

I. INTRODUCTION

This chapter discusses certain points; introduction deals with background of the problem, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problems

In English Language Teaching, English is a compulsory subject, which is learned from elementary school through university. Realizing that English plays a very important role in the world of communication, The Indonesian Department of National Education has declared English as the first foreign language. One of the important skills is reading. Students must improve their ability in reading comprehension, so they can get information from the text. As a matter of fact, the students' reading ability in reading comprehension is far from the goal being expected.

Based on the writer's experience when she took the teaching practice program (PPL) at SMAN 5 Bandar Lampung on February to April 2011, she found that one of the problems faced by the students was that they often found difficulty in comprehending the reading text. Some obstacles faced by the students were

finding the main idea, the answer to questions based on the text and making inferences from the text, but the main problem is that they still got difficulty in getting the specific information from the text. As the result, students' reading achievement was still below the minimal mastery criterion (65) while the students' average score of reading test was only 59. In this case, teachers should help students to find appropriate strategy in order to improve their reading skill and reading achievement.

The standard and basic competence of KTSP indicates that there are many kinds of reading text, such as descriptive, narrative, recount, anecdote, report, etc. In this research, the writer focused on anecdote text of reading comprehension, because anecdote text is one of reading material which is interesting and enjoyable for the students that they will be curious to follow the subject due to the funny text. As Pratiwi (2010) concludes at her research in SMAN 5 Bandar Lampung that anecdote introduces new vocabularies, grammar patterns, message, and entertainment at the same time. She also adds that anecdote can make the students enjoy their learning process. Even though the text is not simple, some of the students do not really understand this sort of text. Most of them have difficulty in comprehending the anecdote text.

Due to those facts, this research was focused on strategy applied during teaching and learning process. There are many kinds of strategies that can be implemented in the class. There are many strategies that can be applied in teaching reading, the writer suggested self-questioning strategy because it was believed that this

strategy gives all 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.

Hartman (2002) defines Self-Questioning as a step that can also be labeled as planning, monitoring, and evaluating task. When students generate questions, it means that during the planning, monitoring and evaluating of task students are covertly asking themselves questions that they have formulated by themselves. The students should be active and ask themselves questions about what they read. Wong (1985) distinguishes and defines three theoretical perspectives of self-questioning: active processing, metacognitive and schema theories. Active processing theory assumes that self-questioning leads to increased comprehension and longer retention of the text. Metacognitive theory highlights the need for developing an awareness of the cognitive process that allows students to monitor their comprehension. In schema theory, readers call upon their experiences to build prior knowledge during reading and influence understanding. Meanwhile, Munawaroh (2011) in her research, states that Self questioning strategy can motivate and challenge the students. It can be seen from their enthusiasm and their participation in learning.

According to the explanation above, the writer proposed that self-questioning strategy can overcome the difficulty in reading comprehension because it teaches students to activate relevant prior knowledge and develop their metacognition

during reading that may enhance and consequently, lead to better comprehension. Self-questioning strategy is useful to help the students to comprehend the anecdote text. The students of MA Ma'arif 4 Kalirejo Lampung Tengah are selected as the subjects of the research because the writer wants to improve the students' reading ability in the school, besides no research using self-questioning strategy of anecdote text has been carried out there. Hopefully, by presenting self-questioning strategy of anecdote text in reading class, the students' skill in reading will increase.

1.2 Identification of Problems

In reference to background of the problem, the following problems can be found:

1. Students get difficulties in comprehending the reading text. They get difficulties in getting main idea from the text, finding the details, finding the answer to the questions based on the text and making inference and especially getting the specific information from the text.
2. Students' motivations in learning English are still low. So it is difficult to improve their English ability well.
3. Students have negative attitude in learning English. So it is difficult for them to learn English well because they regard that English is difficult to be learnt.
4. Teachers use inappropriate technique in teaching English. So it is difficult in helping students understand reading comprehension easier.
5. Teachers do not use interesting materials which encourage students to learn. They only take the materials from the English course books.

1.3 Limitation of the Problem

The research focuses on increasing students' ability in comprehending the reading text. As the solution to overcome student' difficulties, the researcher was interested in investigating the increase of students' ability in comprehending the anecdote text through Self-questioning strategy.

1.4 Formulation of the Problem

Based on the background above, the writer states the problem as follows:

Can self-questioning strategy be used to increase students' reading achievement in comprehending the anecdote text?

1.5 Objective

Concerning with the research problem, the objective of this research is to find out whether self-questioning strategy can be used to increase students' reading ability in comprehending the anecdote text.

1.6 Uses

1. Theoretically, the use of this research is expected to support previous theories dealing with self-questioning strategy.
2. Practically, it may inform teacher at Senior High School that self-Questioning strategy may give some benefits as to increase the students' achievement particularly in reading comprehension conveyed in anecdote text.

1.7 Scope

This quantitative research was conducted at MA Ma'arif 4 Kalirejo Lampung Tengah. The variables of the research are Self-Questioning Strategy as the independent variable and the reading comprehension conveyed in anecdote text as the dependent variable. The research was focused on the activities of reading comprehension conveyed in anecdote text taught by Self-Questioning Strategy. The materials were taken from English Book and internet relevant to the school based curriculum (KTSP) of SMA and the students reading achievement was measured by a set of pre-test and post-test in form of multiple choices.

1.8 Definition of Terms

There are some terms used by the writer and to make it clear, the writer will give some definitions as follow:

1. *Teaching* is the activities of educating or instructing; activities that impart knowledge or skill.
2. *Reading Comprehension* is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning. (Silberstine,1987; Simanjuntak, 1998:15)
3. *Self-questioning* is a set of steps that students follow to generate, think about, predict, investigate, and answer the questions that satisfy curiosity from what is being read to understand the text.
4. *Anecdote* is an account of an unusual or amusing incident which ends by a coda.