

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is an important language in the world. English has four basic language skills. They are listening, speaking, reading, and writing. These skills are required to comprehend (listening and reading) the language and to produce (speaking and writing) the language. As a skill that needs to be required to comprehend the language, reading is important. For Indonesian students, reading is still difficult to be mastered.

Reading is not easy as some people think. In reading activities, students still finds it difficult to understand information while reading a text. They do not know how to comprehend the text and get information in the text. They feel bored with their reading text. Most people read from a text without understanding some information. As the consequence, for them, reading is a task of little concentration. So, it is a problem for the teacher in teaching in the classroom.

Based on the writer's experience in PPL (Practical Teaching Practice) in SMA Swasta Masehi Berastagi, the students were difficult to comprehend English text. Most of them were passive in the class. Process of teaching reading comprehension mostly were stated with teacher asked students to read the text, the clever one of them answered almost all questions while the others remained passive, and when the time for monthly exam, most of them failed. Students only

read and answer the questions given based on their text book without bothering to comprehend the information in the text. The problem of teaching is not only the teaching material, but also the strategy of teaching. Monotonous technique makes students bored learn how to comprehend text.

Not much different from the first school, in SMP Negeri 5 Tebing Tinggi, the writer observed that the process of comprehending a reading text was still a major problem for students. Most of them had difficulties in searching for the meaning of the words used in the text. They could not grasp the main idea and answer the question correctly. Considering the condition above, they need a strategy that can motivate students in comprehending a text.

In addition for the observation in the latter school, the writer found that students got low scores in English, especially in reading skill.

**Table 1.1 The Score of the Students in Reading Skill**

Semester	The Score	KKM
I	70	75
II	73	75
III	70	75
IV	75	75

*Source: Students' Accumulated Score of Grade VIII-5 of SMP N 5 Tebing Tinggi academic year 2015/2016*

This finding showed that the students' achievement in reading is bad. Students should have knowledge in many aspects especially in academic terms,

one of the ways to get more knowledge is by reading. Because without knowledge they cannot even compete with other students in modern ages like nowadays.

According to Westwood (2008:31) reading comprehension is an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of information that presented in a text. Reading comprehension involves thinking process. An active thinking process involves the activity of linking of new information to the students' experience or background knowledge. Students need to comprehend their text to get the further understanding in other skill.

The text students used prepares spare time for students to comprehend. There are many factors that influence the failure of comprehending, namely lack of interest or concentration, lack of understanding words and sentence, how sentences relate to one another, how the information fits together in meaningful ways and then the way of teaching reading still monotonous. Teaching strategy will make the teaching learning process run well.

The writer recommends Questioning Strategies as strategy that helps students to get better in reading comprehension. According to Lapp (2004: 311) content area teachers can plan lessons with questioning practices and strategies that increase students' conceptual knowledge, develop knowledge of text structures, and enhance use of text-processing strategies.

From the explanation above, this study is designed to conduct out the research to prove whether Questioning Strategies improves students' reading comprehension.

## **B. The Problem of the Study**

Based on the background given, the problem was formulated as following:

*“Is there any effect of Using Questioning Strategies on students’ reading comprehension?”*

## **C. The Scope of the Study**

In this study, the forms of text are limited and deals only with narrative text. The level of reading comprehension focused on literal and inferential comprehension. So this study was focused on using Questioning Strategies on students’ reading comprehension in narrative text.

## **D. The Objective of the Study**

In relation to the problem of the study, the objective of this study was to discover whether students’ reading comprehension is affected when they are taught by using Questioning Strategies.

## **E. The Significance of the Study**

There are two benefits of this research, namely theoretically and practical benefits. The expected result of this study both theoretically and practically are:

Theoretically: 1. This research theoretically expected to be significant for the students improving their ability in reading comprehension.

2. The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process.

Practically:

1. This research will be useful for teachers of readers, in order to help them in teaching learning process, to make students more interested in learning English.

2. To help the writer to encourage and prepare herself to be a qualified and competent English teacher in the future.

3. To help the student enrich their knowledge on reading subject and encourage them to be active to do their reading.