

**Teaching Reading Comprehension of Narrative Text through Questioning
Strategy in Junior High School**

PAPER

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**TEACHING READING COMPREHENSION OF NARRATIVE TEXT
THROUGH QUESTIONING STRATEGY IN JUNIOR HIGH SCHOOL**

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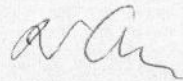
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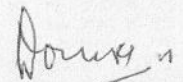
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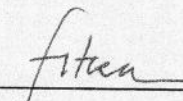
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ABSTRAK

Amiza, Elsi. 2012. “Teaching Reading Comprehension of a Narrative Text through Questioning Strategy in Junior High School”

Makalah ini bertujuan untuk menjelaskan bagaimana cara pengajaran teks naratif menggunakan *Questioning Strategy*. Kemampuan siswa SMP dalam memahami teks naratif masih sangat kurang disebabkan karena masih sangat minimnya penguasaan kosa kata oleh siswa serta penggunaan strategi pembelajaran yang kurang menarik yang disajikan oleh guru. Teks naratif adalah suatu jenis teks yang berisikan peristiwa yang terjadi pada masa lampau baik yang berisi kejadian yang sebenarnya maupun tidak. Salah satu strategi pengajaran yang dapat membantu siswa dalam memahami teks naratif adalah “*Questioning Strategy*”. Dalam menggunakan *Questioning Strategy*, guru menyajikan pertanyaan-pertanyaan untuk membantu siswa memahami teks naratif. Pertanyaan-pertanyaan tersebut juga disusun dari pertanyaan yang memiliki tingkat kesukaran yang rendah, menengah, hingga pertanyaan yang memiliki tingkat kesukaran yang tinggi. Penyajian pertanyaan terdapat dalam setiap langkah-langkah pengajaran teks naratif dengan *Questioning Strategy* yaitu *preparation*, *pre-teaching*, *whilst-teaching* dan *post-teaching*. Pada *preparation* guru mempersiapkan materi teks naratif, strategi yang akan digunakan, dan rencana pengajaran. Pada *pre-teaching* guru mengaktifkan latar belakang pengetahuan murid dengan memberikan judul dan gambar dari teks. Kemudian siswa akan memprediksi isi dari teks berdasarkan judul dan gambar tersebut. Pada *whilst-teaching* guru mengecek prediksi siswa berdasarkan teks naratif, memberikan pertanyaan yang berkaitan dengan teks, dan siswa menjawab pertanyaan yang diberikan guru. Pada *post-teaching* guru mengecek pemahaman siswa dengan memberikan pertanyaan lain serta menyimpulkan pelajaran.

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading has a very important role in people's life. Through reading, they can enrich their knowledge. They believe that the more they read, the more they learn. Besides giving knowledge, reading can give people much information that they need. There are many kinds of reading materials, such as books, newspapers, magazines, articles and novels. Most of these reading materials are printed materials. People are demanded to read them a lot to gain the information. Reading also gives them pleasure. People who develop their hobby of reading behold that it is a great source of recreation which can give them peace of mind and satisfaction. So people can enjoy all the benefits of reading.

According to Badan Standar Nasional Pendidikan (BNSP 2006), School Based Curriculum (KTSP 2006) is the curriculum used at schools in Indonesia. In this curriculum, reading is one of the important skills that is studied by students in English learning. The students have to achieve certain competencies at the end of learning process. Therefore, there are two types of text that should be presented in teaching English in junior high schools. They are monologue and functional text. Monologue texts consist of descriptive, procedure, recount, narrative, and report text. Functional texts are notice, greeting card, invitation, announcement, and short message.

Reading is not an easy job for the students. They still encounter some problems in reading. The first problem is the students' lack of vocabulary. Richard and Renandya (2002 cited in Bagheri 2012) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Nevertheless, it is difficult for the students to understand the words. They tend to look for the meaning from dictionary and they spend longer time using dictionary than reading itself.

Second problem that makes students fail in reading is the materials or textbook used. Some reading materials or textbook seemed inappropriate and uninteresting for junior high school students. Some books such as Look Ahead and English Zone have texts (Narrative, descriptive, procedure, recount and report) with long paragraph and the students need much time to understand. Then, it is difficult for the teacher to choose an appropriate text for each reading level in order to get a better result in reading. Therefore, the students do not comprehend the text well.

The last problem is that teacher still used some conventional strategy in teaching reading. The teacher only distributes the text and asks the students to read aloud one by one. When students find some difficult words, the teacher explains the meaning of those words. At the end, the teacher asks the students to answer the questions given. Harmer (2001) states that students must be encouraged to respond to texts and situations with their own thoughts and experience, rather than just answering questions and doing abstract learning activities. The strategy used by the teacher will make the students not enthusiastic

to the subject. They will have low attention when the teacher explains the lesson besides they do not engage with the lesson. As the result, they will be difficult to catch the meaning of the text.

The teachers should know how to overcome these problems. They have to know how to make the students feel motivated in reading comprehension. One alternative that can be done by the teacher is teaching reading by using Questioning Strategy. Questioning Strategy is a strategy that helps students by forming questions in order to deepen students' understanding of a text. It helps students to remember and connect new information with what they already know about a topic or theme.

B. Limitation of the Problem

The focus in this paper is limited to the discussion on how to teach reading comprehension of narrative text through Questioning Strategy in junior high school.

C. Formulation of the Problem

The problem in this paper is formulated as follows:

“How can a teacher implement Questioning Strategy in teaching narrative text and other texts in junior high school?”

D. Purpose of the Paper

The purpose of this paper is how to implement Questioning Strategy in teaching reading comprehension narrative text for junior high school students.