

**THE EFFECT OF QUESTIONING STRATEGY AND
STUDENTS' MOTIVATION TOWARD READING
COMPREHENSION OF NARRATIVE TEXT AT THE
ELEVENTH GRADE SOCIAL SCIENCE OF SMA PERTI
PADANG**

THESIS



By

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a degree of Master of Education*

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ABSTRACT

Yessy Marzona, 2014. The Effect of Questioning Strategy and Students' Motivation Toward Reading Comprehension of Narrative Text at Eleventh Grade Social Science of SMA Perti Padang. Graduate program of State University of Padang.

In teaching reading comprehension, teaching strategy and motivation influence students' reading comprehension. Strategy which was used in this experimental research was Questioning strategy. Questioning strategy can be used as a variation of teaching strategy in teaching reading comprehension. The purpose of this research was to find out whether (1) the students who are taught by questioning strategy have better reading comprehension of narrative text than those who are taught by conventional strategy (2) there is any interaction between teaching strategy (questioning strategy and conventional strategy) and motivation toward students' reading comprehension of narrative text (3) the students with high motivation who are taught by questioning strategy have better reading comprehension of narrative text than those who are taught by conventional strategy (4) the students with low motivation who are taught by conventional strategy have better reading comprehension of narrative text than who are taught by questioning strategy.

This research was an experimental research with factorial design 2x2. It was conducted at SMA Perti Padang. The population of this research was eleventh grade social science students with total population of 40 students. The sample was taken by using total sampling; so all of population was taken as sample. XI IPS 2 was experimental class and XI IPS 1 as control class. The instruments of this research were reading comprehension test and questionnaire. The data was analyzed by two ways ANOVA (ANOVA 2x2)

The results of this research are (1) Reading comprehension of students who are taught by questioning strategy is better than reading comprehension of students who are taught by conventional strategy. $F_o = 196.582 > F_t = 2.69$, it means that H_a is accepted. (2) There is no interaction between strategy and students' motivation toward reading comprehension. $F_o = 0.012 < F_t = 2.69$, it means that H_a is rejected. When no interaction is present it means that these two strategies did not influence each other so we do not need to continue for hypothesis 3 and hypothesis 4. In short; questioning strategy can be used as a teaching strategy in teaching reading comprehension at SMA Perti Padang. Other researchers are suggested to do further research about questioning strategy dealing with of the skills.

ABSTRAK

Yessy Marzona, 2014. Pengaruh Questioning Strategy dan Motivasi terhadap kemampuan pemahaman membaca dalam teks Narrative pada siswa kelas XI IPS SMA Perti Padang. Tesis. Program Pasca Sarjana Universitas Negeri Padang.

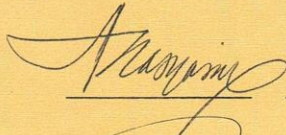
Dalam pembelajaran reading, strategi pembelajaran dan motivasi mempengaruhi kemampuan membaca siswa. *Questioning strategy* dapat digunakan sebagai variasi dari strategi pengajaran membaca. Tujuan dari penelitian ini adalah (1) siswa yang diajarkan dengan *questioning strategy* lebih bagus hasilnya daripada *conventional strategy* (2) adanya interaksi antara kedua strategi pembelajaran dan motivasi siswa terhadap pemahaman membaca text narrative (3) siswa dengan motivasi tinggi yang diajarkan dengan *questioning strategy* lebih baik daripada yang diajarkan dengan *conventional strategy* (4) siswa dengan motivasi belajar rendah yang diajarkan dengan *conventional strategy* lebih baik daripada yang diajarkan dengan *questioning strategy*. Penelitian ini adalah penelitian eksperimen dengan design factorial 2x2.

Penelitian ini telah dilaksanakan di SMA Perti Padang. Populasi dari penelitian ini adalah siswa IPS kelas XI dengan jumlah populasi 40 orang. Pemilihan sampel dilakukan dengan cara *sampling jenuh*; dimana semua populasi dijadikan sampel. Kelas XI IPS 2 sebagai kelas eksperimental dan kelas XI IPS 1 sebagai kelas kontrol. Instrument penelitian ini adalah reading comprehension test dan questioner. Data dianalisis dengan menggunakan ANOVA dua arah (ANOVA 2x2)

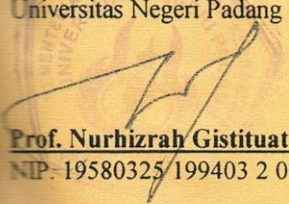
Hasil penelitian ini menunjukkan bahwa (1) siswa yang diajarkan dengan *Questioning Strategy* mempunyai pemahaman membaca yang lebih baik dibandingkan siswa yang diajarkan dengan strategi konvensional, dengan $F_o = 196.582 > F_t = 2.69$, sehingga H_a diterima. (2) tidak terdapat interaksi antara kedua strategi dan motivasi siswa terhadap pemahaman membaca siswa, dengan $F_o = 0.012 < F_t = 2.69$, sehingga H_a ditolak. Ketika interaksi tidak terjadi, ini artinya kedua strategi tidak mempengaruhi satu sama lain jadi kita perlu melanjutkan ke hipotesis 3 dan 4. Dalam hal ini dapat disimpulkan bahwa *questioning strategy* dapat digunakan sebagai strategi pengajaran membaca di SMA Perti Padang. Untuk peneliti selanjutnya, disarankan untuk melakukan kajian mendalam tentang questioning strategy yg berkaitan dengan keahlian ini.

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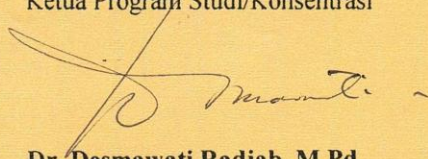
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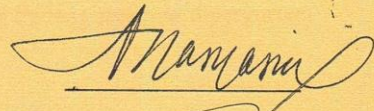

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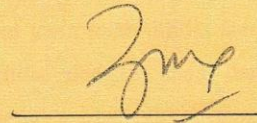
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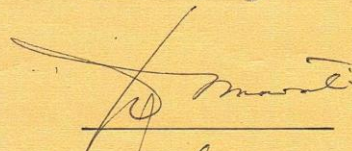
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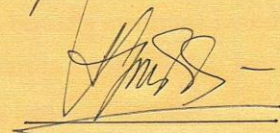
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Saya yang menyatakan,



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the English skills that should be studied by all students in learning language. Reading can help the students to get much information through comprehending the text, because the important part of reading process is reading comprehension. Reading comprehension also helps the students to understand a text detail. Understanding the importance of background knowledge to comprehension is crucial because students connect new information with prior knowledge before they integrate and organize the new information. Background knowledge is always behind the students backing up the comprehension. To activate the students' background knowledge, sensory images, questioning, making predictions and inferences, determining main ideas, and using fix- up options and synthesizing can be done.

One of the strategies that can help the students comprehend the reading text is by using questioning. Questioning means that the students should answer some questions. The questions can help the students to measure their understanding about a text. Nuttal (1996:181) states that “getting students to answer a question is one way for the teacher to get some access to what is going on in their minds”. In this case, wrong answers are often particularly illuminating, because they can suggest where the misunderstanding arises.

Meanwhile correct answers may be right by accident, which is why we need to probe into the reason for them.

Questions help the students to maintain their sensory focus, to provide communication of important concept through repetition, and to provide effective way of informally assessing students' understanding. Through questions, teacher may stimulate students' cognitive ability. According to Nuttal (1996) "the questions are usually in written form, although a teacher may need to repeat the question orally". The questions are used to increase the students' cognitive ability. The cognitive questions are divided into two parts namely low level and high level questions (Soetomo, 1993). Moreover, the purpose of the questions is to make students aware of the way language is used to convey meaning, and aware of strategies readers can use to interpret texts (Nuttal, 1996:183).

In *Kurikulum Tingkat Satuan Pendidikan* (KTSP: 2006), the standard competence of reading skill for the second grade students of senior high school is for the students to be able to comprehend the meaning of short functional text and essay in a form of narrative, descriptive, recount, report, news item, exposition, explanation and discussion in daily life context as well as to access science. It means that they are not only expected to write a text in certain genre but they are also required to be able to understand some sort of texts.

Genre is defined as types of what have special characteristics of purpose. According to the curriculum 2006, in the standard competency of

senior high school, there are many genres that must be comprehended by the students. They are descriptive, exposition (analytical and hortatory), narrative, recount, review, spoof, report, news item, explanation, and discussion. From all the genres, exposition and narrative are considered as the most important ones to be taught to high school students of Indonesia since they are frequently found in every semester on National Curriculum. In this case, the researcher chooses narrative text because it is also offered in the curriculum for second semester at grade XI.

After having preliminary research at Grade X students of SMA Perti Padang on October 15th 2013, the researcher found that the English achievement was low. It was found 3.6 % students of Grade X 1 got 60-69 point, and 2.16 % got 70- 79 point, 2.16 % students of Grade X 2 got 60- 69 point and 1.44 % got 70- 79 point. However, there was no students got 80- 89 point. It was proved by the student's achievement when they were in the eleventh grade with the passing grade is equal with KKM (Minimum Achievement Criteria). The perfect score is 100 while the minimum of KKM is 75. Based on the data above and the interview of the English teacher, according to English teacher the problem was in reading comprehension of the text. Because most of question found in English examination was reading.

Based on the preliminary research above, there were some problems found by the researcher, which were considered as the causes of the students' low reading comprehension. The problems were in the teaching reading comprehension itself. First, most of the students got difficulties in

comprehending the text. They had lack of vocabulary. The students had limited prior knowledge with the text discussed in the class. The students did not know the meaning of the text, and the teacher did not give scanning skill before reading the text. The teacher only focused on the question of text and the students did not comprehend the content of the text.

Moreover, students had low of motivation in reading. The students did not understand the text and the students did not give any feedback during teaching and reading process. When the teacher asked them to answer the question related to the text that they have read; only a few of them participated and most of them were lazy. In addition, the teacher only discussed the material based on the text without giving any various activities to make the students more motivated in reading.

Then, it was also found that during teaching reading in the classroom the teacher still used conventional strategy. It means that the students focused on reading text only. The teacher just simply gave some questions to the students based on the text itself without giving various questions to make the students more interested in the reading activity itself.

The problems above were caused by some factors and it influenced the students' low ability in comprehending English text. It can be caused of the teaching strategy that was used by the teacher in teaching reading comprehension. From the preliminary data, it was found that there were some factors that influence students' low ability in comprehending reading comprehension. The first factor was material. The students were not interested

to the material because it was not related to the students' real lives and daily experiences. The students did not have any background knowledge about the material presented. Those factors made the students have difficulties in grasping the idea of the text. In short, the students felt reluctant, bored, uninterested and unmotivated during reading activity.

The second factor was that the teacher was unable to motivate the students in teaching reading. The teacher only used the text itself without media that can help increasing the students' motivation in reading. The third factor was related to the strategy used by the teacher in the classroom. The strategy was not varied (monotonous). The strategy that was used by the teacher is reading aloud. The teacher guided the students to the text as well as helped them to translate the reading passage since the time was limited. The teacher also guided the students to text since the period of the time was limited. The teacher guided the students to find out the meaning and to understand the difficult words. Sometimes, even though the students had translated all the words, they still could not get the idea or concept of the text. As the result, this monotone activity made the students feel less interested doing the reading activity.

Based on the description above, the researcher assumed that questioning strategy can be considered as a strategy in teaching reading comprehension to make the students more active in the classroom. Brown (2001:169) states that "it is one of the best ways to develop teacher' role as an initiator and sustainer in the classroom discussion". In any teaching activities,

questions played as an important role. By using questioning strategy, the teachers would be able to make their classroom discussion more effective and lively. In addition, especially in narrative text, according to Adler (2001) the researcher can use questioning strategy because one of the steps of questioning strategy is story structure instruction that ask the students to learn to identify the categories of content (generic structure) in the text. So this strategy match with the text that the researcher used.

Furthermore, the researcher was interested in doing a research by using questioning strategy to find out whether there were some effects of questioning strategy and students' motivation toward reading comprehension of narrative text at Eleventh Grade Social Science at SMA Perti Padang.

From the problems and the facts that the researcher found at SMA Perti Padang, the researcher assumed that the most serious problem that was faced by the students in reading comprehension was the students' background knowledge. The students still confused in indentifying the information of the text such as general and specific information. Therefore, the researcher was interested to solve the problems by using questioning strategy in teaching reading in order to make the students more motivated in reading activity.

The researcher was interested to use questioning strategy because it was one of the strategies that could give an opportunity to the students to be active and responsive in comprehending the text deeply. Moreover, questioning strategy was expected to solve the students' problems in reading comprehension especially in identifying the specific informations. Those were

the reasons why the researcher chose this questioning strategy to overcome the problems. Furthermore, the researcher made an approach that the students like to learn reading comprehension. One alternative of strategy to solve such problem above was by using questioning strategy.

B. Identification of the Problem

Based on the background of the problem above the researcher identified some problems faced by students in reading comprehension. The problems came from both sides; the students and the teacher. First, the students got difficulties to comprehend the text. Second, the students had low motivation in reading. It means that the students did not pay attention to the teacher during the teaching learning process and most of them did not want to complete the task when the teacher asked them to read and answer the question. Third, the teachers still used conventional strategy in teaching reading. Based on the pre observation, the teachers did not make the questions varied when they asked the questions to the students. The teachers just explained the material and asked the students whether they have understood the materials or not, and gave them some exercises.

C. Limitation of the Problem

Related to the identification of the problems above, the researcher limited the problem to the strategy used in teaching reading and students' motivation that influence their reading comprehension of narrative text. So this research was limited on the effect of questioning strategy and students'

motivation toward reading comprehension of narrative text at the eleventh grade social science of SMA Perti Padang.

D. Formulation of the Problem

Based on the limitation of the problem, the problem of the research can be formulated as follows:

1. Do the students who are taught by questioning strategy get better result in reading comprehension of narrative text than those students who are taught by conventional strategy at grade XI social science of SMA Perti Padang?
2. Is there any interaction between teaching strategy (questioning strategy and conventional strategy) and students' motivation toward students' reading comprehension of narrative text at grade XI social science of SMA Perti Padang?
3. Do the students with high motivation taught by questioning strategy have better reading comprehension of narrative text than those who are taught by conventional strategy at grade XI social science of SMA Perti Padang?
4. Do the students with low motivation taught by conventional strategy have better reading comprehension of narrative text than those who are taught by questioning strategy at grade XI social science of SMA Perti Padang?

E. Purpose of the Research

The aim of the research is:

1. To find out whether the students who are taught by questioning strategy have better reading comprehension of narrative text than those who are taught by conventional strategy.
2. To find out whether there is any interaction between teaching strategy (questioning strategy and conventional strategy) and motivation toward students' reading comprehension of narrative text.
3. To find out whether the students with high motivation who are taught by questioning strategy have better reading comprehension of narrative text than those who are taught by conventional strategy.
4. To find out whether the students with low motivation who are taught by conventional strategy have better reading comprehension of narrative text than those who are taught using questioning strategy

F. Significance of the Research

The result of this research is supposed to have theoretical and practical significance. Theoretically, it is expected that this research can improve knowledge and understanding about teaching reading comprehension by using questioning strategy in reading class. In addition, it is also expected to be a solution for the problem most teachers encounter in questioning. Then practically, it is helpful for the English teachers especially the English teacher in SMA Perti Padang, and other teachers at different level of school grades to

improve their activities in making an interactive classroom. Moreover, for other researchers who will conduct a research on similar field, particularly about how to use questioning strategy to the students in reading comprehension.

G. Definition of the Key Terms

1. The effect means the significant outcome or result
2. Questioning strategy is some effort that teachers do by asking questioning to make student interactive in teaching reading. (Jacobson. David, Eggen, Paul and Kauchak : 1989)
3. Reading comprehension is the ability to understand, comprehend and construct the meaning from the written text through the language and the situation which the text is read.
4. Motivation is defined as an internal force that actuates a behavioral pattern, thought process, action, or reaction.
5. Narrative text a type of genre that deals with problematic events which leads to a crises and in turn find the solution for better or worse and has function to entertain the readers or the listeners.
6. Conventional strategy is a model of teaching learning process based on the teacher used in the classroom in SMA Perti Padang.

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

A. Conclusions

Based on the research finding that was done for eleventh grade social science students of SMA Perti Padang above, it can be concluded that:

1. Students who were taught by questioning strategy had better reading comprehension than students who were taught by conventional strategy. It can be seen from the mean score in hypothesis. If $F_o > F_t$, $F_o = 196.582 > F_t = 2.69$, it means that H_a was accepted.
2. There was no interaction between both strategy and students' motivation toward students' reading comprehension. It happened because $F_o < F_t$, $F_o = 0.012 < F_t 2.69$. It means that H_a was rejected.
3. Students who had high motivation taught by questioning strategy had better reading comprehension of narrative text than who were taught by conventional strategy. It can be seen from the mean score in hypothesis. If $H_a (88.67) > H_o (84)$, it means that H_a was accepted.
4. Students who had low motivation taught by conventional strategy do not have better reading comprehension of narrative text than who were taught by questioning strategy. If $H_a (68.17) > H_o (63.17)$, it means that H_o was accepted.

B. Implication

Based on the conclusion stated above, it is implied that:

1. Questioning strategy gives implication for both the teachers and the students in teaching reading comprehension. For the teacher, this strategy leads the students to understand, motivated and participates in teaching and learning process. Thus, the teachers deliver the lesson to the students easily. The teachers also monitor their activity directly. By doing it, the teacher will be able to recognize the problems in comprehending the text.
2. This strategy also let the students to initiate actively. They are not afraid to answer the questions that are given by teacher. The students attempt to be creative, active and motivated in teaching reading because they answer some question to comprehend the text. Consequently, each student does not keep silent. They answer the question based on their metacognition because questioning strategy encourages the students to ask many questions about what they had read. These questions is aimed to assess students' understanding rather than teaching them how to comprehend the text. So the students focus on text then they can understand text easily. The students learn independently because it focuses on students' centered. The teachers do not act as a central part in teaching and learning process anymore but they act as a facilitator in the classroom.
3. The step of questioning strategy make the students know where the answers come from and the suitability of using different sources of information to answer the questions which will be equipped with different

types of questions. Therefore, the teacher should encourage using appropriate and functioning the selection strategies in reading activities. By applying this strategy, the students' difficulties in reading comprehension can be minimized.

C. Suggestions

Based on the findings and conclusions above, the researcher would like to propose suggestions as follows:

1. Questioning strategy can be applied in teaching learning process, especially if it purposes to improve students' achievement and motivation.
2. Teachers should know the step of questioning strategy well before teaching reading.
3. It is suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Besides, they are also suggested to conduct the same research for other skills and other kind of text.

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