

**THE EFFECT OF USING “*GENERATING QUESTION STRATEGY*” IN  
TEACHING A RECOUNT AND A NARRATIVE TEXT TOWARD  
STUDENTS’ READING COMPREHENSION AT SMP N 34 PADANG**

*Thesis*

*Submitted as Partial Fulfillment of the Requirements to Obtain the Strata One  
(S1) Degree*



**BENNI SATRIA**  
**2009.12241**

**Advisors**

**Drs. Jufri, M.Pd**

**Delvi Wahyuni, S.S, MA**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGE AND ART  
STATE UNIVERSITY OF PADANG  
2014**

HALAMAN PERSETUJUAN SKRIPSI

Judul : The Effect of "Using Generating Question Strategy" in Teaching A Recount and A Narrative Text toward Students' Reading Comprehension at SMP N 34 Padang.

Nama : Benni Satria

NIM/ BP : 12241/2009

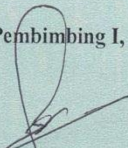
Jurusan : Bahasa dan Sastra Inggris

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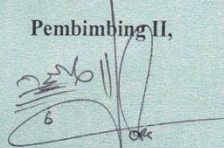
Padang, April 2014

Disetujui oleh:

Pembimbing I,


  
Drs. Jufri, M.Pd  
195403021984031001

Pembimbing II,

  
Delvi Wahyuni, S.S., MA  
198206182008122003

Diketahui

Ketua Jurusan,

  
Dr. Kurnia Ningsih, MA.  
195406261982032001

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi

Jurusan Bahasa dan Sastra Inggris

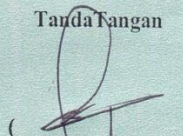

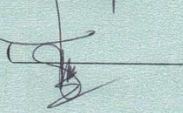
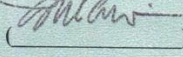
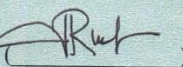
Fakultas Bahasa dan Seni

Universitas Negeri Padang

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Nama : Benni Satria  
NIM/BP : 12241/2009  
JURUSAN : Bahasa dan Sastra Inggris  
FAKULTAS : Bahasa dan Seni

Padang, April 2014

Nama	Tim Penguji	Tanda Tangan
1. Drs. Jufri, M.Pd	Ketua	
2. Delvi Wahyuni, S.S., MA	Sekretaris	
3. Dra. Yenni Rozimela, M.Ed, Ph.D	Anggota	
4. Dr. Zul Amri, M.Ed	Anggota	
5. Dr. Refnaldi, M.Litt	Anggota	

## ABSTRAK

**Satria, Benni. 2014. “The Effect of Using “*Generating Question Strategy*” in Teaching A Recount and A Narrative Text Toward Students Comprehension at SMP N 34 Padang (An Experimental Research).” *Skripsi. Fakultas Bahasa dan Seni, Universitas Negeri Padang.***

Penelitian ini bertujuan untuk melihat apakah penggunaan “*Generating Question Strategy*” memberikan dampak yang lebih baik terhadap pemahaman membaca siswa dibandingkan penggunaan “*Conventional Strategy*”.

Penelitian ini adalah penelitian eksperimen dengan model *posttest-only*. Populasi penelitian ini adalah siswa kelas VIII SMP N 34 Padang tahun pelajaran 2013/2014. Dua kelas yang diasumsikan memiliki kemampuan sama pada tes homogenitas kemudian dijadikan sampel penelitian, yaitu kelas VIII.7 sebagai kelas eksperimen dan kelas VIII.6 sebagai kelas kontrol. Ketika mengajarkan membaca teks rekon dan teks naratif, kelas eksperimen diajarkan menggunakan “*Generating Question Strategy*” sedangkan kelas kontrol diajarkan menggunakan “*Conventional Strategy*”. Di akhir penelitian, siswa diberikan *post-test* pemahaman membaca yang hasilnya digunakan sebagai data penelitian.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa kelas eksperimen lebih tinggi dari pada kelas kontrol. Berdasarkan analisis statistik dengan menggunakan rumus *t-test*, ditemukan bahwa nilai *t*-hitung adalah 2.89 yang mana lebih besar dari *t*-tabel (1,67) dengan tingkat signifikansi 0,05. Dengan demikian, dapat disimpulkan bahwa hipotesis yang menyatakan “penggunaan ‘*Generating Question Strategy*’ memberikan dampak yang lebih baik terhadap pemahaman membaca siswa” dapat diterima.

## ACKNOWLEDGEMENTS

All praises belong to The Almighty God, Allah SWT, the most merciful and compassionate, who has given the writer knowledge and strength in completing his thesis entitled “The Effect of Using “*Generating Question Strategy*” in Teaching A Recount and A Narrative Text Toward Students Comprehension at SMP N 34 Padang (An Experimental Research).” The best regard also goes to the prophet Muhammad SAW, may Allah bless and give him peace.

The writer would like to express his sincere gratitude to his advisors, Drs. Jufri, M.Pd. and Delvi Wahyuni, S.S.,MA., who have given him the best guidance, meaningful advice and valuable time to supervise and help him to accomplish this thesis. A special appreciation is also expressed to Dra. Yenni Rozimela, M.Ed, Ph.D., Dr. Zul Amri, M.Ed. and Dr. Refnaldi, M.Litt. as examiners who have given suggestions and ideas for the completion of this thesis.

Next, the writer addresses his thank to Dr. Kurnia Ningsih, M.A. and Dra. An Fauzia Rozani Syafei, M.A. as the head and secretary of English Department for their contribution in finishing this thesis. He also expresses his thank to Rusdi Noor Rosa, S.S, M.Hum. as his academic advisor who has given meaningful advice for the completion of his thesis and study in the English Department. A great thank also goes to all assisting people at SMP N 34 Padang for the conduction of this research.

Then, the writer would like to express his deepest thankfulness to his beloved parents who have given love, patience, care and pray for his success. Furthermore, a special thank is directed to all his friends in English Department for the knowledge and ideas that have been shared. For the improvement of this thesis, any constructive criticisms, suggestions and advices from the readers are highly appreciated.

Padang, April 2014

The writer

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1. Background of the Study**

Reading is one of the basic skills that needs to be mastered in learning English. It has a very important role in daily life nowadays. It is supported by Komiyama (2009:1) saying that reading is an important skill because it supports the development of overall proficiency and provides access to crucial information at work and in school. Komiyama's idea means that English is used in many aspects in our daily life especially at work and in school, such as being dominant language in internet, international business, and academia, and reading is required in accessing the information of it. Consequently, students need to develop their reading abilities.

At the time, educational system used in SMP N 34 Padang was KTSP (School Level Based Curriculum). Based on KTSP, there are 3 main purposes in teaching English. The first one is enhancing the competition of communication in oral and written form to attain the functional literal level. The next purpose is having awareness about the nature and the importance of English to increase the nation competition in globalization. The last one is improving students' comprehension of correlation between language and culture. From the purposes explained, it can be concluded that by applying KTSP, students are expected to understand the

concept of learning English well in order they can communicate in English whether it is in oral and written forms.

In preliminary observation in SMP N 34, the researcher found that students had difficulties in reading. The first problem was low ability in comprehending the text such as getting the idea of the text and looking for specific information due to lack of vocabulary, lack of grammar ability, and not having purpose in reading. Comprehending the text is the main goal of reading. This problem is maybe caused by teaching strategy due to its role as the main point in teaching that determines the goal of teaching. This statement is supported by Richards (2001:209) saying that teaching strategy determines the students' achievement. Many students read the text without comprehending it. As the result, when they were given reading exercises, they could not do it well. This situation making students' achievement in reading was not maximal.

The second problem was low motivation in reading. Based on informal interview of 10 students in the VIII.2 class, 8 of them said that they did not have motivation in reading. They only read in order to fulfill the assignment given by the teacher. However, motivation plays a very important role in reading. It is supported by Alderson (2000:53) saying that poor motivation doubles the problems in reading because the less someone reads, the less "existing knowledge" they will have later in connecting their reading material with what they already know.

The last problem was lack of vocabulary. Vocabulary is one of crucial things in language. It is supported by Alderson (2000:33), knowledge of the language must be possessed by a good reader to gain better comprehension in reading a text. Therefore, lack of vocabulary will bring many difficulties in reading. It is proved by many students cannot locate the main idea of the paragraph because they are unfamiliar with some words contained in the text. As the result, it troubles them in comprehending the text.

Because of the condition above, the writer offers a solution to the problems. The solution is using “Generating Question Strategy” and making the material as interesting as possible in teaching reading to improve comprehension. “Generating Question Strategy” is one of the student-centered strategy. “Generating Question Strategy” is a reading comprehension strategy that is used by having students generate their own questions by using WH questions to improve comprehension and recall (Ness, 2009:2). As the result, the students will read purposefully and actively. Furthermore, this strategy also motivate them to read and make them learn to think critically.

Moreover, among three kinds of genre taught in the second semester of academic year 2013/2014, the researcher focused on recount and narrative text in this research because those texts are not yet learned by the students when the research takes place. It is also said that recount and narrative are the most difficult genres for junior high school students. It is proved by mostly students’ scores in recount and narrative test done by the teacher in SMP N 34 Padang were under

KKM. Beside that, it is also one of the most frequently genre found and tested in junior high school. Students learn this text at the second and third grade of study.

From the explanations above, the researcher is interested in conducting a research about “*The Effect of Using “Generating Question Strategy” in Teaching A Recount and A Narrative Text Toward Students’ Reading Comprehension at SMP N 34 Padang.*”

## **1.2. Identification of the Problem**

Based on the background of the problem above, it was known that there were three problems in reading at SMP N 34. They were low ability in comprehending the text, low motivation in reading, and lack of vocabulary. Therefore, all of those problems need solving by using *generating question strategy*.

Furthermore, using uninteresting media and material was the problems found from the teacher’s side. As the result, the students did not interest in reading. Consequently, they will have lack of vocabulary and low ability in comprehending the text.

## **1.3. Limitation of the Problem**

Based on identification of the problem above, in this research, the problem was limited to see the effect of *Generating Question Strategy* toward students’ reading comprehension. It focused on the second grade students in the second semester at SMPN 34 Padang in teaching a recount and narrative text.

#### **1.4. Formulation of the Research**

Related to the limitation above, the problem is formulated as follow: “Does “Generating Question Strategy” give better effect toward students’ reading comprehension compared to “Conventional Strategy”? “

#### **1.5. The purpose of the Research**

The purpose of this research is to find out whether teaching reading a narrative text to junior high school students by using “Generating Question Strategy” gives better effect toward students’ reading comprehension compared to “Conventional Strategy”.

#### **F. The Significances of the Research**

It is expected that from this research, theoretically, it will provide useful information to the reader about applying the “Generating Question Strategy” in improving students’ reading comprehension for junior high school students. Besides, practically, the contribution of “Generating Question Strategy” will make the students more active and involved in learning process. Then, the result of the research can give contribution in teaching English at Junior High School, especially in teaching reading. Then, this result can be used by the teacher as a consideration for choosing strategy in teaching a recount and a narrative text. Furthermore, it can be used in teaching reading for other genres.

## 1.6. The Definition of the Key Terms

- a. Reading : an activities done to understand printed materials by relating background knowledge or experience to the information in the text.
- b. Generating question strategy : a reading comprehension strategy that is used by having students generate their own questions to improve comprehension and recall.
- c. Conventional strategy : a strategy that is usually used by the teacher in teaching writing in the field (SMPN 34 Padang).
- d. Recount text : a text which has purpose to retell the past event
- e. Narrative text : a text which has purpose to amuse or entertain the readers

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

Based on the result of the data analysis, it can be concluded generating question strategy gave the effect on the students' reading comprehension. It can be seen from the students' score based on the calculation of t-formula. The result of analysis in posttest were 3.04 and 2.70 and which mean that t-calculated were higher than t-table which was 2.0. It was found that the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

In addition, the mean of students' scores on each indicator; topic, main idea, detail/specific information and reference words and vocabulary in context also improved. The significant improvements were in topic, main idea, specific information, and reference words. They were in line with the advantage of using generating question strategy strategy that is to activate background knowledge and to make students predict about the text, in order the students can read a text focusly and purposely. So, the students were easier to decide the topic and main idea in the text.

Furthermore, it can be summarized that generating question strategy is very beneficial in teaching reading comprehension to senior high school students especially in recount and narrative texts.

## **5.2. Suggestion**

It has been proven that generating question strategy gave positive impact to reading comprehension in particular ways. Based on the finding, the researcher gives a number of suggestions. Firstly, in order to increase students' reading comprehension ability, it is advisable for English teacher to use some interesting, creative and educative activities that can be used in pre-reading activity. It provokes the students' background knowledge. In this case, the researcher suggests to use generating question strategy. After conducting a research, the researcher found that this strategy is very useful to improve students' reading comprehension.

Secondly, it is recommended for the coming researcher to conduct a research by using generating question strategy in different population, different texts and in more meetings. It is aimed to prove that this strategy is not only appropriate to second grade students of senior high school and also it is not only for narrative, report and analytical exposition texts, but also it is possible to the other populations and texts. In addition, it is hoped that the next researcher conduct it in more than ten meetings.

Finally, it will be a valuable suggestion if the other researchers conduct using generating question strategy by using modern media such as laptop and LCD to support the strategy. Modern media will make this method to be more interesting for the learners.

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