INCREASING STUDENTS' ACHIEVEMENT IN READING COMPREHENSION OF NARRATIVE TEXT THROUGH SELF-QUESTIONING STRATEGY

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ABSTRAC: The motivating problem of the current research is that the students' reading comprehension ability is very poor. Therefore, the purpose of teaching language at school is to develop the students' reading skill. Reading plays an important role in teaching and learning process. But, based on the information from the teacher in SMPN 2 Terusan Nunyai, sometimes the students still have difficulties in comprehending the text. They get difficulties in getting main idea, finding the answer questions and getting specific information from the text, like a narrative text which has long sentences and vocabularies usages.

One of the efforts to overcome the problem is by using certain strategy, such as self-questioning strategy. Therefore, the objective of the research was to investigate whether self-questioning strategy can be used to increase the students' reading comprehension achievement in narrative text or not. The researcher applied one group pre-test post-test design. The sample of the research was the second grade of SMPN 2 Terusan Nunyai, Lampung Tengah. One class was taken as the experimental class.

The finding shows that self-questioning strategy can be used to increase the students' reading comprehension achievement. It can be seen from the progress of students' reading comprehension achievement after being taught through self-questioning strategy. The result of the research showed that the mean score of students' post-test in the experimental class was 78.63 higher than the mean score of students' pre-test was 58.63, with the mean difference was 20.0. The value of two significant was 0.000. It means that H_0 was rejected and H_1 was accepted since $0.000 < 0.05$.

Keywords: *Reading, Narrative Text, and Self-questioning Strategy.*

PENINGKATAN PRESTASI SISWA DALAM PEMAHAMAN MEMBACA TEKS NARATIF MELALUI STRATEGI PERTANYAAN

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ABSTRAK: Latar belakang masalah yang memotivasi penelitian ini adalah kemampuan siswa membaca yang masih sangat kurang. Oleh karena itu, tujuan pengajaran bahasa di sekolah adalah untuk mengembangkan keterampilan membaca siswa. Membaca memiliki peran penting dalam proses belajar mengajar. Namun, berdasarkan informasi dari guru di SMPN 2 Terusan Nunyai, terkadang siswa masih mengalami kesulitan dalam memahami teks. Mereka mendapatkan kesulitan dalam mendapatkan ide utama, menjawab pertanyaan dan mendapatkan informasi secara detail dari teks, seperti teks narasi yang memiliki kalimat yang panjang dan penggunaan kosakata yang sulit.

Salah satu upaya untuk mengatasi masalah tersebut adalah dengan menggunakan strategi tertentu, seperti strategi pertanyaan. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui apakah strategi pertanyaan dapat digunakan untuk meningkatkan prestasi membaca pemahaman siswa dalam teks narasi atau tidak. Peneliti menerapkan desain one group pre-test post-test. Sampel penelitian adalah kelas Dua SMPN 2 Terusan Nunyai, Lampung Tengah. Satu kelas dipakai sebagai kelas penelitian.

Hasil penelitian menunjukkan bahwa strategi pertanyaan dapat digunakan untuk meningkatkan prestasi membaca siswa. Hal ini dapat dilihat dari kemajuan prestasi pemahaman siswa terhadap bacaan setelah diajarkan melalui strategi pertanyaan. Hasil penelitian menunjukkan bahwa nilai rata-rata post-test siswa pada kelas eksperimen adalah 78,63 lebih tinggi dari skor rata-rata pre-test siswa 58,63, dengan perbedaan rata-rata adalah 20,0. Nilai signifikan 2 tailed adalah 0,000. Ini berarti bahwa H_0 ditolak dan H_1 diterima apabila 0,000 <0,05.

Kata Kunci: *Membaca, Text Narrative, dan Strategi Pertanyaan.*

INTRODUCTION

One of language skills that very important to be developed was reading skill. Reading plays an important role in teaching and learning process. By reading, the students can get the information, knowledge and experience from what they have read. But, based on the information from the teacher in SMPN 2 Terusan Nunyai, sometimes the students still have difficulties in comprehending the text. They get difficulties in getting main idea, finding the answer of questions and getting specific information from the text, like narrative text which has long sentences and vocabularies usages.

Meanwhile, as the additional information from the teacher when the researcher conducted the pre research at the second grade students in SMPN 2 Terusan Nunyai, the students' lack of awareness in reading comprehension affects the students' achievement in reading comprehension. They were only followed the subject to fulfil the requirements to study in the classroom. And also, the students do not have a good self confidence to learn English. So, it was difficult for them to learn English well because they regard that English was difficult to be learn.

Moreover, based on the students' result from the interview, the students do not have good self confidence to learn English. They regard that English was difficult to be learn. In one condition, when they were study about narrative text, the students got difficulties in comprehending the reading text. They got difficulties in getting main idea, finding the answer of question and getting specific

information from the text because they do not know how to learn the text. Besides, based on the data from the interview the students said that they do not master vocabulary in order to understand the text. They also said, sometimes, the use of inappropriate strategy which was not interested for the students in used to help them understanding the reading texts.

Based on the students' problems which were explain above, the researcher proposed on the strategy in teaching learning process in order to solve the problems above. It has known that there were many kinds of reading strategies that can be applied in teaching reading. In this research, the researcher was proposed self-questioning strategy because this strategy gave the students opportunity to attend to the clues as they read the text, say some questions, keep prediction in mind, identify the answer, and talk about the answer. In line with the theory from National Reading Panel, 2007:51 that self-questioning is a process which students ask and answer questions before, while and after reading. Strategically asking and answering questions before, while, and after reading so that the students engage with their text.

This strategy also develops students' understanding and stimulates the students to be engaged with the text. It was also supported by the theory of Maxwell (2010) *self-questioning strategy* involves the readers' own questions, their predictions, and finding the answers to their own questions in the passage while they're reading about something and to make sure the readers understand and remember it.

This research was conducted to the second grade of SMPN 2 Terusan Nunyai. The variables of this research were self-questioning strategy as the independent variable and the reading comprehension of narrative text as the dependent variable. This research was focused on the activities of reading comprehension through self-questioning strategy where the students are asked to produce some questions based on the information which relate to the text given by the teacher.

METHODS

The researcher uses *one group pre-test post-test design* to investigate whether self-questioning strategy can be used to increase students' reading comprehension achievement in narrative text or not. Then the researcher administered pre-test and post-test. The pre-test was conducted to measure students' reading comprehension achievement before treatments and the post-test was conducted to find the students' reading comprehension achievement after being taught through self-questioning strategy. The design of this research can be described as follows:

$$T1 \quad X \quad T2$$

Where :

T1   = Pre-test

X   = Treatment

T2   = Post-test

(Hatch and Farhady, 1982: 20)

The population of this research was the second grades of SMPN 2 Terusan Nunyai. There were four classes of second grade on SMPN 2 Terusan Nunyai.

One class was chosen as the tryout class and one class was chosen as the experimental class which was given the treatments by using self-questioning strategy.

The researcher used Repeated Measure t-test to know the level of significance of treatments effect. To see the significance, the researcher used the following formula:

$$t = \frac{X_1 - X_2}{S_D}$$

Where:

X_1 : Mean from pre-test

X_2 : Mean from post-test

S_D : Standard error of differences between means

The criteria are:

1. If the t-ratio is higher than t-table : H_1 is accepted
2. If the t-ratio is lower than t-table : H_0 is rejected

RESULTS AND DISCUSSION

The researcher administered the pre-test in experimental class (VIIIA) in order to determine the students' basic reading comprehension achievement before they were given the treatments. After the pre-test, the researcher conducted the treatments within three times of meetings. During the learning process, the researcher observed the students' activity. The students seemed enjoy the learning activity. The researcher found that the students' interest in this learning activities, the students' could involve their own predictions, and finding the

answers to their own questions in the passage while they're reading about something. Comparing with the theory of Maxwell (2010) that in reading process by using self-questioning strategy the readers involves their own questions, their predictions, and finding the answers to their own questions in the passage while they're reading about something and to make sure the readers understand and remember about what they've read before.

And then, for the last meeting of the treatments, the researcher asked the students to read the text and do the exercises of narrative text entitled *"Why Do Hawks Hunts Chicks?"* Based on the observation during the learning process, the researcher also found the similarity of the students' behavior with the theory from Janssen (2008) by using self-questioning strategy the students will be focused on knowledge acquisition and concept comprehension by learner while generating questions from the text. It would help the readers to focus on their reading to select the information and to monitor their own understanding. This strategy slows down the reading process, focuses students' attention on the text, and makes them aware of gaps in the story and braches with their own expectation.

After finishing the treatment, the researcher conducted the post-test to find out whether self-questioning strategy can increase the students' reading comprehension achievement in narrative text or not. After analyzing the data and from the result of students' post-test scores, it can be concluded self-questioning strategy can increase the students' reading comprehension achievement in

narrative text where the mean of post was higher than pre test (7863 > 5863) as in the following graph:

Graph 1. Increasing Students' Average Score from Experimental Class
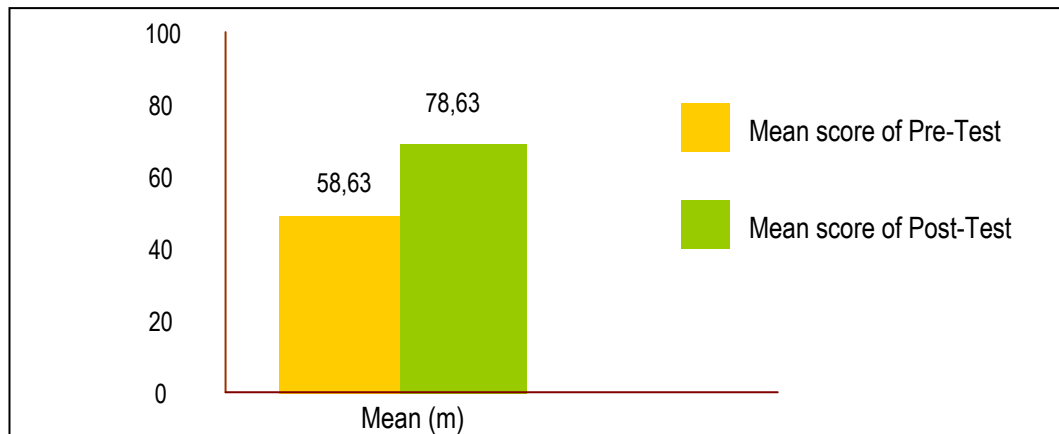
CONCLUSIONS AND SUGGESTIONS

In line with the results of the data analysis and discussion, the following conclusions are drawn:

Self-questioning strategy can be used to increase the students' achievement in reading comprehension of narrative text. It has been proven by the gain of students' mean score in post-test that was 78.63 higher than the mean score in pre-test 58.63. The gain was 20 points or 20% from the total percentage of the students' mean score. The significant value of post-test in experimental class was 0.000 (p= 0.000) that was lower than 0.05 (0.000 < 0.05). t-value was 12.462 which was higher than t-table 2000 at the level of significant 0.05. Self-questioning strategy could be used to motivate the learners' interest and trigger the learners to become actively involved in the lesson.

Suggestions

Referring to the conclusion above, the researcher gave some suggestions as follows:

1. Since self-questioning strategy can give better result for the students in teaching and learning process, the researcher suggests to the teachers to apply self-questioning strategy as the solution to overcome the students' problems comprehending narrative text.

2. For the students, by using self-questioning strategy, they are able to develop their critical thinking and inquiring their attitudes to the subject.

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