

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning, there are new things that are being discovered each day as to what can promote the best learning for students. Studies have been done proving that many different things such as the environment and the individual as a learner can have an effect on how information is processed.

Reading is one of four skills. It is even an activity that people in general and students in particular do in their life. They implement this in order that they get information about what they need to have. At school for instance, the students read almost everyday, particularly in learning language such as English.

However, in reading skills there are many strategies which occur or are applied, such as silent reading, speed reading, intensive reading and etc. Every strategy gives the students ability to understand the text, some vocabularies, grammar and getting information. Self-questioning strategy is not only to improve the abilities above, but also to build up students metacognitive and to motivate the students to think critically.

As individuals read, they construct meanings at various levels, including literal, interpretive, and critical. One part of this comprehension act

is curiosity of reading, which may be promoted by self-questioning so that students become personally involved in the material they read.

To guide students' self-questioning, teachers can both pose questions that require readers to go beyond textual implications and model subtasks, such as asking and answering inferential questions, finding clues to substantiate inferential questions, and explaining the relationship of clues to answer. Teachers can also provide students with a problem-solving schema for comprehending complex short stories. A possible approach to encouraging continuity in self-questioning and responding is recreational reading in the content areas, thus encouraging students to select their own materials and to read at their own pace. Personal questioning is not the only way of encouraging creative thought, however, and creative reading does not replace other aspects of the comprehension act.

In coping with the development of science and technology, learners should read science and technology books. Thus reading is the most important language skill. In fact, some learners are able to read the passages in this case related to English material, but the learners find it not easy to understand the material. When it comes to learning, there are new things that are being discovered each day as to what can promote the best learning for students.

Studies previously conducted convince that many different things such as the environment and the individual as a learner can have an effect on how information is processed. Research has shown that the way a learner obtains information is based on the way they think and arrange their thoughts and information. Thus, many new learning strategies have been created, which focus on developing students cognitive and metacognitive skills; i.e. how they think and how they organize their thoughts. One of the new learning strategies that have been developed is self - questioning.

Self-questioning strategy is used before learning a subject, during the actual learning, and after the learning is complete. These steps can also be labeled as planning, monitoring, and evaluating a task (Hartman: 2001). Like all things that are to be learned there is a source that is used to give the information or a teacher. Though self questioning is a self-directed and self-guided learning strategy, the method of self questioning is not something that students know how to do automatically.

The learning strategy itself must be learned in order to be used. The best way for teachers to go about teaching her students self - questioning is to actually model self questioning overtly. The modelling of specific teaching and learning strategies are powerful when it involves thinking aloud.

Further studies showed that when a teacher uses self questioning in the classroom she or he can expect more positive outcomes than a teacher

who dominates his or her student's entire learning experience. Firstly, students who feel that they are in control of their learning feel more motivated to do so as opposed to students who are constantly controlled by the teacher. They also become more motivated as a result of improved performance.

Secondly, because of the ongoing covert dialogue, students develop their own vocabulary. And thirdly, when students are constantly encouraged to use self-questioning, it develops into a thinking which builds up general skill and they learn to use it automatically, as they find it necessary. In relation to the background, it is found that research is worth-while conducting in order to investigate how the self-questioning applied in reading comprehension particularly one done by teachers in teaching their students.

1.2 Problems of the Study

The problems of the study are formulated as following

1. How is the role of teachers in teaching reading comprehension by using self-questioning strategy?
2. How do the students make up self-questioning in their reading comprehension?

1.3. Objectives of the Study

The objectives of the study in relation to the problems.

1. To describe the role of teachers in teaching reading comprehension by using self-questioning strategy.
2. To elaborate the self-questioning made by the students in their reading comprehension.

1.4 Scope of the Study

This research is focused on the strategy of self - questioning in reading comprehension. In this case, this study focused on the Grade XI Natural Science of Four at SMU I Harapan Medan. Self-questioning strategy were appeared to the students and how the strategy is going on or processed in the classroom.

In addition, the researcher was monitoring the teacher in teaching reading comprehension by using self-questioning strategy. The students should know the using of self-questioning when they begin to read while the students will get better understanding and able to make up the self-questioning in their reading comprehension.

1.5 Significance of the Study

Self-questioning strategy is very interesting to be put into practice because it will develop the students' metacogniton and the ability in making

the questions. This research becomes much more important to the teachers and students, like the students are easier to improve their reading comprehension by using self-questioning strategy. In addition, the students are expected to be able to use the self - questioning strategy as they read paragraphs and sections of texts.

Others many strategies also give the students confident in their study especially in reading comprehension, this one is a new strategy in reading comprehension. Another important, the students also can improve the ability to apply and transfer knowledge and skills the student learns.

Particularly, most of the students only read the texts just to take main idea, vocabularies, and so on, but for this strategy, its build student's metacognition and give them a better understanding of the material they are attempting to learn especially in their reading.

Furthermore, it can also promote the readers as an active readers, critical thinking, increasing motivation by making the learner an active member of the learning process especially in reading comprehension.