

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT BY
USING QUESTIONING TECHNIQUE AT GRADE VIIIF OF

SMPN 7 DUMAI

THESIS



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ABSTRAK

Arlin Muhardika, 2010. Improving Students' Reading Comprehension of Narrative Text by using Questioning Technique at grade VIIIF SMP N 7 Dumai.

Permasalahan yang dialami oleh siswa kelas VIIIF SMP N 7 Dumai adalah rendahnya pemahaman siswa dalam membaca teks naratif. Untuk meningkatkan kemampuan siswa dalam memahami bacaan teks naratif, peneliti melakukan penelitian tindakan kelas. Tujuan penelitian tindakan kelas ini adalah untuk meningkatkan kemampuan siswa kelas VIIIF SMP N 7 Dumai dalam membaca pemahaman naratif teks dan menemukan faktor-faktor yang mempengaruhi kemampuan siswa dalam membaca pemahaman dengan menggunakan Questioning Technique. Penelitian ini dilakukan dalam 2 siklus yang tiap siklusnya terdapat 4 kali pertemuan. Dalam penelitian ini, peneliti dibantu oleh seorang kolaborator untuk mengumpulkan data yang didapat dari tes, observasi, field note and interview. Setelah menganalisa dan mengkalkulasi data yang diperoleh, hasil penelitian menunjukkan bahwa Questioning Technique dapat meningkatkan kemampuan siswa dalam membaca pemahaman.

Faktor yang mempengaruhi hasil membaca pemahaman siswa yaitu; minat siswa dalam menjawab pertanyaan guru menjadi motivasi bagi siswa lainnya untuk berpartisipasi dalam proses belajar. Keseluruhan langkah-langkah pada Questioning technique mempengaruhi kemampuan membaca pemahaman narrative siswa, dan atmosfir kelas selama proses belajar mengajar berlangsung. Beberapa factor diatas sangat mempengaruhi pemahaman membaca siswa sehingga dapat meningkatkan hasil belajar siswa. Kesimpulan, Questioning Technique merupakan sebuah teknik yang bagus bagi siswa untuk meningkatkan kemampuan membaca pemahaman bahasa inggris.

ABSTRACT

Arlin Muhardika, 2010. Improving Students' Reading Comprehension of Narrative Text by using Questioning Technique at grade VIIIF SMP N 7 Dumai.

At the grade VIIIF SMP N 7 Dumai, it was found that students had low skill in reading comprehension of narrative text. To improve the students' skill in reading comprehension of narrative text, the researcher conducted a classroom action research by using questioning technique. The aim of this research was to what extend Questioning Technique improve students' ability at grade VIIIF SMP N 7 Dumai in reading comprehension of narrative text and find factors which influence students' ability by using Questioning Technique. This research was done in two cycles consisted of 4 meetings. In this research, the researcher was helped by a collaborator to collect the data through test, observation, field note and interview. After analyzing and calculating, the result of this research showed that Questioning Technique could improve students' reading comprehension of Narrative Text.

The factors those influence the students' reading comprehension of narrative text during the application of questioning technique process were: students' interest in answering question given by the teacher become spirit the other students in participating the teaching learning process, the gradually process of the questioning technique until answering the test influences their reading of narrative text, The classroom atmosphere during teaching learning process influences students' enthusiasm in comprehending narrative text. Step by step they were interested to read the text carefully and listen to the questions given and struggled to answer the questions. The students' interaction among them by taking participation and answering the questions motivates them and increased their comprehension of narrative text. Finally, Questioning Technique is a good technique to improve students' reading comprehension.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a skill that the students should have. It is an activity which will enlarge their knowledge. This skill is very important in learning language. The students will get difficulties without having this skill in learning language especially in comprehending a text. That's why as a teacher we have to pay attention to this problem. In order to increase the students' skill in comprehending texts, of course they have to read. The other reason why they have to be able in comprehending texts, not only because reading is crucial but also they have to pass their examination where most of the questions in the examination are kinds of reading comprehension question. In reading, there are several types of text should be comprehended by the students grade VIII such as descriptive, recount and narrative text.

The purpose of the narrative text is to entertain the reader. As stated by Simon & Schuster (2003:13) that narration is storytelling. It tells a true story or fiction which can be fun to be read and even to write. It is added by Wardiman, Jahur and Djusma (2008:93) that a narrative text is an imaginative story to entertain people. So, narrative is a text whether real story or fiction which can entertain and giving so much fun to the readers.

As mention above that reading is very important skill which students should have, but the students' skill at grade VIIIF in reading comprehension of narrative text was low. Most of the students cannot answer reading comprehension question. It was

very contrary from the expectation. Students' mark was low in the test which was given by the teacher after teaching narrative text. Teacher found that most of the students can not answer the reading comprehension questions. In fact, the students are expected to comprehend reading text well. 21 (58,3 %) students can not answer the reading comprehension question well. They got mark 40-50, 9 (25%) students can answer more than half of the question. They got mark 60-70 and the other, only 6 (16, 7%) students can answer most of the questions. They got mark 80-100. The average score for grade VIIIF was 56. It was far from English learning target.

A number of reasons caused this condition, such as; learners themselves, teaching strategy, teaching material, classroom's atmosphere, etc. students grade VIIIF were passive in teaching learning process. They just listened without any questions and responses. They spent more time to talk and look at the dictionary if there were difficult words. Consequently they didn't have time to comprehend a text.

During the recent time, the teacher tried to teach reading as well as she can but the students still have problem in reading. The researcher had interviewed some students in the class and found some facts. Most of the students said that reading was hard because they didn't know many vocabularies, kinds of tenses, then felt bored to read. That's why they took long time to read and then answer the questions. Most of them said that reading the long passage or text is bored and not enjoyable. At the first time they saw long passage; they directly thought that it was hard and cannot answer the question. Some of them ignored the reading comprehension questions and do the other parts.

From the interview above, the writer was impressed by statement “read the long passage or text is bored and not enjoy.” The researcher tried to find the good technique to improve students’ ability in reading comprehension which is interesting and enjoyable. It means, the researcher wanted the students to learn but felt enjoy and interested in learning language activities. It means that the researcher would like to improve students’ reading comprehension of narrative text with good technique.

Furthermore, the teacher’s technique also had important role in teaching learning process. In this case, the researcher and also as the teacher tried to improve herself by finding and applying new technique because teacher has responsibility to encourage students to be interested in reading and improve students’ comprehension of narrative text where the students can answer all questions related to the text correctly.

As mention above that most of the students ignored to answer the reading comprehension questions. That’s why the teacher tried to change the atmosphere of the classroom by changing the new technique where the students can feel enjoy and take a part into the teaching learning process.

In teaching learning process students forgot one single thing which can make it success, questioning. Question is very important to build the communication between teacher to students, students to teacher, students to students, and writer to reader. While reading, reader in this case students are communicating to the writer. Writer delivers their message in written and reader should convey the entire message by comprehending all in the text through reading comprehension.

Hussain (2009) believes that Questioning is the single most influential teaching aid and the trend has hardly changed over the years. He believes that guided question will really help the students in comprehending the narrative text. Students can understand the text more because questioning guided the students focus on what they were concerned for in reading a text. The question technique led the reader to close to what they were looking for in achieving the comprehension.

Before, the technique that the teacher used wasn't good enough. Before conducting questioning technique, the teacher was accustomed to question the students during teaching reading but she did not follow the questioning technique well; she asked questions to the students as she liked, she didn't consider about the indicators of narrative while giving question, she tent to hear to the smart students.

Questioning technique here is different from the questioning before conducting this research. Before, the teacher used to question the student as she liked. She didn't do it in good order. She didn't follow the steps in questioning technique. There were several steps in questioning technique; ask question, pause... so the students may consider, call on one by name, comment on answer and emphasize on answer. But, in this technique, she applied the technique by following the steps systematically. During the teaching learning process, after the students read a paragraph from the entire text, the researcher did this technique in order. The steps must be done well because each step has its own role. It should be done in systematic way. Yet, that technique is known as a systematic ways implied in a certain lesson.

By applying questioning technique, it was expected that the students improved in reading comprehension. They were able to comprehend the narrative text easily by

considering the indicators, components and all content of the text. Then they enjoyed in reading activities. Based on the phenomenon above, the researcher were eager to do research entitle “Improving Students’ Reading Comprehension of Narrative Text by Using Questioning Technique at Grade VIIIF of SMPN 7 DUMAI.”

B. Identification of the Problem

Based on the background above, the problem can be identified; students’ ability in comprehending narrative text was low, Students seldom read the text, students were not interested in reading, reading was hard and bored activity, students didn’t have many vocabularies.

C. Limitation of the Problem

In this research, the writer focused on the improving students’ reading comprehension of narrative text by using questioning technique at grade VIIIF SMP N 7 DUMAI.

D. Formulation of the Problem

It is formulated as follow:

1. To what extend can questioning technique improve students’ reading comprehension of narrative text at Grade VIIIF SMP N 7 Dumai?
2. What factors influence the improvement of students’ reading comprehension of narrative text by using questioning technique at Grade VIIIF SMP N 7 Dumai?

E. Purpose of the Research

The purposes of this research are:

1. To explain whether questioning technique can improve the students' reading comprehension of narrative text at Grade VIIIF SMP N 7 Dumai
2. To explain what factors those influence students' reading comprehension of narrative text by using questioning technique at Grade VIIIF SMP N 7 Dumai.

F. Importance of the Research

The researcher hopes that the result of this study can give information and contribution to:

1. English teachers in SMP N 7 Dumai as the information whether the applying of questioning as a technique can be used to improve the students' reading comprehension of narrative text.
2. The researcher herself in improving students reading comprehension of narrative text by using questioning technique.
3. The Grade VIIIF Students of SMP N 7 Dumai in improving their ability in reading comprehension of narrative text by using questioning technique.
4. Everybody who will read this research to have an insight about the using of questioning technique in teaching reading comprehension of narrative text.
5. Other educators or researchers to get input and information for their needs of relevant research in the future.

G. Definition of the Key Terms

In order to avoid misunderstanding about the title above, it is necessary to define the following terms:

1. Students' reading comprehension is the ability of students in comprehending the narrative text where the students really understand about the text and they can answer the questions given related to the text. This shown by score that they got.
2. Narrative text is a kind of text which tells a story, fiction or non fiction.
3. Questioning Technique means a technique used in teaching learning process by asking questions to the students following several steps; ask the question, pause.... So the students may consider, call on the student by name, comment on the answer and emphasize on the answer. The questions were asked to the students while they were reading the narrative text. The students were asked several questions after they read each paragraph. So they were given 2-5 minutes to read a paragraph than the teacher asked them several questions related to the content of the text. It was done until the end of the text. The questions given were in several types: Wh-question, Polar question, truth assessment, and multiple choice questions. As the consequence, they students can identify and understand every element which included in the story. This technique is one way to help the students in comprehending the narrative text.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The application of Questioning Technique in teaching reading has been successful to improve students' reading comprehension of Narrative Text. Based on the findings and the discussion, there are some conclusion of this research. There are two main point of the conclusion in line with the formulation of the problem;

1. Questioning Technique changed students' reading comprehension of narrative text at grade VIIIF SMP N 7 Dumai. The technique improved students' reading comprehension which was shown by the increasing of the mean score from cycle to another cycle.
2. The factors those influenced the students' reading comprehension of narrative text during the application of questioning technique process were:
 - a) Students' interest in answering question given by the teacher became spirit the other students in participating the teaching learning process.
 - b) The gradually process of the questioning technique until answering the test influenced their reading of narrative text ability.
 - c) The classroom atmosphere during teaching learning process influenced students' enthusiasm in comprehending narrative text. Step by step they were interested to read the text carefully and listen the questions given and struggled to answer the questions. The students' interaction among them by taking participation and answering the questions has motivated them and increased their comprehension of narrative text.

B. Implication

In connection of the result of the research, there are several implications for the next teaching process. First, Questioning Technique is applicable to improve students' ability at grade VIIIF SMP N 7 Dumai in reading narrative text. In this case, the students were required to read a lot, so that they can understand more. Moreover the students felt enjoy reading and following the process of teaching learning. It created

effective atmosphere to comprehend narrative text. Second, Questioning Technique also applicable for the other genres of text. Third, it may applicable to be done for other skill; speaking, listening and writing.

C. Suggestion

In accordance with the conclusion and implication, the suggestion can be made as follows:

1. The researcher as an English teacher is suggested to continue using questioning technique in teaching reading in order to improve students' reading comprehension.
2. The researcher as the teacher is suggested to continue conducting further research and applying questioning technique to the other genres of texts.
3. The researcher as the teacher is suggested to continue conducting research by applying other technique which can changes students' ability in learning English.

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