Using Reading Aloud and Question and Answer Technique in Improving Students' Ability in Reading Narrative Text at SMA Negeri 1 Ratahan Timur

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Abstract. This research is intended to prove whether reading aloud and question and answer techniques are effective or not in improving students' ability to read narrative text at SMA Negeri 1 Ratahan Timur. This research is classified as classroom action research because it was conducted in a cycle. The second-grade students were taken as a sample consisting of 19 students. The writer used reflective journals, field notes, and tests in collecting data. The data were analyzed through the "triangulation" method. It is a kind of data analysis technique used to analyze qualitative data in which related data are compared and evaluated to explain the parallel characteristics. This was done to check whether the problem in reading comprehension of narrative texts has been overcome, all at once to check the student's progress. The result shows that by applying reading aloud in Cycle 1, It was found that only 36.84 % or 7 students of the 19 students could understand the text given with some comprehension and it was categorized as unsatisfying. The application of question and answer in Cycle 2, shows 52.63 % of 10 students made progress in the teaching-learning process of reading ability development and it was categorized as quite satisfying. By the combination of reading aloud and question and answer in Cycle 3 most of the students made great progress, with 68.42 % or 12 students, and it was categorized as satisfying.

Keywords: Narrative text, reading aloud, question and answer

Abstrak. Penelitian ini bertujuan untuk membuktikan apakah teknik membaca nyaring dan tanya jawab efektif atau tidak dalam meningkatkan kemampuan membaca teks narasi siswa di SMA Negeri 1 Ratahan Timur. Penelitian ini tergolong penelitian tindakan kelas karena dilakukan secara siklus. Siswa kelas II diambil sebagai sampel yang terdiri dari 19 siswa. Penulis menggunakan jurnal reflektif, catatan lapangan, dan tes dalam mengumpulkan data. Data dianalisis melalui metode "triangulasi". Ini adalah sejenis teknik analisis data yang digunakan untuk menganalisis data kualitatif di mana data terkait dibandingkan dan dievaluasi untuk menjelaskan karakteristik paralel. Hal ini dilakukan untuk memeriksa apakah permasalahan dalam pemahaman membaca teks naratif telah teratasi, sekaligus untuk memeriksa kemajuan siswa. Hasilnya menunjukkan bahwa dengan menerapkan membaca nyaring pada Siklus 1, ditemukan bahwa hanya 36,84% atau 7 siswa dari 19 siswa yang mampu memahami teks yang diberikan dengan cukup pemahaman dan dikategorikan kurang memuaskan. Penerapan tanya jawab pada Siklus 2 menunjukkan 52,63% dari 10 siswa mengalami kemajuan dalam proses belajar mengajar pengembangan kemampuan membaca dan dikategorikan cukup memuaskan. Dengan kombinasi membaca nyaring dan tanya jawab pada Siklus 3 sebagian besar siswa mengalami kemajuan yang baik yaitu sebesar 68,42% atau 12 siswa dan termasuk dalam kategori memuaskan.

Kata kunci: Teks naratif, membaca nyaring, tanya jawab

INTRODUCTION

Reading is one of the important language skills to be developed. This competence is important because, with this skill, readers can get information, knowledge, comprehension, and ideas from reading texts. It is the act of interpreting printed, written words. It is a basic tool of education and one of the most important skills in everyday life. In reading a passage or a text, the reader must understand or comprehend the message or idea given by the writer. Comprehension in reading means understanding what is read. It is a basic tool of education and one of the most important skills in everyday life. In reading a passage or a text, the reader must understand or comprehend the message or idea given by the writer. Comprehension in reading means understanding what is read.

REVIEW OF LITERATURE

Reading Comprehension

According to Miller (1977:7), "reading means the process of communication from one person to another through the medium of writing or printing. More concisely, the purpose of reading is to convey the idea behind the words."

Finochiarro and Bonomo's (197a:119) define reading as "bringing meaning to and getting meaning from printed or written material". This is similar to Miles (1975), who also points out that reading is decoding written words so that they can be produced orally. It is the ability to anticipate meaning in a line of print, not concerned with the mechanical but with grasping ideas from groups of words that convey meaning.

The definitions above imply that it is more than pronouncing the written code to the spoken one. It also means understanding or comprehending printed material that serves its purpose. By reading, people usually have specific purposes that reading serves. reading, which is intended to get information about something; reading for enjoyment; reading that is done to solve some problems; and reading that is evaluated. Reading motivates creative thinking and interest because, with reading, people learn new things, which can help in our lives.

The activity is done because people read because they need to get information that is thought to be useful for life. This is more in line with today's era. This century is the century of information, as the world becomes smaller with information. Through electronic mass

media such as TV and radio, things happening all over the world can be broadcast. We can also get information from printed materials, such as newspapers and magazines. For this purpose, a reading activity is needed. By reading, we can develop knowledge and enjoy pleasure. This is supported by Twinning (1991:120), who states that it is "an activity process in which the reader has some purpose and is consciously engaged in constructing some meaning, some understanding of the material being read. By understanding the message of the author or the main idea, we can draw a conclusion about what we have read. This activity motivates our brain to think, and this activity increases our thinking ability. So, it can be said that reading comprehension is a process of thought where the reader understands the writer's meaning or idea, and it can be interpreted and applied to their own needs. Thus, the readers not only read the text but also understand what they have read.

There are four types of reading, namely previewing, skimming, scanning, and critical reading" (Space and Space, 1969):

1) Previewing is an organized, rapid coverage of reading material such as a chapter in a book review, a newspaper article, or other sources. In other words, this is an entire selection: title, headings, subheadings, and open and closing sentences.

2) Skimming is a broad preview of not only the main ideas but also the supporting details. This is similar to Kennedy's (1981) idea that skimming is a way of reading words. One way to skim is to look at the center section of the text, then run eyes down the center area, getting them moved about the page. Skimming is not reading every word, but reading very quickly to get general ideas about a text. Skims cannot replace careful reading.

3) Scanning is that type of reading used to quickly locate specific information on printed materials without reading the entire page. In connection with this case, it can be pointed out that scanning is a way of reading a text to get a piece of information, data, name, etc., or a way of finding out if a text contains the information needed. Scanning is very useful for finding information in indexes, cahlogues, and content pages in books.

4) Critical reading is a process that involves an interaction between the reader and the material that results in a new or different point of view and understanding of the ideas offered by the author.

It can be seen from the categorization that reading is something in relation to someone's curiosity to know enough science concepts, broaden his experience, develop ideas,

solve problems, and acquire a good understanding and way of thinking. This is all needed by human beings for their personal growth.

Abbot and Wingard (1981) classified reading in terms of reading for information and reading for pleasure:

1) Skimming.

This refers to rapid glancing through a text to determine its gist, the main idea. Eyes run quickly over the text to discover what it is about.

2) Scanning.

This term refers to rapid glancing through a text, either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose. The reader in this case is on the lookout for particular items in the text.

3) Intensive reading

This is also known as reading for accuracy, or study reading. It involves approaching the text under the guidance of a task, which forces the students to pay attention to the text. This type of reading is aimed at gaining a profound and detailed understanding of the text. The speed of reading is correspondingly slower.

The most important aspect that the teacher must know in teaching reading is meaning, because in reading, students face many new words in a sentence. Students should have the habit of using the dictionary to check the meaning. In order to get the meaning of a passage, a creative reader must have the ability to see the new relationship and draw conclusions. He must be able to discern what is implied in a sentence. He should gain a new understanding and appreciation of the ideas expressed in the passage.

In order to have a quick understanding of reading material, students must know reading technique. Reading techniques can facilitate students who want to read effectively. A student who has determined what he expects to gain from his reading should select a reading technique that is suitable for his specific purpose. If he is reading a novel or a magazine for pleasure, he will obviously not use the same kinds of reading techniques used in studying science books such as biology, chemistry, and others.

In order to have a correct idea of what reading is, the writer thinks that it is necessary to give the key concept of the nature of reading.

a) Reading is a tool of communication.

By means of reading, we can know the past and present events. By reading, we can gain new experiences. We read the words, and we further associate words with meaning in the recognition process of communication.

b) Reading is creativity.

In order to get the meaning of a passage, the reader must be creative. A creative reader must have the ability to see new relationships and, from these, draw conclusions. He must gain a new understanding and appreciation of the ideas expressed in the passage.

Reading comprehension means the understanding, evaluating, and utilizing of information and ideas that are gained through an interaction between the reader and the author. According to The World Book Encyclopedia, Vol. 16, 1984, reading comprehension is a person's ability to grasp the meaning of what is read; it depends on the ability to recognize the use of words and their relationship to one another. A written text is generally about something. It contains meaning that informs the reader and provides him with knowledge, and it is what we usually refer to when we speak about reading comprehension. It is in the writer's concept applied in this study that reading comprehension is understood as a general term for a range of different types of reading skills, or alternatively, a set of reading strategies.

In this case, she differentiates the purpose between two basic strategies. They are first, for skimming purposes and for obtaining an overview of the gist of the body of the written material; second, for intensive study of highly complex data, in other words, to have a deep understanding of complex material. Both strategies are very important. We try to analyze what the student must do when he wants to use a body of written materials. In the above strategies, reading texts can be comprehended by the students, and information is gained by answering the questions in the text.

For comprehensive reading, a combination of various types of knowledge and techniques must be acquired. Reading involves so many different elements, for instance, mechanical eye movement, grammar, vocabulary recognition, phonetics, spelling, sentence comprehension, paragraph analysis, and the interpretation of illustrations, to find the way or the more interesting the teacher can make it easy for the teacher to teach. Guided reading techniques can help students overcome their speaking abilities.

A good reader learns to interpret words in their context because, as Fries (Lg74:54) says, "control the meaning". Therefore, the reader must understand words as parts of a sentence and sentences as parts of a paragraph as parts of the whole text. In this respect, Grellet (1981:3) points out that understanding a written text means extracting the required information from it as efficiently as possible. Talking about efficiency, understanding, and extracting, she further mentions two important cases. In the first case, a competent reader will quickly reject the inelegant information and find what he is looking for. In the second case, it is not enough to understand the gist of the test, and more detailed comprehension is necessary.

In reading comprehension, the reader not only reads in order to get ideas, but he also must be able to derive ideas that are implied or make inferences, evaluate written material, and then produce new ideas. Reading comprehension is an active thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge. The relationship between experiences and comprehension will vary according to the different kinds of material someone reads.

About comprehension, Dechant & Smith (1977:237) point out the following elements of reading:

1) Uteral comprehension includes the ability to get the primary direct literal meaning of a word, idea, or sentence in context.

2) Interpreting. It includes the ability to get deeper meaning, anticipate meaning, draw inferences, make generalizations, reason from cause to effect, detect significance, make comparisons, and identify purpose.

3) Critical Reading This level of comprehension includes the ability to evaluate the quality, accuracy, or truthfulness of what is read.

The comprehension of longer units is based on the paragraph and understanding the relations between the sentences in the paragraph, and the first is comprehending the whole text by understanding the whole paragraphs. In their article about comprehension, Bums et al. (l9M:L77) state the level of comprehension in reading text as follows:

1) literal comprehension,

2) interpretative comprehension,

3) critical comprehension, and

4) creative comprehension.

Literal comprehension is acquiring information that is directly stated in a selection. The basis of this level is recognizing main ideas, details, causes and effects, and sequences of events and understanding vocabulary, sentence meaning, and paragraph meaning in a whole text.

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for this level include inferring main ideas from passages in which the main ideas are not directly stated, inferring cause-and-effect relationships when they are not directly stated, inferring referents of pronouns, inferring referents of adverbs, inferring omitted words, detecting mood, detecting the author's purpose in writing, and drawing conclusions.

Critical comprehension is evaluating written material, comparing the ideas, and drawing conclusions about their accuracy, appropriateness, and timeliness. Critical reading comprehension is reading for evaluation. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the materials. Critical reading depends upon literal comprehension, interpretative comprehension, and grasping implied ideas.

Creative comprehension involves reading beyond the lines of a text. It requires readers to think as they read and to use their imaginations. It is also concerned with the hindrance for students to understand the text. Actually, when reading for special purposes, such as technical English, biology, or science, the students have difficulty comprehending the texts because they lack the knowledge dealing with the terms mentioned.

To be complete in reading, the reader has to understand what is written. Smith and Robinson (1980) state that reading comprehension means the understanding, evaluating, and utilizing of information and ideas gained through an interaction between the reader and the author. According to Spache & Spache (1969:460), reading comprehension is "a process at the level of literal meanings, implied meanings, and possible application beyond the author's meanings".

In comprehending an English text, complete meaning is not conveyed by a single word. The comprehension of English depends upon "knowledge of words, a group of words, and the arrangement of words according to the convention of written English". In other

words, the reader must understand the words as parts of a sentence, sentences as parts of a paragraph, and paragraphs as parts of the whole text.

To be a good reader, it is important to learn to comprehend the units in the text. As the writer said before, to read means to read with understanding. Thus, in order to accomplish it, the reader must comprehend the meaning of words, sentences, paragraphs, and longer units. Bond et al. (L979:349) point out the units of comprehension in reading as follows: (1) words; (2) sentences; (3) paragraphs; and (4) longer units.

For the sake of comprehension, students must understand the words and the relations between these words and groups of words. They must be able to read thought units, interpret punctuation, and understand figures of speech, symbolic expressions, and semantic variations. Paragraph comprehension depends on the comprehension of sentences and the relationships between these sentences.

It is important that, in teaching reading comprehension, the teacher select a reading task. It is important to remember that the text should be at the right level of difficulty for the students. For this reason, the teacher should find out how much language the students know if they are to select a suitable text. Furthermore, the text selected should, as Nuttall (1982:30) says:

- Tell the student things they don't know.
- Introduce them to new and relevant ideas and make them think about things they have not thought about before.
- Help them understand the way other people think or feel.
- Make them want to read for themselves.

Thus, in teaching reading comprehension, an English teacher should selectively choose the reading materials to be used. Thus, the materials should be tailored to the students' abilities in reading, their comprehension, and their needs. Using suitable materials will develop students' comprehension abilities.

In order to develop reading skills, the teacher should keep in mind the aims of reading skills stated in the curriculum of the school where he or she teaches. The aims serve as guidelines for determining what step he or she should take, what objective he or she should obtain, and what activities he or she should take to help the students reach the aims.

The teacher is the most important single element in any teaching situation. Bond et al. (1979:112) state that a teacher who has poor training or lack of experience will be unable to adjust reading instruction to his or her students'. He also gives further explanation that a teacher who is so able, well trained, maintains a good student-teacher relationship, and is able to achieve a proper balance in developing skills in the reading program will be able to present reading material successfully. The students who have a teacher like her are indeed fortunate. The quotation clearly indicates that the teacher has an important role in increasing students' achievement in learning to read. The teacher's ability and skill in presenting reading material will influence students learning. Concerning the ideas, a teacher has to try to invent a proper approach, and teaching reading plays an important role in helping students understand the content of the reading material.

Teaching Reading

Reading Aloud

Reading aloud is one of the techniques for teaching reading. It is one of the initial steps in teaching English. Reading aloud practice is very important in the teaching of English, particularly in the teaching of pronunciation (Larsen 1986). The first task of the students when the technique is applied is imitating the teacher; in this case, the students are asked to imitate and repeat after the teacher. The student's mispronunciation is immediately corrected by the teacher. Good pronunciation will help the understanding of a reading text. With this technique, students can also have a chance to pronounce every word aloud. Finally, the students will be familiar with how to pronounce the words. It is not just to let students repeat each word said by the teacher. Typically, such an exercise simply provides the type of pronunciation practice that could be better carried out in the language laboratory.

Teaching reading aloud is not just to let students repeat each word said by the teacher. Typically, such an exercise simply provides the type of pronunciation practice that could be better carried out in the language laboratory. Reading aloud is provided when the other person in the class or group is unfamiliar with the material being presented. In such an instance, the members of the class must listen in order to understand the message.

Practically, the use of reading aloud can be done in a way that the teacher gives the material to the students and gives them a short introduction about the material, then the teacher reads the text sentence by sentence slowly with a clear voice and a good

pronunciation, which is immediately followed by the students in unison. In the text step, the teacher makes a group of four and asks them to practice reading aloud, sentence by sentence, word by word. In the last step, the teacher asks the students to practice individual reading.

So, it can be understood that reading aloud is provided when the others in the class or group are unfamiliar with the material being presented. In such an instance, the members of the class must listen in order to understand the message. The teachers give the material to the students and give them a short introduction to the material. Then, the teacher reads the text sentence by sentence slowly and clearly with good pronunciation, followed by the students in unison. In the next step, the teacher makes a group of four and asks them to practice reading aloud, sentence by sentence, word by word.

Reading aloud is a completely different activity; its purpose is not just to understand a text but also to give the information to someone else. This kind of reading is not usually done very often outside the classroom. Reading silently is much more common. Examples of reading aloud are: reading a paragraph from the newspaper to a friend; or reading a notice to other people who cannot see it. When we read aloud, we look at the text, understand it, and say the words aloud. This is much more difficult than reading silently because our attention is divided between reading and speaking. We often make mistakes when we read aloud in our own language. It is even more difficult to read aloud in a foreign language.

So, reading for meaning and reading aloud are very important parts of reading comprehension, because if we are reading with comprehension, we have to understand the meaning of the content of the written text and can read well and aloud to comprehend the text itself.

Question and Answer

Question and answer is a common teaching technique used in teaching reading. According to Richard and Rodgers (1986), technique is implemented, and it actually takes place in a class. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. ' It must consist of a method and therefore be in harmony with an approach as well. It is a specific, reproducible way of doing something and, therefore, a predictably dependable process.

Question and answer is a practical teaching technique that is used to motivate learner's ability to express ideas based on a given test. It emphasizes the active skill needed

for the learner to be able to produce the kind of utterance provided in the text. With this technique, learners are trained to cope with speaking in terms of pronunciation, production of words, understanding of meanings, and the ability to listen to a discourse. The text may be at the level of the learners, but it can be varied as needed. The variation is to make the teaching creative and interesting so that the learners will be motivated to produce utterances based on the text.

In its application in class, it can be understood that question and answer is basically a type of drill to motivate the ability to express ideas based on a given test. This drill focuses on the active skill in order for the learners to be able to produce the kind of utterance provided in the text. With this drill, the learners are trained to cope with speaking in terms of pronunciation, production of words, understanding of meanings, and the ability to listen to a discourse. The text may be at the level of the learners, but it can be varied as needed. The variation is to make the teaching creative and interesting so that the learners will be motivated to produce utterances based on the text.

The question-and-answer technique is covered in the communicative approach. It is an approach based on communicative competence. Communicative competence is functional language proficiency: the expression, interpretation, and negotiation of meaning involving interaction between two or more persons belonging to the same or different speech communities (communities) or between one person in a written or oral text. Question and answer involves at least two factors. This technique is therefore applicable in teaching reading to enable students to comprehend a reading text. This technique is commonly used by the teacher in the teaching and learning process in the classroom.

In practice, the question-and-answer technique involves teacher-student, student-teacher, and student-student interactions. Questions are usually given to the students to judge their understanding of what is being asked. The technique gives students practice answering questions; the students should answer the teacher's question very quickly. This means that the technique is a way for students to answer questions based on their comprehension of a reading text. When the teacher is asking a question about what is being read, the students answer quickly and coherently.

It is important to state that questioning techniques are a technique that teachers use to ask questions about the information in reading texts and judge the degree to which the students understand the reading passage by their ability to recall the details with precision. It

is the technique used by the teacher to stimulate student's comprehension of the information in the reading text and answer the questions that are being asked, and even the teacher can ask the students to retell the text shortly. This technique can be given to students for understanding, applying, and analyzing the information in the text, and then developing their own comprehension, which is the same as the writer's intention.

RESEARCH METHODOLOGY

Research Design

This research was carried out in the classroom, where the teaching and learning process takes place. It is categorized as action research because it goes through a cycle.

About this type of research, Kemmis and McTaggart (1988:5) point out that:

Action research is "a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices carried out. From the quotation, it can also be understood that action research serves as a tool to overcome problems. It is also a case study as it focuses on certain subjects.

This design was used in order to overcome students' difficulties in comprehending narrative text. The procedures for action research consist of:

(1) Planning

(2) Act and observe

(3) Reflection (feedback)

(4) Revised plan

1) Planning Phase

In the step of planning in this research, the teacher prepared a strategy supposed to be effective to overcome students' difficulty in reading comprehension. The team discussed and decided on the action and strategy to be applied in the class. The activity of the students to participate in the learning process was the main focus of this research. For this purpose, the

lesson plan that covered the preparation of assigning, testing, and evaluating was well formulated.

2) Acting Phase

This phase is the implementation of the plan. In this action phase, the researcher brought the plan into a practical setting in the classroom, where it was implemented. This phase coincided with observation.

3) Observation Phase

While the students are taught, the researcher observes every reaction and response shown by the students and takes notes. The result of the observation was discussed in the reflection phase.

4) Reflection Phase

Reflection was the final phase of the research. In this phase, the researcher went through the whole phase to see whether the phases were effective or not. The strengths and weaknesses of the strategy were analyzed and evaluated for the next cycle, if needed.

Data Collection

Subject

As a case study, the subjects of this research were 19 students in the second grade. Grade. The data collected were focused on the purpose of the study, especially the students' reading comprehension development of narrative texts.

Instrument

The instrument used in collecting the data for this research consisted of tests, field notes, and reflexive journals (commonly called "collaborative interpretation") (Whitmore, 1992). The tests were completed by the students. They were objective in the form of multiple-choice items consisting of 20 items. They were given after each cycle to know whether the problem had been overcome or not. The field notes were taken by the research team during the class interaction. The reflexive journals were written by the students and handed in to the researcher after a cycle.

Data Analysis

The data analysis was done through the "triangulation" method (Denzin 1989). It is a kind of data analysis technique used to analyze qualitative data in which related data are compared and evaluated to explain their parallel characteristics. This was done to check whether the student's problem in reading comprehension of narrative texts has been overcome, all at once to check the students' progress.

ACTIONS, FINDINGS AND DISCUSSION

Actions

Actions in this research were taken following the research processes of planning, acting, observing, and reflecting. These processes were followed to answer the general question of whether this action research could overcome problems in the teaching and learning process of reading ability development. The actions were taken in line with the Three Phases procedures, in which reading aloud, question and answer, and the combination of the two were implemented. It was believed that the teaching actions could assist the research team in overcoming the reading comprehension problem so that the students could understand the narrative texts presented.

Actions in Cycle I

In Cycle 1, the actions were taken in terms of reading aloud. Practically, these actions were done as follows:

Procedure

Pre-reading activity:

The teacher asked the students some questions about the topic prepared by the teacher, which concerned home life. This text is transactional.

The teacher asked the students to guess the meaning of the words.

The teacher asked the students to tell us about their home lives.

Whilst-reading activity:

The actions taken in this phase of activity were read aloud.

teaching technique.

The teacher distributes the text.

The teacher asked the students to read the text.

The teacher asked the students to do the task.

The teacher monitored the students work.

The teacher distributes the text.

The teacher asked the students to read the text (around 7 minutes).

The teacher asked the students to do the task.

Post-reading activity:

The students did the task.

The students reported their work.

The teacher gave home work.

The teacher gave a test to the students.

Actions in Cyde 2

In Cycle 2, the teacher applied question and answer to help students understand the narrative texts presented to them.

Procedure:

Pre-reading activity:

The teacher asked the students some questions about home life, which

was a transactional text.

The teacher asked the students to point out what they knew about the topic.

The teacher asked the students to point out what they knew about home life.

Whilst-reading Activity:

In this phase of activity, the researcher emphasized the use of the question-and-answer technique. Its procedures consisted of:

The teacher gave a reading text to the students.

The teacher wrote the difficult words given by the students.

The teacher asked the students to read the text.

The teacher assisted the students in finding the meaning of the words.

The teacher gave me the chance to ask some questions about the task or exercise.

The teacher gave a task to the students.

The teacher asked the students to do the task.

The teacher guided the students in a practice of questions and answers.

The teacher monitored the students work.

Post-reading activity:

The students did the task given.

The students reported their answers.

The teacher explained what the students had done.

The teacher gave a test to the students.

The teacher gave home work.

Actions in Circle 3

In Cycle 3, the actions were done using a combination of reading aloud and question-and-answer teaching techniques. It followed the procedures below:

Procedure:

Pre-reading Activity:

The teacher asked the students some questions about the topic (home life) of transactional text.

The teacher asked the students to guess the words performed through gestures.

The teacher asked the students to explain their home lives.

While-reading Activity:

In the phase of activity, the combination of reading aloud and question-and-answer techniques was done with the following procedures:

The teacher distributed the text to the students.

The teacher first asked the students to read the text silently.

The teacher then asked the students to read aloud the text.

The teacher asked questions about the text given.

The students answered the questions based on the text given.

The teacher asked the students to do the task individually.

The teacher monitored the students work.

Post-reading Activity:

The students reported their answers to the questions on the task.

Findings

Findings in Cyde I

Test in Cycle I

It was found in the result of the test that only 36.840 % (or 7 students) of the 19 students could understand the text given with some comprehension. This was also unsatisfying. It can be seen in the following table:

Test on Cycle I:

Table 1. Result of Test in Cycle 1.

Student	Score
1	5
2	7
3	7
4	5
5	6

6	7
7	6
8	5
9	7
10	6
11	5
12	7
13	4
14	5
15	7
16	5
17	6
18	7
19	4

Field Notes in Cycle I

It was noted by the research team that only a very few of the students could understand the text given to them. It was considered an unsatisfying result of language learning because many could not read the text with understanding. In details, it could be observed that:

Many questions asked by the teacher could only be answered by several students who belonged to those who had better English.

The teacher did not follow the teaching procedures properly.

The class was not active and enthusiastic to learn; the students seemed to be bored with learning.

Reflexive Journals in Cycle I

The reflexive games written by the students in Cycle generally pointed out that only a small number of the students performed well in the teaching and learning process of reading ability development, which gave the impression of being unsatisfying. In details, it could be summarized as follows:

The students were not interested in the reading text.

The students did not master the vocabulary. Many words in the reading text given are new and difficult.

The teacher should give more assistance to the students with less mastery of English in discussing their answers because not all the questions were understood.

It was difficult to do the test.

The students were not able to answer the questions.

The time was very limited.

Many students were not able to read aloud the text as they made mistakes in pronouncing the words.

- The teacher should inform the students of the test results individually.

Findings in Cycle 2

Table 2. Result of Test in Cycle II

Student	Score
1	6
2	7
3	7
4	6
5	7
6	7
7	7

8	6
9	7
10	6
11	6
12	7
13	5
14	5
15	7
16	5
17	7
18	7
19	5

It can be seen from the table that 52.630 (or 10 persons) students made progress in the teaching and learning process of reading ability development, which is quite satisfying.

Field Notes in Cycle 2

From the observation, it could be generalized that the students make quite satisfactory progress in their reading ability development as follows:

A number of students did not pay attention and participate in the teaching and learning practice.

The teaching method seemed to be monotonous.

A number of difficult words were found in the narrative text presented.

There are many students who still cannot answer the questions asked by the teacher.

The time given to the students to read the text was still not enough.

Reflexive Journals in Cycle 2

It was understood from the students' journals that a little improvement was made in this cycle. 509 of them were convinced that they could make progress in their understanding of the English text given, which was quite satisfying.

The time given to the students for reading was still not enough to have a full understanding of the whole thing.

The teacher asked students too many confusing questions.

Several students could do the exercise because they understood the difficult words in the text.

The students wanted the teacher to correct the individual assignments given by items.

Findings in Cycle 3

Reflexive Journals in Cycle 3

It could be generalized from the reflexive journals written by the students that most of them gain maximum progress in reading ability development or satisfaction. They commented that:

The students were enthusiastic to follow the lesson.

The students were motivated to read English texts with comprehension, particularly narrative texts. Many students pointed out that they gained more vocabulary.

The students were able to answer the questions together.

The students were able to read and knew the meaning of the vocabulary.

Field Notes in Cycle 3

In Cycle 3, there was great progress made by the students in developing their reading abilities. Many of them could read the English texts given with comprehension or something satisfying. This means that the students achievement improved. It was observed that:

The students were working seriously and enthusiastically during the test.

Students were responsive and motivated to follow the class by participating in the exercises given.

By using the combination of reading aloud and the question-answer technique following the three-phase procedure in teaching reading comprehension of narrative text, it was easy for the students to comprehend the whole of the text.

The teaching and learning process ran as expected, ensuring that the class conditions could be managed properly.

The combination of reading aloud and question-and-answer techniques could attract students to study and participate more in the learning process.

Test in Cycle 3

The test in Cycle 3 shows that 68.42% (or 12 students) could gain satisfying progress. This indicates that the students reading comprehension improved. The results of the test can be seen in the following table:

Table 3. Result of Test in Cycle 3

Student	Score
1	6
2	7
3	8
4	7
5	7
6	7
7	8
8	6
9	7
10	6
11	7
12	7
13	6
14	5
15	7
16	6

17	7
18	7
19	5

Discussion

This section presents the discussion of the findings in the form of a comparison of the results. This consists of the comparison of the tests, the field notes, and the reflexive journals.

Table 4. Comparisons of results

	Cycle 1	Cycle 2	Cycle 3
Test	Unsatisfying (36.84 %)	Quite Satisfying (52.63 %)	Satisfying (68.42 %)
Field Notes	Unsatisfying	Quite Satisfying	Satisfying
Reflexive journals	Unsatisfying	Quite Satisfying	Satisfying

It can be seen that there was a gradual increase in reading ability from cycle to cycle. In Cycle 1, it can be understood that most of them could not even read a simple English narrative text in terms of fluency. The students were unfamiliar with the vocabulary and found it hard to pronounce the words. They were not enthusiastic about developing their reading skills, while the teaching and learning process was boring. This was thought to be unsatisfying.

In Cycle 2, it can be seen from the student's comments that many of them still had the same problems of difficulty reading with fluency and understanding. These problems were about difficult words to memorize. However, the reflexive journals in this cycle pointed out that few of the students made much progress or were quite satisfied.

It was pointed out in Cycle 3 that the student's reflexive behaviors could improve their reading ability. Most students demonstrated their ability to understand the reading passage

given. They knew the meanings of the words contained in the text. Most of them liked the English class in which reading was the focus. Many of the students improved their reading abilities as a result of the conducive class conditions and varieties of teaching techniques in which they could be actively involved, especially in group discussions. This was thought to be satisfying.

It is necessary that the students' progress improve gradually from cycle to cycle, affected by the sufficient and effective application of actions under reading aloud, question and answer, and the combination of the two. The actions taken in the exercises were able to overcome the student's difficulty in reading comprehension of English native texts, although the achievement was not totally perfect. So, students reading comprehension and understanding of English narrative texts improved. It is also clear that the implementation of the Diction research was successful in overcoming students reading comprehension problems. Thus, this action research was successfully conducted.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the data presentation and analysis, the writer concludes that:

1) Using reading aloud in Cycle 1, students' enthusiasm to read increased, though some weaknesses of comprehension could still be identified. This is true based on the findings in the tests, field notes, and reflexive journals. The result of the action was generally considered less satisfying.

2) Using question-and-answer technique in Cycle 2, the student's competency in reading comprehension of narrative texts improved. These findings were better than the earlier cycle.

3) Applying the combination of reading aloud and question and answer techniques in Cycle 3 with a focus on students' active participation for comprehension, substantial progress was made by the students in comprehending narrative texts. Through this action, this research ended with satisfying results.

4) It can be seen that from cycle to cycle, the students made progress in comprehending narrative texts. This means that this action research succeeded in overcoming student's problems in developing their reading competency in narrative texts.

Suggestions

Teachers of English should be more selective in choosing teaching techniques that are appropriate to improve students' ability to comprehend text. Using the combination teaching techniques of reading aloud, a question and answer could be an alternative to overcome classroom problems in reading comprehension, all at once to improve the student's competence in reading comprehension.

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