CHAPTER I

INTRODUCTION

A. Background

The objective of this study is to investigate the differences between students' reading ability before and after using Self-Questioning strategy. Teaching English aim to develop students' skill. In English, there are four major skills that should be mastered by students as learners namely listening, writing, speaking, and reading. This research discusses one of English skills that are important to learn is reading skill because reading activities will influence students to get information from the text. As stated by Smith (1982: 166) (cited on Muthiah, Suparman, & Sukirlan, 2013) that reading is a matter of identifying letters in order to recognize words in getting the meaning from what is read, involving making connection among the words and ideas presented in the text and the readers' own background knowledge about the texts they read will have difficulties in comprehending the text.

Based on the explanation about the importance of reading ability, however the observations of this research found the problem at Senior High School 9 Garut which students hard to understand the text when they read. The strategy that used to the material was inappropriate, so that emerged some mistakes. The strategy applied should be target to students' development in reading ability. In supporting a good learning process, teachers should have good facilities, resources, and strategy as well. In this research reveals Self-Questioning as a strategy to Improve Students' Reading Ability. According to Algozzine et al, (2009) (cited on Muthiah et al. 2013), Self-Questioning is the ongoing process of asking questions before, during, and after reading that are used by a reader to understand the text. This strategy is important for students' of SMAN 9 Garut because it will make the students to generate, think about, predict, investigate, and answer questions that satisfy curiosity about what is being read. It can improve the students' awareness and control of their thinking. Self-questioning is important at all times in reading. If students do not know or use self questioning strategy during reading, they are

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likely to have trouble with before and after use of the strategy. The text that commonly uses in teaching reading is descriptive text, narrative text, recount text, report text, and procedure text. This research used descriptive text because descriptive text is text that describes a thing, person, place, others. This text is chosen because descriptive text will describe something clearly. There are three parts of descriptive text, namely, social, generic structure, and language features.

This research was found previous researches related with Self-Questioning strategy and reading ability. First, "The Effect of The Self-Questioning Strategy as A Generative Learning Strategy on Iranian Intermediate EFL Learners' Reading Comprehension" by (Safarpoor, 2015). This study examined the effect of Self-Questioning strategy as a generative learning strategy on the Iranian English as a Foreign Language (EFL) learners' reading comprehension performance. Second, Students And Questioning: A Review of the Role Played By Students Generated Questions in The Teaching and Learning Process by (Constantine, Musingafi, & Muranda, 2014). This research examined Self-Questioning as a means of enhancing students' understanding of texts, especially literary texts. Third, "Improving Students' Reading Achievement Through Self-Questioning Strategy by Using Descriptive Text" by (Muthiah et al., 2013). This research was investigated the differences between before and after implementation of Self-Questioning strategy.

However, previous researches are different with this research while this research discusses how significant using Self-Questioning strategy before and after reading to improve Students' Reading Ability at Senior High School 9 Garut.

B. Research Question

1. What is the students' reading ability result before using Self-Questioning strategy?

2. What is the students' reading ability result after using Self-Questioning strategy?

3. How significant is the improvement of students' reading ability after using Self-Questioning strategy?

C. Research Purposes

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.

D. Research Significances

1. Practical Significance:

   The result of this research may be used as information to the teachers that Self-Questioning to improve students' reading ability so that this strategy may be used as teaching solution. For students, it will certainly be a new experience in a teaching strategy with a self-question.

2. Theoretical Significance:

   The result in this research may be used for a similar problem of students' reading ability and give information to solve the problem of students' reading ability.

E. Research Framework

According to Grabe (2009) (cited on Suryani, 2015), reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. Reading as a major skill was ignored by pedagogies and researchers for a long period (Azizifar, Roshani, Gowhary, & Jamalinesari, 2015). Reading is considered by many teachers, textbook writers and language test constructors to be made up of different skills and components (Liu, 2010). As stated by Carnine, Silbert, and Kameenui (1990:3) (cited on Suryani, 2015), in learning, reading is difficult activitiy to be mastered as has been explained by reading is complex, complex to teach and to learn.

To improve students' reading ability, teachers should be more creative and find out appropriate strategy for reading. In this research will use Self-

Questioning strategy to improve students' reading ability. According to Muthiah et al. (2013), a self-questioning will makes the students generate, think about, predict, investigate, and answer questions that satisfy curiosity about what is being read. It can improve the students' awareness and control of their thinking. Self-Questioning is important at all times in reading. If students do not know or use self questioning strategy during reading, they are likely to have trouble with before and after use of the strategy. According to Constantine, Musingafi, & Muranda (2014) the questioning process is an essential part of instruction in that it allows teachers and tutors to monitor students' competence and understanding as well as increase thought-provoking discussion. As stated by Browne and Keeley (2007) (cited on Ng, Lee, & Teo, 2011) that questions require the person being asked the question to act in response.

In reading process, students will asked what they like to know more about the text, make a prediction about the text, and they think what the writer means. As stated by Elisah, Sada, & Wardah (2015), as students respond, they are connecting with the text and checking their understanding of essential strategies for successful readers. As stated by King (1994) (cited on Wicaksono & Munir, 2014), self-questioning strategy gave the students pay more attention to the text to improve reading. Self-questioning strategy is used as a solution to understanding reading. In addition, research conducted at Payame Noor University (2015) (cited on Syamsiah, 2018), in the country of Iran, it has been revealed that the strategy of self-question as a generative learning strategy for students of English in Iran as a foreign language (EFL) is used in the performance of students reading ability.

From this strategy, students may be easier to improve their ability especially in reading. By using this strategy, teachers will help students think critically and develop their ideas.

F. Hypothesis

According to Creswell (2012), hypotheses are statements in quantitative research in which the research makes a prediction or a conjecture about the

outcome of a relationship among attributes or characteristics. In this research, the hypotheses are as follows:

H_0: There is no significant Self-Questioning strategy to improve students' reading ability.

H_a: There is significant Self-Questioning strategy to improve students' reading ability.

G. Previous Research

This research found previous researches related with Self-Questioning strategy and reading ability. Some previous researches are as follows:

The Effect of The Self-Questioning Strategy as A Generative Learning Strategy on Iranian Intermediate EFL Learners' Reading Comprehension (Safarpoor, 2015). This study examined the effect of Self-Questioning strategy as a generative learning strategy on the Iranian English as a Foreign Language (EFL) learners' reading comprehension performance. The design in this research is kind of quasi-experimental design which the researcher used experimental class and control class. The results revealed that Self-Questioning strategy have a significant effect on the readers' comprehension performance and the learners in the experimental group outperformed the learners in the control group. Also, significant differences were found favoring the male learners in the comprehension level after using the Self-Questioning strategy.

Instruction in Self-Questioning as A Literary Reading Strategy: An Exploration Of Empirical Research (Janssen, 2010). This research was examined Self-Questioning as a means of enhancing students' understanding of texts, especially literary texts. From this research, the results indicate that students can be trained to ask questions during reading and that such training may lead to significant gains in reading comprehension and recall. The design in this research was qualitative research that indicates what approaches might be effective in the literature classroom.

Students And Questioning: A Review of the Role Played By Students Generated Questions in The Teaching and Learning Process (Constantine et al.,

2014). The purpose of this study is to highlight the value of students' questions in the learning-teaching process; review the research on student-generated questions in the learning process; and suggest some strategies that teachers can use to foster a culture of inquisitiveness in their classrooms. In this study, researcher argued that effective use of questioning arouses curiosity, stimulates interest, and motivates students to seek new information. Students engaged in the questioning process benefit from the clarification of concepts, emergence of key points, and enhancement of problem-solving skills. Using questioning, teachers assess students' knowledge, determine needs for focused re-teaching, and encourage students to think at higher cognitive levels.

The Impact of Instructing Self-Questioning in Reading Literary Texts (Afzali, 2016). This study sets up to address two research questions: 1) the effect of teaching students Self-Questioning strategy while reading literary texts on students' ability to do so independently and 2) the effect of using this strategy on improving their comprehending of literary texts. The finding of this research can have some implications for teaching literature to ESL students.

Self-Questioning in the Literature Classroom: Effects on Students' Interpretation and Appreciation of Short Stories (Tanja Janssen, Martine Braaksma, and Michael Couzijn, 2009). This research examined the effects of Self-Questioning on students' interpretation and appreciation of complex short stories. Two experiments were carried out, in which tenth grade students from different secondary schools participated. In Experiment 1 self questioning instruction was compared to instructor-made questions about stories. In Experiment 2 two forms of Self-Questioning instruction were compared: an unguided and a guided form. The results showed that (unguided) Self-Questioning had a positive effect on students' appreciation of literary stories, compared to instructor-prepared questions and to guide Self-Questioning. The results for quality of interpretation were more diffuse.

Those previous research are the same with this study which those are used self-questioning as strategy in the classrooms, but there are some differences. The differences are: the first research is conducted to find out the effect of self-

questioning strategy as generative learning; meanwhile this study focuses on simple and descriptive text. The second research is conducted to improve students' understanding especially on literary text by using self-questioning strategy; meanwhile this study focuses on simple and descriptive text. The third research is focused on role played by student generated question in teaching and learning process; meanwhile this study focuses on students' reading ability after using self-questioning strategy. The fourth and the last research is conducted to improve students' understanding especially on literary text by using self-questioning strategy; meanwhile this study focuses on simple and descriptive text