

## **I. INTRODUCTION**

In this introduction chapter, the researcher explains the background of the problems, the identification of the problems, limitation of the problems, formulation of the problems, the objective, uses of the research, and scope in this research.

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

One of language skills that very important to be developed was reading skill. Reading plays an important role in teaching and learning process. By reading, the students can get the information, knowledge and experience from what they have read. Besides that they are able to get the information, find the main idea and identify some new vocabularies. But, based on the information from the teacher in SMPN 2 Terusan Nunyai, the students still have difficulties in comprehending the text. They get difficulties in getting main idea, finding the answer of questions and getting specific information from the text, like narrative text which has long sentences and vocabularies usages.

Moreover, based on the researcher's experience when she took the field practice program in MA Ma'Arif Kotagajah at the first grade students, she found that the students' difficulties were in getting main idea, finding the answer of question and

getting specific information from the narrative text in reading activity. One factor that influences their problems was about their attitude to the English subject since they were as junior high school students. According to the students, they could not understand English because they regard that English was difficult to be learnt. This condition may due to a number of factors, such as their lack motivation from the teacher, inappropriate strategy of reading, the students could not identify main idea, the topic sentence and sequencing, finding the answer of question and getting specific information from the text.

Meanwhile, as the additional information from the teacher when the researcher conducted the pre research at the second grade students in SMPN 2 Terusan Nunyai, the students' lack of awareness in reading comprehension affects the students' achievement in reading comprehension. They only followed the subject to fulfil the requirements to study in the classroom. And also, the students do not have a good self confidence to learn English. So, it was difficult for them to learn English well because they regarded that English was difficult to be learnt.

Moreover, based on the students' result from the interview, the students do not have good self confidence to learn English. They regard that English was difficult to be learn. In one condition, when they were study about narrative text, the students got difficulties in comprehending the reading text. They got difficulties in getting main idea, finding the answer of question and getting specific information from the text because they do not know how to learn the text. Besides, based on the data from the interview the students said that they do not

master vocabulary in order to understand the text. They also said, sometimes, the use of inappropriate strategy which was not interested for the students in used to help them understanding the reading texts.

In line with the students' problems which were explained above, the researcher proposed on the strategy in teaching learning process in order to solve the problems above. It is known that there were many kinds of reading strategies that can be applied in teaching reading. In this research, the researcher proposed self-questioning strategy because this strategy gave the students opportunity to attend to the clues as they read the text, say some questions, keep prediction in mind, identify the answer, and talk about the answer. This strategy also develops students' understanding and stimulates the students to be engaged with the text.

Meanwhile, by using this strategy, the students could motivate their prior knowledge during reading activity. It also leads the students to be better in comprehending the reading text by producing some questions by themselves such as, finding main idea and the specific information based on their background knowledge from the text given by the teacher. So, when the students learn how to produce the questions, they would be also learnt how to understand the text. In this research, the researcher was focused on narrative text which one of reading text that the students still got difficulties in comprehending the reading text.

## **1.2. Identification of the Problems**

Based on the background, the following problems could be identified:

1. The students get difficulties in comprehending the reading text. They get difficulties in identifying main idea, the topic sentence, finding the answer of question and getting specific information from the text.
2. The use inappropriate strategy which is not interested for the students to understand the reading texts.
3. The students lack of awareness in reading comprehension which affects the students' achievement in reading comprehension. They only follow the subject to fulfil the requirements to study in the classroom.
4. The students do not have good self confidence to learn English. So, it is difficult for them to learn English well because they regard that English is difficult to be learn.
5. The students do not master vocabulary then finally they do not understand the text.

## **1.3. Limitation of the Problems**

Based on the identification of the problems above, the researcher focused the research on the students' difficulties in comprehending the reading text such as, identifying the main idea, the topic sentence, finding the answer of question and getting specific information from the text. As the solution to overcome the students' difficulties, the researcher was interested to investigate whether self-questioning strategy can be used to increase the students reading comprehension achievement in narrative text or not.

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

Based on the limitation of the problems, the researcher formulates the research problems as follow:

Can self-questioning strategy be used to increase the students' reading comprehension achievement in narrative text at the second grade of SMPN 2 Terusan Nunyai Lampung Tengah?

#### **1.5. Objective of the Research**

Concerning the formulation of the problem, the researcher determine the objective of the research was to find out whether self-questioning strategy can be used to increase the students' reading comprehension achievement in narrative text or not especially to the students of SMPN2 Terusan Nunyai Lampung Tengah.

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

The findings of the research may be beneficial both theoretically and practically:

1. Theoretically, the use of this research was expected to support the previous theories dealing with self questioning strategy.
2. Practically, to give the information for the teacher at junior high school that self-questioning strategy can give some benefits as one way to increase the students' reading comprehension achievement in narrative.

#### **1.7. Scope of the Research**

This research was quantitative by nature. It was conducted to the second grade of SMPN 2 Terusan Nunyai. The variables of this research were self-questioning

strategy as the independent variable and the reading comprehension of narrative text as the dependent variable. This research was focused on the activities of reading comprehension through self-questioning strategy where the students were asked to produce some questions based on the information which relate to the text given by the teacher.

### **1.8. Definition of Terms**

There are some terms that the researcher used to make it clearer, as will be defined as follows:

1. *Reading comprehension* is an active process which involves the interaction between thought and language. The readers use their prior knowledge for connecting words to their thoughts to get the information from reading the text.
2. *Self questioning strategy* is a set of steps that students are asked to produce some questions, think about, predict, investigate and answer the questions that satisfy curiosity from what is being read to understand the text.
3. *Narrative text* is a type of written texts that tells a story or past events and entertains the readers.
4. *Increasing* is the way or an effort to make something greater, for example: an effort to increase the students' achievement in reading.