

## **I. INTRODUCTION**

### **1.1 Background Of The Problems**

In Indonesia, English is a foreign language that has been taught formally from the Elementary School through University. According to the 2006 English Curriculum, there are four language skills that should be taught to the students, they are: listening, speaking, reading, and writing.

The objectives of teaching English based on the curriculum are divided into some categories: to have a basic knowledge and competence in English; to have advanced knowledge of English, and English skills, mainly in reading; and to be able to appreciate English literacy work. In this curriculum, reading is more emphasized than the other skills.

In teaching reading, the students are expected to be able to comprehend reading texts. Students who are reading with purpose tend to comprehend what they read better. To set the purpose, the teacher may give them questions which enable the students to comprehend the passage. Ideally the students can answer the questions correctly after reading activity in the class. They can give the most significant information required by the questions. But most of the students lack skills to locate the details by including inappropriate words in their answers. These statements were based on the writer's experience especially when she taught

reading in the second year students of SMP Amal Bhakti Jati Agung. Unfortunately the students' reading ability is very low. The minimum score of English lesson (KKM) at SMP Amal Bhakti Jati Agung was 60. Based on the table there were 14 (35%) students who could achieve the KKM and 26 (65%) students who got the score below 60.

In reading class the teacher did not stimulate the students to give a positive response and apply specific teaching reading technique based on the students' needs, interests, and habits. The teacher only focussed on giving writing tasks from the English book to the students without guiding them in comprehending the text and knowing whether the students were to do it or not. So many students were not able to answer the questions and also they got difficulties in determining the main ideas. Beside that many students have no dictionaries for help them to study English, and of course the students' vocabularies were very low.

In facing this condition, the students' reading ability should be improved, because the students should master the English reading comprehension ability. To do so, the teacher has responsibility to find out the alternative way to solve the problem in reading comprehension.

The use of *self-questioning strategy* is very important in teaching reading. *Self-questioning strategy* refers to the raising questions by individual student readers. They took responsibility for their own reading and enhance the aesthetic experience. According to the statements above, the writer assumed that *self-questioning strategy* can overcome the difficulty in reading comprehension because teaching students to activate relevant prior knowledge and develop their

metacognition during reading may enhance questioning and consequently, lead to better comprehension.

In order to locate the details or information required, the students need some directions about the types of details signalled by specific questions. It is also necessary to develop the ability how to locate the details which affect the meaning by having them to construct *self-questioning strategy* by themselves throughout reading activity. One of the skills is to apply “*self-questioning strategy*” of any meaningful statements printed in the reading material throughout reading activity.

The researcher expected that this technique would be useful in teaching reading. It also can help the students’ ability to locate some details or information that they have already read before. By using such technique, the students of SMP Amal Bhakti Jati Agung, hopefully would be motivated because they have set the purpose of reading which are realized by using “*self-questioning strategy*”.

Therefore, *self-questioning strategy* would be employed in order to solve the problem of students at the second year of SMP Amal Bhakti Jati Agung in reading comprehension could be improved. This classroom action research would be focused on investigating whether or not students’ reading ability if taught through *self-questioning strategy* and how *self-questioning strategy* improved students’ reading ability at the second year students at SMP Amal Bhakti Jati Agung.

## 1.2 Identification Of The Problem

Based on the background of the problem above, the writer tried to identify the research problem as follows:

Reading ability of the second year students of SMP Amal Bhakti was still low. In reading class the teacher did not stimulate the students to give a positive response and apply specific teaching reading technique based on the students' needs, interests, and habits. The teacher only focussed on giving writing tasks from the English book to the students without guiding them in comprehending the text and knowing whether the students were to do it or not. So many students were not able to answer the questions and also they got difficulties in determining the main ideas. Beside that many students have no dictionaries for help them to study English, and of course the students' vocabularies were very low.

## 1.3 Formulation Of The Problem

Based on the background of the problem above, the writer tried to formulate the problem raised in the classroom action research as follow:

1. Is there any increasing of students' ability in teaching reading by using *self-questioning strategy*?
2. How is the implementing of teaching reading by using *self-questioning strategy*?
3. How is the process of planning, implementing, and evaluating the teaching reading by using *self-questioning strategy*?

### 1.4 Objectives Of The Research

The objective of this research is to investigate:

1. To describe whether there is any increasing of students' ability in teaching reading by using *self-questioning strategy*.
2. To describe how to implement the teaching reading by using *self-questioning strategy*.
3. To describe how the process of planning, implanting, and evaluating the teaching reading by using *self-questioning strategy*.

### 1.5 Uses Of The Research

This research is used as follows:

#### 1. Theoretically

The result of this classroom action research is expected to be useful for supporting the theory about the implementation of Self-Questioning Strategy used to increase students' reading ability.

#### 2. Practically.

This research was expected to be useful for English teachers to implement this strategy to increase their students' reading ability.

### 1.6 Scope Of The Research

This research was conducted at SMP Amal Bhakti Jati Agung and the subject was the eighth grade students of SMP Amal Bhakti Jati Agung. The scope of this classroom action research was implementing *self-questioning strategy* to

comprehend the passage of non-fiction. In this case, the students arranged the *self-questioning strategy* which asking the details in the passage. The text employed in the research was *narrative text*; this is one of texts taught in first semester of the second year students of Junior High School Based on Curriculum.