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**THE EFFECT OF QUESTIONING STRATEGY IN TEACHING  
READING COMPREHENSION TO THE EIGHTH GRADE  
STUDENTS OF SMP MUHAMMADIYAH KEDIRI  
IN ACADEMIC YEAR 2014/2015**

**THESIS**

Presented as a Partial Fulfillment of the Requirements to Obtain  
the Sarjana Degree of Education of English Department  
Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri



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APPROVAL PAGE

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**Abstract**

Reading is an important skill in learning English. On the other hand, comprehension is a process is an activity to understand the text. There are many problem in reading comprehension, such as to find main idea, determining the author's purposes, making inference, paraphrasing and summarizing. Based on the problems above, the teacher should used suitable strategy to make the students understand the material easily. So using questioning strategy can be alternative for teacher to teaching reading comprehension. This research is aimed to find out the effect of questioning strategy to the students' reading comprehension to the eighth grade students of SMP Muhammadiyah Kediri in Academic Year 2014/2015. The participants were selected at eighth grade, especially VIIIB class that consists of 29 students. The research approach that is used in this study is quantitative, and the technique which used in one group pre test and post test design. The strategy which used is Questioning Strategy. The researcher chose essay test items as the instruments of the research. This research showed of t-score (13, 85) which is higher than t-table (2,756) in the level of significance 1%. it was the Null Hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It means that there is significant effect Questioning Strategy to the students' reading comprehension at Eighth Grade Students of SMP Muhammadiyah Kediri in Academic Year 2014/2015. Based on the conclusion above, the researcher suggests that: The English teacher should use questioning strategy in teaching reading comprehension to improve students confident to ask question, and also the teachers should make the students more active, motivated and can easy in accept the material by using questioning strategy. For the other researchers are expected to be able to excavate deeply about the useful of strategy in teaching and learning English especially in using questioning strategy.

Keyword: Reading, Reading Comprehension, Questioning Strategy.

## **A. BACKGROUND**

Reading is an important skill in learning English. In reading, the students must understand the sentences and the content of the reading itself. Reading help the students to understand the content of it and to study vocabulary, grammar and punctuation (Harmer,2001:68). Reading gives benefit to the students not only a source of information and a pleasurable activity but also reading is a priority to help students improve their knowledge of the language (Patel and Jain, 2008:113)

Reading learn about the particular ways in which text helps to formulate and express the ideas and reflect upon the relationship between the reader experiences, and discover in what they read (Davison and Dowson, 2003:118)

Reading competence for the eighth grade of Junior High School is descriptive, procedure, narrative, and recount in the daily live contexts. Narrative text is kind of text that has purpose to entertain and inform the readers. Narrative text is organized to focus in characteristics of the story. There are some of them are folktales, fables, legend and myth. It is needed to learn narrative text in senior high school.

Reading has become problem among the students of SMP Muhammadiyah in narrative text. This condition is identified as the students get difficulties to ask and answer the question especially to find main idea and inference, and to paraphrase. These difficulties are indicated as students couldn't find the main idea with specific details; they could not relate one clue to another and they failed in determining the key point of the sentence.

From the explanation above, it is clear that students did not understand the contents of the text, it is caused; the first, teaching learning process in the classroom still uses traditional and classical strategy. The teacher only use textbook that it is provided by school. The teacher explains a little then asks the students to read the text. The students are only drilled some of vocabulary and translated the text into Indonesian. The second, the students are not confident to ask questions from the text. Asking questions can improve their knowledge in which they don't know before. Actually the students who ask more questions will understand the content better. They should be independent and be critical reader in creating more questions. From some problems above, the teacher should develop the strategy in which the students will be confident to ask

questions, the students can be critical reader and also interested in reading activity.

Based on the problems above, the teacher should used suitable strategy to make the students understand the material easily. The students will enjoy and have motivation to learn English by using this strategy. Because many strategies can be applied as well as increase the interest of students to the material in teaching learning process. There are many strategies can be used to teach reading, such as using sensory image, determining main ideas, fix up strategy, and questioning strategy. Each strategy has advantages and disadvantages. The teacher should select what strategy that matches with the level of students. Questioning strategy is one of the strategy that can be used in teaching reading. Questioning strategy is an activity that involves; explaining, elaborating, or clarifying their abstract ideas (Maker and Nielsen, 1996 in Shaunessy, 2005:6).

Questions can explore their prior knowledge and build up their mind (Moreillon 2007:59). The students will be more excited in their reading activity because they can ask many questions that they haven't understood yet.

The researcher chooses SMP Muhammadiyah Kediri because the students in

SMP Muhammadiyah have problem in reading comprehension.. The eighth grade students should be ready to accept the teaching learning process especially in comprehending the text. The teacher should select the strategy that they use in teaching reading comprehension.

Finally, realizing some problems and reasons above, the researcher wants to conduct a study on the title: "The Effect of Questioning Strategy in Teaching Reading Comprehension to the Eighth Grade Students of SMP Muhammadiyah Kediri in Academic Year 2014/2015".

## **B. METHOD**

This research cannot be separated from what is called variable. Independent variable consists of the participant is being researched. The dependent variables will be observed to determine the result from test, survey or observation of research participant (Vanderstoep and Johnston, 2009:106).

Based on the title "The Effect of Questioning Strategy in Teaching Reading Comprehension to the Eighth Grade Students of SMP Muhammadiyah Kediri in Academic Year 2014/2015", it is clear that there are two variables, the dependent variable is reading comprehension and the independent variable is questioning strategy.

This study was done to find out the answer of the problem. Based on those data the technique that is used in this research is quantitative research, it means that it uses statistical analysis data. The method which is used quasi experiment method because the data is in the form of numerical and stastical analyzing data.

In finding the data relating to the variable of the research, it is necessary to decide where the research will be held. It has goal to make the research easily done and to avoid spending much money. This research was taken place at SMP Muhammadiyah Kediri. While this research was done in March 2015 up to April 2015.

In an experimental research, there should be population that will be investigated. Population can be all of the people in large number without any selection which are the characteristic of the study (Vanderstoep and Johnston, 2009:25). In this research, the researcher use cluster sampling The researcher choosed eighth grade of students at SMP Muhammadiyah Kediri that it has five classes. Sum of student in VIII of class are 176 Student as population in this research. Sample is a part of population being a participant of the research (Sugiyono, 2013:118). The researcher

only takes one class that is class VIII-B than consists of 29 students as the sample.

The instruments used in this research are pre-test, treatment and post-test. The technique of collecting data that the researcher uses is test. The test is classified into two types. First, Pre-test is to know the students' reading comprehension before they are taught narrative text by questioning strategy. Then Post-test is to know the students' reading comprehension after being taught using questioning strategy in narrative text.

The pre-test was done on March 19<sup>th</sup> 2015 in VIII-B class. These processes, the students are given worksheet about narrative text under the title "The Three Feathers" that involved 15 questions to get the students' score. It will show the differences of score before giving treatment of questioning strategy.

The researcher gave the students treatments twice on March 19<sup>th</sup> 2015 and March 20<sup>nd</sup> 2015. It is followed by twenty nine students. First meeting, the researcher gave the explanation about questioning strategy and text narrative under the title "Dewi Sri" that will be used in this learning process. Second meeting, the students asked to remember questioning strategy then did the task in pairs.

In this treatment was done by three processes: pre activity, whilst activity and post activity.

Post-test was done on April 09<sup>th</sup> 2015. It was the last test where the students are given a text; the students answered 15 essay questions. This activity was similar with pre-test, in order to know the significant effect of questioning strategy whether the score of pre-test and post-test was improve or not.

The next is analyzing data. It is use to get the true answers to the problem in the research. In this research, the researcher takes t-test to analyze the data. From this process, the researcher will know whether this research is significant or not by looking at the result of pre test and post test analyzing used t-test. The formula of t-test is shown as follows:

$$t = \frac{\overline{D}}{\frac{D^2 - \frac{(D)^2}{n}}{n(n-1)}}$$

Notes :

T : T-test

D : The total of scoring pre-test and total of scoring post test

$\overline{D}$  : the sum deviation of mean differences

$\overline{D}$  : The average of the total of mean which is divided by the total of the students

n : Number of students

## C. FINDINGS AND DISCUSSION

The purpose of the researcher was to find out the significant effect of questioning strategy to the students' reading comprehension at SMP Muhammadiyah Kediri in Academic Year 2014/2015. This statement is a result when the mean score of post test is higher than the pre test. The result shows that there is very significant effect of questioning strategy to the students' reading comprehension. It is proven by the result of pre test, the students who got the score 30 up to 36 were 15 students, 6 students got 37 up to 43, 1 students got 44 up to 50, 2 students got 51-57, and the student got the score 58-64 was 5 and the total score is 1188 and the mean of pre test is 40, 96. It means that the students' reading comprehension was low.

After they are taught using questioning strategy and doing the post test, the result is 4 students got 65 up to 71, the students who got the score 72 up to 78 were 6 students, 8 students got 79 up to 85, 11 student got 86 up to 92 and the total score is 2246 and the mean of post test is 77, 44. It can be concluded that students' score is increasing after they are taught using questioning strategy.

The data analysis above, it is purposed to find out which hypothesis is accepted. This research the t-score is 13, 85. The t-table of



significance 1% is 2,756 and the significance 5% is 2,045. After comparing the t-score and t-table, it is known that the t-score is higher than t-table of significance 1% ( $13,85 \geq 2,756$ ). It means that it is very significant. Since the t-score is higher than the t-table, thus, the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis is accepted.

From the statement above, before taught questioning strategy the student have some problem in reading comprehension. In reading, the students mostly are not confident to ask questions from the text. Besides, asking questions can increase their knowledge and understanding in which they don't know before about the text. Actually the students who ask more questions will understand the content better. They should be independent and be critical reader in asking questions. But after taught Questioning Strategy in teaching reading comprehension, the teaching learning process become better. Because the strategy an effective to help the students' reading comprehension. Questioning Strategy is really appropriate in teaching reading for the students because this strategy can improve the students' reading comprehension. Questioning is among the social competencies that children bring with them to their schooling (Moreillon, 2007:58). Children start to know all the things

in their environment of course they have many questions to their mother; what is that? Why it happens? Etc. They begin to generate some questions and will find the answer from around the people while the processing of their social contact. Questioning is an ongoing process used by teachers to guide instruction and determine that student know (Blachowicz and Ogle, 2008:124). It becomes the importance aspect to help the students in finding the information with active thinking for imaging the text. These activity make the students enjoy to teaching learning process. After taught questioning strategy the students also easier in understand the text, especially find main idea, inference, and to paraphrase.

Questioning as a continuing process is which readers formulate questions based on the information that provided by a passage. The students require making a questioning that relates with the available text. They will independently comprehend the text through their own questions. The students begin to analyze the text by finding main ideas, reader's point of view and try to understand the meaning of detail information, inference, and to paraphrase. The goal of this strategy is simple. "The students require to create the questions and answer by themselves in before, during and after reading" (Moreillon, 2007:

59). These activities make the students enjoy to teaching learning process. After taught Questioning strategy the students also easier in comprehending the text, especially to find main idea, inference, and to paraphrase.

#### **D. CONCLUSION**

Reading is an important skill in learning English. In reading, the students must understand the sentences and the content of the text. Reading is not only a source of information and to entertain but also reading is a priority to help students improve their knowledge of the language. Reading has become problem to the students in narrative text. This condition is identified as the students get difficulties to ask and answer the question especially to find main idea, inference, and to paraphrase.

From some problem above, the teacher should use the appropriate strategy in teaching reading comprehension. Thus, the writer conducted the research about the effect of Questioning Strategy to the students' reading comprehension.

Based on the data analysis, the researcher concludes, questioning strategy really appropriate in teaching reading for the students because this strategy can improve the students' reading comprehension. Questioning Strategy give effect to teaching reading

comprehension. It is proved by the result of t-score (13, 85) is higher than t-table in the level of significance 1% (2,756). Besides, students' reading comprehension also increased after being taught using Questioning Strategy. It is proved by the mean of post-test (77, 44) is higher than the mean of pre-test (40, 96). It means Questioning Strategy very significant effect to the students' reading comprehension.

Based on conclusion above, the researcher be able to gives some suggestion. For the teachers should use Questioning Strategy so the students do not get bored with the material and can motivate students to be more interested in learning English, especially reading.

For the students must be active in teaching learning process especially in reading class. Also the students should read English material not only inside the class but also outside the class. Therefore, English can be their habits and it can change their reading comprehension.

For the general reader of this study can add knowledge about the use of Questioning Strategy in teaching reding comprehension, that Questioning Strategy are very helpful in the learning process.

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