

JURNAL

**THE EFFECT OF QUESTION GENERATION
ON STUDENTS READING COMPREHENSION
AT SMP PAWYATAN DAHA 1 KEDIRI
ACADEMIC YEAR 2016/2017**



By:

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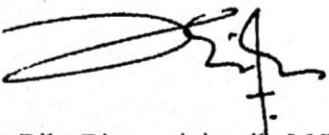

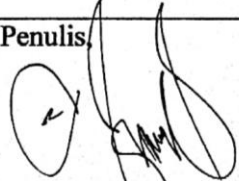
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ABSTRACT

Reading skill is receptive skills gives the first priority in the printed information is very dominant nowadays. By reading student can get new knowledge and information that they need. But in the fact student difficult to understand the text that they read. They difficult to find the information from the text and in teaching process the teacher didn't use appropriate strategy. In this research, the researcher wants to introduce the strategy named Question Generation as reading comprehension strategy to make their reading comprehension can be better. The aim of this research are to know student reading comprehension before and after taught using Question Generation and find out the effect of question generation on student reading comprehension.

In this research is used quantitative approach with pre-experimental in the form of pre-test, treatment and post-test design and the subject of the research is the second grade students of SMP Payatan Daha 1 Kediri that taken only one class consist of 34 students. The research was done in three meetings and technique of analyzing the pre-test, and post-test used the T-test counted by SPSS v. 21.

The result of the data analysis mentioned, the writer found the mean of post test (70,44) is higher than the mean of pre test (57,50). In the report of t-test it show that t-score (10,990) is higher than t-table in the level of significance 5% (2,034). Thus, Question Generation can influence the students reading comprehension to the second grade students at SMP Pawyatan Daha 1 Kediri.

Finally, the researcher can conclude that there is a significant effect of Question Generation Strategy on students reading comprehension, and it can be used in teaching reading comprehension.

KEY WORD : Reading Comprehension, Question Generation

I. BACKGROUND

Reading as one of language skills that must be mastered by the students besides the other language skills such as listening, speaking and writing. Reading is based on using the appropriate meaning-making processes from the written form. By reading student can get new knowledge and information that they need. Besides reading as basic skill of language, reading is closely related with other subjects. Most of the materials given by teacher (in English or other subjects) are presented in written form, for example in handbook, handout, and so on. It means to understand the materials, the students must have the ability to look at and get the meaning of written text. It is supported by Nunan (2003: 69) "Reading is an essential skill for learners of English as a second language which is important to be mastered". Based on some definition above, researcher concludes that reading is important activity for understanding the text, knowledge of language, then for understanding in reading activity.

By reading any literature such as a book, magazine, novel, newspaper, etc, the students are able to expand their knowledge or to set up existing knowledge and obtain more information from literature that the students read. Students will finish reading if they understand or know the message of the

writer. In other word, students comprehend the meaning of the text. Comprehension mean the ability to understand completely something's, so comprehension in reading means understanding a text. According to Nunan (2005:79), reading comprehension refers to reading for meaning, understanding, and entertainment. Reading comprehension is very important for students because they need it for acquiring knowledge and get new information that they need in the text. It involves higher-order thinking skills and is much more complex than merely decoding specific words. In reading comprehension there are process in which the reader constructs meaning and also building materials the information on the printed text and the knowledge stored in the reader's head.

In the fact reading is difficult skill of language skill especially for student. Based on the researcher's experience in teaching practice time (PPL) it was found that the students were difficult to comprehend a reading text. It was shown when the researcher asked the students about the text, most of them was difficult to answer what the teacher aks to student about the text, especilly in finding main idea, and information of the text. Second most students less of motivation in learning process, the student get bored with teaching strategy used by teacher in the learning

process, especially in reading. Then in teaching learning process, students still get difficulties in comprehending the text because they do not understand what they read, they just read without understanding the text. They spent much time when the teacher asks student to answer what the teachers ask to them about the text.

In this research to solve the problem of difficulty in reading comprehension researcher try to use question generation strategy. According to Sharon (2011:9) question generation is reading comprehension strategy where by readers ask and answer meaningful questions about the text's important or main ideas while reading. When students generate questions there are some steps that should be done by the student, they first identify the kind of information that is significant enough to provide the substance for a question. Then they pose this information in question form and self-test to ascertain that they can indeed answer their own questions.

II. RESEARCH METHOD

According to Creswell (2009:49) a variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied. In this research there are two

variable, there are independent and dependent variable.

According to Creswell (2009:50) independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variables. In this research question generation as independent variable.

According to Creswell (2009:50) dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. Other names for dependent variables are criterion, outcome, effect, and response variables. Then reading comprehension was dependent variable in this research.

In this research the researcher used quantitative research as the research approach. Quantitative approach used to measure the effect of question generation in teaching reading comprehension. It is very needed to decide the technique to conduct this research. The writer conducts experimental research as a technique of the research where it manipulates the independent variable to improve dependent variable

The design of this research used pre-experiment with one-group pretest-posttest design. According to Creswell (2009:158) pre-experimental designs, the researcher

studies a single group and provides an intervention during the experiment.

This research conducted in SMP PawyatanDaha 1 Kediri. The reason of choosing this school for doing the research is because the writer found the problem of research is from there, when the writer do teaching practice time (PPL) in SMP PawyatanDaha 1 Kediri. This reserch began on february and done on july.

The population of this research is all of student in second semester of eighth grade of junior high school in the academic year of 2016/2017. In this case, the population on eight grade students in second semester is 379 students. In this case, the population on eight grade students in second semester is 379 students, so the sample of this research is 34 students they are 8-A as the experimental. The researcher choose 8-A because the researcher found the problem from this class when the researcher is doing PPL 2.

The intrument used test reading comprehension. The test that was used by researcher to get the data was multiple choice. The researcher use test delivers twice in form of multiple choices that consist of 20 questions. The first test is pre-test that is given before treatment, then the second is post-test that given after treatment by same test but different text.

To collect the data of the research, researcher used pre experimental research that use one group without control group. The step are pre-test, treatment by using question generation strategy in teaching reading comprehension, and the last is post-test. The researcher analyzed the data collected by using SPSS v. 21. The data which got from the pre-test score compared with the post-test score using the formula of Paired Sample T-test with the degree significance 5% (0,05). To know the effect on students' reading comprehension before and after being taught using question generation and to prove the hypothesis. SPSS used to analyzed the data because it gave more accurate result than manual analysis of data.

III. RESULT AND CONCLUSION

A. Result

The results from comparing the pre test and post test test show. the mean of post test (70,44) is higher then the mean of pre-test (57,50). It also support by the result of t-test counted by SPSS v.21, reported that T-score (10.990) higher than T-table 5% (2,034). It means that was any significant effect on student reading comprehension so the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. Beside, in analyze t-test, t-score is higher than t-table. There was the improvement of

their score, so that their average score increased. It means that there was a significant effect of the students' reading comprehension after being taught by using question generation strategy.

B. Conclusion

From the description of the previous chapter, the researcher could draw a conclusion that Reading as one of language skills that must be mastered by the students. Reading is based on using the appropriate meaning-making processes from the written form. By reading student can get new knowledge and information that they need.

Question generation strategy is really appropriate in teaching reading comprehension, it made student find the information from the text easier then before. The students are interested in the material that is given by the teacher and it can arouse the students' motivation in studying English especially for reading comprehension. By giving this strategy students will not get bored easily and the students will concentrate while reading and try to understand the text deeply and easily.

From the data analysis being mentioned in the previous chapter, the writer concludes that t-scores is 10,990 while the t-table at the degree of freedom of 33 is 2,034 at the level of significance 5%. It can be concluded that t-test was higher than t-table at the level significance of 5%. So the

alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected. It means that there is effectiveness of question generation strategy on the students reading comprehension, so this strategy should be applied in teaching reading especially in reading comprehension so that the students will be more interested in reading and they can understand the the easily. From the research, the researcher can concluded that question generation helpful in teaching reading it can arouse the students' reading comprehension. Thus, the teacher can use the new strategy especially question generation to make the students motivated and understad the text easily.

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