

**AN ANALYSIS OF LEVEL OF TEACHER'S QUESTIONS, LEVEL OF
READING QUESTIONS, AND STUDENTS' READING
COMPREHENSION OF NARRATIVE TEXTS AT CLASS XII
OF STATE ISLAMIC SENIOR HIGH SCHOOL (MAN) BALAI SELASA**

THESIS



By

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ABSTRAK

Nola Frindah Jayanti. 2016. Analisis Level Pertanyaan Guru, Level Pertanyaan Membaca, dan Pemahaman Membaca Siswa tentang Teks Naratif di Kelas XII Madrasah Aliyah Negeri (MAN) Balai Selasa. Tesis. Program Pascasarjana Universitas Negeri Padang.

Penelitian ini didasarkan pada pentingnya kemampuan bertanya dalam belajar bahasa Inggris terutama pelajaran membaca. Bertanya adalah salah satu cara untuk memperoleh tanggapan dan ide-ide dari siswa. Hal ini juga dapat menguji pemahaman siswa berkaitan dengan topik yang dipelajari. Oleh karena itu, penelitian ini bertujuan untuk mengetahui tipe-tipe pertanyaan guru, level pertanyaan membaca yang terdapat pada buku siswa (*Look Ahead 3*), dan pemahaman membaca siswa membaca tentang teks-teks naratif. Penelitian ini merupakan jenis penelitian deskriptif kualitatif. Subyek penelitian ini adalah siswa Kelas XII Madrasah Aliyah Negeri (MAN) Balai Selasa yang terdiri dari 172 siswa. Data penelitian dikumpulkan melalui observasi dan tes. Temuan penelitian menunjukkan bahwa ada enam tingkatan pertanyaan guru yang ditemukan dalam pembelajaran membaca teks naratif, yaitu remembering, understanding, applying, analysis, evaluation and creating. Level pertanyaan membaca yang ditemukan pada buku teks *Look Ahead 3* ada enam level, yaitu remembering, understanding, applying, analysis, evaluation and creating. Rata-rata kemampuan membaca siswa tentang teks naratif adalah kategori baik. Berdasarkan hasil temuan ini, dapat diimplikasikan bahwa pertanyaan penting untuk memperoleh informasi, menguji pemahaman siswa, merangsang aktivitas siswa, dan mengetahui rasa keingintahuan siswa untuk belajar. Guru harus membuat berbagai variasi pertanyaan agar dapat mengembangkan pemahaman siswa.

ABSTRACT

Nola Frindah Jayanti. 2015. An Analysis of Level of Teacher's Questions, Level of Reading Questions, and Students' Reading Comprehension of Narrative Texts at Class XII of State Islamic Senior High School (MAN) Balai Selasa. Thesis. Graduate Program. State University of Padang.

This research was based on the important of questioning in learning English especially reading. Questioning is one way to obtain students' responses and ideas. It may also check students' comprehension related to the topic given. Because of that, this research was aimed to find out the types of teacher's questions, levels of reading questions available in students' textbook (*Look Ahead 3*), and students' reading comprehension of narrative texts. This research is a kind of descriptive qualitative research. The subject of the research was the students of Class XII of State Islamic Senior High School (MAN) Balai Selasa that consists of 172 students. The researcher used observation and test to collect the data. The findings of this research showed that the levels of teacher's questions found in teaching reading comprehension of narrative text are six types. Those are remembering, understanding, applying, analysis, evaluation and creating. The levels of reading questions found in textbook of *Look Ahead 3* are six level. Those are remembering, understanding, applying, analysis, evaluation and creating. The mean of the students' reading comprehension of narrative text was good category. Based on the result of this findings, it can be implied that questioning is useful for getting information, checking students' comprehension, stimulating students' reaction, and knowing students curiosity in classroom. The teacher should create variety questions in order to develop the students' comprehension.

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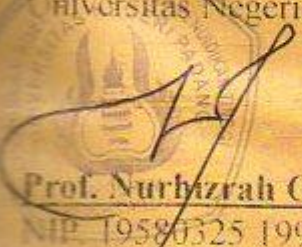
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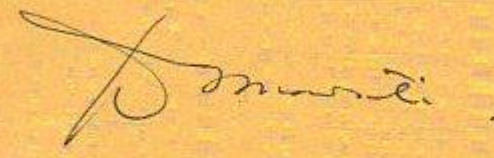
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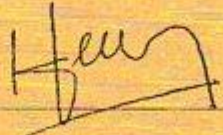
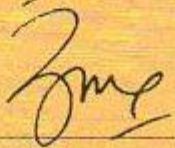


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Saya yang menyatakan




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Finally, I realize this thesis is not perfect. I hope this thesis is going to be useful for everyone. Therefore, I wellcome critisisms and suggestions from the readers.

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In order to be successful in teaching and learning, teachers should have several competencies. First, they should have good competence in preparing teaching material. Teachers have to prepare the lesson plan, authentic materials and instruments in advance, because it will facilitate them explaining the material to the students. Second, they should also have the competence to explain the material clearly until the students understand it completely. Finally, teachers should motivate their students to give responses about the subject being explained in the classroom.

Responses are essential in learning process. Asking question is the most common technique used by the teacher to obtain students' understanding; it creates an interactive learning atmosphere. Besides, it is important to express students' ideas and thinking based on the questions that given by the teacher. Questioning is one of the ways to get the students' attention toward learning process, it stimulates students' thinking to hold communicative discussion. They can understand the material well through the questions given by the teacher during the class. Besides, by asking the right level of questions in the right way by the teachers', students learning can be improved. Moreover, teacher may also check students' comprehension by having some questions related to the topic given.

Questioning technique is essential for teachers in order to clarify and communicate the material efficiently. Questioning is a central tool for both teacher and students as stated by Marsh (1996). In addition, the purpose of asking questions in teaching and learning process is to make the students learn. It is also important to express students' ideas and thinking, encouraging students to think more deeply and critically and stimulating students to seek information on their own. In brief, by asking some questions, students will get more knowledge as well as develop their thinking ability.

The relation of thinking and questions is that good thinkers will be shown in good questions or good questions are reflections of good thinkers. Thinking is a skill that requires knowledge and daily practice on the part of teachers and students. One way of looking at question is to examine the kinds of thinking process involved in asking and answering the questions.

Besides questioning technique, there are two factors which influence students' comprehension and achievement in reading. They are classified into internal and external factors. The internal factors come from the students' intelligence, emotional adjustment, capability, and teachers' question during the class may influence students reading comprehension.

Then, the external factors come from the reading program, reading material, experimental background, interest, learning styles, and the readability of materials. Those factors are the basic point that students should consider in learning. On the other hand, external factor which relates to

external aspects of learning; such as: learning strategies and method used by the teacher.

Furthermore, according to Torgesen (2006), there are some factors that influence comprehension; oral language skills (vocabulary, linguistic comprehension), extent of contextual and factual knowledge, knowledge and skill in use of cognitive strategies to improve comprehension or repair it when it breaks down, knowledge of test structure and genre, and the last is reasoning and inferential skill.

Moreover, Shanker (2010) divide that there are four factors that affecting students' comprehension, first is the knowledge the reader brings to the subject, second the reader interest with the subject third, the readers' purpose the reading, fourth the reader's ability to decode words rapidly. Based on those factors in reading all of them can affect comprehension.

Concerning about factors in reading besides external and internal factors, the teachers should have motivate the students to read the text and guiding the student's by asking some questions to know the student's background knowledge, and then by those factors the researcher has conducted preliminary study at Madrasah Aliyah Negeri (MAN) Balai Selasa. It was found that the students do not active in the classroom, so that by using some questions by the teachers' they can stimulate their thinking process and invite the students to be active. Each question can stimulate cognitive process of the students, in order to develop their cognitive process; the questions are divided into certain level by Bloom's taxonomy has six levels, namely:

remembering, understanding, applying, analysis, evaluation and creating . If the teachers give high level questions, the students are demanded to think in high level; however, if they are given simple questions, students should also have to adjust with this level. Besides that, the level of reading comprehension questions from the textbook might help students understand material well and also affect their achievement in reading. Reading questions for the students on what they have read is one of the most commonly techniques for teaching or increasing reading comprehension.

The facts from the preliminary study that relevancy of the teachers' questions in guiding students to understand material and levels questions having an important relationship. It is means that levels of questions is important in order to guide students to think. In addition, it helps teacher to know the cognitive of the students itself. As a result, the students are developing themselves to think critically to achieve their learning goal.

In short, teachers' questions provide students an opportunity to develop their comprehension in reading. There are some levels and types of questions which need teachers' consideration. The levels of questions is the essential things in learning process. Varied teaching questions and its relevance with level reading question from the textbook, will give varied influence to students' achievement.

Thus, it is necessary to do the research about the level of teachers' questions, the level reading questions, and the students' reading comprehension of narrative text at Islamic senior high schools in Balai Selasa.

B. Identification of the Problem

Based on the background of the problem above, the teacher's should have several competences. First, they should have good competence in preparing teaching material. Second, they should have the competence to explain the material clearly until the students understand it completely. Third, teachers should motivate their student's to give responses about the subject being explained in the classroom. By those competencies, level of teacher's questions and levels of reading questions can affect students' comprehension. One of the techniques used to teach reading comprehension is teachers' question. It is one of technique in order to guide students to be active and stimulate students thinking.

There are two factors that affect students' comprehension; they are classified into internal and external factors. The internal factors come from the students' intelligence, emotional adjustment, capability and teachers' question during the class may influence students reading comprehension. Then, the external factors come from the reading program, reading material, experimental background, interest, learning styles, and the readability of materials. Those factors are the basic point that students should consider in learning. On the other hand, external factor which relates to external aspects of learning; such as: learning strategies and method used by the teacher.

C. Limitation of the Problem

The problem of this research is limited into the levels of teacher' questions, the levels of reading questions, and the students' comprehension. The subject of this research is the students at Class XII on first semester 2014 at MAN Balai Selasa.

D. Formulation of the Problem

From the limitation of the problem above, the researcher formulates the research question as follows:

1. What are the levels of questions asked by the teachers on narrative text at class XII of Madrasah Aliyah Negeri (MAN) Balai Selasa?
2. What are the levels of reading questions on narrative text provided in the English textbook used at class XII of Madrasah Aliyah Negeri (MAN) Balai Selasa?
3. How is the students' reading comprehension of narrative text at class XII of Madrasah Aliyah Negeri (MAN) Balai Selasa?

E. Purpose of the Research

The purposes of this research are to find out:

1. The levels of questions asked by the teachers on narrative text at class XII of Madrasah Aliyah Negeri (MAN) Balai Selasa.

2. The levels of reading questions on narrative text provided in the English textbook used at class XII of Madrasah Aliyah Negeri (MAN) Balai Selasa.
3. The students' reading comprehension on narrative text at class XII of Madrasah Aliyah Negeri (MAN) Balai Selasa.

F. Significance of the Research

The findings of this research are expected to contribute to the following points. In practical application, it is expected to be an input for English language subject, especially at senior high schools level, and also can provides knowledge related to the teaching learning process. For the researcher herself and reader, this research will be an experience and these might help to adjust questioning technique to increase the students' achievement. Moreover, for the English teachers, this result of the study hopefully will be the ways to increase students' achievement in learning English especially reading comprehension and guiding the students more active by some questions.

G. Definition of the Key Terms

To avoid misunderstanding it is necessary for the researcher to define some key terms for the context of the research:

1. Level of teachers' questions are the forms of questions from the lowest level into the highest level of questions, that is from the teacher's questions..

2. Level of reading questions are the questions related to the questions from the lowest level into the highest level of the questions, which is available in students' textbook.
3. Students' comprehension is defined here as the students' ability to interpret, understand, get the idea of what they are reading to, indicated by reading comprehension test.

BAB V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter contains conclusions, implications, and suggestions. Each of those is presented in the following section.

A. Conclusions

Based on the findings and the discussion above, it can be taken some conclusions as follow:

1. The levels of teacher's questions found in teaching reading comprehension of narrative text are six levels. Those are remembering, understanding, applying, analysis, evaluation and creating. Remembering and understanding levels are more dominant in teacher's questions. The mean score of remembering question by the first evaluator is 43.96% and 46.71% by the second evaluator, the mean score of understanding question is 28.03% by the first evaluator and 29.24% by the second evaluator, the mean score of applying question is 2.63% by the first evaluator and 1.85% by the second evaluator, the mean score of analysis question is 4.35% and 3.82% by the second evaluator, the mean score of evaluation question by the first evaluator is 3.06% and 4.12% by the second evaluator, and the mean score of creating question is 14.55% and 13.52% by the second evaluator. Based on the levels of teacher's questions on narrative text is good category.

2. The levels of questions found in textbook of *Look Ahead 3* are six level. Those are remembering, understanding, applying, analysis, and creating. The mean score of remembering question by the first evaluator is 48.65% and 45.95% by the second evaluator, the mean score of understanding question is 8.11% by the first evaluator and 8.11% by the second evaluator, the mean score of applying question is 16.22% by the first evaluator and 16.22% by the second evaluator, the mean score of analysis question is 13.51% and 18.92% by the second evaluator, the mean score of evaluation question by the first evaluator is 5.41% and 5.41% by the second evaluator, and the mean score of creating question is 5.11% and 8.11% by the second evaluator. Remembering level was more dominant in textbook *Look Ahead 3*.
3. The students' reading comprehension of narrative text was good category. This result is proven by the data of the students' reading comprehension found in this research. The mean score of students' reading comprehension of narrative text is 70.84 and this score is good category.

B. Implication

There are some implications related to this research, namely:

1. The level of teacher question is useful for getting information, checking students' comprehension, stimulating students' reaction, and knowing students curiosity in classroom.
2. The level of reading question. The sources or reading material for senior high school grade XII is from textbooks. Because of that, the reading

comprehension questions in the textbooks should emphasize on comprehend the level of reading questions. Complexity in making questions by the authors can be as factors that cause the reading questions in textbook *Look Ahead 3* do not cover all levels of questions. The authors should make question levels based on the curriculum accommodated to the students.

3. Narrative text is one of the basic texts that students should master in learning English, especially in reading comprehension. The variety of types and levels of reading questions will help the students in comprehending narrative texts well.

C. Suggestions

Based on the conclusions and the implication above, the researcher intended to provide some suggestions as follow:

1. The teacher should be able to vary the questions based on taxonomy bloom to improve the students' comprehension.
2. The textbook writers are suggested to pay more attention to the questions available in the textbook. They may take these findings as consideration for further revision of reading questions in order to help the students comprehend the texts.
3. This study was conducted with descriptive qualitative research and focused on reading comprehension questions of narrative text. Therefore,

it is suggested for other researcher to conduct further studies with different focus.

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