THE USE OF QUESTIONING STRATEGY TO IMPROVE READING

COMPREHENSION

ANA RIZQI AMALIA
NIM 1210231097

University of Muhammadiyah Jember
Faculty of Teacher Training and Education
Language and Art Education Department
English Education Program
2016

Advisors: 1. Drs. H. Moch Zaki Hasan M.Si

2. Yeni Mardiyana Devanti M.Pd

Abstract

The problem is "how can the use of Questioning Strategy improve students' reading comprehension?" and "how can the use of Questioning Strategy improve students' participation?" and the objective of this research referring to the research problem is to find out how the use of Questioning Strategy can improve students' reading comprehension and students participation. The design of this research is classroom action research. The research subject is XI IPS class consisting of 32 students. The data are collected using interview, observation, test and instrument used is test items. In order to analyze the data students' reading score-, percentage formula is used. Questioning Strategy improved the students' reading comprehension in two cycles percentage of students scored ≥75 was 62,5% in the first cycle, and it was 81,25% in the second. Based on the research result, it can be concluded that Questioning Strategy is able to improve reading comprehension and students participation at SMA Muhammadiyah 2 Wuluhan in the 2015 – 2016 academic year.

Key Word: Reading Comprehension, Questioning Strategy

PENGGUNAAN QUESTIONING STRATEGY UNTUK MENINGKATKAN PEMAHAMA MEMBACA

ANA RIZQI AMALIA
NIM 1210231097

Universitas Muhammadiyah Jember
Fakultas Keguruan dan Ilmu Pendidikan
Program Studi Bahasa Inggris
2016

Pembimbing : 1. Drs. H. Moch Zaki Hasan M.Si.

2. Yeni Mardiyana Devanti M.Pd

Abstrak

Masalah penelitian ini adalah "Bagaimana penggunaan Questioning Strategy dapat meningkatkan pemahaman membaca siswa kelas dua di SMAM 2 Wuluhan pada tahun 2015/2016?" dan bagaimana penggunaan Questioning Strategy bisa meningkatkan keaktifan siswa dikelas? tujuan dari permasalahan ini untuk mengatasi permasalahan pemahaman membaca dan keaktifan siswa menggunakan questioning strategy. Jenis penelitian ini menggunakan PTK. Subjek penelitian ini adalah kelas XI IPS terdiri dari 32 siswa. Pengumpulan data menggunakan wawancara, meneliti langsung dan pre-test. Menganalisis data menggunakan reading score dalam rumus persentase. Questioning strategy meningkatkan kemampuan pemahaman membaca siswa di siklus ke dua, presentase nilai ≥ 75 adalah 62,5% pada siklus pertama, dan menjadi 81,25% pada siklus ke 2. Berdasarkan hasil akhir dapat disimpulkan bahwa questioning strategy dapat meningkatkan pemahaman membaca dan juga keaktifan siswa di SMA Muhammadiyah 2 Wuluhan tahun ajaran 2015 – 2016.

Kata Kunci: Pemahaman Membaca, Questioning Strategy

INTRODUCTION

The second grade students' of SMA Muhammadiyah 2 Wuluhan had a difficulty in comprehending a text occurred might be caused by inappropriate strategies and activities conducted in the teaching of reading comprehension. The teachers just gave the texts and exercise that already in the book without giving any explanation about the text and how to answer the question. Then the students just read and answer the question which is gave by the teacher. Most of students did not understand the content and the message of the text they just find the same literature based on the text. Based on the condition above, the researcher wants to try a teaching reading strategy to help the English teachers increase their students' reading comprehension by using Question Strategy and this research is entitled "**The Use of Questioning Strategy to Improve Reading Comprehension** of the Second Grade Students' of SMA Muhammadiyah Wuluhan in the 2015-2016 Academic Year."

RESEARCH METHOD

This research was intended to improve the reading comprehension by using questioning strategy for the second grade student in SMA Muhammadiyah 2 Wuluhan. Therefore, the kind of this research is classroom action research. This classroom action research is conducted in a cycle model consist of four stages activities namely: (1) planning the action, (2) implementing of the action, (3) observing and (4) reflecting of the action.

To measure the student percentage of their reading comprehension, the researcher uses this formula:

$$E = \frac{n}{N}100\%$$

Where:

E : The percentage of students scored ≥ 75 in speaking ability
n : The number of the students achieving the minimum standard scores.
N : The total number of the students

(Ali, 1993:186)

The second cycle is conducted under the condition if the result of the first cycle has not achieved the criteria of success. If it is achieved the success, the first cycle is stopped. The steps in analyzing the data were as follows:

1. Scoring the result of the reading competence test in Cycle 1.
2. Analyzing the result of test quantitatively by using the formula above

After doing the reflection, the research and the English teacher discussed the result in detail to find another alternative or solution to solve the problem encountered both by the students and the English teacher, which was used as the consideration to conduct Cycle 2 if Cycle 1 is not success.

THE RESULT OF THE RESEARCH

The test was administered after the second implementation of cycle I and it was followed by 32 students. In this research the target score of the students was ≥70 and it must be achieved by 75% of the students.

The Result of Reading Comprehension Test in Cycle I

The Data Results	Percentage (%)
The students who got score ≥70	62,5%
The students who got score < 70	37,5%

Based on the result of reading test in Table 4.1 above, it was found that the percentage of students who got score ≥70 was 62,5% and the percentage of students who got score < 70 was 37,5%. It means there were 20 of 32 students who got score ≥70, and there were 12 of 32 students who got score < 70 in cycle I. There was improvement from 28% in the preliminary study up to 62% in cycle I, but the result of reading comprehension test could not reach the criteria of success that was 75%. As mentioned before, the cycle of this research was considered to be successful if 75% students got score ≥70. It means that the action in cycle I was not successful yet and it was necessary to continue the action to cycle II.

Based on the observation checklist in cycle I, in the first meeting there were 13 of 32 students (40,62%) who active in the class and there were 19 of 32 students (59,37%) who passive in the class. Meanwhile in the second meeting there were 18 of 32 students (56,25%) who active in the class and there were 14 of 32 students (43,75%) who passive in the class. The average result of the observation checklist in cycle I were 48,43% student active in the class and 51,56% student passive in the class.

The Result of Reading Comprehension Test in Cycle 2

The Data Results	Percentage (%)
The students who got score ≥70	81,25%
The students who got score < 70	18,75%

Based on the result of reading test in Table 4.2 above, it was found that the percentage of students who got score ≥70 was 81,25% and the percentage of students who got score < 70 was 18,75%. It means that there were 26 of 32 students who got score ≥70, and there were 6 of 32 students who got score < 70 in cycle II (See Appendix 18). So, the target percentage of the research that was 75% of the students got ≥70 has been achieved.

There was improvement from 62,5% in cycle I up to 81,25% in cycle II. This research was successful and the teaching reading comprehension through Questioning Strategy could reach the criteria of success. So, the action was stopped, and it is unnecessary to continue the action into the next cycle because more than 75% of the students could achieve the target score.

Based on the observation checklist in cycle II, in the first meeting there were 23 of 32 students (71,81%) who active in the class and there were 9 of 32 students (28,12%) who passive in the class. Meanwhile in the second meeting there were 26 of 32 students (81,25%) who active in the class and there were 6 of 32 students (18,75%) who passive in the class.

The average result of the observation checklist in cycle II were 76,56% student active in the class and 23,43% student passive in the class

DISCUSSION

Based on the result of reading test in cycle I was 62,5% of the students got score ≥ 70. It means that they are failed or did not achieved the target score. And there was 37,5% of the students who got score < 70 because they do not understand about the test and was not serious doing the test. Thus, the students did not achieve the target score. As the result, the action was continuing in cycle II. The average of the student active participations in the cycle I was 48,44% and 51,56% of the students who passive in teaching learning activities. In could be said that the observing in the cycle I was not success because could not achieve 75%. It means that the percentage the standard score had not been achieved and it can be said that it was not successful.

In the cycle II indicated that the students' reading comprehension increased after the use of questioning strategy in teaching reading comprehension. There was 81,25% of the students who got score ≥70 are success, it means that most of the students achieve the target score. The average of the student active participations in the cycle II 76,56% and 23,43 of the students who passive in teaching learning activities. In could be said that the observing in the cycle II was success because more than 75% of the students active in teaching learning activities.

CONCLUSION AND SUGGESTION

Conclusion
Based on the results of the reading test and the discussions in the previous chapter, the conclusion of this research is Questioning Strategy could improve the second grade students' reading comprehension and students participation at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic year. So, the problem faced by the second grade students of XI IPS class at SMAMuhammadiyah 2 Wuluhan in reading comprehension could be solved through Questioning Strategy.

Suggestion
In this result of classroom actions research the researcher wants to give the following suggestions for the English teacher, the students, and the other researchers.

1. The English Teacher
For the English teacher, in the teaching and learning process, the important thing is the teacher must be friendly and be a good motivator for the students. The English teacher is suggested to be more active, creative and innovative in making, and conducting Questioning strategy and also other strategies in teaching reading comprehension.

2. The Students
The students are suggested to keep on motivating and improving their reading comprehension more intensively, and motivate themselves to learn more seriously, and enrich their vocabulary through reading a lot of books. This study can be used as a way to improve their ability in comprehending a reading text.

3. The Other Researchers

For the other researchers, this study can be used as a reference if they should make further research in this component. The researcher suggests the other researchers to be more creative in implementing Questioning strategy to get better result on the next research.

REFERENCES

Arikunto, S. 2013. *Prosedur Penelitian.*Jakarta: Rineka Cipta.

Arnaudet. Martin L. and Barret, Marry Ellen. 1981. *Paragraph Development: A Guide for Students of English as A Second Language.* United State of America: Prentice-Hall Inc.

Ary Donald, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh. 2010. *Introduction to Research in Education.* Canada: Cengange learning.

Boardman, Cynthia A and Frydenberg, Jia. 2008. *2 Writing to Communicate Paragraphs and Essay (third edition).* United State of America: Pearson Education Inc.

Brown, H. D. 2004. *Language Assessment and Classroom Practice.* New York: Pearson Education.

Flood, James / Salus, Peter H. 1984. *Language and The Language Arts.* Englewood Cliffs: Prentice-Hall, Inc.

Griffiths, Patrick. 2006. *An Introduction to English Semantics and Pragmatics*. Edinburgh University Press: Edinburgh.

Harmer, J. 1998. *How to Teach English.* England: Longman.

Heaton, J.B. 1988. *Writing English Language tests.* United State of America: Longman Group UK Limited.

Linse, Caroline and David Nunan. 2005. *Practical English Language Teaching: Young Learners.* McGraw-Hill: New York.

Mc.Namara, Danniele S. 2007. *Reading Comprehension Strategies: Theories, Interventions and Technologies* United State of America: Lawrence Erlbaum Associate Inc.

Moreillon, Jeremy. 2007. *Collaborative Strategies for Teaching Reading Comprehension.* USA: American Library Association.

Morris, Michael. 2007. *An Introduction to the Philosophy of Language*. New York: Cambridge University Press.

Oshima, Alice and Hogue, Ann. 2007. *Introduction to Academic Writing (third edition).* United State of America: Pearson Education Inc.

Shaunnessy, Elizabeth. 2005. *Questioning Strategies for Teaching the Gifted.* Prufrock Press.

Smith, B Nila. 1980. *Reading Instruction for Today Children* (2nd edition). Englewood Cliffs: Prentice-Hall, Inc.

Tankersley, K. 2003. *The Threads of Reading Strategies for Literacy Development.* USA: ASCD.

Willis, Judy. 2008. *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary and Comprehension*. United State of America: ASCD.

Westwood, P. 2001. *Reading and Learning Difficulties: Approach to Teaching and Assessment.* Victoria: Acer Press.