



Total reading skills for elementary school students through the reading questioning answering model

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Abstract: Reading is one aspect of language skills that affects student success in understanding various learning materials. Most students are already able to read, but not all students have good reading skill. Therefore, research related to reading skill still really needs to be done to influence students so they prefer reading activities, especially when learning in schools is less effective because of the corona 19 virus. Thus, students are expected to have positive activities when they learn from home like total reading activity. This study aims to measure the total reading skill of fifth grade students through the Reading Questioning and Answering model. The research method used an experimental method with a pretest-posttest control group design. The research sample was the fifth-grade students who were randomly selected. This research was carried out with a home visit activity and was conducted online. The data were collected using a reading speed test and a reading comprehension test, while the data analysis used inference statistics. The results showed that the reading speed of the experimental class students was higher than the control class students. Subsequently, the reading comprehension skill of the experimental class students were higher than the control class students. Based on the research findings, the researcher concluded that the RQA Model affects the total reading skill of fifth grade students

Keywords: elementary school, reading activity, RQA model, total reading.

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Introduction

Reading is an activity that is quite attached to everyday life. However, reading that is often done by people has different types. Most Indonesian people have a fairly low reading interest. This statement is supported based on a survey conducted by PISA (Suhendra et al., 2020) Indonesia's reading literacy culture is in the second bottom of 61 countries because the Indonesian people do not make writing and reading as an important necessity.

Elementary school students need to be forced to read at least one book or one story every day. Reading activities if carried out every day will become a good habit for students. This is as explained by Diarani and Syamsi (2019) that the habit of reading stimulates students to express ideas and opinions. Reading habit needs to be done from an early age so that it becomes a habit continuously. One of the efforts made by the government to encourage the growth rate of student reading interest is by implementing the School Literacy Movement.

The school literacy movement aims to make students become literate figures. The school literacy movement has many activities but the main focus of this program is to carry out reading activities for 15 minutes before learning begins. This is as stated in the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the movement to foster a love of reading in the form of reading non-learning books for 15 minutes. This activity is carried out to foster students' reading interest and improve reading skills so that knowledge can be mastered better. Reading material contains ethical values which covers, local, national, and global wisdom that is conveyed according to the stages of student development (Faizah et al., 2016).

In this activity, reading books are provided in the form of reading books other than textbooks in the form of storybooks, newspapers, or magazines. Every class is made to have a reading corner so that



students can read at any time (Hidayat et al., 2018). However currently, Indonesia is hit by a major disaster, namely the spread of the Covid 19 which has not subsided until now. The rapid spread of the Covid 19 has an impact on various sectors of life, one of which is the education sector. Schools that are usually held face-to-face must be closed so that the Covid 19 does not attack students so that new clusters emerge. The learning is carried out online so that the interaction between teachers and students is increasingly limited. The existence of online learning activities causes the habit of reading 15 minutes before teaching and learning activities to stop. The obstacle to reading habits during the pandemic is that students do not have a variety of reading books at home so that reading habits become less optimal. Besides, online learning activities cannot be done for more than one hour because it is bad for their physical and mental health.

In terms of physical health, students become less mobile because learning is only done by watching videos or reading assignments in school groups. Meanwhile, in terms of mental health, online learning can trigger stress in students (Sadikin & Hamidah, 2020). On the other hand, there are still many parents who are less able to use cell phones so that teachers need to make visits to students' homes. Meanwhile, the factor that makes online learning less effective is when the school is in an area that does not have an internet signal (Arifa, 2020).

Inawati and Sanjaya (2018) explained that the low reading skill of students were due to several factors such as more theoretical learning, lack of guidance in reading activities, students did not have reading material that matched their characteristics, students were less interested in reading books because the reading materials contained in books were too long.

Referring to the problems that have been described, the researchers are trying to develop students' reading skills during the Covid 19 pandemic. Reading is a useful activity for students because they can explore the subject matter independently and can gain experiences contained in the story. By reading, students can reduce the level of stress that could result from constant learning online. The selection of reading books needs to be done so that students do not feel overwhelmed by reading activities. For students whose reading interest is low, it is necessary to provide reading books with pictures, then the type of reading that has fewer pictures while the number of words is more (Husain & Anggraini, 2020).

There are various types of reading skill, the focus of this study is related to total reading skill. Total reading is a form of learning to read comprehension which is useful to improving students' skill in understanding information focused on the reading text in total (Dalman, 2017; Haryati, 2019). Reading the text through total reading is carried out with the vanish reading and face-to-face reading techniques (Dalman, 2017). Reading text with the disappearing reading technique is reading quickly to find out the general content of a reading or part of it. Reading text with face-to-face reading techniques, namely reading quickly and focusing on finding parts of the reading that contain predetermined focus information than reading parts of the reading carefully so that focus information is found correctly and understood correctly.

The total reading process requires the coordination of eye movements and thoughts quickly to find a topic sentence that is located at the beginning or end of a paragraph or in both parts and the middle (Dalman, 2017). When the topic sentence has been found, the reader can relate the content of the reading to his experience to build schemata (Luh, 2010). Through total reading activities, students can understand the total content of the reading by determining and understanding the focus information (Dalman, 2017; Rachman et al., 2020; Sharmin et al., 2016).

To improve total reading skill, researchers will try out the Reading Questioning and Answering model. The Reading Questioning and Answering model is a learning model based on constructivist learning theory. This model involves reading activities so that it is expected that students' reading habits will increase. If students are accustomed to reading, they will be able to construct their knowledge (Bahri & Idris, 2018). The implementation of the Reading Question and Answering model is indicated to improve student learning outcomes. Research findings by Afoan (2021) show that the Reading Question and Answering model affects the metacognitive abilities of high school students. As many as 42% of the Reading Question and Answering model helps students to understand the content of the material and increase their thinking power. Meanwhile, classroom action research by Maulida (2017) shows an increase in student learning outcomes through the application of the Reading Question and Answering model for three cycles. The percentage in cycle 1 is 73%, cycle 2 is 81%, and cycle 3 is 92%. Based on the results of previous research, the researcher was interested to examine Reading Question and Answering model for the total reading skill of elementary school students.

The Reading Questioning and Answering model facilitates students to understand the content of the reading and seeks to find substantial parts in answering inferential questions and giving criticism. The steps of the Reading Questioning and Answering model consist of Reading, Questioning, Answering. In the Reading step, students are asked to read various reading sources thoroughly. In the second step, students arrange questions based on the content of the reading to be given to other groups. In this step, the questions that the students compose can be replaced with questions given by the teacher. The third step is Answering, students discuss to answer questions from other groups or the teacher. Furthermore, students report the results of the discussion in front of their friends (Mulyadi et al., 2018).

Based on the previous explanation, this study aims to measure the total reading skill of elementary school students through the Reading Questioning and Answering model. In this study, researchers measured the total reading skill in three aspects, namely students' reading speed, students' reading completeness, and students' reading comprehension, This is similar to Kim (2020) research on measuring reading skill tests. Suk measures reading skill, namely reading comprehension, reading speed, and vocabulary knowledge tests. Meanwhile, the researcher replaced the vocabulary knowledge test with an intensive reading test in which the students' book reading targets were fulfilled within a predetermined time.

Method

Researchers used a quantitative approach with a true experimental method or real experimental. Meanwhile, the study used a pretest-posttest control group design. In this design, the experimental and control groups were randomly selected (Suharsaputra, 2012). The study population was the fifth-grade students in the Gajah Mada cluster, Cimanggu district. The research sample was selected using random sampling techniques or random samples. The researcher will choose a randomly selected school to be the research sample. The research sample consisted of 29 students in the experimental class and 28 students in the control class.

On the other hand, because the research took place during the pandemic, the researchers carried out the research offline. Researchers provided storybooks and worksheets then divided students into small groups to monitor the implementation of learning. The story books used in the research are books that are rented by researchers in the reading garden, while the worksheets are made by the researcher based on the analysis of expert lecturers.

Learning is carried out at home or school with the permission of the Principal, Superintendent, and parents of students. At the Reading stage, students carry out reading activities. In the Question stage, the researcher provides a worksheet that contains a list of questions related to reading. The Answering stage, students answer the questions on the worksheet. Then, the researcher carried out the assessment and gave feedback and assessed the results of student work on the worksheet.

Then, the data validity was carried out using construct validity and content validity. The researcher tested the test questions to obtain the validity of the items and assessed the test assessment rubric. The following are indicators of reading skills presented in Table 1.

Table 1. Indicators of Reading Comprehension Skills

No	Indicators
1	Identify themes in the reading
2	Identify the title, page, and reading editor
3	State the names of the characters, characters, and settings in the reading
4	Briefly explain the information contained in the reading
5	Explain the message which implied in the readingtext

(Mirasanthi et al., 2016).

The reading speed formula is described as follows.

$$\text{Reading speed} = \frac{\text{Number of words}}{\text{Time taken in minutes}} \dots\dots\dots 1)$$

The reading speed formula is used to measure the effective reading speed of elementary school students. At the final level of primary school, the average reading speed of students is 200 words per minute. If elementary school students have an average speed of fewer than 200 words per minute, it can be categorized as poor reading speed. Furthermore, the explanation regarding the reading speed category is listed in Table 2.

Table 2. Reading Speed Categories

Reading Speed Categories	Classifications
>500 words per minutes	Quick
400-500 words per minutes	Fast
250-350 words per minutes	Medium
175-250 words per minutes	Low
<175 words per minutes	Too low

Afterward, data analysis in this study used inference statistical analysis. The use of inference statistics is useful for testing the research hypothesis which is the answer to the problem formulation. The researcher also conducted a normalized gain test to identify differences in the reading speed of the experimental class and the control class students. The normalized gain score is described in Table 3.

Table 3. N-gain

Indeks Gain	Criteria
$G > 0,7$	High
$0,3 < g \leq 0,7$	Medium
$G \leq 0,3$	Low

As for how to calculate the normalized gain score, namely

$$g = \frac{(\text{posttest score}) - (\text{pretest score})}{(\text{maximum score}) - (\text{pretest score})} \dots\dots\dots 2)$$

The researcher conducted the normality test as a prerequisite test, if the data were normally distributed then proceed to the homogeneity test and the t test. If the data were not normally distributed, the researchers used the Mann-Whitney test. In this research, total reading activity does not provide reading in text but asks students to read books.

The books that students read are sorted into several levels and several types of books. Researchers prepare various books to determine students' reading interest. Ideally, students in grade V are able to read encyclopedia-type books, but based on the researchers' observations about reading activities at the school, researchers indicate that students do not have good reading interest. This is also supported by the small number of reading books in schools and the ineffective Reading Literacy Movement activities. Therefore, researchers rented various non-lesson reading books for students to read.

Researchers prepare reading from the basic level, namely, picture reading books with a few stories to reading books with few pictures but lots of stories. Meanwhile, the types of storybooks prepared by researchers are quite diverse, such as fables, legends, stories of everyday life, to encyclopedia stories. Division of storybook types to identify the types of books that students are most interested in. The following is the hypothesis of this study.

H₀: There is an influence on the RQA model to the total reading skill of elementary school students.

H_a: There is no influence on the RQA model to the total reading skills of elementary school students.

Results and Discussions

During the pandemic, learning activities are mostly at home so that the teacher's reading habits are less monitored. However, students can continue to practice reading with the assistance of parents and teachers. Limited direct interaction becomes an obstacle in carrying out routine reading activities, especially since the location of this study is located in an area with a bad internet network. The researcher asked the parents' permission to research by conducting a home visit. Researchers also asked for support from parents to assist students so that they actually read books and work on worksheets independently. Researchers strive to conduct research online and offline.

Through online learning, parents provide video recordings of students reading or photos of students reading to researchers through the WhatsApp group. Through offline learning, researchers visited students' homes to carry out the learning process directly with limited time. Even though the research process encountered many obstacles, the support and enthusiasm from parents and students triggered the implementation of learning well. Reading book facilities are provided by the researcher by giving books to the students' house that being a leader class. Other students take books and worksheets at the class president's house then read the books and do assignments at their homes.

Researchers conducted two ways to measure students' total reading skills which included reading speed tests and reading comprehension tests. Furthermore, the researcher conducted a statistical inference test to test the research hypothesis. Table 4 is a reading speed test of experimental class students and control class students before the pretest and posttest.

Table 4. Reading Speed Test Results

Classes	Pretest		Posttest	
Experimental	>200 words per minutes	0	>200 words per minutes	3
	151-200 words per minutes	6	151-200 words per minutes	10
	101-150 words per minutes	10	101-150 words per minutes	12
	51-91 words per minutes	13	51-91 words per minutes	4
	<50 words per minutes	0	<50 words per minutes	0
Control	>200 words per minutes	0	>200 words per minutes	0
	151-200 words per minutes	5	151-200 words per minutes	5
	101-150 words per minutes	8	101-150 words per minutes	9
	51-91 words per minutes	16	51-91 words per minutes	15
	<50 words per minutes	0	<50 words per minutes	0

(Inawati & Sanjaya, 2018)

During the pretest, there were no students with the very fast reading category in the experimental class and the control class. Most students were in the medium and low categories. Then, none of the students were in the very low category. After conducting the pretest, the researcher treated the experimental class students by assigning them to read the book completely. The average reading speed during the pretest for the experimental class students was 81.55 while the control class students were 80.69. The students' average reading speed was in the low category.

Table 4 explains the reading speed of the experimental and control class students. Subsequently, the researcher conducted a posttest to measure the reading speed of the students. The posttest results in the experimental class changed quite well because there were students with a very fast reading category. Then, students with fast categories also increased while students with medium categories decreased. Meanwhile, the reading category of control class students did not change. The average reading speed during the pretest in the experimental class students was 130, 72 while the control class students were 86.35.

Furthermore, to identify changes in the reading speed of the experimental class and control class students, the researchers calculated the normalized gain score. The results of the calculation of the gain score for the experimental class obtained a score of 0.415 while the gain score for the control class was 0.082. The results of the calculation of the gain score for the experimental class and the control class showed differences in reading speed. The reading speed of the experimental class students was in the medium category. The reading speed of control class students is in the low category.

Referring to the results of the reading speed test in the experimental class, the researcher knows that 3 students are in the fast category, 10 students are in moderate category. Consequently, the results of study indicate that 12 students have a medium reading category. The results of this study are in line with previous research conducted by Sukmawati and Cahyani (2016) that the reading speed of the experimental class and control class students after being treated showed different results. The experimental class students had a medium reading category while the control class students had a low reading category.

The researcher conducted the normality test as a prerequisite test, if the data were normally distributed then proceed to the homogeneity test and the t-test. If the data were not normally distributed, the researchers used the Mann-Whitney test. In this research, total reading activity does not provide a reading in the text but asks students to read books.

Speed reading is the result of a collaboration between eye work and reading comprehension. Slowing down the reading speed does not mean more comprehension because this can lead to boredom in reading. The ability to read quickly needs to be balanced with the ability to understand the content of the reading (Hosen, 2016). Speed reading is useful for students to find the main idea of reading. If students have good speed-reading skills, it can help their reading comprehension. This is as explained by Yildiz and Çetinkaya (2017) that another factor that can help students understand reading is that they need to have a high reading speed.

In addition, the researcher measured the students' total reading skills by using a reading comprehension test. The results of the reading comprehension test are presented in Table 5.

Table 5. Total Student Reading Skills

No.	Indicators	Experimental		Control	
		Pre	Post	Pre	Post
1.	Identify themes in the reading	2	3.5	2	2
2.	Identify the title, page, and reading editor	2	4	2	2
3.	State the names of the characters, characters, and settings in the reading	2.5	4	2	2.5
4.	Briefly explain the information contained in the reading	1.5	3.5	1.5	2
5.	Explain the message which implied in the readingtext	1.5	3	1.5	2
	Averages	1.9	3.6	1.8	2.1

(Mirasanthi et al., 2016).

The results showed a change in the scores of the two classes. The score of the experimental class after receiving treatment has changed. Meanwhile, the score of the control class changed slightly. In this study, each indicator increased in a score. The indicators that get high scores are indicators 2 and 3. Students can identify the title, number of pages, and reading editing. Students can name the characters, characters, and settings in the reading. Both of these indicators get a score of 4. The score is influenced by the thoroughness of the students in finding the information written in the reading. Meanwhile, the three indicators scored quite well even though they did not get a perfect score. These three indicators involve students' metacognitive skills to obtain implicit information.

The results of this study are in line with research conducted by Baihaqi et al. (2020) on grade VII students. The results showed that students could analyze the intrinsic and extrinsic elements of the story. Judging from the intrinsic element, students can identify the character of the characters in the story, the character of the character, and the story setting. Almost all students can answer questions about characterization correctly. Students can also understand the story line and explain the writer's point of view in writing stories. However, almost half of the students cannot explain the moral values contained in the story and cannot identify the position of the characters in the story.

Afterward, the researcher conducted a statistical inference test to test the research hypothesis. Following are the results of the inference statistical test for the total reading skills of the students.

Table 6. Hypothesis Tests

Tests	Experimental	Control	Information
Normality	0.223	0.200	Normal distributes
Homogeneity	0.419		Homegenity
T-test	0.000		H ₀ Rejected

Referring to the results of hypothesis testing, we can see that the t-test results have a significance value of 0.000. This value is less than 0.05 so that H₀ is rejected. Thus, the Reading Questioning and Answering model affects the total reading skills of elementary school students. Research on total reading skills is still rare. Total reading skills are related to reading comprehension. However, the thing that distinguishes it from total reading is the emphasis on completing one book. Besides, after students read it is expected that they can retrieve the information and messages implied in the reading. Total reading skills help students to continue to be involved in reading. After they read, they did not finish reading but returned to reviewing the content of the reading through the questions that had been presented in the worksheet (Dickens & Meisinger, 2016).

Total reading skills in this study involve the Reading Questioning and Answering model. The RQA model facilitates students to understand reading with the involvement of students' metacognitive functions so that the content of the reading is more easily stored in memory and students can remember reading results for a longer time (Ulu & Akyol, 2016). In the reading stage, the researcher prepares various types of reading tailored to the characteristics of students. The researcher prepared a picture storybook at the first meeting to attract students' reading interest. This is as explained by Ariawan and Pratiwi (2017) that to provide pleasant reading learning, teachers need to choose a representative discourse, namely discourse whose content is following student characteristics and inspires students to continue reading.

Based on the scores obtained by students in the experimental group, the researchers concluded that the students' reading skills were at the level of interpretation. Interpretation level reading skills

include drawing conclusions on the main ideas of reading, understanding information that is stated explicitly in reading, being able to retell the content of the reading briefly, and retrieving messages that they can relate to in everyday life. Dalman (2017) adds that in reading the level of interpretation, the reader plays an active role in constructing the meaning of what is stated in the text. The reader concludes implicit information by combining information in the text with background knowledge. Interpretive understanding demands higher thinking skills because answers in the interpretive category are related to answers that are not directly stated.

This is following the objectives of reading activities in high grade elementary schools, namely to understand the content of reading with various strategies such as recognizing types of text, making inferences, connecting with experiences or other texts, by utilizing various sources such as picture storybooks and beginner novels in both forms, print, digital, or visual (Bulut, 2017).

Meanwhile, the control group students were at the literal level. The literal level in reading is the most basic level. At the literal level, students are only able to dig up the information stated in the text (Başar & Gürbüz, 2017). They are less able to dig up implied information. This shows that there are differences in reading skills between students in the experimental group and students in the control group. During the pandemic, the community focuses on developing digital literacy because the process of teaching and learning activities mostly implements online learning. Although digital literacy is very much needed in learning during a pandemic, basic literacy in the form of reading activities must not be forgotten. The fact is that students' reading interest during the pandemic tends to decline drastically because students' full attention shifts to cellphone use. To increase students' interest in reading again, it is necessary to have total reading activities (Ilma & Ibrohim, 2020).

Reading totals is a reading activity in full, meaning that students are given the task of completing one book within a predetermined time. The total reading activity is of course carried out in stages. At first, researchers provided illustrated reading books with a small number of words so that students could easily complete the reading content (Bahri, 2017). In the next meeting, the researcher provided reading with a larger number of words even though there were still elements of pictures in the book. In the final meeting, the researcher provided a reading with a large number of words but few pictures. In total reading activities, as many as 52% of students liked to read picture storybooks with a large number of words, around 20-40 pages. As many as 48% of students like reading picture storybooks with a small number of words.

As a beginner, this study shows quite good findings. This is evident from the reading comprehension test results of the experimental group students higher than the control group students. Total reading does not only target students to read thoroughly but also trains other reading skills such as intensive reading, speed reading, the use of scanning techniques, or skimming techniques. Research on total reading through the Reading Questioning and Answering model has never been done before, so researchers cannot compare the results of this study with existing studies.

Through the Reading Questioning and Answering model, students are required to return to tracing the text to answer questions or write back the story briefly according to the information they know. The obstacle in applying this model is that students have difficulty summarizing the contents of the book. Most students rewrote the contents of the book. The obstacles in this study were obtained based on the results of the reading comprehension skills test which showed the low scores of students in summarizing the contents of the text.

This indicates that the skills of integrating words among students have not been well mastered. Summarizing is not an easy thing for students so they need to be continuously given the task of summarizing so that it can help them to recall the contents of the book. Thus, students unconsciously need to read the book again. This has a good impact on students' brain memory training (Wu & Peng, 2017).

Reading as an activity to understand language patterns presented in written form is considered as an activity to reconstruct messages (Hasanah & Warjana, 2019). The writer encodes thoughts into language, the reader interprets the code into thoughts and meanings. Therefore, in reading activities there is an interaction between language and thought. Meaning does not lie solely in the text or the reader, but the meaning is generated through a transactional process that involves cognitive, attitude, and manipulative responses (Krismanto et al., 2015). This indicates that reading activities involve sensory, perception, sequence, experience, thinking, learning, association, affective, and constructive abilities. If all these abilities combine, reading activities will occur (Morrow, 1982).

The RQA learning model is a learning model based on constructivist learning theory. This model is student-centered by providing opportunities to construct their own knowledge, in accordance with the demands of the 2013 curriculum. In its learning activities, this model asks students to actively read and makes students active to ask questions about unknown vocabulary or terms (Hidayatika et al., 2020).

Reading, questioning, and answering activities in the RQA learning model are allegedly able to improve reading skill. Through reading habits, students can be trained to select authentic information, practice critical thinking skills, and develop skill, especially analytical skill (Bahri, 2017). Reading skill is a factor that influences students' ability to obtain and understand information from story books and can analyze and evaluate the content of the reading based on the experience and knowledge that students have. The RQA model is a solution in reading comprehension. This is because, the use of the RQA model can improve students' thinking skills (Mulyadi et al., 2018). Akmalia and Hapsari (2016) states, the implementation of the RQA learning model which invites students to find main ideas before continuing their learning, is expected to make it easier for students to understand the content of the reading.

The RQA model has an effect because it requires students to be active and construct their thoughts in the learning process, by reading, questioning and answering. Increasing students' reading interest and reading comprehension skill will greatly affect students' critical thinking skills (Hidayatika et al., 2020). This is because reading is an active, dynamic process that helps students to become critical thinkers. The achievement of the student's thinking stage towards critical thinking starts from students' curiosity (Arthur et al., 2019). The questioning stage in the RQA model indirectly increases students' curiosity about learning. The number of questions asked ranging from low-level to high-level questions manifested high curiosity.

The questioning and answering stages in RQA facilitate students to identify questions, find sources of answers to questions, explain and draw conclusions will improve students' total reading skills. These activities indirectly lead students to think critically. This is in line with Purwanto (2018) statement that, "the RQA model is able to improve critical thinking skills". In the process, it can be seen when the process of answering students' activities is actively seeking answers and clarifying them with the teacher, to determine the thought process they are doing is correct so that the RQA model is able to improve students' high-level thinking skills (Mulyadi et al., 2018).

Conclusions

Reading is a fundamental ability of every human being who lives in the present, especially in the future. The ability to read now is no longer limited to just arranging letters into words, reading words into a sentence, reading sentence by sentence into a paragraph, and reading paragraph by paragraph into a discourse. Reading must understand the meaning behind it and direct the reader's behavior towards the meaning obtained from the reading that has been completed. Currently, the presentation of information has changed to visualization such as pictures, graphics, posters, concept maps, mapping, and so on, which of course require more than just reading visually. Total reading skill is one of the reading skills that aims to improve students' reading comprehension thoroughly so that the information in the reading.

The research was conducted online and offline with the permission of the parents. This is because the research was carried out during the Covid 19 pandemic. Despite finding many obstacles, the research has been carried out well. Students and their parents in the experimental class as the treated class can show a cooperative attitude. Based on the research findings that have been described, the researchers concluded that the Reading Questioning Answering model affects the total reading skills of elementary school students.

The obstacles in this research is the emergence of a pandemic outbreak which causes the learning process to not run optimally in schools. Therefore, to overcome any learning activities that are not according to plan, researchers need to prepare reading materials independently, both in the form of text books and electronic books. Researchers also prepare individual and group worksheets to measure students' total reading skills. In addition, researchers must monitor the implementation of reading activities every time by communicating the learning process that the researcher wants. Researchers can also ask the class teacher for help to condition students in implementing learning. Other than technical difficulties, namely the skill to ask questions is still lacking. Researchers have tried to motivate students to ask questions if there are sentences or vocabulary that they find difficult to understand. However, only a small proportion of students dared to ask. Students ask questions by giving personal messages to teachers

and researchers. Therefore, the questioning stage in this study needs to be given more attention because the questioning stage is not working optimally.

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