

## ABSTRACT

**RAHAYU, RIMA PUSPITA. 2019. *Self-Questioning Strategy to Improve Students' Reading Ability (A Pre-Experimental Study at the Tenth Grade Students in SMAN 9 Garut)*. A Paper. English Education Department Faculty of Teacher Training, Sunan Gunung Djati Islamic State University.**

This study is generally attempted to find the usefulness of self-questioning strategy on students' reading ability in descriptive text. The objective of this research is to investigate whether there is significant difference between students' reading ability before and after the implementation of self-questioning strategy. The purpose of the research was (1) to find out the students' reading ability before using Self-Questioning strategy (2) to find out the students' reading ability after using Self-Questioning strategy (3) to reveal the significance of Self-Questioning strategy to improve students' reading ability.

This research is a pre-experimental study which the population of the research is the students of SMAN 9 Garut and the sample is class X MIPA 1 consisting of 30 students. This research was a pre-experimental study with pretest and posttest. It was calculated using analytical statistics.

In conclusion, the result of the data analysis shows that the mean score of students' reading ability before using self-questioning strategy is 62.63 meaning low category whereas the mean score of posttest is 79.27 meaning high category. By using t-test, it has been found that  $t_{\text{count}}$  (10.52) is higher than  $t_{\text{table}}$  (1.45), it proves that  $H_0$  is rejected and  $H_a$  is accepted. It means there is a significant difference of students' reading ability by using self-questioning strategy.

The result shows that self-questioning can be used to improve students' reading ability in descriptive text. Furthermore, this research suggests the teacher to use self-questioning as the strategy in teaching reading and to improve students' reading ability.

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