

## **I. INTRODUCTION**

This chapter concerns 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, scope of the research, and definition of key terms.

### **1.1 Background of the Problem**

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. On the other hand, based on the latest curriculum that was applied in junior high school in Indonesia that was KTSP the students was expected to learn English from several of text. Reading extremely dominates the teaching learning in the classroom, especially comprehension. But in fact, the students difficult to expressed their opinions about the topics of the reading or discussed it further. However this condition rarely happens in reading class. On the contrary the students tend to be quiet without giving the answers or their opinions. The students are also hard to address their questions to the teacher in reading classes. Sometimes, 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.

Facing the problems above, the teacher has the responsibility to find alternative ways to solved the problems. Concerning with the background above, the researcher tried to analyze these problems, that is, the students do not show critical responses, tend to keep silent in interpreting and evaluating. The researcher decides to investigate the students' problems in responding the questions in reading sections by using questioning technique.

## **1.2 Identification of the Problems**

In line with the background of the problems above the following problems could be identified in teaching learning process: the teacher usually only gave a text and asks the learners to read the text and the teacher see only feeding up the learners with sentences in a text by translating a whole of the text, teachers never let the learners to work by themselves. In teaching reading activities, the teachers did not stimulate the learners to give a positive response and apply specific teaching reading technique based on the learners' needs, interests, habits, and also the teacher did not used questioning techniques in teaching learning process. Besides that, the students may lack of motivation in learning and that condition makes them not serious in learning. However, teachers have bad technique to teach their in reading comprehension ability. They only focused on giving many tasks to the learners without guiding the learners in comprehending the text and knowing whether the learners were able to do

it or not. As a consequence, this condition affects the learners' ability in reading comprehension.

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

Given the identification of the problems the researcher focused on reading problems experienced by students at the second grade of junior high school by applying questioning technique. The researcher chosen one effective technique in order to achieve the goal stated in English Curriculum. As one of the techniques in teaching reading, questioning technique could be used to increase learners' reading comprehension ability. The used of the question may be very useful in teaching reading and may help the learners to comprehend the passage.

### **1.4 Formulation of the Research Questions**

Based on the research limitation above, the researcher formulates the problem as follow:

1. Is there any significant difference of students' reading comprehension ability before and after being taught by using questioning technique?
2. Which technique is better in reading comprehension ability before or after being taught by using questioning technique?

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

Based on the statement of the problems above, the objective of the study are:

1. To find out whether there is any significant difference of students' reading comprehension ability before and after being taught by using questioning technique.
2. To find out, which technique is better in reading comprehension ability, before or after being taught by using questioning technique.

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

1. Theoretically, the uses of this research is to see whether the result of this research is relevant or not to the previous theories.
2. Practically, the use of this research is to give information for English teacher that this technique can be applied in teaching reading.

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

This quantitative research was conducted at the second grade of junior high school. This research focused on the implementation of questioning technique in teaching reading. The population of the research was the second grade students consisted of six classes. One class was chosen randomly by lottery as a subject or sample. and as try out class. The researcher applied questioning technique in six times and compared the result of the pretest and the posttest to find out whether there is any significant increase of students' reading comprehension ability before and after being taught by questioning technique. The researcher conducted the try out test before giving the pretest and posttest. There was 50 items in the try out test. The item in the pretest and

posttest was taken from the try out test. Reading comprehension here was limited to short functional text.

### **1.8 Definition of Key Term**

*Reading* is a complex cognitive process of decoding symbols in order to construct or derive meaning.

*Reading comprehension* is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

*Short Functional Text* is a short text that has particular meaning and purpose, and can be used in our daily life.

*Questioning technique* is a way to manage the questions by a teacher or a bookmaker for the students.

