

**USING REQUEST PROCEDURE TO IMPROVE STUDENTS' READING
COMPREHENSION OF RECOUNT TEXTS (CLASSROOM ACTION
RESEARCH AT EIGHTH GRADERS SMPN 05 KOTA BENGKULU IN
ACADEMIC YEAR 2018/2019)**

THESIS

**Submitte as pratial requirment for degree of sarjana pendidikan (S.Pd) in
English education program of IAIN Bengkulu**



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RATIFICATION

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I hereby sincerely state that the thesis titled “Using Request Procedure Strategy to Improve Students’ Reading Comprehension Of Recount Texts (Classroom Action Research At Eight Grades SMPN 05 Kota Bengkulu In Academic Year 2018/2019)” is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proves that my thesis had discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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MOTTOS

Don't be afraid to fail because a success starts from failure

(jangan pernah takut untuk gagal karena sukses berawal dari kegagalan)

"become a failed as you experience for still strong get your dreams"

(jadikan sebuah kegagalan sebagai pengalamanmu untuk tetap kuat dalam menggapai mimpi)

DEDICATION

Bismillahirrohmannirrohim.

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ABSTRACT

Umi Junita. (2019). *Using request procedure strategy to improve students reading comprehension of recount texts (Classroom actions research at eighth graders of SMPN 05 Kota Bengkulu in academic year 2018/2019*. Advisor I: Riswanto, Ph.D, Advisor II: Feny Martina, M.Pd.

This research aimed at investigating whether Request Procedure can improve at reading comprehension of recount texts the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2018/2019 that that consisted of 32 students. The research collected the data by using reading comprehension test, observation checklist, interview, and documentation. The result showed that request procedure could improve student comprehension of recount texts at the eighth grade of SMPN 05 Kota Bengkulu in academic year 2018/2019. It can be seen from the comparative average score in pre-assessment (67.7) and cycle III (76.49). The students also had improvement in their behavior and had better and learning habit, especially in discipline. The students became more active and had better learning motivation.

Kay Words: *Request Procedure, Recount Texts.*

ABSTRACT

Umi Junita. (2019). Penggunaan *Request Procedure* untuk meningkatkan kemampuan membaca pemahaman siswa terhadap teks recount (penelitian tindak kelas terhadap siswa kelas delapan SMPN 05 Kota Bengkulu tahun ajaran 2018/2019. Pembimbing I: Riswanto, Ph.D, Pembimbing II: Feny Martin, M.Pd.

Penelitian ini bertujuan untuk menyelidiki apakah *Request Procedure* dapat meningkatkan kemampyuan siswa kelas delapan SMPN 5 Kota Bengkulu tahun ajaran 2018/2019 dalam membaca pemahaman teks recount. Penelitian ini menggunakan metode penelitian tindak kelas (PTK). Subjek penelitian ini adalah siswa kelas delapan SMPN 5 Kota Bengkulu tahun ajaran 2018/2019 . ada 32 siswa menjadi subjek penelitian. Penelitian mengumpulkan data dengan menggunakan instrument tesk membaca pemahaman, lembar observasi, wawancara, dan dokumentasi. Hail penelitian menunjukkan bahwa *Request Procedure* mampu meningkatkan membaca pemahaman siswa terhadap recount pada siswa kelas delapan SMPN 5 Kota Bengkulu tahun ajaran 2018/2019. Peningkatan tersebut dapat dilihat dari perbandingan nilai rata-rata pada penilaian awal (66,7) dengan rata-rata tes siklus III (76,49). Siswa juga mengalami perubahan pada sikap, kebiasaan belajar, khususnya kedisiplinan. Siswa lebih aktif dan memiliki motivasi belajar yang lebih baik.

Kay words: Request Procedure, Recount Texts.

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In the name allah, the most gracious and the most merciful, praise belong to allah SWT Almighty that has given her hidayah during the write this thesis Using request procedure to improve students reading comprehension of recount text (classroom action research hat egiht grades SMPN 05 Kota Bengkulu in academic year 2018/2019). This thesis has complete academic requirement for award of bachelor degree at the department of English education, faculty of Tarbiyah and Tadris of IAIN Bengkulu. Furthermore, the writer says peace be upon to Prophet Muhammad SAW.

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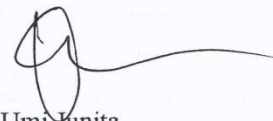
Finally, the writer really realize that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May allah Almighty, the lord of universe bless you all. Amin.

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Bengkulu, ~~14~~.01....., 2019

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading comprehension is one of an important English skills and activities that are dominant in learning English, especially in the junior high school and senior high school level. Reading is important because by reading, students can get some advantages, namely: first, students will get new information about things they read in the texts. Second, the students also find new English vocabularies after doing reading activities. Third, students can learn many kinds of English structure that they find in reading texts. Therefore, reading becomes the English skill that has more portion in learning English in high school. Through reading comprehension, beside getting information, students can also develop other English aspects.

K13 curriculum that mostly applied in many schools in Indonesia, focus the content into reading comprehension. The students in junior high schools are expected to learn English from various types of text¹. It means that the students have to deal with many kind of texts during the English lesson. The syllabus stated that the students should be able to identify the topic, certain information, the meaning of the words and sentence in the text. Therefore, reading comprehension becomes the main activities in learning English in the classroom.

¹Badan Standard Nasional Pendidikan (BSNP) and Direktorat Pembinaan SMP Ditjen Mandikdasmen Depdiknas. *Kurikulum (Materi SK KD) Mata Pelajaran Bahasa Inggris untuk Sekolah Menengah Pertama*, Jakarta: BSNP, 2011, P. 1.

However, it can be identified that although the students spend their time doing reading activities in the classroom, their ability in reading comprehension is still average, even they still need improvement in comprehending information in the texts. It means that they have serious problems in the process of teaching and learning in the classroom. The problems can come from the students or the teacher who teach them. The low interest of the students or teaching strategy and media used by the teacher can not affect students' reading comprehension.

To know the real fact in reading class, the researcher conducted observation during the reading class. To check the truth of observation, the researcher interviewed the students and teachers. The observation was conducted on February 7-8, 2018. The result of observation showed that in there were some problems found, especially in pre-activity: the teacher did not do apperception. The teacher could not motivate her students to understand new materials and encourage them to be more active, creative, and effective during the lesson. (See appendix 1)

In main teaching activities, the English teacher is only explaining, asking the students to answer questions, and giving instruction for doing exercise. Then, the teacher did not use teaching media or teaching tools to support her teaching activities in the classroom. Teacher also did not train the students to find and construct their own knowledge about the materials. As the result, the students were less active because they only paid attention to the teacher and took note for the materials from the whiteboard. Teaching and

learning was dominated by the teacher (teacher center). After the explanation about materials, the teacher offered the students to ask questions. But, there was no student ask questions. Then, the teacher asked the students to take notes. The next activities were doing exercise in their textbook; they collected their books on the teacher's desk after they finished answering all questions. (See appendix 2)

In closing activity, the teacher made a conclusion about the material and asked the students to learn it again at home. In short, the teaching and learning process of reading comprehension need improvement for getting better output. The process of teaching and learning was meaningless in this classroom.

To make this observation valid, the resercher interviewed the English teacher. It was true that the students' ability in reading comprehension was varied. However, most of them had low skill in reading comprehension. Then, the students lack interaction in the classroom. They were not really active during the English lesson. In addition, the students said in the interview that they were not really interested in English because of some reasons. First, they did not have a basic ability of English because of lack knowledge about English vocabulary. It makes them lack of understanding about the texts they are reading. Second, they felt really bored with the activities in the classroom. They only read text and after that do exercise in form of s set questions under the text in the textbook. The students also expressed their desire to have fun

and interesting process of learning in order that they are very interested in joining English lesson.

From the problems above, it can be identified that the problems come from the students and learning atmosphere. Therefore, the students need to get better learning strategies that make them enjoy the English class and encourage them to be better in reading comprehension.

To solve this problem, the researcher will propose *ReQuest Procedure* to improve students' reading comprehension. In K13 curriculum, the students mostly learn about genre texts in their reading class. For Junior High School level, the students usually learn some genre texts, namely: descriptive, report, recount, procedures, and narrative texts. One of genre texts that are regarded very difficult for students is recount text. It happens because this kind of text used rather complicated language features than other basic genre texts. Therefore the students have difficulties in learning it.

ReQuest Procedure was firstly used by Manzo (1969). Then, it was developed by many experts. In 1988, McKenzie, Ericson, & Hunter developed this strategy. In this research, the researcher will adopt *ReQuest Procedure* which was developed by McKenzie, Ericson, & Hunter (1988). *ReQuest Procedure* is supposed to be appropriate teaching strategy to overcome the eighth graders of SMPN 05 Kota Bengkulu in Academic Year 2018/2019 because of some reasons. *ReQuest Procedure Teaching Strategy* is designed to students to provide an opportunity for students to enable students to become more active, proficient, and independent comprehenders of text by model

exemplary pre-reading questioning behavior and encourages students to set their own purpose for reading².

This strategy is helpful for students because it offers them an “expert” model (teacher) and practice in formulating question that will lead to the comprehension of text. *ReQuest Procedure* also eliminates some of the stress associated with traditional class participation that students may experience. In other words, this strategy still use the teacher’s roles as mediator in the classroom, especially in leading students to ask question about the text they are reading. Then, the teacher encourages the students to participate actively in the classroom. It means that this parts are very effective to encourages students to participate actively and improve the teacher’s roles as mediator in the classroom. In addition, *ReQuest Procedure* is an effective vehicle for preparing students to become independently successful comprehenders of text. By using the following procedure, students will learn how to set a purpose for reading a selection. These aids will be very helpful for students to be independence in the understanding of home reading assignments.

Based on the detail explanation above, the researcher is sure that *ReQuest Procedure* will be appropriate strategy to overcome problems faced by the eighth graders of SMPN 05 Kota Bengkulu in academic year 2018/2019. Therefore, the researcher is very interested in conducting research entitled “*Using ReQuest Procedure to Improve Students’ Reading*”

²Margaret Bouchard, *Comprehension Strategy for English Language Learners*, (the U.S.A: Scholastic inc), 2005. P. 100.

Comprehension Of Recount Texts (Classroom Research At Eighth Graders of SMPN 05 Kota Bengkulu In Academic Year 2018/2019)

B. Identification of problem

Based on the background above, there are some problems occur in the teaching and learning process of reading comprehension at the eighth graders of SMPN 05 Kota Bengkulu in academic year 2018/2019. To identify the problems, the researcher categorized them into some categories are: *first, learning activities are monotonous* – where the teacher is as model who speaks in front of the classroom without giving more interaction with students to response the activities. The students are only silent and listen the teacher explanation. At the last, the teacher directs them to do exercise in the textbook; *second, students have problems in matering basic skills of English.* The students' vocabulary mastery is low. This problems make them have difficulties in comprehending reading texts. In addition, their motivation are decreased because of teaching and learning atmosphere. They need innovative and enjoyable teaching strategy that encourages them into serius and fun learning.

C. Limitation of the Problem

The researcher limites the problem areas into more specific one which focus on the lack of students' reading comprehension. The research focuses on the implementation of *ReQuest Procedure* to improve students' reading

comprehension of recount text at the eighth graders of SMP N 05 Kota Bengkulu in the academic year 2018/2019.

D. Formulation of the Problem

Based on the limitation of the problems above, the researcher formulates the research problems as follow: “How can *ReQuest Procedure* strategy can improve the eighth grade students of SMPN 05 in Academic Year 2018/2019?

E. Research Objective

The objective of the research is to investigate whether *ReQuest Procedure* can improve the eighth grade students of SMPN 05 in Academic Year 2018/2019.

F. Significance of the research

This research is expected to give the theoretical and practical benefits. The specifications of the significances of this research as follows:

1. Theoretical Significance

The results of this study is expected to inform others about the improvement of students' reading comprehension after being taught using *ReQuest Procedure*. This information is also useful for those who want to do a research on the same subject in the future.

2. Practical Significance

a. For the Researcher

This research is expected to assist the researcher to do more detail to be used as an in conducting research, and to enrich the researcher's insight and in knowledge regarding the appropriate learning activities and methods.

b. For School (Institution)

The results of this study are expected to be beneficial as the input and model in the implementation of English reading activities. Besides, the results are expected to be consideration of the school in determining policies regarding the learning process, including curriculum, and facilities.

c. For English Teachers

This study may provide a solution to the problems related to students' reading comprehension because basically this study is a way of handling the problems faced by the English teachers in the learning process.

G. Operational Definition of Research Key Terms

In this research, the researcher uses some definitions of research key terms as stated below:

1. *ReQuest Procedure* is a teaching strategy that was designed to students to provide an opportunity for students to enable students to become more active, proficient, and independent comprehenders of text by model

exemplary pre-reading questioning behavior and encourages students to set their own purpose for reading

2. *Recount Text* is a certain kind of essay that its content reports about an event or activities that happen to someone, or experience of someone which has purpose to retell past events especially interesting personal events such as: memorable experience in past time, memorable activities, and other memorable activities in the past.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Reading Comprehension

1. The Definition of Reading Comprehension

Reading comprehension is an important activity in getting information. In defining reading comprehension, every expert has their own viewpoint. According to Rand study group, reading comprehension is a process of grasping information from the texts that usually a primary focus of i largely mastered word recognition skills, although comprehension of text should be an integral part of reading instruction with beginning readers as well³. Therefore, vocabulary should be a focus starting in reading comprehension activities. The students need to have good vocabulary mastery to succeed in reading comprehension.

Another expert, Van Dijk and Kintsch stated that reading comprehension is as the process of creating meaning from text⁴. This idea means that reading comprehension is not only the activity of reading text loudly, or understanding the meaning of word per word that is found in the text, but comprehending the content of the text in order to get the information. Therefore, it can be said that the main purpose of reading

³Rand study group, *Reading for understanding toward R&D Program in reading comprehension*, (Santa Monica, CA: Office of Education Research and Improvement, 2002, P. 10.

⁴NarjesBanausabauri, "How can students improve their reading comprehension skill". *Jurnal of studies education*. Vol. 5 No 2, 2016, 230.

comprehension is to get an understanding of the text rather than to acquire meaning from individual words or sentence.

From the definitions above, reading comprehension can be as the ability to find the state or understated writer's idea in text or essence of reading comprehension is that understanding all information delivered by the writer. It also refers to ability connect between words in the text, to understand the ideas and relationship between ideas conveyed in a text in order to create meaning of the text.

2. Skill in Reading Comprehension

From the definition of reading comprehension above, it is clear that reading comprehension is the activity that is not merely to read the text, but the purpose of reading is to comprehend the text through constructing meaning delivered by the writers in a text. Therefore, it is necessary for the students to master some basic skills in reading comprehension in order to know the nature of reading itself and improve their ability in reading comprehension. According to Jordan, some of skills and sub-skills utilized in reading comprehension that must be understood by students consist of the following detail⁵: Prediction; Skimming (reading quickly for main idea or gist); Scanning (reading quickly for a specific piece of information); Distinguishing between : (a) Factual and non-factual information, (b) Important and less important items, (c) Relevant and

⁵R.R. Jordan. *English for Academic Purposes A guide and Resource Book for Teachers*. Australia: Cambridge University Press, 1997, P. 143.

irrelevant information, (d) Explicit and implicit information, (e) Ideas and examples and opinions; Drawing inferences and conclusions; Understanding graphic and presentation (data, diagram); and understanding text organization and linguistic/semantic aspect, for example: (a) Relationships between and within sentences (e.g. cohesion), (b) Recognizing discourse/semantic markers and their function.

The series of English learning strategies above are usually used by readers to understand English texts. When they are using and application in the process of reading comprehension, the readers can grasp the meaning of the texts they are reading. The success of the readers on decode and comprehension English text depends on their skills on applying above strategies because the skills above are frequently taken as the basis for practice material in textbooks.

In addition, all skills above play a great role in reading comprehension. In reading comprehension, sometimes the skills are taken separately, or in combination, and used as focus for the unit or exercise, but more frequently they are integrated within unit in form of activities, tasks, problem solving, which are topic or content based. The texts that are used as the basis for the practice are usually authentic according to the language level. In the process of learning reading comprehension, it is suggested for the students to understand the skills above to help them to make easy in comprehending texts that they are reading. The

understanding of those skills will determine how well the students' reading ability.

3. Main Information in Reading Comprehension

In reading activities, the readers' main aim is to find the information they need in the texts that they are reading. It is widely known that not all information stated in a text is important for the readers. Therefore, the readers should separate which information must be adopted from the text. In reading, it begins with a general idea of what the passage is about, and finds content words⁶. It means that main information in reading comprehension is how to find the main ideas of texts. In this activity, the reader should understand the author's viewpoint. By knowing the main idea, the readers understand about the text in general.

Then, it is important to find content words which consist of major details of the texts. The major details can formulate by asking 5W+1H questions. In this activity, the readers ask to themselves that they would like to answer the formulation by remembering the details. To explore the 5W+1H questions in understanding the details of a text, see the following explanation of the questions usage below⁷:

a. Who

⁶Sharpe, Pamela J. *How to Prepare for TOEFL*. Indonesia: Binapura Aksara, 2005, P. 224.

⁷Harrisonburg. *Reading: 5W's and 1 H*. Retrieved on March 10, 2013 from <http://coe.jmu.edu/LearningToolbox/printer/5w1h.pdf>, 2012, P. 1.

Question word who is dominant used in reading comprehension. It has some function in its usage, namely: it is to identify the characters in the reading and make a list of them. Then, it is also used to draw connecting lines between the characters and describe to the readers the relationship between the characters.

b. *What*

The main functions of “what” question word are to identify the events or actions and make a list of them. Then, it is also to drawing connecting lines between the events or actions to show the relationship between them. The important function is to draw connecting lines between the characters and the events as readers describe to themselves the relationship between them.

c. *Where*

It is to identify all the places in the reading and make a list of them and to draw connecting lines between places, events and characters as the writer describes to the readers such the relationship among them.

d. *When*

It is to identify all the time factors in the reading and make a list of them, and draw connecting lines between time factors, places, events and characters as the writer describes to the reader such the relationship among them.

e. Why

It is to identify causes for events of actions and make a list of them, and draw connecting lines from the causes to effects on the characters, events, places, or times as writer describes to the readers in the text in order to know the relationship among them.

f. How

This question word is to identify the way events took place and make a list of them, and draw connecting lines between the way events took place and other factors as the writer describe to the readers in order to know the relationship among them.

To make easy in implementing the six kinds of questions in reading above, it is helpful to answer the questions using an outline or graphic organizers in order to review all the details which the readers have listed. Then it is also important to make an outline of the overall or main ideas and then select details from the lists in order to include every detail that has been identified. This helps the readers see the relationship between all the information. When they complete they outline. By doing these activities, the readers will have a complete picture of the overall ideas and how the details relate to these. The last but not the least, It might also be helpful to draw lines integrating all the details. In short, main information is major information of a text which

consists of main idea and major details of the text by covering 5W+1H questions.

4. Aspects of Reading Comprehension

As a receptive skill, reading process needs comprehension ability in conducting it in real activities in order that the readers can have complete understanding of reading materials. That is why, it is important for the readers to elaborate aspects of reading comprehension during reading activity. Simon and Swan stated that reading comprehension has five aspects that clarify actually concerned with reading comprehension, namely: main idea, specific information, reference, inference, and vocabulary⁸. It means that the readers should comprehend the detail information of the text.

The first aspect is main idea. Main idea is called the topic sentence or key idea in a paragraph⁹. It tells the content of the paragraph. Although a paragraph tells much information, the paragraph gives only one key idea. The readers must be able to find the key idea in order that they can understand the paragraph clearly. In other word, the main idea is the important ideas that is developed by the writer throughout paragraph and sometimes are available in key words and explicit or implicit message.

⁸Greenall Simon and Michael Swan. *Aspects of Reading Comprehension: Meaning and Example*, 2015, P. 1-5, retrieved on April 4, 2017 from <http://www.Englishcourse.com/5-aspects-of-reading-comprehension-meaning-and-example/>.

⁹Otong Setiawan Djuharie. *Extensive Reading Top-Down Reading*. Bandung, Yrama Widya, 2008, P. 9.

The second aspect is specific information. Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence¹⁰. In addition, specific information is also called as details and content words in reading comprehension where it can be in form of noun, verb, and adjectives. Sharp stated that content words contain meaning of a sentence¹¹. In short, this aspects of reading comprehension is very important because it consists of the most important information of reading texts.

The third aspect is reference. According to Sharpe, reference is the words or phrases that is used either before or after the reference in the reading material; they are used to avoid unnecessary repetition of words or phrases¹². It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun. For example: Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework. What does the word "they" in the sentence refer to? The word "they" refers to her stepsister and stepmother. The word "they" is called reference because it becomes pronoun to "her stepsister and stepmother".

¹⁰ Greenall Simon and Michael Swan. *Ibid.* P.2

¹¹ Pamela J. Sharpe. *Barron's How to Prepare for the TOEFL Test: Test of English as a Foreign Language Eleventh Edition*. Indonesia, Binarupa Aksara, 2005, P. 225.

¹² Pamela J. Sharpe. *Ibid.* P 228.

The fourth aspect is inference. Inference is a logical conclusion based on evidence; it can be about the passage itself or about the author's point of view¹³. In other words, when a reader adds information that he or she already knows to what is stated, the reader is making an inference. The readers can make conclusion after reading the text. For example: One day Aladdin and Mustafa walked in the desert and came to a cave. Mustafa was afraid to go inside the cave, so Aladdin went inside and found more riches alone. Did Aladdin enter the cave with Mustafa? No, he did not. Aladdin entered the cave alone (inference). The inference or the conclusion from the sentences above is Aladdin entered the cave alone because from the sentences we can make the conclusion that Mustafa did not enter to the cave so, Aladdin entered the cave alone.

The last aspect is vocabulary. Stock of words are used by person, class of people, profession is called vocabulary¹⁴. In this definition, vocabulary can be understood as a number of English words that mastered by learners in learning English. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

5. Student Difficulties in Reading Comprehension

Each skill in English has different challenge to master it. In reading comprehension, students do not only read aloud the text but they also

¹³ Pamela J. Sharpe. *Loc Cit.* P. 226.

¹⁴ Greenall Simon and Michael Swan. *Loc Cit.* P.3

construct the meaning in order to reach the understanding of the information. In English class, students find different difficulties in reading comprehension, especially constructing meaning of the texts. Celce-Murcia and Olshtain explained that there are some fundamental difficulties encountered by the students when they read a text; they are¹⁵:

a. Global Processing Difficulties

Readers often face a dilemma with respect to the plausibility of the message or the information presented in the text, when perceived from their point of view. In this problem, it can be said that there is a mismatch between the readers' view of the world and the view that seems to be presented in the text. In conclusion, when there is no mismatch, the interaction between plausibility and context works well in advancing the interpretation of the text.

b. Grammatical Features that Cause Reading Difficulties

Every language has some linguistic features at the sentence level that can be perceived as difficulties. In English, nominalization is a grammatical process that enables the writer to impact a great deal of information into one noun phrase. This density of information and complexity of the resulting structure greatly affect the processing of the written text. The complexity of any given English noun phrase may be due to multiple modifiers such one finds in complex compounds relative clauses with deleted relative pronouns and various

¹⁵Marianne Celce-Murcia and Elite Olshtain. *Discourse and Context in Language Teaching*. USA, Cambridge University Press, 2000, P. 127.

other compound modifiers in pronominal position. These types of structures are extremely common in English exposition in general and in scientific writing in particular which cause difficulties for the students in comprehension process.

c. Discourse Features That Might Cause Problems

Reference needs to be maintained throughout a written message of any sort in order to ensure both cohesion and coherence. The reader relies on grammatical features that provide indications of reference such as the pronoun system, or demonstrative one. However, English often creates ambiguity in terms of such referential ties since redundant such case and gender are not always available or if available, still allow for simple antecedents. For example: “Bob talked to Hans and then drove his car to Berlin”. What does “his” refer to- Bob or Hans?. In short, discourse features can also become difficulties for the students in comprehending a text.

d. Lexical Accessibility

Some experts suggested that readers guess the meaning of unfamiliar words by using clues from the text thus minimizing the use of dictionary. This strategy is useful and general very effective and provide readers with important sort cuts and increase decoding speed. Based on Haynes’ research in (1993) showed that ESL readers can be good guessers only when the context provides them immediate clues for guessing, while insufficient context and low proficiency level on

the part of the learner may lead to mismatches in word analysis and recognition that can cause confusion and misinterpretation of the target text.

It is obvious that there are four kinds crucial difficulties encountered by the students while reading, namely: global processing difficulties, grammatical features, discourse features and lexical accessibility. The difficulties are serious problems for both students and teachers to overcome. It is important for them to find out the best solution.

One of the best solution for this problem is the students should try to become effective readers. Although it is not easy and needs long process, this kind of solution must be run step by step by the students who want to success in reading comprehension. Effective readers are the readers who adjust to the material at hand and quickly fit their “attack” skills to the type of the text they are reading and to their personal objective for reading¹⁶. For this case, the readers must be more creative. When mismatch occurs, good readers know how to abandon no successful strategies and select new ones, and how to combine those that seem to work best in particular interaction.

Another expert like Penny Ur also suggested that in the process of comprehension, the students do not only need skill but also effective reading. In other words, to support the success of reading

¹⁶Marianne Celce-Murcia and Elite Olshtain. Ibid. P. 123.

comprehension process, students need both skill as effective readers and efficient reading as strategy. Efficient reading can foster the learners to overcome more and more sophisticated texts and tasks and deal with them efficiently quickly, appropriately, and skillfully. Ur explained that there are ten characteristics of efficient reading; they are¹⁷: (1) *language*: the language of the text is comprehensible to the learners; (2) *content*; the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge; (3) *speed*: the reading progresses fairly fast mainly because the reader has ‘automatized’ recognition of common combination, and does not waste time working out each word or group of words anew; (4) *Attention*: the reader concentrates on the significant bits, and skims the rest, may even skip part he/she know to be insignificant; (5) *incomprehensible vocabulary*: the reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text or ignores it and manages without; uses a dictionary only when these strategies are insufficient; (6) *prediction*: the reader thinks ahead, hypothesize, and predict; (7) *background information*: the reader has and uses background information to help understand the text; (8) *motivation*: the reader is motivated to read; by interesting content or challenging task; (9) *purpose*: the reader is aware of a clear purpose in reading; for example, to find out

¹⁷Penny Ur. *A Course in Language Teaching*, USA, Cambridge University Press, 1996, P. 148.

something to get pleasure; *(10) strategies*: the reader uses different strategies for different kinds of reading.

From the detailed explanation of the theories above, it can be summarized that as one of English skills, mastering reading comprehension also has specific challenge which cause students' difficulties. In order to reach the goal of reading comprehension, the students should be able to identify the problems in their own selves and try to find the best solution related to their problems. The most suggested strategy is as experts suggested that the students should attempt to be effective and efficient readers. The process of teaching reading comprehension.

B. The Concept of Recount Text in Reading Comprehension

Recount text is one of main text that is discussed in junior high school level. According to Coogan, Recount text is writer to retell event with the purpose of either or entertaining their audience or readers (or both)¹⁸. Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. All recounts reconstruct the past, but the purpose, audience and focus will vary according to the form used. Many reluctant readers or writers find this text type accessible and manageable because it is generally based on fact rather

¹⁸ Fenny Siswita, Muhd. Al Hafizh, *Teaching Writing Recount Text Senior High School Students by Using Reading-Writing Connection Strategy*. JELT. Vol. 2 No 2, 2014. 66

than fiction. Recounts generally follow a similar structure, but the students should be guided by the purpose for an audience of their text in their use of the following structure:

1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.

2. Series of events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The total sum of events depend on the creativity of the writer. Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a „shopping list“ of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

3. Re-orientation (optional)

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

In current curriculum of junior high schools in Indonesia, recount text becomes the main texts that the students discuss in the classroom. Therefore, it must be understood by the students. Therefore, it is also important to know about the kinds of recount texts itself besides its generic structure. The types of recount texts are:

1. Personal Recount

Telling about activities whereas the writer or speaker involves or do by her or himself (e.g. oral anecdote, diary entry) use the first pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

2. Factual Recount

Record the particulars of an incident (e.g. report of science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured

research tasks such as a historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievement. This type uses the third person pronouns (he, she, it, and they). Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending describes the outcomes of the activity (e.g. science experiment). Details of time, place and manner may need to be precisely stated (e.g. at 2.45 pm., between *Pandawa street* and *Antasari street*, the man drove at 90 km/h). The passive voice may be used (e.g. the beaker *was filled* with water), it may be appropriate to include explanations and justifications.

3. Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. Emotive language, specific detail and first person narration are used to give the writing impact and appeal. The following paragraph is the example of imaginative recount:

Earthquake Late me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali. Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone

and electricity poles falling down to the ground, like matchsticks. Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town. When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided.

Examples include a flow chart of the actions required for making bread, a storyboard of videotaped script or advertisement, the steps taken to solve mathematical problem.

5. Biographical Recount

A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In the case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and

records specific names, times, places and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often an evaluation of the subject's achievements in the final section.

C. The Concept ReQuest Procedure Strategy

In the process of teaching and learning in the classroom, it is important for teacher to apply a specific teaching strategy in order to reach the teaching goals. *ReQuest Procedure Strategy* is one of effective and innovative teaching strategy to apply in reading comprehension skill in junior high school level because the main problems happen in this level of education is the students are not very active involve in learning process, then, the students still think that reading is an activity of reading aloud and understanding meaning every word of a text¹⁹. Therefore, *ReQuest Procedure Strategy* is appropriate to solve the students common problems because it support idea of teaching reading strategies to English learners that aligned the following goals and standard developed by TESOL (teaching English to speaker of other language)²⁰: (1) use English to interact in the classroom; (2) use English to obtain, process, construct, and provide subject matter information in spoken and written form; and (3) use appropriate learning strategies to construct and apply academic knowledge.

¹⁹Margaret Bouchard. *Comprehension Strategies for English Language Learners*. Scholastic, New York. 2005. P. 110.

²⁰Margaret Bauchard. *Loc Cit*. P. 7.

According to Manzo, *ReQuest Procedure Strategy* is an effective teaching strategy that is designed to students to formulate and develop their own questions, find purpose in learning, develop an inquiring attitude, and develop independent comprehension techniques²¹. It means that in the process of teaching and learning by using this teaching strategy, the students formulate as many as questions by themselves in order to investigate the core idea of the text. By knowing those, the students can determine their reading purpose and have awareness to do reading by finding comprehension techniques for their own objectives. In short, it can encourage students to be more active and independent in learning activities.

ReQuest Procedure Strategy is designed for high school students to provide an opportunity for students to model exemplary pre-reading questioning behavior and encourages students to set their own purpose for reading²². Therefore, most of the activities in this teaching strategy is the students formulate questions that related to content matter of the text. By doing those activities, the students dig the text information directly. Hence, they have formulate their own reading purposes. Therefore, this teaching strategy very helpful for enable students to become more active, proficient, and independent comprehenders of text in the classroom.

ReQuest Procedure Strategy is especially helpful for ELLS (English learning language strategy) because it offers them an “expert” model

²¹Yuniarti-Albert and Rufinus-Bambang, “*The Use of Reciprocal Questioning (Request) Strategy in teaching reading comprehension*”. (<https://media.neliti.com/media/publications/214960-the-use-of-reciprocal-questioning-reques.pdf>, accessed on maret 29, 2018)

²²Margaret Bouchard. *Op Cit*. P. 101.

(teacher) and practice in formulating question that will lead to the comprehension of text; it also eliminates some of the stress associated with traditional class participation that ELLS (English learning language strategy) may experience. In addition, ReQuest is an effective vehicle for preparing students to become independently successful comprehenders of text. This aids in the understanding of home reading assignments. By using the following procedure (adapted from Manzo, 1969), students will learn how to set a purpose for reading a selection.

In applying strategy in the classroom, the students and the teacher should play their real roles in the classroom. The teaching procedures by using ReQuest Procedure Strategy are as follow²³:

1. With the same reading selection in front of both you and students, explain that the goal of this lesson is learn how to set a purpose for reading selection.
2. Everyone silently reads the title and the first sentence.
3. Encourage students to ask many questions as they want about the first Sentence, especially those that a teacher might ask.
4. Continue by answering each question but do not elaborate or ask question back. Be sure books are closed when answering question.
5. After students have finished questioning, ask them as many questions about the first sentence as is necessary to focus attention on purpose for which selection was written and the main question it answer. If students

²³ Margaret Bouchard. *Loc Cit.* P 102

cannot answer a question, encourage them to explain why they cannot do so.

6. Continue the process through remaining sentence in the paragraph, using the pattern: silent reading/students questions/teacher questions. Upon reaching the second or third sentence, begin to model question that integrate elements from previous sentence. For example you can say, “Thinking about two last sentence, why did the author use the title ‘caring for our nations natural resources.
7. After discussing a portion of text, ask students to predict what will happen in the remaining text. Students read and monitor their predictions.
8. ReQuest should continue until students can decode and understand the meaning of all the words in the first paragraph, demonstrate a thorough understanding of the sentence read, and formulate a reasonable purpose for silently reading the rest of the selection. For example, to model how to set a purpose for reading a selection will answer about caring for our nation’s resources?”Then say, “Let’s all read the remainder of the selection and see if we have identified good purpose for reading.
9. After the reading is completed ask, “Did we identify a good purpose for reading this selection?”
10. When student have become familiar with the strategy, instead of using one sentence, use selection or paragraph of text for questioning.

D. Some Related Previous Studies.

There have been many researchers who conducted research that concern to *ReQuest Procedure Strategy* and Recount texts. One of them is Margaret Bouchard (2005) conducted her research entitled “Using ReQuest Procedure strategy to improve reading comprehension of recount text (Classroom Action Research at SMPN 05 Kota Bengkulu in the Academic Year of 2018/2019)”. In this action research study, a kindergarten, first and second grade teacher, along with a special education teacher, implemented the *ReQuest Procedure strategy* in their classrooms over a four week period. The teachers were trained in the strategy prior to implementing it in their classrooms. They were shown engaging methods of implementing the *ReQuest* with junior high school students. Support was then provided to them throughout the entire implementation period. The results indicate that the *ReQuest strategy*, if implemented effectively, ReQuest is especially helpful for ELLS (English learning language strategy) because it offers them an “expert” model (teacher) and practice in formulating question that will lead to the comprehension of text. ReQuest also eliminates some of the stress associated with traditional class participation that ELLS (English learning language strategy) may experience. In addition, ReQuest is an effective vehicle for preparing students to become independently successful comprehenders of text. This aids in the understanding of home reading assignments. By using the following procedure (adapted from Manzo, 1969), students will learn how to set a purpose for reading a selection²⁴.

²⁴ Margaret Bouchard, comprehension strategy for English language learners, (the U.S.A:

The research above have some similarities and differences with this research. The similarities are: they focus on improving students' reading skills by using *Teaching Strategy*. However, there are many differences. and focused their research on how well the kindergarten teacher implemented *ReQuest Procedure Strategy* can give basic/prior knowledge of reading comprehension for young students, and focused on understanding information of recount texts in junior high school level; on the other hand, this research totally focus on how well *ReQuest Procedure Strategy* improve students' ability in comprehending English recount texts. In addition, different research method and population may cause the differences in the result of the research.

It is important to conduct a research by using specific teaching strategy in order to improve the students' ability in reading comprehension skill of English recount texts, and it is also useful for improving the teacher's professionalism in teaching English in the classroom. By conducting this research, it can be found how the process of *ReQuest Procedure Strategy* can improve students' ability in understanding reading comprehension of recount texts at eleventh grade students of secretary program of SMPN 05 Kota Bengkulu in academic year 2018/2019.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research will apply Classroom Action Research (CAR) method. CAR is appropriate research method for educational instructor or teachers to enhance their teaching quality. CAR is a systematic process of solving educational problems and making improvement²⁵. In this case, as a method of a research, CAR does not require elaborate statistical analysis and lengthy narrative explanations, but it is more concerned with solving a problem in efficient and feasible manner. In addition, Classroom Action Research (CAR) is different from other research methods; it is a rather simple set of ideas and techniques that can introduce the power of systematic reflection of the practice²⁶. This definition talk is a method focuses on the effectiveness of strategy implementation in order to solve the students' problems, especially in improving their English mastery.

From the definitions above, it can be concluded that CAR is a research that concerned on solving a problem in a certain classroom to introduce the power of systematic reflection of the practice a teaching strategy. IN this research, the researcher will use CAR to improve students' reading

²⁵Daniel R Tomal, *Action Research for Educators*, The Scarecrow Press, Inc, Oxford, 2003, P. 5.

²⁶Frances Rust and Christopher Clerk, *How to Do Action Research in Your Classroom*, (Teachers Network Leadership Institute, USA), 2012, P. 3.

comprehension of recount texts at the eighth grade students of SMPN 5 Kota Bengkulu in academic year 2017/2018 bu using *ReQuest Procedure strategy*.

B. Subject of the study

The research will be conducted at the eighth grade students of SMPN 05 Kota Bengkulu. The choose subject is focused on VIII E consisting 38 students, 17 females and 21 males. The students of the class VIII E were selected because based on preliminary study and the result of test showed their skill in reading comprehension is needed to be developed.

C. Data Collecting Technique and instruments

1. Data Collecting Technique for Qualitative Data

In this research, the researcher will collect qualitative data as the first step. According to Frankle, in educational research, researchers can get the information from (1) themselves, with little or no involvement of other people; (2) directly from the subjects of the study; or (3) from others, frequently referred to as informants, who are knowledgeable about the subjects²⁷. In this research, the researcher will get the data from the subjects of the study. Therefore, in this research there will be some instruments used in collecting qualitative data, namely: observation checklist, field-notes, and interview.

Observation checklist will be used when the collaborator observe the proces of teaching and learning process in the classroom. In this situation,

²⁷Jack R. Frankle. *How to Design and Evaluate Research in Education*, New York, Mc Graw Hill, 2012, P. 113.

the researcher also uses *field notes* to describe classroom activities. Observation checklist and field notes will be use in every meeting of cycles. After that, the researcher will *interview* the students to complete qualitative data. The researcher will interview the students after they study reading comprehension of recount texts by using *ReQuest Teaching Strategy*. The researcher will know about their progress and response. The instrument above can be describe as the following explanation:

1. *Observation*

The first instrument in qualitative data is observation where the collaborator and the researcher will give checklist to the observation sheet. Observation can be define as an activity which concern to research object by the sense²⁸. It means that the researcher will know about students' description through this instrument. In other words, observation will be needed for monitoring condition of class and students and to know students' difficulties with material and method that used during teaching learning process²⁹. By knowing the difficulties, the researcher can plan better next lesson planning.

In conducting observation in the classroom, the researcher will be helped by the collaborator. She is the English teacher of SMPN 05 Kota Bengkulu. The observation will include the observation all activities during the process of teaching and learning in the classroom. Then, the

²⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT RinekaCipta, 2006, P. 222.

²⁹Louis Cohen, et all. *Research Methods in Education Fifth Edition*, New York, Routledge, 2000, P.396

researcher will also observe the effect of her teaching to improve students' reading comprehension of recount texts. In conducting the observation, the researcher will consider the following aspects of observation:

- 1) The students' concern toward the teacher's explanation during the English class.
- 2) Students' cooperative activities in their small group.
- 3) The students' activeness in involving at present the material.
- 4) Students' concern toward other group presentation.
- 5) The students' activeness in asking question.
- 6) The students' activeness in answering questions in group.

To interpret the observation sheet that have been given checklist by the collaborator, the Researcher need some criteria as the following description:

- a) Score 1 if the student's participation is poor.
- b) Score 2 if the student's participation is fair.
- c) Score 3 if the student's participation is average.
- d) Score 4 if the student's participation is good.
- e) Score 5 if the student's participation is excellent.

The observation will be conducted four times in this research: pre-cycle, cycle I, cycle II, and cycle III, especially in the action meetings.

2. Field Notes

Field notes is an instrument to collect the qualitative data by making records of situation or narration on whatever happens in the field during the research. In this research, the researcher will use field notes to collect the data related to: (a) the teacher presents the teaching material during the research; (b) all kinds of strategy are used to help the students understand the material; and (c) the teacher will also do evaluation for students at the last meeting of every cycle.

3. Interview

Interview is one of important instrument used in collecting data of qualitative research. Interview is a meeting of two people to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic to provide the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon that could be gained through observation alone³⁰. In other words, by doing interview, the researcher can explore the data more complete by having dialogues with the respondents.

In this research, the researcher will not design structure interview. On the other hand, the researcher will ask the respondents about the data that the researcher needs in the classroom. The questions will be related to the problems of the research.

2. Data Collecting Technique for Quantitative Data

³⁰Sugiono. *Memahami Penelitian Kualitatif Dilengkapi contoh proposal dan laporan Penelitian*, (Bandung: Alfabeta, 2010), p.88

In collecting quantitative data, the instrument is needed as tool to collect the data completely and systematically in this research. The researcher will use *test* to collect the data. Test is a sequence of questions or exercises or other apparatus to measure skill knowledge, intelligence, ability or aptitude of individual or group³¹. The form of the test is reading comprehension test. The items will be in form of multiple choices that consists of 40 items which would be taken from preferable English textbook. The material will be discussed with the collaborator about its level and appropriateness for the respondents. In this research, the test will be conducted several times, namely: pre-assessment test that will be conducted at the first stage of the research; and some cycle tests that will be conducted every last meeting of a cycle. The cycle test will be conducted until the students can reach target of the research.

D. Technique for Data Analysis

1. Analysis Technique for Qualitative Data

In analyzing the qualitative data, it is important for the researcher to use specific technique. In this research, the qualitative data will be ger from some source, namely: observation checklist, collaborator's field notes, and students' interview. To analyze the data, the researcher will use interactive model of data analysis proposed by Miles and Huberman which consists of three main components. They are: (1) data reduction; (2) data

³¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT RinekaCipta, 2006, P. 156.

display; and (3) drawing and verifying conclusion. The components above can be explained as the following figure³²:

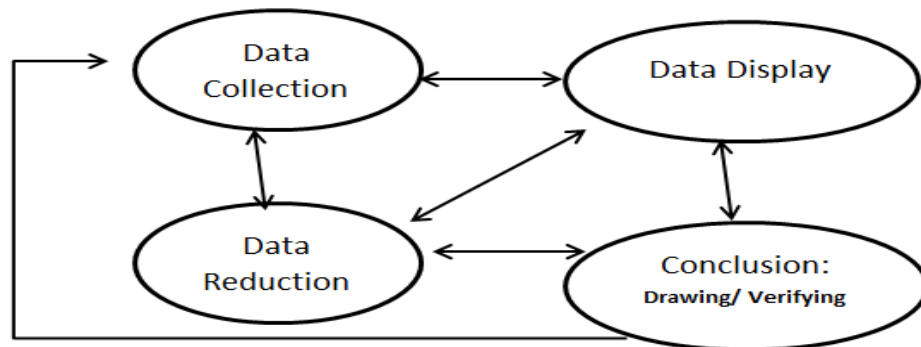


Figure 1:

Interactive Model Miles Huberman

The figure 1 above can be explained explained as the following details:

- a. *Data reduction*: Data reduction occurs continually through out the analysis. In earlt stages, it happens through editing, segmenting and sumarizing the data. In the middle stages, it happens through coding and memoing, and associated activities such as finding themes, clusters, and patterns. In the later stages, it happens through coceptualizing and explaining, since developing abstaract concepts is also a way of reducing the data.
- b. *Data Display*: Data display organize, compress and assemble information. In this reseach, the way of displaying data through – graphs, charts, and diagrams in order to make the data clearer.

³²Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

c. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

2. Analysis Technique for Quantitative Data

In analyzing quantitative data, the researcher will use percentage formula and interpretation data. Quantitative data in this research will be got from reading comprehension test where the result of the students' reading comprehension test will be scored based on percentage formulation by Sudjana below³³:

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

Notes:

P: The Students' Reading Comprehension Score

F: Total Correct Answer of the Students

N: Total Number of the items

Then, the result of the students' test will be interpreted by using the table of score interval based on scoring standard at the eighth grade students of SMPN 05 Kota Bengkulu in academic year 2017/2018 as the following table:

Table 2:
The Students' Score Category

³³Nana Sudjana, *Penelitian Hasil Proses Belajar Mengajar*, (PT. Remaja Rosda Karya, Bandung), 1989, P. 131.

Score Interval	Category
80 – 100	Excellent
70 - 79	Good
60 - 69	Moderate
50 - 59	Poor
< 50	Very Poor

After that, to investigate the improvement made by the students, the resercher will calculate it by reducing the students' average score in last cycle with students' average score in pre-assessment test. By redusing them, the point will be the students' improvement after getting the actions by using *ReQuest Procedures*.

E. Research Procedure

The systematic procedure of this research consists of planning, implication of action, observation, and reflection. For clearer image, see the following figure³⁴:

³⁴Rosma Hartiny Sam's, *Metode Penelitian Tindakan Kelas*, (Teras, Bandung), 2010, P. 73.

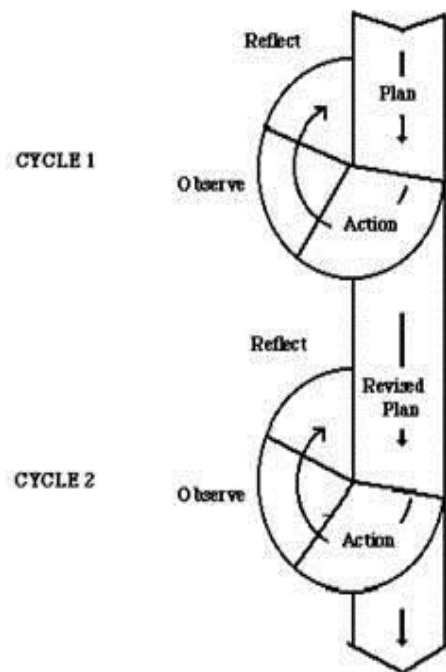


Figure 2:

An Ideal Action Research Cycle

The figure 2 above can be described as the following explanation:

1. Pre-Assessment Test

In pre-assessment test, the researcher gave a test to the students in form of reading comprehension test of hortatory exposition texts by using instrument which has been prepared by the researcher. The score would be as basic score of students' ability in reading comprehension of recount text before they get some cycles of actions from the researcher by *ReQuest Procedure Strategy*.

2. Actions

Actions are a set of process of giving some treatments to the students in order to solve their problems and making some improvement in their skills. Based on figure 1, the steps could be developed as the following procedures:

Cycle 1

a. Planning

Planning is an initial step for the researcher. It was concerned with a good collaboration between researcher and collaborator. The activities should the researcher do in the planning are:

- Preparing material, making lesson plan and designing the steps in doing the action.
- Preparing list student name and score.
- Preparing teaching.
- Preparing sheets for classroom observation (to know situation of teaching-learning process the method or technique or mode is applied)
- Preparing a test. (to know whether students reading comprehension improves or not)

b. Implementing of action 1

a. Pre-learning

In pre-learning the research act before start to teach reading comprehension of recount text to students, such as:

- students come to the class on time.

- students Bring the dictionary
- students Bring English Textbook
- students Bring Stationaries (Pen and Book)

b. While-learning

In while-learning, the research carried out the process of teaching and learning activity through ReQuest Procedure strategy.

➤ Eksploration

- With the same reading selection in front of both you and students, explain that the goal of this lesson is learn how to set a purpose for reading selection.
- Everyone silently reads the title and the first sentence.
- Encourage students to ask many questions as they want about the first Sentence, especially those that a teacher might ask.
- Continue by answering each question but do not elaborate or ask question back. Be sure books are closed when answering question.
- After students have finished questioning, ask them as many questions about the first sentence as is necessary to focus attention on purpose for which selection was written and the main question it answer. If students cannot answer a question, encourage them to explain why they cannot do so.

- Continue the process through remaining sentence in the paragraph, using the pattern: silent reading/students questions/teacher questions. Upon reaching the second or third sentence, begin to model question that integrate elements from previous sentence. For example you can say, “Thinking about two last sentence, why did the author use the title ‘caring for our nations natural resources.
- After discussing a portion of text, ask students to predict what will happen in the remaining text. Students read and monitor their predictions.
- ReQuest should continue until students can decode and understand the meaning of all the words in the first paragraph, demonstrate a thorough understanding of the sentence read, and formulate a reasonable purpose for silently reading the rest of the selection. For example, to model how to set a purpose for reading a selection will answer about caring for our nation’s resources?’Then say, “Let’s all read the remainder of the selection and see if we have identified good purpose for reading.
- After the reading is completed ask, “Did we identify a good purpose for reading this selection?”

- When student have become familiar with the strategy, instead of using one sentence, use selection or paragraph of text for questioning.

➤ Elaboration

- The teacher and students identification structure text
- The teacher give a task to students

➤ Confirmation

- The teacher determined the best work of the group was read in fort of the class.

c. Post-leaning

- students Conclude the lesson/write summary
- students Do exercise seriously
- Closing

a. *Reflection*

Some activities that the researcher should do are: (1) *evaluating*: evaluating the first cycle of the process. The researcher evaluates the action that has been given to the students, included evaluation about quality, quantity and time from each action. In this process, the researcher did discussion with the collaborator about what the researcher has to do as an improvement in the next cycle based on the result and experience in the cycle one in order to give significant progress in the process of teaching and learning during the action; (2)

implementing: implementing the findings or new strategy; (3)

revisiting: revisiting the process.

Cycle 2

Cycle two was conducted as better as the cycle one, and it was done based on the result of cycle one.

Next Cycles

Next cycles were conducted as better as the cycle 2, and they were done based on the result of previous cycles.

F. Indicator of success

Indicators of the Success in this research are:

1. Quantitatively, the indicator of the students' success is when 75% students have high percentage in reading comprehension of recount texts measurement level.
2. Qualitatively, the indicator of the students' success is when 75% of the students participate actively in teaching and learning process.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

After collecting the data, doing analysis, completing the research, the researcher made report of the research. Therefore, in this part, it described about the detail information about the research findings and its process. The result of the research showed that students' reading comprehension of recount text was improved by using *ReQuest Procedure* at the eighth graders of SMPN 05 Kota Bengkulu In Academic Year 2018/2019. The process of students' improvement should be described in detail from the process of doing pre-assessment test to cycle III. The process can be illustrated by the following explanation:

1. Pre-Assessment

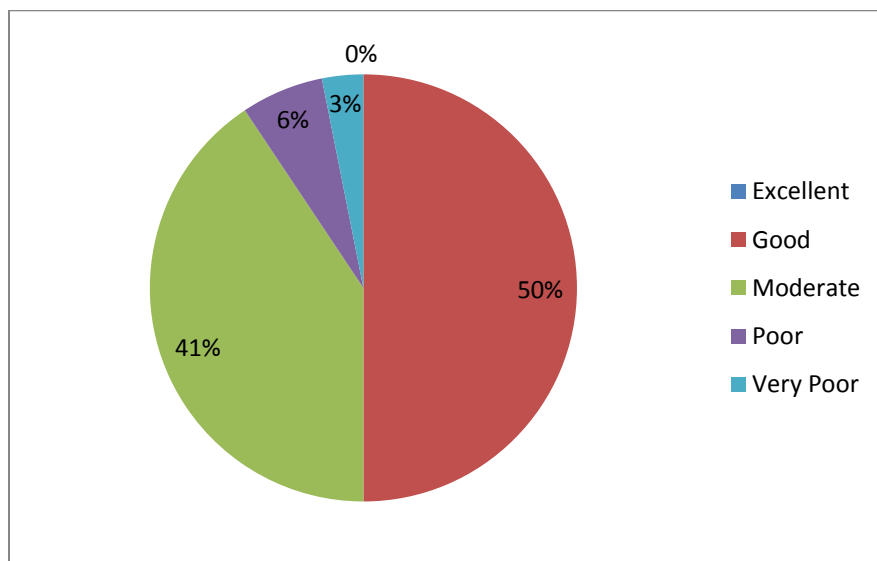
Before the researcher conducting actions by using *ReQuest Procedure* in the classroom, the researcher conducted pre-assessment test to know the students' basic skill in reading comprehension of recount texts. The researcher asked the students to answer the items that had been prepared by the researcher (research instrument in the appendix 4). After doing pre-assessment test, the researcher analyzed the students' worksheet in order to judge their basic score based on the method in chapter III. The result of pre-assessment test was described as the following table:

Table 3:
The Result of Pre-Assessment Test

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80 – 100	Excellent	-	-
2	70 – 79	Good	16	50
3	60 – 69	Moderate	13	40.63
4	50 – 59	Poor	2	6.25
5	< 50	Very Poor	1	3.12

The table 3 above described the students' reading ability of recount texts in pre-assessment test. The students got different in score in pre-assessment test because they had different ability. The result showed that there were 16 students (50%) who included into "Good" category; 13 students (40.63%) who included "Moderate" category; 2 students (6.25%) who included into "Poor" category; and 1 student (3.12%) who included into "Very Poor" category. In pre-assessment test, there was no student who included into "Excellent" category. The students' average score was (67.7) that was included into "Moderate" Category. The detail calculation can be seen in appendix 14.

The result of the pre-assessment test above showed that the students' score was still under the research target. Therefore, redesigning of lesson for improvement was important to do. For describing the students result in assessment result, the following chart would illustrate:



**Chart 1:
The Result of Pre-Assessment Test**

Chart 1 above showed that the students got different category of scores in pre-assessment test. The range of category was from “Very Poor” to “Good” category. There was no students who got “Excellent” category. However, in average, they were included into “Moderate” category with average score (67.7). The student got (46.7) for the lowest score, and (76.7) for the highest score. Based on the percentage, there was only (50%) of the students were included into “Good” category. It means that The students needed more improvement in reading comprehension of recount text texts by giving them more actions by using *ReQuest Procedure*. To reach the research target, the researcher would design a lesson for conducting cycle I for the students.

2. The Description of Cycle I

After conducting pre-assessment test, the researcher designed cycle I for giving follow up or response for the students' weakness in pre-assessment test. Cycle I was conducted in four meetings. Three meetings were for giving students actions by using *ReQuest Procedure*, and one meeting was for cycle I test. For the detail procedures, see the following activities in cycle I:

a. The planning of cycle I

Planning is a process of preparing lesson design for actions. It was the time where the researcher had clear discussion with collaborator to determine the best activities and materials in conducting actions in the classroom. In this research, the researcher taught the students by using *ReQuest Procedure* for teaching reading comprehension of recount texts. In designing the lesson in planning stage, the researcher did the activities below:

- 1) Selecting reading materials in form of recount texts for students. The researcher discussed with the English teacher about the texts that she had chosen in order to know about the level of the recount texts that were going to use for actions in cycle I.
- 2) Discussing about classroom instructions that were going to use as guidance in teaching. Therefore, the researcher made sure that the following documents were fixed for students:
 - a) Lesson plan for three meetings.

- b) Teaching materials and exercise items.
 - c) Observation sheet for students and teacher for three meetings.
 - d) A number of research instrument copy and students' worksheet.
- 3) Because this strategy was included into silent reading, where the students did their reading individually, the researcher proposed an idea to the collaborator that she would set the students seat like a circle in order that the researcher could directly interact with them.
- 4) The researcher also provided teaching media that made of colourfull hard paper media in implementing *ReQuest Procedure* in order that students to be more interesting and easier in learning reading comprehension of recount texts.

The detail activities in cycle I, the researcher made a schedule that must be conducted by the researcher in order to reach the objectives. The following table is the schedule of action in cycle I that was consisted of four meetings:

**Table 4:
Learning Schedule of Cycle I**

Date	Theme	Focus Materials	Data
October 17, 2018	Recount texts (my last holiday)	<ul style="list-style-type: none"> - Explain about the purpose of recount text - Definition of recount text - Identification of structure text in recount texts - Discussion of element in recount texts - Identification of detail 	Appendix 5,

		<p>information in recount texts</p> <ul style="list-style-type: none"> - Identification of implicit information in recount texts - Identification of the meaning of the word in recount texts 	
October 23, 2018	Recount texts (I went to Toraja to attend grandpas funeral)	<ul style="list-style-type: none"> - Explain about the purpose of recount text - Definition of recount text - Identification of structure text in recount texts - Discussion of element in recount texts - Identification of detail information in recount texts - Identification of implicit information in recount texts - Identification of the meaning of the word in recount texts 	Appendix 6,
October 24, 2018	Recount texts (last Saturday)	<ul style="list-style-type: none"> - Explain about the purpose of recount text - Definition of recount text - Identification of structure text in recount texts - Discussion of element in recount texts - Identification of detail information in recount texts - Identification of implicit information in recount texts - Identification of the meaning 	Appendix 7,

		of the word in recount texts	
October 27, 2018	Cycle Evaluation	I - Review Materials of meeting 1 to 3 - Cycle I Test	Appendix 15,

The researcher and collaborator did action by using *request procedure Strategy* in teaching and learning reading comprehension of recount texts during the implementation of cycle I. The detail activities in each meeting can be seen as he following description:

Cycle I Meeting 1

The researcher focused the lesson cycle I in meeting 1 on *recount text : Introduction*. In this meeting, the researcher focused on defining recount text to give clear image of this material. It also focused on explaining the purposes of recount text and its kinds. At the end of the meeting, it discussed about meaning in short monologue.

At the main activities, the teacher told the students about the topic of recount text. The teacher asked the students to read the text and highlight main ideas and important concepts. Then, the students used a “*request procedure Strategy*” to demonstrate important information of the text they were reading. As the result, the students tried to underline the important information as the teacher explained. For extension activity, the teacher has the students form groups of eight. Gave each group a hand out that contains portion of text from their reading. Each group highlighted their selection and then presented it to the class for discussion.

Cycle I Meeting 2

Cycle I Meeting 3

Cycle I Meeting 4

In this cycle, the researcher did not add materials. Indeed, the researcher reviewed all materials from cycle I meeting 1 to meeting 3. After the students got more familiar with the materials, the researcher distributed questions (research instrument) to test the students. The researcher asked the students to do Cycle I test by answering all questions in the research instrument in order to know about their progress after getting action for one cycle.

b. The Implementation of Cycle I

The researcher conducted the Cycle I in four meetings. Three meetings for giving actions for students to master reading comprehension of recount texts by using *ReQuest Procedure*. One meeting was for cycle I test. The cycle I was conducted as the following schedule:

- Cycle I meeting 1 was conducted on October 17, 2018
- Cycle I meeting 2 was conducted on October 23, 2018
- Cycle I meeting 3 was conducted on October 24, 2018
- Cycle I meeting 4 was conducted on November 30, 2018

The researcher use lesson plan as guidance to conduct actions in the classroom. The activities consisted of: Pre-Learning activities, while-learning activities, and after learning activities. The real procedures as the followings:

Pre-Learning Activities

Pre-learning activities were a beginning process of teaching where the teacher prepared everything before coming to main activities. The teacher prepared the students' readiness and gave them motivation. The real activities can be seen as follows:

- 1) Chose the seat position for the students
- 2) Checked the number of the students who came to the class.
- 3) Told the students about the lesson target for today and introduce *ReQuest Procedure* to students as a pleasure teaching strategy.
- 4) Gave the students learning motivation in order that they followed the learning activities seriously.

While-Learning Activities

While-Learning Activities are main teaching and learning activities where the students had applied *ReQuest Procedure* in learning reading comprehension of recount texts. The learning procedures were as follows:

- 1) The researcher gave students a set of learnig materials and some items for students' exercise.

- 2) The researcher explained with the same reading selection in front of both you and students, explain that the goal of this lesson is learn how to set a purpose for reading selection.
- 3) The researcher asked the student to read silently the title and the first sentence.
- 4) The researcher encourage students to ask many questions as they want about the first Sentence, especially those that a teacher might ask.
- 5) Continued by answering each question but do not elaborate or ask question back. Be sure books are closed when answering question.
- 6) After students had finished questioning, ask them as many questions about the first sentence as is necessary to focus attention on purpose for which selection was written and the main question it answer. If students cannot answer a question, encourage them to explain why they cannot do so.
- 7) Continued the process though remaining sentence in the paragraph, using the pattern: silent reading/students questions/teacher questions. Upon reaching the second or third sentence, begin to model question that integrate elements from previous sentence. For example you can say, "Thinking about two last sentence, why did the author use the title 'caring for our nations natural resources."

- 8) After discussing a portion of text, ask students to predict what will happen in the remaining text. Students read and monitor their predictions.
- 9) ReQuest should continue until students can decode and understand the meaning of all the words in the first paragraph, demonstrate a thorough understanding of the sentence read, and formulate a reasonable purpose for silently reading the rest of the selection. For example, to model how to set a purpose for reading a selection will answer about caring for our nation's resources?'Then say, "Let's all read the remainder of the selection and see if we have identified good purpose for reading.
- 10) After the reading is completed asked, "Did we identify a good purpose for reading this selection?"
- 11) When student had become familiar with the strategy, instead of using one sentence, use selection or paragraph of text for questioning.

Post-Learning Activities

Post-learning activities were the activities after the main learning that aimed of reinforcing the learning materials in order that the students could remain the important information during the lesson. the students did the activities as follows:

- 1) The teacher encouraged and helped the students to make conclusion about the materials that they learned today.

- 2) The students were asked to tell about their true difficulties during today's lesson.
- 3) The teacher gave the students exercise to do to control the students' real understanding.
- 4) The teacher motivated students to learn English seriously, asked them to learn more about material at home, and did more practice.

To know about the students' progress after getting cycle I actions by using *ReQuest Procedure*, the researcher did cycle I test by asking students to answer items in research instrument. The cycle I test was conducted on October 30, 2018.

c. The observation of cycle I

After implementing *ReQuest Procedure* to teach students reading comprehension of recount text, researcher and collaborator did observation for whole process. In this stage, the researcher had some important things to improve by the students. They were related to students' activeness in the classroom, students' attitude during the lesson, and the students' result in cycle I test.

a. The preparation of cycle I

In terms of preparation aspects, the problems were still dominated by the students' indiscipline, for example. Cycle 1 meeting 1, there were 12 students (37.5%) who came late to the classroom; there were 30 students (93.75%) who did not bring dictionary when they were studying; there were 32 students (100%)

who bring English Textbook; there were 32 students (100%) who brought stationaries (Pen and Book). Cycle 1 meeting 2, there were 9 students (28.12%) who came late to the classroom; there were 28 students (87.5%) who did not bring dictionary when they were studying. Cycle 1 meeting 3, there were 7 students (21.875%) who came late to the classroom; and there were 25 students (78.13%) who did not bring dictionary when they were studying

b. The implementation of request procedure of cycle I

In terms of implementation of *request procedure* aspects, the problems were still dominated by the students' unfamiliar of strategy, for example. *Cycle 1 meeting 1*, there were 30 students (93.75%) who silently reads the title and the first sentence, there were 9 students (28.12%) who asked many question about the first sentence; there were 7 students (21.875%) who answered the teachers questions. Be sure books are closed when answering question, there were 6 students (18.75%) who answered the questions that related to the first sentence, there were 10 students (31.25%) who remaining in the paragraph (silent reading); there were 9 students (28,125%) who predicted what happen in the remaining text. Students read and monitored their predictions, there were 10 students (31.25%) who decoded and understood the meaning of all the words in the first paragraph; there were 9 students (28.12%) who answered teachers question about "did we

identify a good purpose for reading this selection?"; and, there were 7 students (21.88%) who be familiar with strategy; student used selection or paragraph of text for questions.

Cycle 1 meeting 2, there were 31 students (96.88%) who silently reads the title and the first sentence; there were 11 students (34.38%) who ask many question about the first sentence; there were 8 students (25%) who answer the teachers' questions. Be sure books are closed when answering question; there were 7 students (21.88%) who answer the questions that related to the first sentence; there were 12 students (37.5%) who remaining in the paragraph (silent reading), there were 11 students (34.38%) who predicted what happen in the remaining text. Students read and monitored their predictions; there were 13 students (40.63%) who decoded and understood the meaning of all the words in the first paragraph; there were 10 students (31.25%) who answered teachers question about "did we identify a good purpose for reading this selection?"; and there were 9 students (28.13%) who were familiar with strategy; student used selection or paragraph of text for questions.

Cycle 1 meeting 3; there were 31 students (96.88%) who silently read the title and the first sentence; there were 11 students (34.38%) who ask many question about the first sentence; there were 12 students (37.5%) who answered the teachers' questions.

Be sure books are closed when answering question, there were 15 students (26.88%) who answer the questions that related to the first sentence; there were 15 students (26.88%) who remaining in the paragraph (silent reading); there were 13 students (40.63%) who predicted what happen in the remaining text. Students read and monitor their predictions, there were 15 students (26.88%) who decoded and understood the meaning of all the words in the first paragraph; there were 13 students (40.63%) who answered teachers question about “did we identify a good purpose for reading this selection?”; and there were 10 students (31.25%) who were familiar with strategy and used selection or paragraph of text for questions.

c. The attitude during the lesson of cycle I

In terms of attitude aspects, the problem were still dominated by the students’ attitude, for example. Cycle 1 meeting 1, there were 11 students (34.378%) who listened to the teachers explanation seriously; there were 11 students (34.38%) who participated in group discussion; there were 27 students (84.38%) who did not access handphone; there were 28 student (87.5%) who did not chat with friends; there were 11 students (34.38%) who present their activities in the classroom. Cycle 1 meeting 2, there were 12 students (37.5%) who listened to the teachers explanation seriously; there were 14 students (34.75%) who participated in

group discussion, there were 13 students (40.63%) who presented their activities in the classroom. Cycle 1 meeting 3, there were 15 students (46.88%) who listened to the teachers explanation seriously, there were 15 students (46.88%) who participated in group discussion; and there were 16 students (50%) who presented their activities in the classroom.

Based on the detail explanation above, it was clear that the problems happened because the students still did indicipline activities in the classroom. The indicipline activities did by the students can be concluded as the following information:

- Many students came late to the classroom. They spent their time playing with friends outside the class.
- Many students did not bring dictionary when they were studying.
- Many of the students did not listen the teacher's explanation seriously.
- Many students did not follow the lesson very well.
- Many students chated with their friends.
- Most of the students did not present their exercise.

From the explanation above, it can be concluded that the students' attitude and skill were needed to improve in order that they can follow the lesson well and improve their skill. The detail

data for this information can be seen at appendix 18 about the students' activities in the classroom.

During the process of giving actions, the researcher also got some notes from the collaborator. The collaborator said that the researcher should improve them for better performance in the next cycles. The notes were:

- The teacher needed to actively responded to students' problem during the lesson. It aimed to solve the students' problems as soon as possible in order that other students did not do the same problems.
- The teacher should restated important ideas of the lesson at several times. It aimed to give stressing to the students about important idea. It helped the students to be familiar with the idea.
- The teacher should define unfamiliar terms, concepts, and principles during the lesson to avoid misscommunication. Most of the students had not been familiar with English terms. This activity can help students to improve their knowledge and vocabularies.

1) The Result of Cycle I Test

Cycle I test was conducted on October 30, 2018. It aimed to control the students' progress in learning reading comprehension of recount texts after getting actions for three meetings by using

ReQuest Procedure. The research would describe the students' progress as the following table:

Table 5:
The Result of Cycle I Test

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80 – 100	Excellent	1	3.12
2	70 – 79	Good	18	56.25
3	60 – 69	Moderate	11	34.78
4	50 – 59	Poor	2	6.25
5	< 50	Very Poor	-	-

The table⁴³ above described the students' reading ability of recount texts in cycle I test. The students got different in score in cycle I test because they had different ability. The result showed that there was 1 student (3.12%) who included into "Excellent" category; 16 students (56.25%) who included into "Good" category; 11 students (34.78%) who included "Moderate" category; and 2 students (6.25%) who included into "Poor" category. The students' average score was **(70.34)** that was included into "Good" Category. The detail calculation can be seen in appendix 15.

The result of the cycle I test above showed that the students' score was still under the research target. Therefore, redesigning of lesson for improvement was important to do in the next cycle. For

describing the students result in cycle I result, the following chart would illustrate:

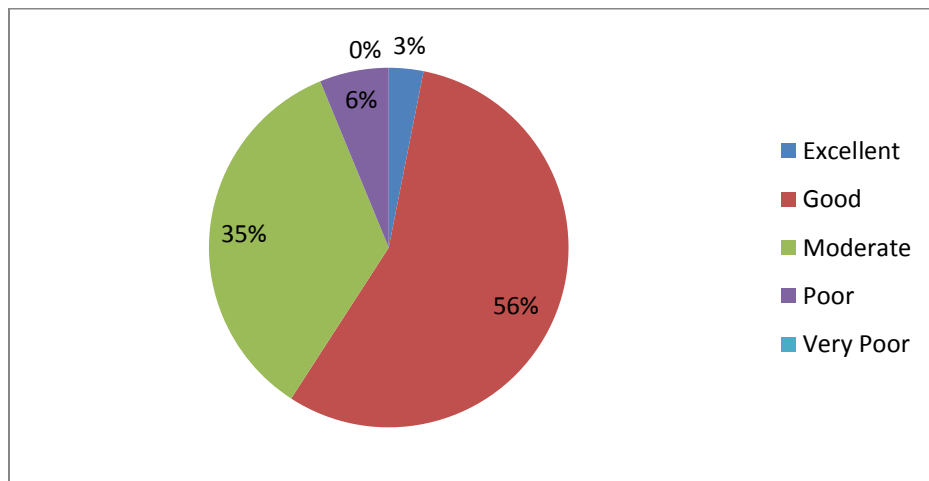


Chart 2:
The Result of Cycle I Test

Chart 2 above showed that the students got different category of scores in cycle I test. The range of category was from “Poor” to “Excellent” category. In average, they were included into “Good” category with average score (70.34). The student got (56.7) for the lowest score, and (80) for the highest score. Based on the percentage, there was only (59%) of the students were included into “Good” and “Excellent” category. It means that The students needed more improvement in reading comprehension of recount text texts by giving them more actions by using *ReQuest Procedure*. To reach the research targer, the researcher would re-design a lesson for conducting cycle II for the students.

2) The Result of Students' Interview

After conducting cycle I, the researcher interviewed students to know the deep problems that students faced. The students said that:

- They were not really interested in learning English because English was regarded as difficult lesson. Therefore, they did not pay serious attention to the lesson.
- They did not master many English vocabulary. As the result, they had problems to master reading texts because they were not familiar in the meaning of the words in the texts.
- They did not know about strategy of learning reading. Therefore, they could not answer questions in exercise.

These students' problems could be the information for improvement in the next cycle. The researcher would design a certain activities to overcome these problems.

d. The reflection of cycle I

In cycle I, the researcher had implemented *ReQuest Procedure* to teach students reading comprehension of recount texts. After completing the data, the researcher found some progress did by the students. The progress could be:

- Quantitatively, the students' reading comprehension test in cycle I got better. In pre-assessment test, the students got (66.7) in their average score that included into "Moderate" category. In cycle I test,

the students got (70.34) in average score that included into “Good” category.

However, there were many things that must be changed and re-designed to improve students’ ability in reading comprehension of recount texts. The redesign activities could be as follows:

- Many students came late to class that made them missed some important moments in the classroom. They spent their time playing with friends outside the class and they were still in the canteen when the bell rang. To overcome this problem, the researcher given punishment of the students came late to class. For example, stand in front of class during 2 minute mentioned 10 new vocabularies.
- Many students did not bring their dictionaries. The main reasons for this problems were: the students were lazy to bring thick books like dictionaries to school; some of them did not have dictionaries; and others forgot to bring. To overcome this problem, the researcher asked to the students that bringing dictionary became a *ticket* to come in to the classroom or they were could borrowed to the library. The ones that did not bring dictionary were not allow to came to the classroom.
- The students were still unfamiliar to follow the procedures of *ReQuest Procedure* in learning reading comprehension of recount texts. It happened because the research forgot about steps of request procedure and the students did not pay serious attention to the

teacher's explanation. To overcome this problem, the researcher always saw the steps of request procedure during the lesson and the research given them more chances and more practice in order to be familiar.

- Most of the students did not pay serious attention to the teacher's explanation. They made many indiscipline activities like chatted with friends and discussed other topics with their besides friends. To overcome this problems the researcher stopped explaining the lesson and waited the the indiscipline students paid attention to her. Their friend would tell them that the teacher stopped teaching because of them. And they were could attention to the teacher's explanation.

The problems above caused the students to be not active in the classroom. As the result, the students lack of response and positive interaction in the classroom.

3. The Description of Cycle II

After conducting cycle I, the researcher designed cycle II for giving follow up or response for the students' weakness in Cycle I. Cycle II was conducting in four meetings. Three meetings were for giving students actions by using *ReQuest Procedure*, and one meeting was for cycle II test. For the detail procedures, see the following activities in cycle II:

a. The planning of cycle II

In this stage, the researcher was preparing lesson design for actions. The researcher had discussion with collaborator to determine

the best activities and materials in conducting actions in the classroom during cycle II. In this research, the researcher would teach the students by using *ReQuest Procedure* for teaching reading comprehension of recount texts by focusing in improving students' weakness in cycle I. In designing the lesson in this cycle, the researcher did the following activities:

- 1) Selecting reading materials in form of recount texts for students.

The researcher discussed with the English teacher (collaborator) about the texts that she had chosen in order to know about the level of the recount texts that were going to use for actions in cycle II. Appropriate texts would be the teaching materials.

- 2) Discussing about classroom instructions that were going to use as guide in teaching. Therefore, the researcher make sure that the following documents were fixed for students:

- a) Lesson plan for three meetings.
- b) Teaching materials and exercise items.
- c) Observation sheet for students and teacher for three meetings.
- d) A number of research instrument copy and students' worksheet.

- b. Because this strategy was included into silent reading, where the students did their reading individually, the researcher proposed an idea to the collaborator that she would set the students seat like a circle in order that the researcher can directly interact with them.

c. The researcher also provided teaching media that made of colourfull hard paper media in implementing *ReQuest Procedure* in order that students to be more interesting and easier in learning reading comprehension of recount texts.

The detail activities in cycle II, the researcher made a schedule that must be conducted by the researcher in order to reach the objectives. The following table is the schedule of action in cycle II that was consisted of four meetings:

**Table 6:
Learning Schedule of Cycle II**

Date	Theme	Focus Materials	Data
October 31, 2018	Recount texts (I went to Paris)	<ul style="list-style-type: none"> - Explain about the purpose of recount text - Definition of recount text - Identification of structure text in recount texts - Discussion of element in recount texts - Identification of detail information in recount texts - Identification of implicit information in recount texts - Identification of the meaning of the word in recount texts 	Appendix 8,
November 06, 2018	Recount texts (yesterday my family and I went to the zoo)	<ul style="list-style-type: none"> - Explain about the purpose of recount text - Definition of recount text - Identification of structure text 	Appendix 9,

		<ul style="list-style-type: none"> in recount texts - Discussion of element in recount texts - Identification of detail information in recount texts - Identification of implicit information in recount texts - Identification of the meaning of the word in recount texts 	
November 07, 2018	Recount texts (last week Mr, Tatang's wife had an accident)	<ul style="list-style-type: none"> - Explain about the purpose of recount text - Definition of recount text - Identification of structure text in recount texts - Discussion of element in recount texts - Identification of detail information in recount texts - Identification of implicit information in recount texts - Identification of the meaning of the word in recount texts 	Appendix 10,
November 13, 2018	Cycle II Evaluation	<ul style="list-style-type: none"> - Review Materials of meeting 1 to 3 - Cycle II Test 	Appendix 16,

The researcher and collaborator did action by using *request procedure Strategy* in teaching and learning reading comprehension of recount texts during the implementation of cycle II. The detail activities in each meeting can be seen as he following description:

Cycle II Meeting 1

The researcher focused the lesson cycle II in meeting 1 on *recount text : Introduction*. In this meeting, the researcher focused on defining recount text to give clear image of this material. It also focused on explaining the purposes of recount text and its kinds. At the end of the meeting, it discussed about meaning in short monologue.

At the main activities, the teacher told the students about the topic of recount text. The teacher asked the students to read the text and highlight main ideas and important concepts. Then, the students used a “*request procedure Strategy*” to demonstrate important information of the text they were reading. As the result, the students tried to underline the important information as the teacher explained. For extension activity, the teacher has the students form groups of eight. Gave each group a hand out that contains portion of text from their reading. Each group highlighted their selection and then presented it to the class for discussion.

Cycle II Meeting 2

Cycle II Meeting 3

Cycle II Meeting 4

In this cycle, the researcher did not add materials. Indeed, the researcher reviewed all materials from cycle II meeting 1 to meeting 3. After the students got more familiar with the materials, the researcher distributed questions (research instrument) to test the students. The

researcher asked the students to do Cycle II test by answering all questions in the research instrument in order to know about their progress after getting action for one cycle.

b. The Implementation of Cycle II

The researcher conducted the Cycle II in four meetings. Three meetings for giving actions for students to master reading comprehension of recount texts by using *ReQuest Procedure*. One meeting was for cycle II test. The cycle II was conducted as the following schedule:

- Cycle II meeting 1 was conducted on October 31, 2018
- Cycle II meeting 2 was conducted on November 06, 2018
- Cycle II meeting 3 was conducted on November 07, 2018
- Cycle II meeting 4 was conducted on November 13, 2018

The researcher used lesson plan as guide to conduct actions in the classroom. The activities consisted of: Pre-Learning activities, while-learning activities, and after learning activities. The real procedures as the following activities:

Pre-Learning Activities

In pre-learning activities, the researcher prepared the students' readiness to study and gave them motivation to study seriously. The real activities can be seen as follows:

- 1) Chose the seat position for the students.
- 2) Checked the number of the students who came to the class.
- 3) Checked the students' dictionaries
- 4) Tell the students about the lesson target for today and re-introduce *ReQuest Procedure* to students as a pleasure teaching strategy.
- 5) Gave the students learning motivation in order that they followed the learning activities seriously.

While-Learning Activities

While-Learning Activities are main teaching and learning activities where the students had applied *ReQuest Procedure* in learning reading comprehension of recount texts. The learning procedures were as follows:

- 1) The researcher gave students a set of learning materials and some items for students' exercise.
- 2) The researcher explained with the same reading selection in front of both you and students, explain that the goal of this lesson is learn how to set a purpose for reading selection.
- 3) The researcher asked the student to read silently the title and the first sentence.
- 4) The researcher encourage students to ask many questions as they want about the first Sentence, especially those that a teacher might ask.

- 5) Continued by answering each question but do not elaborate or ask question back. Be sure books are closed when answering question.
- 6) After students had finished questioning, ask them as many questions about the first sentence as is necessary to focus attention on purpose for which selection was written and the main question it answer. If students cannot answer a question, encourage them to explain why they cannot do so.
- 7) Continued the process though remaining sentence in the paragraph, using the pattern: silent reading/students questions/teacher questions. Upon reaching the second or third sentence, begin to model question that integrate elements from previous sentence. For example you can say, “Thinking about two last sentence, why did the author use the title ‘caring for our nations natural resources.
- 8) After discussing a portion of text, ask students to predict what will happen in the remaining text. Students read and monitor their predictions.
- 9) ReQuest should continue until students can decode and understand the meaning of all the words in the first paragraph, demonstrate a thorough understanding of the sentence read, and formulate a reasonable purpose for silently reading the rest of the selection. For example, to model how to set a purpose for reading a selection will answer about caring for our nation’s resources?’Then say, “Let’s

all read the remainder of the selection and see if we have identified good purpose for reading.

- 10) After the reading is completed asked, “Did we identify a good purpose for reading this selection?”
- 11) When student had become familiar with the strategy, instead of using one sentence, use selection or paragraph of text for questioning.

Post-Learning Activities

Post-learning activities were the activities after the main learning that aimed to reinforce the learning materials in order that the students could remain the important information during the lesson. the students did the activities as follows:

- 1) The teacher encouraged and helped the students to make conclusion about the materials that they learned today.
- 2) The students were asked to tell about their true difficulties during today’s lesson.
- 3) The teacher gave the students exercise to do to control the students’ real understanding.
- 4) The teacher motivated students to learn English seriously, asked them to learn more about material at home, and did more practice.

To know about the students’ progress after getting cycle II actions by using *ReQuest Procedure*, the researcher did cycle II test by asking

students to answer items in research instrument. The cycle II test was conducted on November 13, 2018.

c. The observation of cycle II

After implementing *ReQuest Procedure* to teach students reading comprehension of recount text, researcher and collaborator did observation for whole process. In this stage, the researcher had some important things to improve by the students. They were related to students' activeness in the classroom, students' attitude during the lesson, and the students' result in cycle II test.

a. The preparation of cycle II

In terms of preparation aspects, the problems were still dominated by the students' indiscipline, for example. Cycle II meeting 1, there were 5 students (15.625%) who came late to the classroom; there were 20 students (62.5%) who brought dictionary when they were studying; there were 32 students (100%) who bring English Textbook; there were 32 students (100%) who Students stationaries (Pen and Book). Cycle II meeting 2, there were 4 students (12.5%) who came late to the classroom; there were 15 students (46.875%) who brought dictionary when they were studying, there were 32 students (100%) who brought English Textbook; there were 32 students (100%) who brought Students stationaries (Pen and Book). Cycle II meeting 3, there were 3 students (9.375%) who came late to the classroom; and there were

12 students (37.5%) who brought dictionary when they were studying, there were 32 students (100%) who brought English Textbook; there were 32 students (100%) who Students stationaries (Pen and Book).

b. The implementation of request procedure of cycle II

In terms of implementation of *request procedure* aspects, the problems were still dominated by the students' unfamiliar of strategy, for example. *Cycle II meeting 1*, there were 32 students (100%) who silently reads the title and the first sentence, there were 15 students (46.875%) who asked many question about the first sentence; there were 16 students (50%) who answered the teachers questions. Be sure books are closed when answering question, there were 18 students (56.25%) who answered the questions that related to the first sentence, there were 16 students (50%) who remaining in the paragraph (silent reading); there were 17 students (53.125%) who predicted what happen in the remaining text. Students read and monitor their predictions, there were 18 students (56.25%) who decoded and understood the meaning of all the words in the first paragraph; there were 15 students (46.875%) who answered teachers question about "did we identify a good purpose for reading this selection?"; and. there were 12 students (37.5%) who be familiar with strategy; student used selection or paragraph of text for questions.

Cycle II meeting 2, there were 32 students (100%) who silently reads the title and the first sentence; there were 17 students (53.125%) who ask many question about the first sentence; there were 18 students (56.25%) who answer the teachers' questions. Be sure books are closed when answering question; there were 18 students (56.25%) who answer the questions that related to the first sentence; there were 19 students (59.375%) who remaining in the paragraph (silent reading), there were 18 students (56.25%) who predicted what happen in the remaining text. Students read and monitor their predictions; there were 19 students (59.375%) who decoded and understood the meaning of all the words in the first paragraph; there were 15 students (46.875%) who answer teachers question about "did we identify a good purpose for reading this selection?"; and there were 15 students (46.875%) who were familiar with strategy; student used selection or paragraph of text for question.

Cycle II meeting 3; there were 32 students (100%) who silently read the title and the first sentence; there were 19 students (59.375%) who ask many question about the first sentence; there were 20 students (62.5%) who answer the teachers' questions. Be sure books are closed when answering question, there were 20 students (62.5%) who answer the questions that related to the first sentence; there were 20 students (62.5%) who remaining in the

paragraph (silent reading); there were 19 students (59.375%) who predicted what happen in the remaining text. Students read and monitor their predictions, there were 20 students (62.5%) who decoded and understood the meaning of all the words in the first paragraph; there were 18 students (56.25%) who answer teachers question about “did we identify a good purpose for reading this selection?”; and there were 19 students (59.375%) who were familiar with strategy and used selection or paragraph of text for question.

c. The attitude during the lesson of cycle II

In terms of attitude aspects, the problem were still dominated by the students’ attitude, for example. Cycle II meeting 1, there were 17 students (53.125%) who listened to the teachers explanation seriously; there were 16 students (50%) who participate in group discussion; there were 32 students (100%) who did not access handphone; there were 32 student (100%) who did not chat with friends; there were 18 students (56.25%) who present their activities in the classroom. Cycle II meeting 2, there were 19 students (57.375%) who listened to the teachers explanation seriously; there were 18 students (56.25%) who participate in group discussion; there were 32 students (100%) who did not access handphone; there were 32 student (100%) who did not chat with friends; there were 20 students (62.5%) who presented their

activities in the classroom. Cycle II meeting 3, there were 20 students (62.5%) who listened to the teachers explanation seriously, there were 19 students (59.375%) who participate in group discussion; there were 32 students (100%) who did not access handphone; there were 32 student (100%) who did not chat with friends; and there were 20 students (62.5%) who presented their activities in the classroom.

Based on the detail explanation above, it was clear that the problems happened because the students still did indicipline activities in the classroom. The indicipline activities did by the students can be concluded as the following information:

- Many students came late to the classroom. They spent their time playing with friends outside the class.
- Many students did not bring dictionary when they were studying.
- Many of the students did not listen the teacher's explanation seriously.
- Many students did not follow the lesson very well.
- Many students chated with their friends.
- Most of the students did not present their exercise.

From the explanation above, it can be concluded that the students' attitude and skill were needed to improve in order that they can follow the lesson well and improve their skill. The detail

data for this information can be seen at appendix 18 about the students' activities in the classroom.

During the process of giving actions, the researcher also got some notes from the collaborator. The collaborator said that the researcher should improve them for better performance in the next cycles. The notes were:

- The teacher needed to actively responded to students' problem during the lesson. It aimed to solve the students' problems as soon as possible in order that other students did not do the same problems.
- The teacher should restated important ideas of the lesson at several times. It aimed to give stressing to the students about important idea. It helped the students to be familiar with the idea.
- The teacher should define unfamiliar terms, concepts, and principles during the lesson to avoid misscommunication. Most of the students had not been familiar with English terms. This activity can help students to improve their knowledge and vocabularies.

1) The Result of Cycle II Test

Cycle II test was conducted on November 13, 2018. It aimed of contold the students' progress in learning reading

comprehension of recount texts after getting actions for three meetings by using *ReQuest Procedure*. The research would describe the students' progress as the following table:

Table 7:
The Result of Cycle II Test

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80 – 100	Excellent	3	9.38
2	70 – 79	Good	22	68.76
3	60 – 69	Moderate	7	21.86
4	50 – 59	Poor	-	-
5	< 50	Very Poor	-	-

The table 5 above described the students' reading ability of recount texts in cycle II test. The students got different in score in cycle II test because they had different ability. The result showed that there was 3 student (9.38%) who included into "Excellent" category; 22 students (68.76%) who included into "Good" category; 7 students (21.86%) who included "Moderate" category. There were no students who included into "Poor" and "Very Poor" categories. The students' average score was (**72.71**) that was included into "Good" Category. The detail calculation can be seen in appendix 16.

The result of the cycle II test above showed that the students' score was still under the research target. Therefore, redensing of

lesson for improvement was important to do. For describing the students cycle II result, the following chart would illustrate:

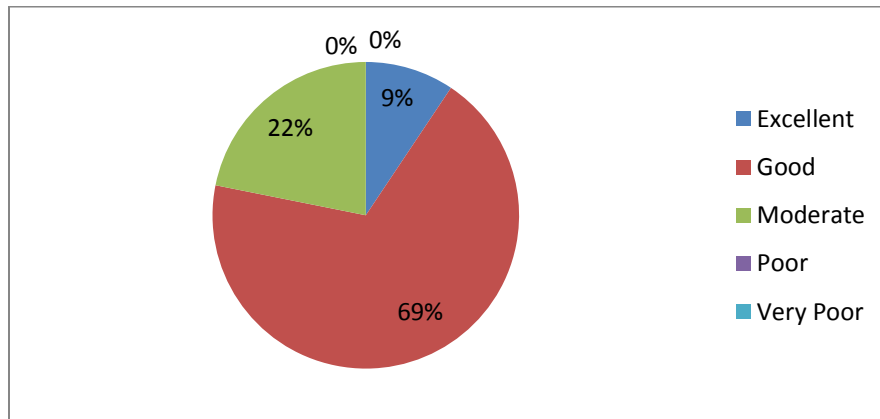


Chart 3:
The Result of Cycle II Test

Chart 3 above showed that the students got different category of scores in cycle II test. The range of category was from “Moderate” to “Excellent” category. In average, they were included into “Good” category with average score (72.71). The student got (60) for the lowest score, and (83.3) for the highest score. Based on the percentage, there was only (73%) of the students were included into “Good” and “Excellent” category. It means that The students needed more improvement in reading comprehension of recount text texts by giving them more actions by using *ReQuest Procedure*. To reach the research targer, the researcher would re-design a lesson for conducting cycle III for the students.

2) The Result of Students’ Interview

After conducting cycle II, the researcher interviewed students to know the deep problems that students faced. The students said that:

- They were started to be interested in learning English although English was regarded as difficult lesson. Therefore, they had started to pay serious attention to the lesson.
- They had mastered a number of English vocabulary. As the result, they could follow reading class. They had better familiar in the meaning of the words in the texts.
- They had a basic knowledge about strategy of learning reading. Therefore, they could answer some questions in exercise.

The students' problems above could be the information for improvement in the next cycle. The researcher would design a certain activities to overcome these problems in order to track the research target.

d. The reflection of cycle II

In cycle II, the researcher had implemented *ReQuest Procedure* to teach students reading comprehension of recount texts. After completing the data, the researcher found some progress did by the students. The progress could be:

- Quantitatively, the students' reading comprehension test in cycle II got significant improvement. In cycle I test, the students got (70.34) in their average score that included into "Good" category. In cycle II

test, the students got (72.71) in average score that included into “Good” category.

However, there were some things that must be changed and re-designed to improve students’ ability in reading comprehension of recount texts. The redesign activities could be as follows:

- Many students came late to class that made them missed some important moments in the classroom. They spent their time playing with friends outside the class and they were still in the canteen when the bell rang. To overcome this problem, the researcher given punishment of the students came late to class. For example, stand in front of class during 2 minute mentioned 10 new vocabularies.
- Many students did not bring their dictionaries. The main reasons for this problems were: the students were lazy to bring thick books like dictionaries to school; some of them did not have dictionaries; and others forgot to bring. To overcome this problem, the researcher asked to the students that bringing dictionary became a *ticket* to come in to the classroom or they were could borrowed to the library. The ones that did not bring dictionary were not allow to came to the classroom.
- The students were still unfamiliar to follow the procedures of *ReQuest Procedure* in learning reading comprehension of recount texts. It happened because the research forgot about steps of request procedure and the students did not pay serious attention to the

teacher's explanation. To overcome this problem, the researcher always saw the steps of request procedure during the lesson and the research given them more chances and more practice in order to be familiar.

- Most of the students did not pay serious attention to the teacher's explanation. They made many indiscipline activities like chatted with friends and discussed other topics with their besides friends. To overcome this problems the researcher stopped explaining the lesson and waited the the indiscipline students paid attention to her. Their friend would tell them that the teacher stopped teaching because of them. And they were could attention to the teacher's explanation.

The problems stated above made the students to be pssive in the classroom activities. The students lack of response and positive interraction in the classroom. As the result, the did not do significant improvement in the research.

4. The Description of Cycle III

After conducting cycle II, the researcher designed cycle III for giving folllow up or response for the students' weakness in Cycle II. Cycle III was conducting in four meetings. Three meetings were for giving students actions by using *ReQuest Procedure*, and one meeting was for cycle III test. For the detail procedures, see the following activities in cycle III:

a. The planning of cycle III

In this stage, the researcher was preparing lesson design for actions in cycle III. The researcher had discussion with collaborator to determine the best activities and materials in conducting actions in the classroom based on the students' problems in the previous cycle in order to find the best solution for the students. In this research, the researcher would teach the students by using *ReQuest Procedure* for teaching reading comprehension of recount texts by focusing in improving students' weakness in cycle II. Based on the teaching design, the researcher did the activities below:

- 1) Selecting reading materials in form of recount texts for students. The researcher discussed with the English teacher (collaborator) about the texts that she had chosen in order to know about the level of the recount texts that were going to use for actions in cycle III. Appropriate texts would be the teaching materials for students
- 2) .Discussing about classroom instructions that were going to use as guide in teaching. Therefore, the researcher made sure that the following documents were fixed for students:
 - a) Lesson plan for three meetings.
 - b) Teaching materials and exercise items.
 - c) Observation sheet for students and teacher for three meetings.
 - d) A number of research instrument copy and students' worksheet.
- 3) Because this strategy was included into silent reading, where the students did their reading individually, the researcher set the students

seat like a circle in order that the researcher can directly interact with them.

- 4) The researcher also provided teaching media that made of colourfull hard paper media in implementing *ReQuest Procedure* in order that students to be more interesting and easier in learning reading comprehension of recount texts.

The detail activities in cycle III, the researcher made a schedule that must be conducted by the researcher in order to reach the objectives. The following table is the schedule of action in cycle III that was consisted of four meetings:

**Table 8:
Learning Schedule of Cycle III**

Date	Theme	Focus Materials	Data
November 14, 2018	Recount texts (on Saturday night)	<ul style="list-style-type: none"> - Explain about the purpose of recount text - Definition of recount text - Identification of structure text in recount texts - Discussion of element in recount texts - Identification of detail information in recount texts - Identification of implicit information in recount texts - Identification of the meaning of the word in recount texts 	Appendix 11,
November	Recount texts	- Explain about the purpose of	Appendix

20, 2018	(I went to Yogyakarta with my family)	recount text - Definition of recount text - Identification of structure text in recount texts - Discussion of element in recount texts - Identification of detail information in recount texts - Identification of implicit information in recount texts - Identification of the meaning of the word in recount texts	12,
November 21, 2018	Recount texts (last Saturday)	- Explain about the purpose of recount text - Definition of recount text - Identification of structure text in recount texts - Discussion of element in recount texts - Identification of detail information in recount texts - Identification of implicit information in recount texts - Identification of the meaning of the word in recount texts	Appendix 13,
November 27, 2018	Cycle III Evaluation	- Review Materials of meeting 1 to 3 - Cycle III Test	Appendix 17,

The researcher and collaborator did action by using *request procedure Strategy* in teaching and learning reading comprehension of

recount texts during the implementation of cycle III. The detail activities in each meeting can be seen as the following description:

Cycle III Meeting 1

The researcher focused the lesson cycle I in meeting 1 on *recount text : Introduction*. In this meeting, the researcher focused on defining recount text to give clear image of this material. It also focused on explaining the purposes of recount text and its kinds. At the end of the meeting, it discussed about meaning in short monologue.

At the main activities, the teacher told the students about the topic of recount text. The teacher asked the students to read the text and highlight main ideas and important concepts. Then, the students used a “*request procedure Strategy*” to demonstrate important information of the text they were reading. As the result, the students tried to underline the important information as the teacher explained. For extension activity, the teacher has the students form groups of eight. Gave each group a hand out that contains portion of text from their reading. Each group highlighted their selection and then presented it to the class for discussion.

Cycle III Meeting 2

Cycle III Meeting 3

Cycle III Meeting 4

In this cycle, the researcher did not add materials. Indeed, the researcher reviewed all materials from cycle III meeting 1 to meeting 3.

After the students got more familiar with the materials, the researcher distributed questions (research instrument) to test the students. The researcher asked the students to do Cycle III test by answering all questions in the research instrument in order to know about their progress after getting action for one cycle.

b. The Implementation of Cycle III

The researcher conducted the Cycle III in four meetings. Three meetings for giving actions for students to master reading comprehension of recount texts by using *ReQuest Procedure*. One meeting was for cycle III test. The cycle III was conducted as the following schedule:

- Cycle III meeting 1 was conducted on November 14, 2018
- Cycle III meeting 2 was conducted on November 20, 2018
- Cycle III meeting 3 was conducted on November 21, 2018
- Cycle III meeting 4 was conducted on November 27, 2018

The researcher used lesson plan as guide to conduct actions in the classroom. The activities consisted of: Pre-Learning activities, while-learning activities, and after learning activities. The real procedures as the following activities:

Pre-Learning Activities

In pre-learning activities, the researcher prepared the students' readiness to study and gave them motivation to study seriously. The real activities can be seen as follows:

- 1) Chose the seat position for the students.
- 2) Checked the number of the students who came to the class.
- 3) Checked the students' dictionaries.
- 4) Told the students about the lesson target for today and re-introduce *ReQuest Procedure* to students as a pleasure teaching strategy.
- 5) Gave the students learning motivation in order that they followed the learning activities seriously.

While-Learning Activities

While-Learning Activities are main teaching and learning activities where the students had applied *ReQuest Procedure* in learning reading comprehension of recount texts. The learning procedures were as follows:

- 1) The researcher gave students a set of learning materials and some items for students' exercise.
- 2) The researcher explained with the same reading selection in front of both you and students, explain that the goal of this lesson is learn how to set a purpose for reading selection.
- 3) The researcher asked the student to read silently the title and the first sentence.

- 4) The researcher encourage students to ask many questions as they want about the first Sentence, especially those that a teacher might ask.
- 5) Continued by answering each question but do not elaborate or ask question back. Be sure books are closed when answering question.
- 6) After students had finished questioning, ask them as many questions about the first sentence as is necessary to focus attention on purpose for which selection was written and the main question it answer. If students cannot answer a question, encourage them to explain why they cannot do so.
- 7) Continued the process though remaining sentence in the paragraph, using the pattern: silent reading/students questions/teacher questions. Upon reaching the second or third sentence, begin to model question that integrate elements from previous sentence. For example you can say, “Thinking about two last sentence, why did the author use the title ‘caring for our nations natural resources.
- 8) After discussing a portion of text, ask students to predict what will happen in the remaining text. Students read and monitor their predictions.
- 9) ReQuest should continue until students can decode and understand the meaning of all the words in the first paragraph, demonstrate a thorough understanding of the sentence read, and formulate a reasonable purpose for silently reading the rest of the selection. For

example, to model how to set a purpose for reading a selection will answer about caring for our nation's resources?" Then say, "Let's all read the remainder of the selection and see if we have identified good purpose for reading."

- 10) After the reading is completed asked, "Did we identify a good purpose for reading this selection?"
- 11) When student had become familiar with the strategy, instead of using one sentence, use selection or paragraph of text for questioning.

Post-Learning Activities

Post-learning activities were the activities after the main learning that aimed to reinforce the learning materials in order that the students could remain the important information during the lesson. the students did the activities as follows:

- 1) The teacher encouraged and helped the students to make conclusion about the materials that they learned today.
- 2) The students were asked to tell about their true difficulties during today's lesson.
- 3) The teacher gave the students exercise to do to control the students' real understanding.
- 4) The teacher motivated students to learn English seriously, asked them to learn more about material at home, and did more practice.

To know about the students' progress after getting cycle III actions by using *ReQuest Procedure*, the researcher did cycle III test by asking students to answer items in research instrument. The cycle III test was conducted on November 27, 2018.

c. The observation of cycle III

After implementing *ReQuest Procedure* to teach students reading comprehension of recount text, researcher and collaborator did observation for whole process. In this stage, the researcher had some important things to improve by the students. They were related to students' activeness in the classroom, students' attitude during the lesson, and the students' result in cycle III test.

a. The preparation of cycle III

In terms of preparation aspects, the problems were still dominated by minor the students' indiscipline, for example. Cycle III meeting 1, there were 1 students (3.125%) who came late to the classroom; there were 23 students (71.875%) who brought dictionary when they were studying; there were 32 students (100%) who brought English Textbook; there were 32 students (100%) who brought Students stationaries (Pen and Book). Cycle III meeting 2, there were 0 students (0%) who came late to the classroom; there were 31 students (96.875%) who brought dictionary when they were studying; there were 32 students (100%)

who brought English Textbook; there were 32 students (100%) who brought Students stationaries (Pen and Book) Cycle III meeting 3, there were 0 students (0%) who came late to the classroom; and there were 32 students (100%) brought dictionary when they were studying; there were 32 students (100%) who brought English Textbook; there were 32 students (100%) who brought Students stationaries (Pen and Book)

b. The implementation of request procedure of cycle III

In terms of implementation of *request procedure* aspects, the problems were still dominated by the students' unfamiliar of strategy, for example. *Cycle III meeting 1*, there were 32 students (100%) who silently reads the title and the first sentence, there were 21 students (65.625%) who asked many question about the first sentence; there were 23 students (71.875%) who answered the teachers questions. Be sure books are closed when answering question, there were 23 students (71.875%) who answered the questions that related to the first sentence, there were 23 students (71.875%) who remaining in the paragraph (silent reading); there were 22 students (68.75%) who predicted what happen in the remaining text. Students read and monitored their predictions, there were 23 students (71.875%) who decoded and understood the meaning of all the words in the first paragraph; there were 21 students (65.625%) who answered teachers question about "did we

identify a good purpose for reading this selection?"; and. there were 23 students (71.875%) who be familiar with strategy; student uses selection or paragraph of text for questions.

Cycle III meeting 2, there were 32 students (100%) who silently reads the title and the first sentence; there were 30 students (93.75%) who asked many question about the first sentence; there were 30 students (93.75%) who answered the teachers' questions. Be sure books are closed when answering question; there were 30 students (93.75%) who answered the questions that related to the first sentence; there were 31 students (96.875%) who remaining in the paragraph (silent reading), there were 30 students (93.75%) who predicted what happen in the remaining text. Students read and monitored their predictions; there were 31 students (96.875%) who decoded and understood the meaning of all the words in the first paragraph; there were 31 students (96.875%) who answered teachers question about "did we identify a good purpose for reading this selection?"; and there were 30 students (93.75%) who were familiar with strategy; student used selection or paragraph of text for questions.

Cycle III meeting 3; there were 32 students (100%) who silently read the title and the first sentence; there were 32 students (100%) who ask many question about the first sentence; there were 32 students (100%) who answer the teachers' questions. Be sure

books are closed when answering question, there were 32 students (100%) who answered the questions that related to the first sentence; there were 32 students (100%) who remaining in the paragraph (silent reading); there were 32 students (100%) who predicted what happen in the remaining text. Students read and monitor their predictions, there were 32 students (100%) who decoded and understood the meaning of all the words in the first paragraph; there were 32 students (100%) who answer teachers question about “did we identify a good purpose for reading this selection?”; and there were 32 students (100%) who were familiar with strategy and used selection or paragraph of text for questions.

c. The attitude during the lesson of cycle III

In terms of attitude aspects, the problem were still dominated by the students’ attitude, for example. Cycle III meeting 1, there were 23 students (71.875%) who listened to the teachers explanation seriously; there were 22 students (68.75%) who participate in group discussion; there were 32 students (100%) who did not access handphone; there were 32 student (100%) who did not chat with friends; there were 23 students (71.875%) who present their activities in the classroom. Cycle III meeting 2, there were 32 students (100%) who listened to the teachers explanation seriously; there were 32 students (100%) who participate in group discussion; there were 32 students (100%) who did not access

handphone; there were 32 student (100%) who did not chat with friends; there were 31 students (96.875%) who present their activities in the classroom. Cycle III meeting 3, there were 32 students (100%) who listened to the teachers explanation seriously; there were 32 students (100%) who participate in group discussion; there were 32 students (100%) who did not access handphone; there were 32 student (100%) who did not chat with friends; there were 32 students (100%) who present their activities in the classroom

Based on the detail explanation above, it was clear that the students did only minor indicipline activities in the classroom. The indicipline activities did by the students can be concluded as the following information:

- Only 1 student came late to the classroom. He overslept because spent the night for doing homework at night..
- Few students did not bring dictionary when they were studying.
- Few students did not listen the teacher's explanation seriously.
- Few students did not follow the lesson very well.
- Few students chated with their friends.
- Few students did not present their exercise.

From the explanation above, it can be concluded that the students' attitude and skill were improved. The detail data for this

information can be seen at appendix 21 about the students' activities in the classroom.

During the process of giving actions, the researcher did not get any notes from the collaborator. The collaborator said that the researcher had done all the process well.

1) The Result of Cycle III Test

Cycle III test was conducted on November 27, 2018. It aimed to control the students' progress in learning reading comprehension of recount texts after getting actions for three meetings by using *ReQuest Procedure*. The research would describe the students' progress as the following table:

Table 9:
The Result of Cycle III Test

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80 – 100	Excellent	7	21.88
2	70 – 79	Good	19	59.38
3	60 – 69	Moderate	6	18.74
4	50 – 59	Poor	-	-
5	< 50	Very Poor	-	-

The table 5 above described the students' reading ability of recount texts in cycle II test. The students got different in score in cycle II test because they had different ability. The result showed that there was 7 students (21.88%) who included into "Excellent"

category; 19 students (59.38%) who included into “Good” category; 6 students (18.74%) who included “Moderate” category. There were no students who included into “Poor” and “Very Poor” categories. The students’ average score was **(76.49)** that was included into “Good” Category. The detail calculation can be seen in appendix 17.

The result of the cycle III test above showed that the students’ score had reached the research target. Therefore, it was not important to design the next cycle activities. For describing the students cycle III result, the following chart would illustrate:

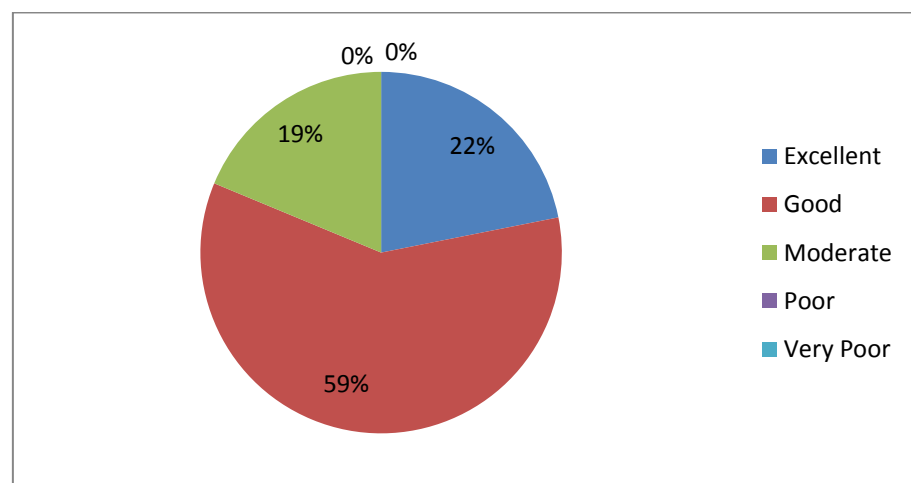


Chart 4:
The Result of Cycle III Test

Chart 4 above showed that the students got different category of scores in cycle III test. The range of category was from “Moderate” to “Excellent” category. In average, they were included into “Good” category with average score (76.49). The student got

(66.7) for the lowest score, and (90) for the highest score. Based on the percentage, there was only (80%) of the students were included into “Good” and “Excellent” category. It means that the students had made significant improvement in reading comprehension of recount texts after getting actions by using *ReQuest Procedure*. In this stage, the students had reached the research target. Then, it was not important for the researcher to design the next cycle because the actions were stopped in cycle III.

2) The Result of Students' Interview

After conducting cycle III, the researcher interviewed students to know the deep problems that students faced. The students said that:

- They felt very interested in learning English, especially reading comprehension of narrative texts by using *ReQuest Procedure*. Therefore, most of the students paid serious attention to the lesson.
- They had mastered more and more number of English vocabulary. As the result, they could follow reading class. They had better familiar in the meaning of the words in the texts.
- They had a basic knowledge about strategy of learning reading and applied it in learning narrative texts in the classroom. Therefore, they could answer questions in exercise.

The students' did only minor problems in cycle III. Therefore, they could reach the research target. They got better in quantitative score and better in behavior as well as classroom responses.

d. The reflection of cycle III

In cycle III, the researcher had implemented *ReQuest Procedure* to teach students reading comprehension of recount texts. After completing the data, the researcher found some progress did by the students. The progress could be:

- Quantitatively, the students' reading comprehension test in cycle III got significant improvement. In cycle II test, the students got (72.71) in their average score that included into "Good" category. In cycle III test, the students got (76.49) in average score that included into "Good" category.

However, there were still few things that must be changed and re-designed to improve students' ability in reading comprehension of recount texts. The activities could be as follows:

- Few students did not bring their dictionaries. The main reasons for this problems were: the students were lazy to bring thick books like dictionaries to school; some of them did not have dictionaries; and others forgot to bring. To overcome this problem, the researcher asked to the students that bringing dictionary became a *ticket* to come in to the classroom. The ones that did not bring dictionary were not allow to com to the classroom.

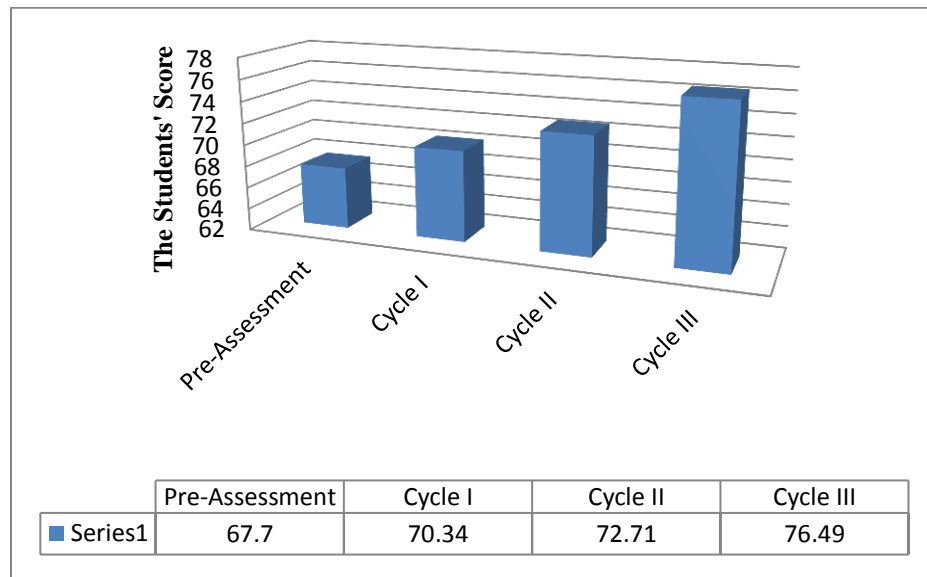
- Few students were still unfamiliar to follow some parts of procedures of *ReQuest Procedure* in learning reading comprehension of recount texts. It happened because the students were still new using this strategy. To overcome this problem, the researcher gave them more chances and more practice in order to be familiar.
- Few of the students did not pay serious attention to the teacher's explanation. They still made minor indiscipline activities like chatted with friends and discussed other topics with their friends. To overcome this problem the researcher stopped explaining the lesson and waited until the indiscipline students paid attention to her. Their friend would tell them that the teacher stopped teaching because of them.

The problems stated above showed that only minor students who did indiscipline activities in the classroom. They had been active in responding teachers and had positive interaction in the classroom. As the result, they had significant improvement in this cycle and reached the research target quantitatively and qualitatively.

5. The Students' Improvement from the Beginning to the Final Process

After doing three cycles of the research, the students could reach the research target. This process could prove that *ReQuest Procedures* could improve students' reading comprehension of recount text at eighth grade of SMPN 05 Kota Bengkulu In Academic Year 2018/2019. Every cycle,

the students got their significant improvement. For describing the progress, see the following chart:



From the chart above, it can be seen the students' progress in reading comprehension of recount texts from pre-assessment to cycle III in this research. The students' average score significantly improve in each stage. In pre-assessment, the students got average score 67.7. In cycle I, the students got average score 70.34. Then, in cycle II, the students got average score 72.71. finally, they could reach the research target in cycle III with the average score 76.49. in this cycle, the researcher stopped designing lesson for the students because the result of the research automatically prove that *ReQuest Procedures* could improve students' reading comprehension of recount text at eighth grade of SMPN 05 Kota Bengkulu In Academic Year 2018/2019. In other words, *ReQuest*

Procedures was a good strategy to apply to overcome students' reading comprehension problems, especially recount texts.

B. Discussion

This research was conducted because of some problems happened in at the eighth graders of SMPN 05 Kota Bengkulu In Academic Year 2018/2019. Based on the observation and interview, the problems were: *first, learning activities are monotonous* – where the teacher is as model who speaks in front of the classroom without giving more interaction with students to response the activities. The students are only silent and listen the teacher explanation. At the last, the teacher directs them to do exercise in the textbook; *second, students have problems in matering basic skills of English*. The students' vocabulary mastery is low. This problems make them have difficulties in comprehending reading texts. In addition, their motivation are decreased because of teaching and learning atmosphere. They need innovative and enjoyable teaching strategy that encourages them into serius and fun learning.

Based on those problems, the researcher inisiated to solve the students' problems in reading comprehension by using specific teaching strategy. The most appropriate teaching strategy in this case was *ReQuest Procedure*. It was an effective vehicle for preparing students to become independently successful comprehenders of text. By using this strategy, students will learn how to set a

purpose for reading a selection. These aids will be very helpful for students to be independence in the understanding of home reading assignments.

By using Classroom Action Research (CAR) as the research method, the researcher designed the research into three cycles. The process of doing the research was started from measuring the students' basic skill in reading comprehension of recount texts by giving students pre-assessment test. In this test, the students got their average score 67.7 that was included into "Moderate" category. This result was still far from the passing standard of school (75). This fact made the researcher designed the lesson program by using *ReQuest Procedure* for improvement.

In the process of cycle I, the researcher conducted actions for three meetings, and one meeting for cycle I test. During the actions, the researcher used instruments like observation sheets to record the students' weakness qualitatively. In cycle I test, the students showed their significant improvement quantitatively. They got average score 70.34 that was included into "Good" Category. There was 1 student (3.12%) who included into "Excellent" category; 16 students (56.25%) who included into "Good" category; 11 students (34.78%) who included "Moderate" category; and 2 students (6.25%) who included into "Poor" category. It means that the students average score was improved. The students got better in this cycle. However, they needed more improvement to reach the research target. The researcher needed to redesign the lesson for cycle II.

In designing cycle II, the researcher used the students' weakness in cycle I. Therefore, in this cycle, the students showed more improvement in their ability reading comprehension of narrative texts. The cycle II test showed that the students got better average score 72.71 that was included into "Good" Category. There was 3 student (9.38%) who included into "Excellent" category; 22 students (68.76%) who included into "Good" category; 7 students (21.86%) who included "Moderate" category. There were no students who included into "Poor" and "Very Poor" categories. It means that the students' average score was improved. The students got better in this cycle. However, they needed more improvement to reach the research target. The researcher needed to redesign the lesson for cycle III.

In designing cycle III, the researcher used the students' weakness in cycle II. Therefore, in this cycle, the students showed more improvement in their ability reading comprehension of narrative texts. The cycle III test showed that the students got better in average score The students' average score was 76.49 that was included into "Good" Category. There was 7 students (21.88%) who included into "Excellent" category; 19 students (59.38%) who included into "Good" category; 6 students (18.74%) who included "Moderate" category. There were no students who included into "Poor" and "Very Poor" categories. It means that the students' average score was improved. The students got better in this cycle and reached the research target. The researcher did not need to redesign the lesson for the next cycle because the students had reached the research target. This research has proved that *ReQuest Procedure*

could improve students' reading comprehension of recount texts at the eighth grade of SMPN 05 Kota Bengkulu In Academic Year 2018/2019. It means that this teaching strategy could be a recommendation for other English teachers that have the same problems with this school.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the result and discussion in chapter IV, it can be concluded that *ReQuest Procedure* could improve students' reading comprehension of recount texts at the eighth grade of SMPN 05 Kota Bengkulu in Academic Year 2018/2019. It can be seen from the comparative average score in pre-assessment (67.7) and cycle III test (76.49). The students also had improvement in their behaviour and learning habit, especially in discipline. The students became more active and had better learning motivation.

B. Suggestions

After completing this research, the researcher would like to suggest that finding the best strategy or technique in learning reading comprehension is important for students in order to help them improve their ability in mastering English skills, especially reading comprehension skill. Then, it is true that *ReQuest Procedure* is one of recommended teaching strategy for teachers who have the same problems with the eighth grade of SMPN 05 Kota Bengkulu In Academic Year 2018/2019. For this case, it is hoped that SMPN 5 Kota Bengkulu can give more chances to other new researchers to do research at this school in exploration of teaching strategies in different English skills. Finally, for other researchers, it is necessary to conduct research by applying other teaching strategies or techniques to improve students' ability in English skills. The technique will be very helpful for the teachers to solve their teaching and learning quality in order to get better output of education in our country.

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