IMPROVING STUDENTS' READING ACHIEVEMENT THROUGH SELF-QUESTIONING STRATEGY BY USING DESCRIPTIVE TEXT

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Abstract

Tujuan penelitian ini adalah untuk meneliti apakah ada perbedaan yang signifikan antara nilai-nilai siswa sebelum dan setelah menerapkan *self questioning strategy* dan untuk mengetahui respon siswa setelah diajar. Sampel dari penelitian ini adalah siswa SMAN 5 Bandar Lampung kelas X1 yang terdiri dari 33 siswa. Desain penelitian ini adalah pre test post test satu kelompok. Dalam pengumpulan data, peneliti menggunakan tes membaca dan kuesioner. Dalam penelitian ini, t-test pengukuran berulang digunakan untuk menganalisa data. Pada pre-test, nilai rata-rata siswa adalah 54,12 dan pada post-test menjadi 69,66. Dengan menggunakan t-test, telah ditemukan bahwa t-ratio (19.602) lebih tinggi daripada t-table (2.042), ini membuktikan bahwa ada peningkatan yang signifikan. Berdasarkan hasil kuesioner, ditemukan juga bahwa respons siswa positif terhadap *self questioning strategy.* Hasilnya menunjukan bahwa *self questioning* bisa digunakan untuk meningkatkan prestasi membaca siswa dalam teks deskriptif.

The objectives of this research are to investigate whether there is significant difference between students' reading achievement before and after the implementation of self questioning strategy and to find out the students' response after the implementation. The sample of the research are the students of SMAN 5 Bandar Lampung class X1 consisting of 33 students. The design is one-group pretest posttest. In collecting the data, the researcher used reading test and the questionnaire. In this research, the repeated measures t-test is used to analyze the data. In pretest, the mean score is 54.12 and 69.66 in post test. By using t-test, it has been found that t-ratio (19.602) is higher than t-table (2.042), it proves that the increase is significant. Based on the result of questionnaire, it has also been found that there is positive students' response toward self questioning strategy. The result shows that self questioning can be used to increase the students' reading achievement of descriptive text.
Keywords: reading comprehension, research, *self questioning strategy*

INTRODUCTION

The purpose of teaching English language at school is to develop the students' language skills. There are four major skills that should be mastered by students in learning English namely, listening, speaking, reading and writing. One of the skills that cannot be neglected is reading skill because the success of their study depends on the greater part of their ability to read in order to have a good reading skill. Therefore, reading is very essential in learning English to get information from the text.

As stated by Smith (1982: 166) that reading is a matter of identifying letters in order to recognize words in getting the meaning from what is read, involving making connection among the words and ideas presented in the text and the readers' own background knowledge about the texts they read will have difficulties in comprehending the text.

There are many ways to be good at reading such as the readers should know the purpose in reading, they should also have awareness of type of the material they are reading, and kinds of learning strategies can also be used in reading that can help students in comprehending the text. Grabe (1997) defines reading as an interaction between reader and text and requires efficient knowledge to world and given topic also an efficient knowledge of the language

Based on the definitions above, reading can be said as a way to fulfill the reader's eagerness about topic they read. If the reader can read the words but

they do not understand what they read, they are not really reading. (Dallman in Marantina, 2006:6).

To achieve students' reading skill, there are steps how to improve it, as follows:

a. Find something to read., eg; a children's book, a newspaper article, and a short story.

b. Find a place to read where the students can concentrate. Maybe it will help them to enjoy their reading.

c. Begin reading by looking at the pictures, the title, or summary and the chapter or section headings. It is related what the teacher choose, she uses a text in which has many picture on it.

d. Read page carefully. If student don't understand what they are reading, read over the sentence again. Try reading the words out loud. Feel free to use finger as a pointer. It will keep their eyes focus on the line they are reading, and will improve their understanding.

e. Keep reading, that is because reading will help student in lots of ways; their vocabulary will become larger and more sophisticated and they will notice their grades change for the better in school.

Reading the words of a composition is one thing, but comprehension is the vital point for the reader. It is clear that in making sense of text, the reader relates new information of the text being read his previous knowledge that has stored in students' mind.

The use of question in teaching reading is to provide purpose, elicit and focus discussion and to check. Nuttal (1987) says that developing types of question and techniques for them are essential to teach reading. It means that the teacher in teaching reading is suggested to use question to help students comprehend the text.

There are several texts that are commonly used in teaching reading, namely, descriptive text, report text, recount text, and narrative text. Specifically, one of the texts taught in the first grade of senior high school is descriptive text. This text is important to describe a particular person, places, or things. In the descriptive text, there are three parts, such as social, generic structure, and significant lexico grammatical features.

Based on the researcher's pre-observation in the first grade of SMAN 5 Bandar Lampung, in general, it can be reported that the students had difficulty in comprehending and getting information from the text. Most of the students thought that learning English was difficult. Besides that, they face difficulties of determining main idea, answering questions based on the text. As the result, their reading achievement was below the expectation.

To overcome this situation the teacher should generate their interest by applying the various techniques and selecting the proper text. By using the technique in learning, the teacher can help students think critically and

develop their ideas. Therefore, the students can accept the idea easier and do optimal results.

Referring to the explanation above, a teacher should be more creative and find out the appropriate technique to those problems in teaching reading that can improve students' reading achievement. There are many techniques that can be implemented in the class; one of them is self-questioning strategy. This technique can help students understand more about what they read, stimulate the students to be engaged with the text and let them become independent readers in order to improve students' reading achievement.

Self questioning is the ongoing process of asking questions before, during, and after reading that are used by a reader to understand text (Algozzine et al, 2009: 134). A self-questioning will make the students to generate, think about, predict, investigate, and answer questions that satisfy curiosity about what is being read. It can improve the students' awareness and control of their thinking. Self-questioning is important at all times in reading. If students do not know or use self questioning strategy during reading, they are likely to have trouble with before and after use of the strategy.

By generating the questions, students actively and purposefully engage in their reading and comprehending the text. This techinque may help improve students' comprehension and empower students to become active learners who are more able to learn how to guide their own learning. It can be

concluded that self questioning strategy is an active process that more than just asking question.

Based on the statements above, the objectives of the research are:

1. To investigate whether there is significant difference on students' reading achievement of descriptive text achievement before and after giving self-questioning strategy.

2. To investigate the students' response who are taught reading comprehension through self- questioning strategy.

Method

This research used a quantitative because it was very useful for providing factors connected with second language development. Setiyadi (2006:5) cites that quantitative design aims to investigate a theory has been existed and the researcher should look for the data in order to support or reject it. In conducting the research, the researcher applied *One Group Pretest-Posttest design*.

The research design can be represented as follow:

$$\text{Tl} \quad \text{X} \quad \text{T2}$$

Where:
T1   : pre-test
X   : treatments (using Self Questioning Strategy)
T2   : post-test

(Hatch and Farhady (1982: 24)

The population in this research was the first grade of SMAN 5 Bandar Lampung in the academic year of 2012/2013. There were seven classes of the first grade (X1-X7). Their age rate is 17 years old and come from different family background. This research employed two classes; the first class as try out class was X-4 and the second class as the experimental class was X-1.

The instruments of this research are pre test, post test and questionnaire in order to gain accurate data. The computation of level difficulty showed that there were 5 difficult items, 26 good items, and 9 easy items. Based on the result of discrimination power, there are 10 bad items, 28 satisfactory items, and 5 good items.

The procedures of this research were:

1. Determining research problems

2. Determining the research instrument

3. Selecting and determining the materials

4. Administering the try out

5. Administering pre-test

6. Conducting treatments

7. Administering post-test

8. Administering the questionnaire

9. Analyzing test data and testing hypothesis

Result and Discussion

To answer the first research question, that is, whether there is significance difference on students' reading achievement of descriptive text after being taught through self-questioning strategy. In order to answer the research question, the researcher conducts pretest, treatment, posttest and questionnaire.

By seeing the result of pre test and post test in experimental class imply that there is difference of students' reading achievement by giving self questioning strategy of descriptive text. The total score of students' pre test score increases from 1786 up to 2299 in the post test. The difference of students' score after applying the treatments was 513 points. Beside that, the mean score of pre test increases from 54.12 to 69.67 for post test. It means that there is difference of the students' score about 15.55.

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POSTTEST – PRETEST	15.55	4.556	.793	13.93	17.16	19.602	32	.000

Based on the result, there was a significant difference of students' reading comprehension achievement after being taught using self-questioning technique.

Besides that, this research also investigated the students' response toward the use of self questioning technique of descriptive text by using questionnaire.

Whereas, to answer the second research question is conducted by collecting the data of the students' response in reading comprehension using descriptive text, questionnaire was administered. The questionnaire consists of 8 questions that are related to the aspects of reading (main idea, supporting details, inference, reference and vocabulary). Each item provided four options; completely agree (4), agree (3), disagree (2), totally disagree (1).

✓ The first item of question asks the students' interest, the result showed that 17 or 53 % students chose *completely agree* as their option.

✓ The second item of question asks the students how to determine main idea; the result showed that there were 19 students or 60% of all the students chose *agree.*

✓ The third item of question asks the students' ability in order to predict the important points of a text, the result showed that 13 students or 42% chose *agree*.

✓ The fourth item of question asks the students' motivation in english lesson by using self questioning strategy; 21 students or 65% chose *totally agree*.

✓ The fifth item of question asks about by applying self questioning could expand the students' vocabulary, the result showed that 16 students or 50% chose *agree.*

✓ The sixth item of question asks the students in identfying reference, the result showed that 15 or 47% students' option chose *totally agree.*

- ✓ The seventh item of question asks whether self questioning facillitated the students in answering a reading test or not; the result showed that 23 or 70% students chose *agree* as their option.
- ✓ The eight item of question asks stated about the use of the technique in identifying supporting details; the result showed that 20 or 62% students chose *agree.*

Based on the data obtained from the questionnaire was found that most of students' response is positive. The score of the questionnnaire is 858. For more information, the result can be seen in Appendix 23 where they were interested enough to learn self questioning technique.

Three meetings that consisted of three activities for each meeting were done after conducting the pretest. In each treatment, she did the same steps and procedure of self-questioning technique. Besides that, she also distributed different topic and assignment in order to stimulate them in comprehending the content of the text, but the text was still in the form of descriptive text.

The next activity was giving the treatments to the class after administering the pretest and before giving the posttest. Each treatment was conducted by the same teaching learning procedures by using self questioning strategy of descriptive text that related with five aspects of reading; (1) identfying main idea, (2) finding the specific information, (3) determining reference, (4) making inference, and (5) understanding vocabulary.

At the end, teacher asked them whether they had some difficulties related to the topic. In this case, some students asked some questions related to the topic. Then, after that to measure the students' comprehension toward the materials, the students were given a homework or assignment related to the materials as an evaluation in order to remind them that these sessions are not just fun and games but really count. In the second and third meeting, the researcher did almost the same steps to begin the class as what she had done in the first meeting. In addition, only the topic and the assignment that was difference for each meeting.

This research is also used random test to prove that the data were taken were random. Random test of pre test in experimental class showed that the two tailed significance was 0.389 (see Appendix 13). Seeing the result, it can be inferred that the data was random since Sign > α (0.389 > 0.05). The result of normality test of pre test in experimental class showed that the value of two tailed significance is 0.921 (see Appendix 12). It means that H_0 is accepted and H_1 is rejected since 0.921 > 0.05. It clarified that the distribution of the test is normal.

When teaching process is being done, the teacher should have an appropriate approach, method, strategy, and also technique in order to give the positive changes for the students' learning progress. Self Questioning are essential in good teaching. Because that the teacher often uses a questions to ensure that

students are attentive or focus in order to assess how far the students' comprehension.

This technique used since the beginning of the learning process. It can be proved from the first treatment are given, the teacher gave them a picture in order to students interest, the text is about an artist then teacher asks them about it then students answer the questions in modelling by teacher. By questioning, students can participate the activity and develop their ideas. For the next process, students was given the same topic but in different text, then they ordered to ask related to the text. In this section, they trained to be engage and recognize the main points in descriptive text for example; main idea. Eventhough all of this activity is indirectly, students become active learners to be trained in answering the questions by using the teaching technique. Furthermore, students also learn how to make questions that are important for them to comprehend the text well.

Conclusions and Suggestions

In line with the results of the data analysis and discussion, the writer comes to this following conclusion:

1. There is significant difference on students' reading achievement before and after being taught through self questioning strategy, This could be identified from the gain score and the computation of t-test. The test shows that the mean score of post test get higher than pre test, it shows that

there is difference of students' reading achievement with the gain 15.15 points and t-ratio is higher than t-table (18.485> 2.042) and the significant value is lower than level of significance (0.00 < 0.05).

2. Based on the result of questionnaire, it is found that there is positive students' response in teaching learning process through self questioning strategy. Students are enthuastic and interested in learning process. The result shows that self questioning is appropriate as learning stategy to improve students' comprehension of descriptive text.

Referring to the conclusion above, some suggestions can be listed as follows:

1. Suggestions to the teacher.

   a. English teacher are recommended to apply self questioning strategy as alternative technique in teaching reading using descriptive text because it can help the students in comprehending the text easier. In addition, it can be used to increase the students' reading achievement and it can be used guide the students to be more crticical in terms of making good questions related to the text based on the clues given.

   b. In self questioning, when the teacher implement it, all students should generate their own questions. It must be emphasized that the structure of students' questions is not the main point. The points is the question itself. The teacher must train the students how to make good questions. The teacher should choose appropriate material based on

the students' level because self questioning technique will work if the students have background knowledge about the text.

c. Then, teacher should control the students' activities and consider the time allocation when implement self questioning technique, because it may affect the efficacy of the strategy itself.

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