

THE USE OF QUESTIONING STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SMA MUHAMMADIYAH 2 WULUHAN

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Abstract

The objective of this research is to find out how the use of Questioning Strategy can improve students' reading comprehension and students participation. The design of this research is classroom action research. The research subject is XI IPS class consisting of 32 students. The data are collected using interview, observation, test and instrument used is test items. In order to analyze the data students' reading score-, percentage formula is used. Questioning Strategy improved the students' reading comprehension in two cycles percentage of students scored ≥ 75 was 62,5% in the first cycle, and it was 81,25% in the second. Based on the research result, it can be concluded that Questioning Strategy is able to improve reading comprehension and students' participation at SMA Muhammadiyah 2 Wuluhan in the 2015 – 2016 academic year.

KeyWords: *Reading Comprehension, Questioning Strategy*

I. Introduction

Tenkersley (2003, p. 90) states that “good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Making connections is the key to comprehension.” Comprehension means making sense of words, connecting ideas between texts and prior knowledge, constructing and negotiating meaning in discussions with others. In fact, there are often some phenomena in many schools, in which many students find difficulties in comprehending the text. The second grade students' of SMA Muhammadiyah 2 Wuluhan had a difficulty in comprehending a text occurred might be caused by inappropriate strategies and activities conducted in the teaching of reading comprehension. The teachers just gave the texts and exercise that already in the book without giving any explanation about the text and how to answer the question. Then the students just read and answer the question which is gave by the teacher. Most of students did not understand the content and the message of the text they just find the same literature based on the text. Based on the condition above, the researcher wants to try a teaching reading strategy to help the English teachers increase their students' reading comprehension by using Question Strategy and this research is entitled The Use of Questioning Strategy to Improve Students' Reading

Comprehension at SMA Muhammadiyah Wuluhan". Based on the background, the problems of the research are (1) How can the use of questioning strategy improve the second grade students' reading comprehension at SMA Muhammadiyah 2 Wuluhan? and (2) How can the use of questioning strategy can improve the students' participation at SMA Muhammadiyah 2 Wuluhan?.

Reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill, (Moreillon 2007:10). Reading is not only read the words or the sentences but we have to make a meaning of what we have read. We must understand the words, sentences or the paragraph. By understanding the word, sentence and paragraph then we understand the content of the literature or the written text.. Although a continuing goal of the teacher should be able to help pupils learn to set their own purposes by creating their own question, this cannot be done all at once or overnight. The teacher must learn to program question that will guide readers into higher-level thinking process as they are able to do so and in light of reading purposes.

The result of this research is expected to give contribution to the English teacher, the second grade students of SMA Muhammadiyah 2 Wuluhan, and the future researchers. For the English teacher, the result of the research may be useful as input or consideration to apply the Questioning Strategy in teaching reading to improve the students' reading comprehension. For the students, the actions given to the students are useful to provide reading exercise by using Questioning Strategy to increase their reading comprehension. For future researchers, the result of the research is expected to be useful as a reference to conduct the same research design to improve the students' reading comprehension by using Questioning Strategy.

II. Research Method

This research was intended to improve the reading comprehension by using questioning strategy for the second grade student in SMA Muhammadiyah 2 Wuluhan. Therefore, the kind of this research is classroom action research. This classroom action research is conducted in a cycle model consist of four stages activities namely: (1) planning the action, (2) implementing of the action, (3)

observing and (4) reflecting of the action (Adopted from Kemmis & Mc Taggart in Arikunto 2013, p. 137).

The collecting of the data the researcher using test and observation checklist, to know whether the strategy can improve students reading comprehension or not. To measure the student percentage of their reading comprehension, the researcher uses this formula:

$$E = \frac{n}{N} 100\%$$

Where:

- E : The percentage of students scored ≥ 75 in speaking ability
- n : The number of the students achieving the minimum standard scores.
- N : The total number of the students

(Ali, 1993, p. 186)

To develop the test instrument that is used, it should be analyzed to know whether the test is good or bad, whether the test is valid or not and also to know whether the test is reliable or not. Than the formula is using Pearson Product Moment Formula:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\} \{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Note:

- r_{xy} = coefficient of correlation between X and Y variable
 - N = the total number of students
 - ΣX = sum of the students' right answer of the odd number
 - ΣY = sum of the students' right answer of the even number
 - ΣX^2 = sum of X^2 score of the odd number
 - ΣY^2 = sum of Y^2 score of the even number
 - ΣXY = sum of the students' right answer of odd and even number
- (Arikunto, 2013, p. 213)

To get the reliability coefficient of the whole items, the result of correlation coefficient of validity is analyzed by using Spearman-Brown's formula. The formula of reliability coefficient for the whole items is as follow:

$$r_{11} = \frac{2 \times r^{1/2}}{(1+r^{1/2})}$$

Note: r_{11} = reliability of all test

$r^{1/2}$ = correlation index

(Arikunto 2013, p. 223)

III. Result and Discussion

The test was administered after the second implementation of cycle I and it was followed by 32 students. In this research the target score of the students was ≥ 70 and it must be achieved by 75% of the students.

The Result of Reading Comprehension Test in Cycle I

| The Data Results | Percentage (%) |
|--------------------------------------|----------------|
| The students who got score ≥ 70 | 62,5% |
| The students who got score < 70 | 37,5% |

Based on the result of reading test in Table 4.1 above, it was found that the percentage of students who got score ≥ 70 was 62,5% and the percentage of students who got score < 70 was 37,5%. It means there were 20 of 32 students who got score ≥ 70 , and there were 12 of 32 students who got score < 70 in cycle I. There was improvement from 28% in the preliminary study up to 62% in cycle I, but the result of reading comprehension test could not reach the criteria of success that was 75%. As mentioned before, the cycle of this research was considered to be successful if 75% students got score ≥ 70 . It means that the action in cycle I was not successful yet and it was necessary to continue the action to cycle II.

Based on the observation checklist in cycle I, in the first meeting there were 13 of 32 students (40,62%) who active in the class and there were 19 of 32 students (59,37%) who passive in the class. Meanwhile in the second meeting there were 18 of 32 students (56,25%) who active in the class and there were 14 of 32 students (43,75%) who passive in the class. The average result of the observation checklist in cycle I were 48,43% student active in the class and 51,56% student passive in the class.

The Result of Reading Comprehension Test in Cycle 2

| The Data Results | Percentage (%) |
|--------------------------------------|----------------|
| The students who got score ≥ 70 | 81,25% |
| The students who got score < 70 | 18,75% |

Based on the result of reading test in Table 4.2 above, it was found that the percentage of students who got score ≥ 70 was 81,25% and the percentage of students who got score < 70 was 18,75%. It means that there were 26 of 32 students who got score ≥ 70 , and there were 6 of 32 students who got score < 70 in cycle II (See Appendix 18). So, the target percentage of the research that was 75% of the students got ≥ 70 has been achieved.

There was improvement from 62,5% in cycle I up to 81,25% in cycle II. This research was successful and the teaching reading comprehension through Questioning Strategy could reach the criteria of success. So, the action was stopped, and it is unnecessary to continue the action into the next cycle because more than 75% of the students could achieve the target score.

Based on the observation checklist in cycle II, in the first meeting there were 23 of 32 students (71,81%) who active in the class and there were 9 of 32 students (28,12%) who passive in the class. Meanwhile in the second meeting there were 26 of 32 students (81,25%) who active in the class and there were 6 of 32 students (18,75%) who passive in the class. The average result of the observation checklist in cycle II were 76,56% student active in the class and 23,43% student passive in the class

Based on the result of reading test in cycle I was 62,5% of the students got score ≥ 70 . It means that they are failed or did not achieved the target score. And there was 37,5% of the students who got score < 70 because they do not understand about the test and was not serious doing the test. Thus, the students did not achieve the target score. As the result, the action was continuing in cycle II. The average of the student active participations in the cycle I was 48,44% and 51,56% of the students who passive in teaching learning activities. In could be said that the observing in the cycle I was not success because could not achieve 75%. It means

that the percentage the standard score had not been achieved and it can be said that it was not successful.

In the cycle II indicated that the students' reading comprehension increased after the use of questioning strategy in teaching reading comprehension. There was 81,25% of the students who got score ≥ 70 are success, it means that most of the students achieve the target score. The average of the student active participations in the cycle II 76,56% and 23,43 of the students who passive in teaching learning activities. In could be said that the observing in the cycle II was success because more than 75% of the students active in teaching learning activities.

IV. Conclusion

Based on the results of the reading test and the discussions, the conclusion of this research is that Questioning Strategy could improve the second grade students' reading comprehension and students participation at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic year. So, the problem faced by the second grade students of XI IPS class at SMAMuhammadiyah 2 Wuluhan in reading comprehension could be solved through Questioning Strategy.

V. References

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