

## **1. INTRODUCTION**

This chapter discusses the background of the problems, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, uses of the research, and definition of key terms, as follows:

### **1.1 Background of the Problems**

The purpose of teaching English language at school is to develop the students' language skills. There are four major skills that should be mastered by students in learning English, namely listening, speaking, reading, and writing. One of the skills that cannot be neglected is reading skill because the success of their study depends on the greater part of their ability to read. Therefore, reading is essential not only to get the information but also to comprehend the text. There are several texts that are commonly used in teaching reading namely, descriptive text, report text, recount text, and narrative text.

In the Guideline of School-Based (Depdiknas, 2006), it is stated that one of the objectives of teaching reading skill for the first grade SMA is enabling the students to get the main ideas, to answer the questions based on the text, to

find supporting ideas and details. In other words, reading skill should be paid more attention to achieve the level.

As stated in English Curriculum for SMA/MA students, along with the higher level of difficulty on any text in the levels of education, students must be able to follow these developments of texts and improve their reading skills. However, the fact showed that the students were not able to adapt to the level of text difficulty which is more complex over the time.

Based on the researcher's pre observation at the first grade of SMAN 5 Bandar Lampung, in general, the students had difficulty in comprehending and getting information from the text. Most of the students thought that learning English was difficult. Besides that, they still got difficulties to determine main idea, and answer questions based on the text. As the result, their reading achievement was below the expectation. To overcome this situation the teacher should generate students' interest by applying the various techniques and selecting the proper text. By using the technique in teaching, the teacher can help the students think critically and develop their ideas. More importantly, the students can comprehend the idea easier and reach optimal results in reading.

The second problem is students' lack of vocabulary in reading text. Usually the English textbook was difficult for them and they could not understand the meaning of the text without knowing the meaning. Teachers should recognize

this condition and then give a solution by selecting appropriate technique. Some students actually had a strong to memorize, and they succeed to remember the vocabulary. However, vocabulary can be developed by reading more often.

Referring to the explanation above, a teacher should be more creative and find out the appropriate technique to those problems in teaching reading that can improve students' reading achievement. There are many techniques can be implemented in the class, one of them is self-questioning strategy. This technique can help students understand more about what they read, stimulate the students to be engaged with the text and let them become independent readers.

In this technique, the researcher gave the text and the questions in order to build in the background knowledge. This phase is intended to build an understanding and to provide an overall text meaning especially in asking the question would be conducted at the beginning, during, and the end when students are reading a text.

Considering to the statement concerning self-questioning above, this study also investigated the students' response toward the use of self-questioning strategy in reading comprehension. The questionnaire was administered as the instruments in order to gather the information from students about their responses and it was given in the last meeting after the students finished their

post test. The response showed that most of the students has given positive impact on their learning, especially in identifying supporting details. Most of them agree that the reading activities were interested and enthusiastic in the class of reading.

Students explained that there were several reasons that made them agree to the statement. The reason is that the students felt happy having new experience in learning English since the previous teachers have never had this kind of activity. By using this technique, students can understand more of what they read, that is because every they make a question, it can help them to promote their critical thinking about what they read and by asking questions.

Based on the statements above, the researcher focus her research by using self-questioning for the solution in improving students' reading achievement. Therefore, the researcher expected that self-questioning could overcome the difficulty in reading comprehension. To prove the teaching technique, SMAN 5 Bandar Lampung was chosen as the object of her research.

## **1.2 Identification of the Problems**

Based on the background above, the researcher identifies the problems that appear or may appear in reading comprehension. There are some factors that might cause the students' difficulties in reading comprehension. The factors are as follow: The students have difficulties in comprehending the idea in the reading texts.

1. The students get difficulties to understand unfamiliar vocabulary.
2. The students lack grammar use in the text.
3. The students lack interest in reading English text.
4. The students less frequently use reading technique.
5. The students less motivation use reading English text.
6. The teacher lack varifying the technique for teaching reading.

## **1.3 Limitation of the Problems**

According to identification of problems, the researcher focuses on the use of self-questioning reading technique and to improve students' reading achievement using descriptive text. The materials was taken from an English Textbook for Senior High School based on the School Based Curriculum (KTSP). To find out the improvement of students' reading comprehension of descriptive text, the researcher used the score of a set of pre- test and post-test.

#### **1.4 Formulation of the Problems**

In line with the limitation of the problem, the researcher addresses the following research question:

1. Is there any significant difference between the students' reading achievement of descriptive text before and after the implementation of self-questioning strategy?
2. What are the students' response toward the implementation of self-questioning strategy in teaching reading comprehension?

#### **1.5 Objectives of the Research**

In accordance with the formulation of research question, the researcher addresses the objective of the resarch are:

1. To investigate whether there is significant difference on students' reading achievement of descriptive text achievement before and after giving self-questioning strategy.
2. To investigate the students' response who are taught reading comprehension through self- questioning strategy.

#### **1.6 Uses of the Research**

Based on the objective of the research, the researcher addresses the uses of the research are as follow:

1. Theoretically, the result of this research are expected to verify the previous theories dealing with reading theories.

2. Practically, the result of this research hopefully can contribute to the English teachers about the effectiveness of self-questioning strategy in improving students' reading achievement.

### **1.7 Definition of Terms**

There are some terms used and to make it clear, the researcher gives some definitions as follow:

#### **Descriptive text**

It refers to describe a particular person, place or thing and tell about the subject by describing its features.

#### **Reading**

It refers to a process in which the reader makes sense of the written text in order to get information and knowledge from the text.

#### **Self-questioning**

It refers to the ongoing process of asking questions before, during, and after reading that are used by a reader to understand text.