

IMPLEMENTATION OF QUESTIONING TECHNIQUE TO INCREASE STUDENTS' READING COMPREHENSION ABILITY USING SHORT FUNCTIONAL TEXT

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Abstrak: Tujuan penelitian ini adalah untuk menemukan apakah ada peningkatan yang berarti dalam kemampuan membaca pemahaman siswa setelah diajar menggunakan *teknik bertanya*. Populasi dalam penelitian ini adalah siswa SMP Negeri 2 Natar Lampung Selatan, dan kelas VIIIC yang terdiri dari 32 siswa sebagai sampel. Data diperoleh dari nilai pretest-posttest dan dianalisis dengan menggunakan t-test melalui SPSS versi 17.0. Hasil analisis data menunjukkan bahwa nilai rata-rata pretest siswa adalah 54.52 sedangkan nilai rata-rata posttest adalah 65.00. Nilai signifikan ($p=0.000$, $p<0.005$), nilai t 10.48. Ini menunjukkan bahwa hipotesis diterima. Berdasarkan data analisis dapat disimpulkan bahwa ada peningkatan yang berarti dari pencapaian dalam kemampuan membaca pemahaman siswa setelah diajarkan dengan menggunakan *teknik bertanya*.

Abstract: The aim of this research is to find out whether there is any significant increase of students' reading comprehension ability after being taught using *questioning technique*. The population of this reseach were the second year of SMPN 2 Natar Lampung Selatan, and VIIIC consisted 32 students as sample. The data were collected by using pretest-posttest design and analyzed using Repeated Measure t-test with Statistical Package for Social Sciences (SPSS) version 17.0. The result shows that the students' mean score of pretest is 54.52 while the mean score of posttest is 65.00. The significant value was ($p=0.000$, $p<0.005$), t-value was 10.48. It showed that hypothesis was accepted. It is concluded that there is any significant increase of students' reading comprehension ability after being taught using *questioning technique*.

Keywords: questioning technique, reading comprehension ability, short functional text.

INTRODUCTION

Based on the syllabus of KTSP/ curriculum 2006, there are four kinds of language skills to be mastered in learning English, namely listening, speaking, reading, and writing. Based on the curriculum, the students were expected to learn English from varieties of texts.

Reading dominates the teaching learning in the classroom. According to Adams (1994: 12), reading helps mental development and stimulates the muscles of the eyes. Reading is an activity that involves greater concentration and adds conversational skills of the reader.

Comprehension is the complex cognitive process involving the intentional and interactional process between reader and text to extract meaning. Comprehension involves constructing meaning from what is being read. The main purpose of reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. In order to comprehend the text, a reader must actively and intentionally think about and analyze the meaning.

According to Schumm, (2006: 223), comprehension process involves an understanding of words and how these words are used to create meaning. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages. In comprehending a topic, the reader interacts with the text related to the

questioning of the text to prior knowledge of construct meaning which can be found in the text.

According to the researcher's interview with the English teacher of SMP Negeri 2 Natar Lampung Selatan, it is found that most students have some problems in reading comprehension ability. First, the students tend to be quiet without giving the answers or an opinions to the teacher. Secondly, the students are also hard to address their questions to the teacher. Thirdly, they do not show the critical responses and tend to keep silent in interpreting and evaluating text given to them. It can be inferred that the students at junior high school generally lack of reading. When they had read English text or worksheet, they could not transfer information. They read slowly, and even word by word. As a result, they felt frustrated in getting information from the text.

Nuttal, (1987: 124) says that developing types of question and technique for using them are essential to teach reading. In this case, question technique is a way to manage the questions by a teacher or a bookmaker for the students. In general, the writer will divide the questions into two ways of questioning as below:

1. The questions are mostly *who* ,*what* ,*where* ,*when* ,*and how* questions, which do not require the students to give their interpretations or evaluation, or if there any "why" questions at all, these "why" questions can be answered easily since the answers are already give in the text. In short, the questions are in the literal comprehension level.

2. The questions are used to ask to elicit their own opinions. Even the *who*, *what*, *when*, *where*, and *how* questions can be used to ask for their interpretations and evaluations. Thus, it is no wonder that the students certainly become very critical in reading any text given to them. It means that the students are free to express their answers by considering the text in practice the questions refer to inferential: comprehension level and critical comprehension level.

The researcher used questioning technique hopefully for giving the questions format in reading that the students have opportunity to express more their own opinions and interpretations about the topic discuss.

Here, usually students' interpretation about the content of text may be different from the teacher. This technique give enforcement to the students when they answer the questions. In addition, they have a big opportunity to be active or critical since they have much time to think and answer reasonably or a description through the formatted questions.

In this research, questioning technique refers to question management for students that invites them to expressed their feeling. In the practice, questioning technique requires informative questions as a warming up for the students before answering the questions using questioning technique.

Considering the explanation above, the researcher was interested in using questioning technique in teaching reading comprehension.

In this research, questioning technique were applied on teaching reading comprehension ability using short functional text. In applying questioning technique The students underlined the main idea they find in the text and make questions i.e. *What is the announcement text about?, How to get for further information about the English speech Contest?*, the students wrote the answers on a piece of paper. Next, students circled the pronouns they found in the text. The student's make questions about reference by using What or Who. For example, *we announce English speech contest..*(in line 3). The possible question is *Who are the underlined word refer to?*, the students underlined the time and the place that they found and make questions about it. The possible questions are *When the contest will carry out?., Where the contest will carry out?*, The students wrote the answers on a piece of paper. The students made an inference or prediction about the purpose of the announcement text.

Based on the examples of questioning technique above, the researcher used this techniques applied in every meeting with the aim to make the students more active and able to show their critical thinking in learning process, especially to increase the students' reading comprehension ability.

In the relation to the reasons above, the researcher conducted her research at second year students of SMP Negeri 2 Natar Lampung Selatan with the aim to find out whether there is any significant increase of students' reading comprehension ability after being taught by using questioning technique.

METHOD

This research is a quantitative study. Hatch and Farhady (1982) state that quantitative is a kind of research in which the data used tend to use statistics as measurement in deciding the conclusion. The design of this research is *one group pretest posttest design*. The design of the research was presented by Hatch and Farhady as follow: T1 X T2 where T1 (Pre Test), X (Treatment), and T2 (Post Test). The subject of this research was the second year students of SMP Negeri 2 Natar Lampung Selatan. One class was selected randomly through simple random probably sampling by using lottery (Setiyadi, 2006: 39).

The students' reading comprehension ability was obtained by using reading comprehension test in form of multiple choice. The reading comprehension tests were pre test and post test. The aim of pre test was to know the students' reading comprehension ability before treatments. Then, the purpose of the post test was to measure the result of the students' reading comprehension ability after treatments. The instrument was objective test in the form of multiple choice, while the total items of pre test and post test were 40 and each items had four options that were : a, b, c and d.

RESULT AND DISCUSSION

The researcher used questioning technique to find out the significant increase of students' reading comprehension ability. In this research, at the beginning of the activity, try out was conducted. The try out class was chosen randomly to analyze

the reliability, level of difficulty, and discrimination power to achieve a good instrument for this research. The purpose of try out is to measure the properness and the quality of its test. The number of the try out was 50 items in the form of multiple choices which contained four options (A, B, C, and D). The result of the try out is, the researcher got 5 items which were less than 0.30, it means that the items were difficult. There were 14 items which were higher than 0.70, it means that the items were easy and 31 items were satisfactory (0.30-0.70). From the computation of discrimination power the researcher got that there were 4 bad items (has negative value in discrimination), 13 items were poor (has less than 2.00 index), 2 item had no discrimination (the value is zero) and 30 items were satisfactory (has higher than 2.00 index). After analyzing the data, the researcher got 24 items were good, 11 items should be revised, and 10 items were bad and should be dropped. Finally, the researcher took 40 item numbers were administered in pre test and post test.

The pre test was administrated to investigate the reading comprehension ability before being given treatments by the researcher. Based on the result of pre test, it can be described that the highest score was 67.5 and the lowest was 40. The mean of the pre test is 54.52.

Then, the post test was administrated to see whether there was any significant increase of students' reading comprehension ability after being taught by using questioning technique. The result of post test shows that the highest score was 80 and the lowest score was 35. The mean of the post test is 65.00.

The results of test indicate that the increase of students' reading comprehension ability before and after given treatments was significant. There are from 54.52 up to 65.00. It meant that the increase was 10.48.

In reading comprehension section, the students practiced applying questioning technique in their learning process in the class. Nuttal, (1985: 5), say that Question is a part of study process, intended to make the reader think about his purpose in reading and what he wants to get out of the text. It means that the question will help the students understand the content of material easily.

Questions are the evaluation in which the students are learning to think more critically and not just repeating literal information. Routman, (2003: 128) says that questions assist students to develop thinking skill and increase their comprehension. It is important to model to the students the kinds of question to ask themselves as they are reading.

According to the explanation above, it can be stated that questioning technique can be used to increase students' reading comprehension ability. It was supported by Brown (2001: 169), who say that The most important key to create an interactive learning is the initiation of interaction from the teacher by using question.

Thus, questioning technique were appropriate, useful and also applicable in teaching reading comprehension.

Finally, based on the result of pre test, post test and hypothesis testing, it can be concluded that there is any significant increase of students' reading comprehension ability.

It can be concluded that the treatments given by the researcher had better impact to the students' reading comprehension ability. In the other words, questioning technique can be used to increase the students' reading comprehension ability.

CONCLUSION AND SUGGESTION

According to the results of pre test and post test, the researcher concluded that there is any significant increase after doing reading test. This could be seen from the pretest and post test scores which showed that the students' mean score of post test in experimental class (65.00) was higher than pre test (54.52) with the gained score of 10.48. In which significance value was determined by $p < 0.05$. The t-test revealed that the result was significant ($p = 0.000$). Thus, the hypothesis was accepted. It means that questioning technique can be used to increase students' reading comprehension ability.

Considering the conclusions above, the researcher proposes several suggestions as follows:

1. An English teachers should apply questioning technique as one of the alternative ways to help the students do their classroom activities.
2. An English teacher is suggested to use questioning technique, especially in reading skill to make students more comfortable in learning process because it can increase their reading comprehension ability. The teacher should be able to

give some rules and control during the teaching learning process well since the biggest problem for the teacher when using questioning technique maybe the noisy classroom and time consuming.

3. The students should be more active in practicing reading. They should use questioning technique to learn effectively and enjoy reading. So they can increase their reading comprehension ability.
4. The future researcher who will conduct the similar research should conduct it consider the time allocation for the treatments.

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