CHAPTER I
INTRODUCTION

This chapter introduces the beginning of this research was conducted. In the background of the problem, the writer states how students' reading comprehension skill is still low. The writer also identifies the problems, formulates the problem and gives the objective and the uses of this research. She also explains the scopes of this research and definitions of every term.

1.1 Background of the Problem

Reading is very important in education field because almost every activity in the classroom is in contact with reading. Therefore, the students must improve their reading ability in order to get information from text. Reading is also crucial for students because the success of their study depends on the greater part of their ability in reading. If their reading skill is poor they are likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good ability in reading, they will have a better chance to succeed in their study. In support of this, it is also stated in the syllabus of School-Based Curriculum that students must be able to understand the meaning of functional text and simple short essay in form of narrative.

As a matter of fact, reading comprehension is difficult to obtain because there are some problems that might arise from the students and even the teacher. Some students are likely to fail in comprehending a reading text. This failure may be caused by some factors, such as lack of vocabularies, the media, the strategy being used by the teacher, and the facilities. Students with those problems know less about the topics they are expected to read and understand, hence comprehension fails to achieve.

Based on the observation at SMAN 1 Negeri Katon, in general, the students had difficulty in comprehending an English reading text, especially in finding specific information which implicitly stated in the passage. As the result, their average score in reading test was only 4.0. In other words, they had low ability in comprehension.

Similar issue was also found during PPL at SMAN 4 Bandar Lampung on February to April 2010 and observation at SMA N 1 Negeri Katon. It was found that many students had difficulties in comprehending reading text. The students still got difficulty in getting the information from the text. Besides that, finding the details, finding the main ideas, answering to questions based on the text and making inferences from the text are some other problems they face. It seemed that the students did not know which strategies were suitable for their reading. As the result, their reading achievement was below the expectation. Therefore, teachers should help students to find appropriate strategy in order to improve their reading skill and reading achievement.

Due to those facts, this research is focused on strategy applied during teaching and learning process. There are many kinds of strategies that can be implemented in the class. Strategy that can be applied in teaching reading is self-questioning. This strategy is believed to be able to develop deeper understanding of the text, stimulate the students to be engaged with the text, and let the students become independent readers, hence improve students' achievement in reading.

Self-questioning refers to the raising questions by individual student readers (Wong, 1985). The students should be active and ask themselves questions about what they read. They take responsibility for their own reading and enhance the aesthetic experience. Hartman (2002) says that there are three components of self-questioning strategy, i.e. creating questions in your mind, predicting the answer to those questions, and searching for the answers to those questions. Self-questioning strategy gives students the opportunity to attend to clues, say some questions, keep prediction in mind, identify the answer, and talk about the answer. During self-questioning students can share and discuss their ideas. This is important because students start to construct their knowledge by discussing their ideas in order to find out what they do not know.

Previous research done by Munawaroh (2011) at SMA KOSGORO Bandar Sri Bhawono comparing between GTM and Self-questioning strategy in teaching reading showed that teaching reading through self-questioning can increase students' achievement significantly more than GTM.

Considering the facts and findings stated above, the researcher was interested in finding out whether self-questioning can improve students' achievement in

reading comprehension of narrative text at SMA N 1 Negerikaton or not. Therefore, the researcher expected that self-questioning strategy could overcome the difficulty in reading comprehension.

1.2 Formulation of the Problem

Based on the background above, the researcher formulates the problem, "Is there any significant improvement in reading comprehension of narrative text achievement of students taught through Self-questioning strategy?"

1.3 Objective of the Research

Concerning the research problem, the objective of this research is to find out whether there is significant improvement in reading comprehension of narrative text achievement of students taught through Self-questioning strategy.

1.4 Uses of the Research

The uses of this research are:

1. Theoretically, it may verify the previous theories dealing with teaching reading using self-questioning strategy and be used as a reference for further research.
2. Practically, it may inform English teacher at senior high school that Self-questioning strategy may give some benefits as to increase the students' achievement particularly in reading comprehension.

1.5 Scope of the Research

This research is experimental research where the dependent variable is students' achievement in reading comprehension and the independent variable is self-

questioning strategy. The research is conducted at SMA N 1 Negeri Katon. There are four classes of second year students and one class is taken as the experimental class. The research is focused on activities of reading comprehension of narrative text taught through self-questioning strategy. The students are expected to be able to comprehend some reading aspects, i.e. main idea, specific information, reference and inference. The materials are taken from English Book based on the School Based Curriculum (KTSP) of SMA. To find out the improvement of students' reading comprehension of narrative text, the researcher has measured the score of a set of pre-test and post-test.

1.6 Definition of Terms

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

Reading is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning.

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language.

Narrative text is a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language.

Self-questioning is the ongoing process of the reader asking questions before, during, and after reading to understand text.