21	H	14	70		Able
22		14	70		Able
23		16	80		Able
24		13	65	Unable	

|					
25		14	70		Able
26		14	70		Able
27	N	14	70		Able
28	/	13	65	Unable	
Total			2830		
Average			72.56		
Able (Percent)					21 (74.4%)
Unable				7 (25.6%)	

Based on the result of the pre test, the student's' average scores were 72.56. And number of student's able 74.4% (21 student's) and number of student's unable 25.6% (7 student's).

Table 4.6

Finding of the Student's Frequency at Test 2 at Cycle I

Score	F	%	Unable	Able
0	0	0%		
5	0	0%		
7	0	0%		
15	0	0%		
20	0	0%		
25	0	0%		
30	0	0%		
35	0	0%		
40	0	0%		
45	0	0%		
50	0	0%		
55	0	0%		
60	1	2.56%	Unable	
65	9	23.07%	Unable	
70	11	28.20%		Able
75	5	12.8%		Able
80	13	33.33%		Able
85	0	0%		
90	0	0%		
95	0	0%		
70	0	0%		
Total		70%	7	21
Percent		70%		
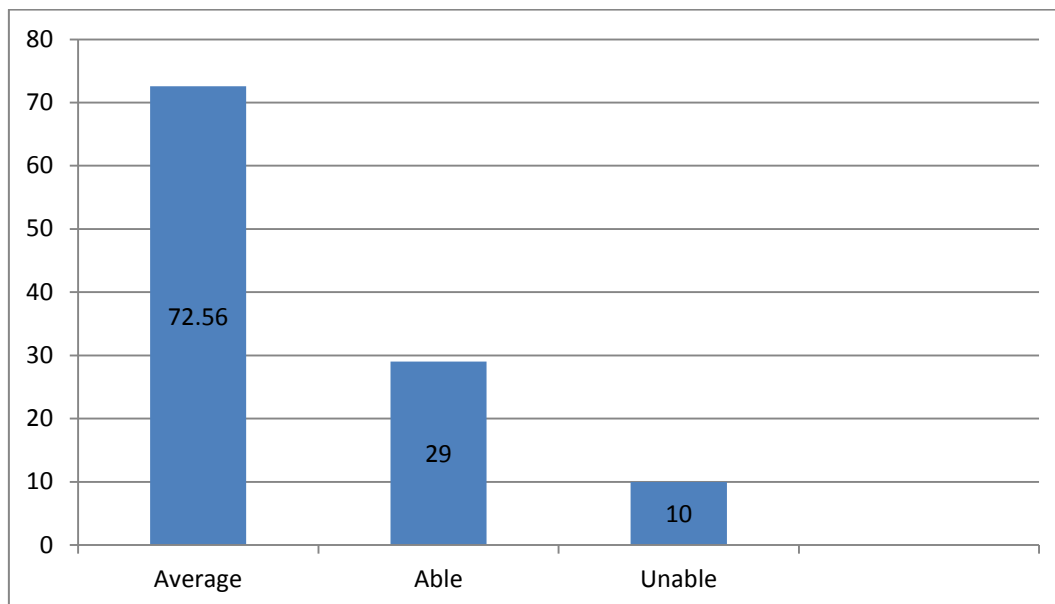
Picture 4.3

Diagram of Test 2 at cycle I

The table and diagram above showed that there were 21 student's or 74.4% of the sample who were regarded as able, and the student's who were categorized as an unable were 7 student's or 25.6%. From the data gained, it may conclude that the second year student's class VIII still have many student's get a bad score < 70 points, so to improve the student's' scores in reading test the researcher applied Questioning of Collaborative Teaching Strategies as a technique to increase their reading.

Table 4.7

Finding of the Student's Ability at Test 3 in Cycle I

No	Student's Name	Score	Value	Ket	
				Unable	Able
1		14	70		Able
2	W	17	85		Able
3		16	80		Able
4		14	70		Able
5		15	75		Able
6	MY	17	85		Able
7		14	70		Able
8		15	75		Able
9		15	75		Able
7		17	85		Able
11		16	80		Able
12		15	75		Able
13		16	80		Able
14		16	80		Able
15		17	85		Able
16		15	75		Able
17	P	17	85		Able
18	P	17	85		Able
19	J	17	85		Able
20		15	75		Able
21	H	15	75		Able
22		16	80		Able
23		17	85		Able
24		15	75		Able

25		16	80		Able
26		15	75		Able
27	N	16	80		Able
28	/	15	75		Able
Total			3090		
Average			79.23		
Able (Percent)					28 (70%)
Unable				0 (0%)	

Based on the result of the pre test, the student's' average scores were 79.23. And number of student's able 70% (28 student's) and number of student's unable did not find.

Table 4.8

Finding of the Student's Frequency at Test 3 at Cycle I

Score	F	%	Unable	Able
0	0	0%		
5	0	0%		
7	0	0%		
15	0	0%		
20	0	0%		
25	0	0%		
30	0	0%		
35	0	0%		
40	0	0%		
45	0	0%		
50	0	0%		
55	0	0%		
60	0	0%		
65	0	0%		
70	3	7.69%		Able
75	13	33.33%		Able
80	7	25.64%		Able
85	13	33.33%		Able
90	0	0		
95	0	0		
70	0	0		
Total	28	70%	0	28
Percent		70%		
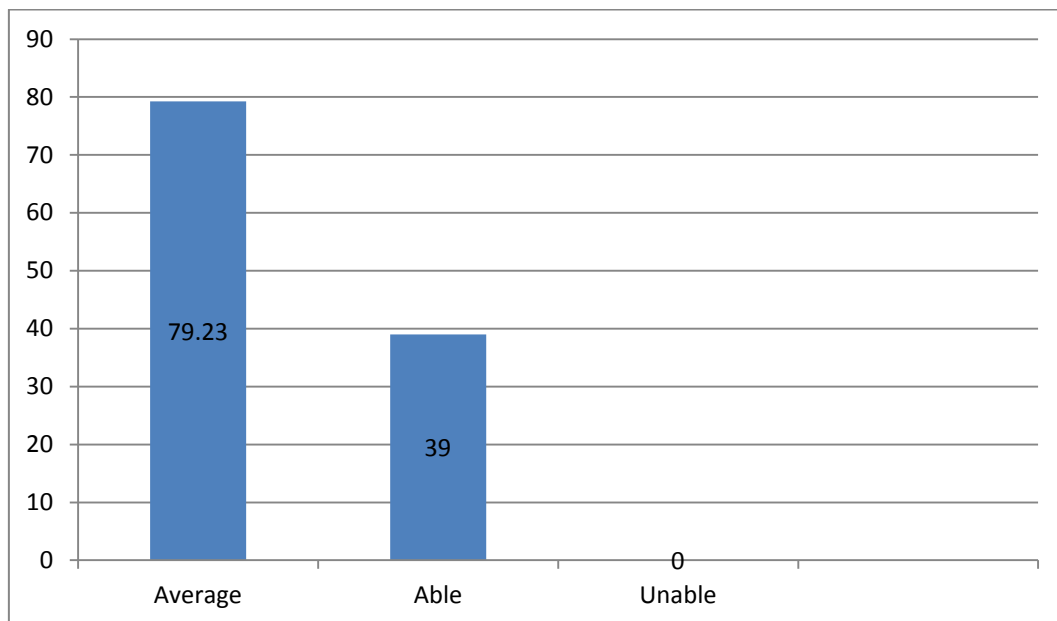
Picture 4.4

Diagram of Test 3 at Cycle I

The table and diagram above showed that there were 28 student's or 70% of the sample who were regarded as able, and the student's who were categorized as an unable did not find. From the data gained, it may conclude that the second year student's class VIII 2018/2019 Academic Year were improve in reading by applied Questioning of Collaborative Teaching Strategies.

Table 4.9

Finding of the Student's Ability at Test 1 at Cycle II

No	Student's Name	Score	Value	Ket	
				Unable	Able
1		15	75		Able
2	W	18	90		Able
3		17	85		Able
4		15	75		Able
5		16	80		Able
6	MY	18	90		Able
7		16	80		Able
8		16	80		Able
9		16	80		Able
7		18	90		Able
11		17	85		Able
12		17	85		Able
13		17	85		Able
14		17	85		Able
15		18	90		Able
16		15	75		Able
17		18	90		Able
18		18	90		Able
19	J	18	90		Able
20		17	85		Able
21	H	16	80		Able
22		17	85		Able
23		18	90		Able
24		17	85		Able

| 25		18	90		Able
26		16	80		Able
27	N	17	85		Able
28	/	16	80		Able
	Total		3305		
	Rata-rata		84.74		
	Able (Percent)				28 (70%)
	Unable			0 (0%)	

Based on the result of the pre test, the student's' average scores were 84.74. And number of student's able 70% (28 student's) and number of student's unable did not find.

Table 4.7

Finding of the Student's Frequency at Test 1 at Cycle II

Score	F	%	Unable	Able
0	0	0%		
5	0	0%		
7	0	0%		
15	0	0%		
20	0	0%		
25	0	0%		
30	0	0%		
35	0	0%		
40	0	0%		
45	0	0%		
50	0	0%		
55	0	0%		
60	0	0%		
65	0	0%		
70	0	0%		
75	3	7.69%		Able
80	7	25.64%		Able
85	12	30.76%		Able
90	14	35.89%		Able
95	0	0		
70	0	0		
Total	28	70%	0	28
Percent		70%		
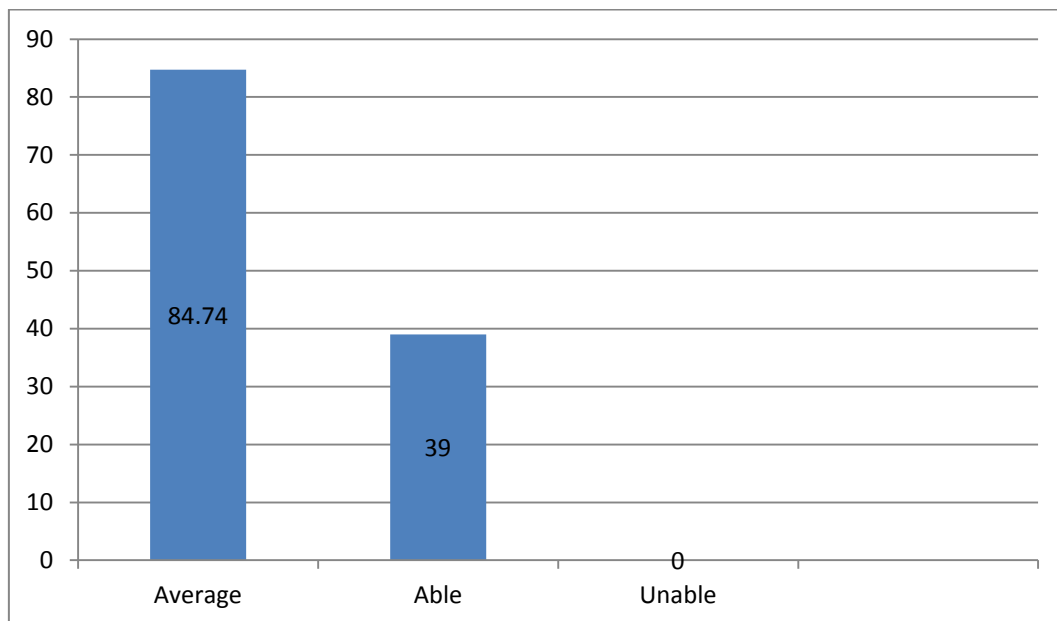
Picture 4.5

Diagram of Test I at Cycle II

The table and diagram above showed that there were 28 student's or 70% of the sample who were regarded as able, and the student's who were categorized as an unable did not find. From the data gained, it may conclude that the second year student's class VIII 2018/2019 Academic Year were improve in reading by applied Questioning of Collaborative Teaching Strategies.

Table 4.11

Finding of the Student's Ability at Test 2 at Cycle II

No	Student's Name	Score	Value	Ket	
				Unable	Able
1		16	80		Able
2	W	19	95		Able
3		16	80		Able
4		16	80		Able
5		18	90		Able
6	MY	19	95		Able
7		17	85		Able
8		18	90		Able
9		17	85		Able
7		19	95		Able
11		19	95		Able
12		18	90		Able
13		18	90		Able
14		18	90		Able
15		19	95		Able
16		17	85		Able
17	P	19	95		Able
18	P	19	95		Able
19	U	19	95		Able
20		18	90		Able
21	H	17	85		Able
22		18	90		Able
23		19	95		Able
24		18	90		Able

| 25		19	95		Able
26		18	90		Able
27	N	19	95		Able
28	/	17	85		Able
Total			3535		
Average			90.64		
Able (Percent)					28 (70%)
Unable				0 (0%)	

Based on the result of the pre test, the student's' average scores were 90.64.
And number of student's able 70% (28 student's) and number of student's unable did
not find.

Table 4.12

Finding of the Student's Frequency at Test 2 at Cycle II

Score	F	%	Unable	Able
0	0	0%		
5	0	0%		
7	0	0%		
15	0	0%		
20	0	0%		
25	0	0%		
30	0	0%		
35	0	0%		
40	0	0%		
45	0	0%		
50	0	0%		
55	0	0%		
60	0	0%		
65	0	0%		
70	0	0%		
75	0	0%		
80	3	7.69%		
85	6	15.38%		
90	13	33.33%		
95	17	43.58%		
70	0	0		
Total	28	70%	0	28
Percent		70%	0 %	70%
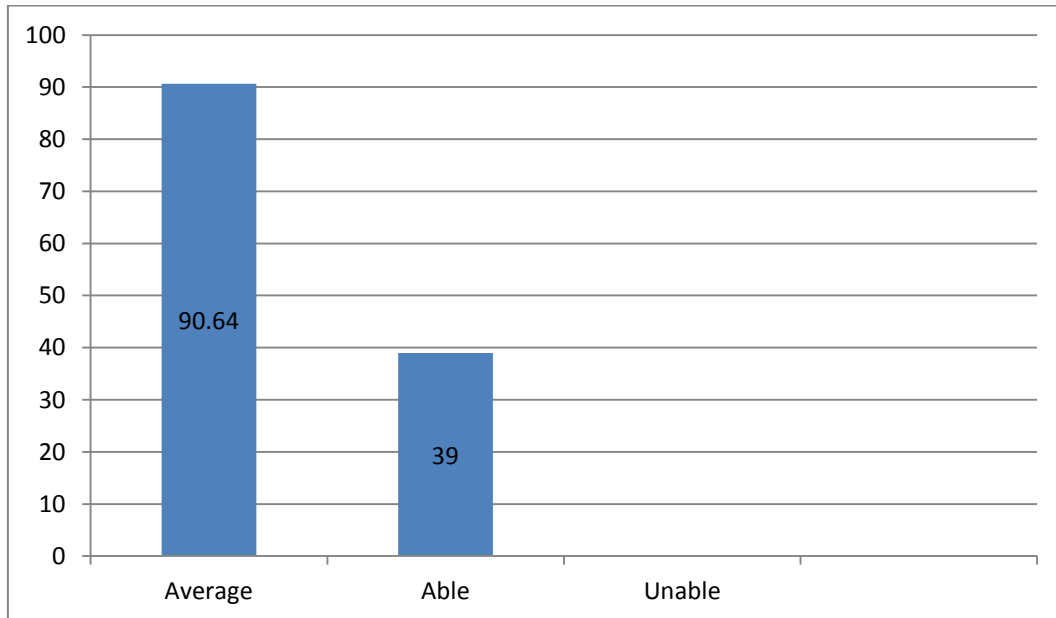
Picture 4.6

Diagram of Test 2 at Cycle II

The table and diagram above showed that there were 28 student's or 70% of the sample who were regarded as able, and the student's who were categorized as an unable did not find. From the data gained, it may conclude that the second year student's class VIII 2018/2019 Academic Year were improve in reading by applied Questioning of Collaborative Teaching Strategies.

Table 4.13

Finding of The Student's Ability at Test 3 at Cycle II

No	Student's Name	Score	Value	Ket	
				Unable	Able
1		18	90		Able
2	W	20	70		Able
3		19	95		Able
4		19	95		Able
5		20	70		Able
6	1Y	20	70		Able
7		19	95		Able
8		19	95		Able
9		19	95		Able
7		20	70		Able
11		20	70		Able
12		19	95		Able
13		19	95		Able
14		20	70		Able
15		20	70		Able
16		19	95		Able
17		20	70		Able
18		20	70		Able
19	J	20	70		Able
20		19	95		Able
21	H	18	90		Able
22		19	95		Able
23		20	70		Able
24		19	95		Able

25		20	70		Able
26		19	95		Able
27	N	20	70		Able
28	/	19	95		Able
Total			3785		
Average			97.05		
Able(Percent)					28(70%)
Unable				0 (0%)	

Based on the result of the pre test, the student's' average scores were 97.05. And number of student's able 70% (28 student's) and number of student's unable did not find.

Table 4.14

Finding of the Student's Frequency at Test 3 at Cycle II

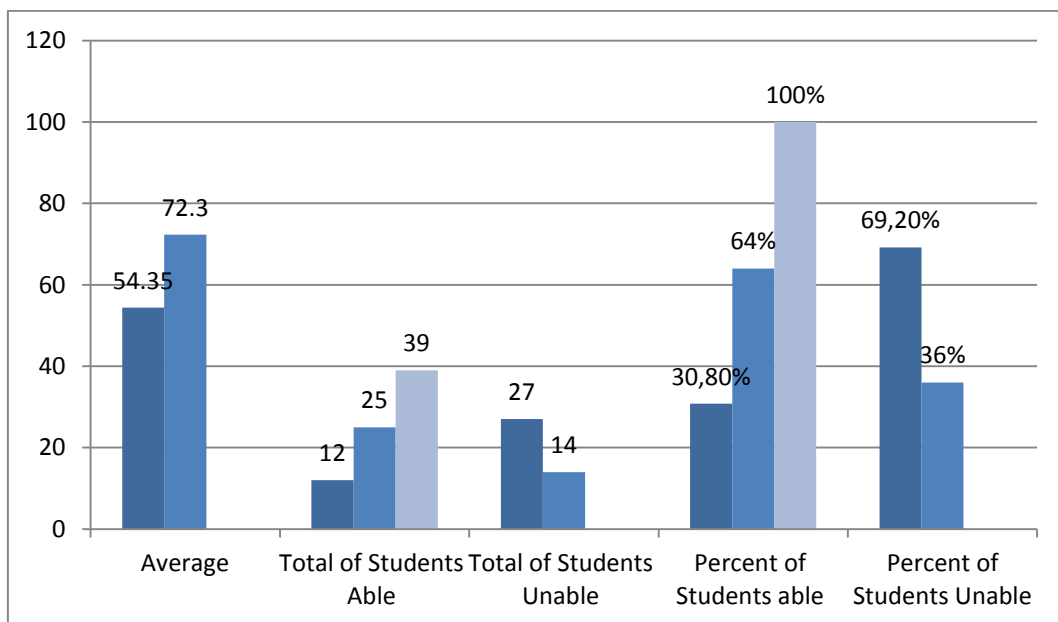| Score	F	%	Unable	Able
0	0	0%		
5	0	0%		
7	0	0%		
15	0	0%		
20	0	0%		
25	0	0%		
30	0	0%		
35	0	0%		
40	0	0%		
45	0	0%		
50	0	0%		
55	0	0%		
60	0	0%		
65	0	0%		
70	0	0%		
75	0	0%		
80	0	0%		
85	0	0%		
90	3	7.9%		
95	17	43.58%		
70	19	48.71%		
Jumlah	28	70%	0	28
Percent		70%	0%	70%
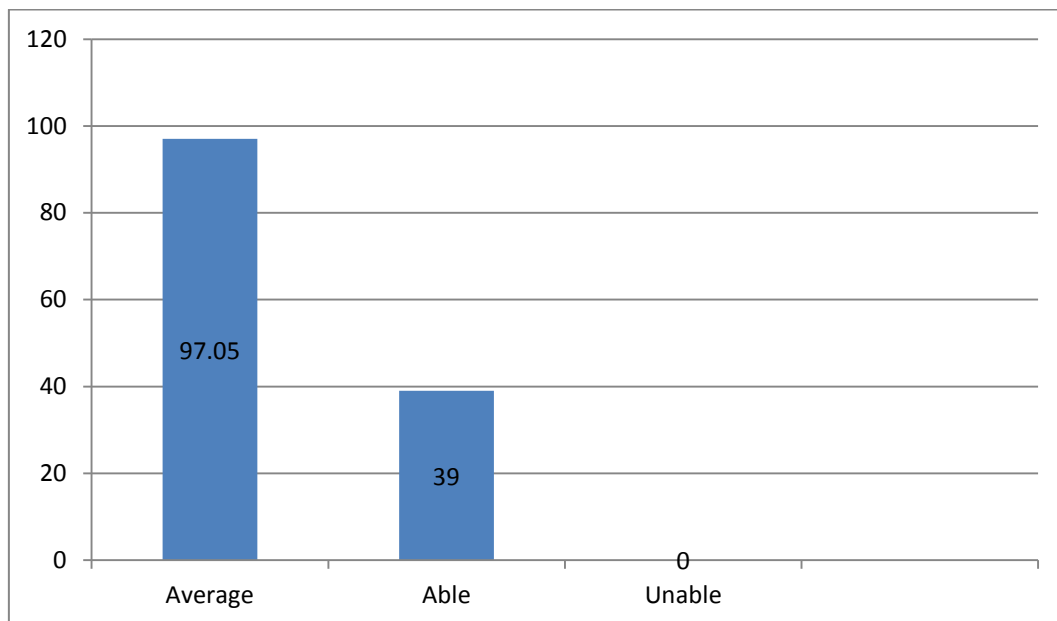
Picture 4.7

Diagram of Test 3 at Cycle II

The table and diagram above showed that there were 28 student's or 70% of the sample who were regarded as able, and the student's who were categorized as an unable did not find. From the data gained, it may conclude that the second year student's class VIII 2018/2019 Academic Year were improve in reading by applied Questioning of Collaborative Teaching Strategies.

Table 4.15

The Improvement of Student's' scores at Pre Test Cycle I and Cycle II

No	Student's Name	Value		
		Pre test	Cycle I	Cycle II
1		40.00	63.33	81.66
2	W	70.00	80.00	95.00
3		55.00	71.66	86.66
4		45.00	65.00	83.33
5		50.00	68.33	90.00
6	MY	70.00	80.00	95.00
7	I	50.00	65.00	86.66
8		35.00	70.00	88.33
9		40.00	61.66	86.66
7		70.00	80.00	95.00
11		60.00	75.00	93.33
12		45.00	66.66	90.00
13		50.00	71.66	90.00
14		55.00	73.33	91.66
15		70.00	80.00	95.00
16		35.00	66.66	85.00
17	P	70.00	80.00	95.00
18	P	65.00	80.00	95.00
19	J	70.00	80.00	95.00
20	F	60.00	70.00	90.00
21	H	55.00	68.33	85.00
22	E	50.00	70.00	90.00
23		70.00	80.00	95.00
24		50.00	65.00	90.00

		60.00	71.66	95.00
25		60.00	71.66	95.00
26		50.00	68.33	88.33
27	N	55.00	70.00	93.33
28	/	35.00	66.66	86.66
Total		2120.00	1984.01	3453.27
Average		54.35	72.3	90.8
Total of able student's		12	25	28
Total of unable student's		27	14	0
Percent of able student's		30.8%	64%	70%
Percent of unable student's		69.2%	36%	0%

Picture 4.8

Diagram of improvement score average,able, unable, able percent, the result of student's unable at pre test, cycle I and cycle II

The result showed the improvement of the student's' scores from the pre-test to second cycle. The pre- test only 30.8% (12 student's) who got 70 points. The first cycle was 64.1 % (18 student's) who got 70 points it means there was an improvement about 33.3 %.

In the second cycle there was 70% (28 student's) who got 70 points the improvement was 35.9%. it can be concluded that Questioning of Collaborative Teaching Strategies could apply in teaching reading.

2. The Qualitative Data

Based on the qualitative data that were taken during the application of Questioning of Collaborative Teaching Strategies, the researcher concluded that the student's enjoyed in studying reading.

The observation sheet showed most of the student's were active and enthusiastic in reading through Questioning of Collaborative Teaching Strategies. Last, the questionnaire sheet showed their good response after teaching and giving those technique and media during teaching and learning process.

Table 4.16

Table the Activities Observed: Teaching – Learning Process

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
f/ the researcher as the Teacher	The teacher explains the leson about Questioning of Collaborative Teaching Strategies	√			
	The teacher give the student's a chance to ask about Questioning of Collaborative Teaching Strategies and media provided.				
	The teacher asked one of the student's who were able to memorizing well				
	The teacher observes the discussion proces				
	The teacher motivates student's to show their best to memorize their reading				
Student's	The student's listen/ pay attention to the teacher explaining about Questioning of Collaborative Teaching Strategiesin front of the class				
	The student's deliver question when the teacher gives them chance the deliver questions				
	The student's ask the teacher about Questioning of Collaborative Teaching Strategies provided				
	The student's ask the teacher about Questioning of Collaborative Teaching Strategies steps which is unclear for them				
	All the student's come to follow the test				
	The student use dictionary to help them to speak English				

	The student's feel intrested in the question provided				
	The student's always get out and get in classroom during teaching learning proces				
	All of the student's collect questionnaire sheet				
	The classroom is far from crowded				
	The classroom is comfortable				
context	The classroom is noisy				
	The classroom is pleasant				
	The classroom is peaceful				

B. The Data Analysis

1. The Analysis of the Quantitative Data

Seven meetings were conducted in this research and one of them was for the pre-test. The researcher gave reading test in each meeting. In first meeting the researcher gave the test, it found that the student's' scores is very low. From the result of the data, it was found that mean of the student's is 54.35. After the researcher know the student's score, the researcher implement Questioning of Collaborative Teaching Strategies in teaching learning process.

The increase showed that through Questioning of Collaborative Teaching Strategies, student's were able to improve their reading. The result can be seen in

appendix B. The mean of the student's` score in the last meeting is the highest of all meeting, so it can be said that the student's` reading achievement Questioning of Collaborative Teaching Strategies increased.

Therefore, it could be concluded that the use of Questioning of Collaborative Teaching Strategies could improve student's` reading achievement.. It means that the score had shown he improvement from the first meeting to sixth meeting.

1. The highest and the lowest score of the first cycle were 80.00 and 63.33 points
2. The highest and the lowest score of the second cycle were 95.00 and 81.66 points
3. The total score of the first cycle was 2821.59 and in the second cycle were 3543.27 So, the total score of the second cycle was higher than the first cycle.

The improvement the student's` score in reading by applying Questioning of Collaborative Teaching Strategies game could be seen from the mean of the student's` score during the research, the researcher applied the following formula:

$$X = \frac{\sum X}{N} \text{ x } 70\%$$

Where:

X = the mean of the student's

$\sum X$ = the total score

N   = the number of the student's

In pre-test, the total score of the student's was 2120.00 and number of the student's was 28, so the mean was:

$$X = \frac{2120.00}{28} = 54.35\%$$

In test of cycle I, the total score of the student's was 1984.01 and the number of the student's was 28, so the mean was:

$$X = \frac{2821.59}{28} = 72.30\%$$

In test of the cycle II, the total score of the student's was 3453.27 and number of the student's was 28, so the mean was:

$$X = \frac{3453.27}{28} = 90.8\%$$

The mean of the student's`score in the cycle II was the highest of all meeting, so it could be said that the student's` reading by used Questioning of Collaborative Teaching Strategies increased from 54.35 to 90.8 the number of master student's was calculated by applying formula

$$P = \frac{R}{T} \text{ x 70\%}$$

Where:

P = the percentage student's who get the point 70

R = the number of the student's who get the point up 70 point

T   = the total number of student's` who do the test

P1 = the percentage of the student's who got point 70 to 70 in pre test

P2 = the percentage of the student's who got point 70 to 70 in cycle I

P3 = the percentage of the student's who got point 70 to 70 in cycle II

The percentage of the improvement of student's` reading could be seen as follows:

$$P1 = \frac{12}{28} x100 = 30.8\%$$

$$P2 = \frac{25}{28} x100 = 64.1\%$$

$$P3 = \frac{28}{28} x100 = 100\%$$

The result showed the improvement of the student's' scores from the pre-test to second cycle. The pre- test only 30.8% (12 student's) who got 70 points. The first cycle was 64.1 % (25 student's) who got 70 points it means there was an improvement about 33.3 %.

In the second cycle there was 70% (28 student's) who got 70 points the improvement was 35.9%. it can be concluded that Questioning of Collaborative Teaching Strategies could apply in teaching reading.

2. Analysis of Qualitative Data

2.1 The Situation and Background

1.2 The Data of First Cycle

The first cycle was done in three meeting, as follows

1. Planning

   Plan means program of action that will be done. Plan is needed to arrange and prepared everything that will everything that will be need in action stage. It is prepared as a handbook for the teacher which is used in the classroom to show the action. In this step, we think and consider what action will be done, what the method will be applied, what materia will be provided.

2. Action

   Action is the process of doing something. It is the implementation of planning. In this step, the scenario of teaching and reading through riddles designed and implemented in the process of teaching and learning in the classroom.

3. Observation

Observation is the most important thing to get the information of action during the teaching learning process. Observation is done while the action is being done. It is done to all student's` activities, participant, class events and climate. Both teacher` and student's` behavior were observed by collaborator in observation sheet. It is necesary to know about the student's` attitudes but also collect data. In this case, the writer observed the student's` problem.

4. Reflection

Reflection is a feedback process of the action. It is used to help the teachers make decision because the reflection is done in order to anlyze the situation and make conclusion what do next. In this phase, the reseracher reflected on everything that had been done in the first cycle and made conclusion. The reflecting process is based on the data, written test, and observation sheet. If the result did not reach the goal deermined, the second cycle will be done.

1.3 The Second Cycle

The teacher did the second cycle because the result o teaching process did reach the goal determined. The purpose of the second cycle is to improve or prove the data in the first cycle. The second cycle also consists of the four steps such as: plan, action, observation and reflection.

In this second cycle, there were some activities would be done, they were: (1) identifying the new problems in the first cycle based on the result of evaluation and reflection in the first cycle. (2) Revising and improving the scenario of the teaching and learning process by applying riddles, (3) Revising the leson plan, (4) Preparing the student`s assignment,(5) Designing the obeservation sheet.

C. The Research Finding

The result of the research indicated that there was an imrovement on the student's` reading by applying Questioning of Collaborative Teaching Strategies. After collecting data, the mean of the pre-test was still low (54.35) and then it was done cycle I. After dooing the action by applying who am I game in cycle I, the result of the first had increased from the pre-test (72.3) . Then, after giving action in cycle II, the result of the second competence test had increased significantly from cycle I (90.8). it implied that applying Questioning of Collaborative Teaching Strategies in teaching reading was effective as it could improve the student's reading and also helped teacher to teach reading, writing, listening and speaking in English.

The qualitative data that were taken from questionnaire sheet also showed that the student's` interest in English learning because they could share their knowledge in answer the question in English subject.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After doing the research and analyzing the data, the researcher could conclude that Questioning of Collaborative Teaching Strategies had significantly improved the student's` achievement in reading. It was found out that student's` score increased from pretest until the test of cycle 1 and test of cycle 2. It is shown from the improvement of the means of student's` score namely the mean of test of cycle I (72.3) was higher than the mean of the student's` score in pre-test (54.35) and the mean of cycle II (90.8) was higher than the mean of the student's` score in test I (63.285). it can be stated that the score continuously improved from the pretest until the test of cycle 2. Questioning of Collaborative Teaching Strategies can make the learners be active in learning English and also to show their ability in communicating in the foreign language. In other words, teaching reading by Questioning of Collaborative Teaching Strategies is succesfully done and brings good improvement to the student's` achievement.

B. Suggestions

In relation to the conclusions above, suggestions were put forward as follows:

1. The English teachers should use Questioning of Collaborative Teaching Strategies in teaching reading, because by using this technique they can be more enjoyable

in memorizing the words and hopefully the words will be remmebered for long time.

2. The English teachers should be more creative for applying teaching strategies, especially in teaching reading.

3. The student's were suggested to have practice this technique, because this technique is an attractive technique. The student's will not bored in memorize the reading by using this technique, it will be a way for the student's to increase their reading achievement.

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