

THE EFFECT OF USING SELF-QUESTIONING STRATEGY ON STUDENTS READING COMPREHENSION

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui efektifitas dari penggunaan metode self-questioning strategy terhadap keterampilan membaca siswa pada siswa kelas VIII di MTs DDI Soni. Penelitian ini menggunakan desain penelitian quasi-eksperimental. Subjek penelitian ini dipilih menggunakan teknik cluster random sampling. Sampel dari penelitian ini adalah 40 siswa dari kelas VIII MTs DDI Soni. penelitian ini menggunakan dua kelas yakni VIII R A sebagai kelas eksperimen dan VIII N A sebagai kelas kontrol. Kelas eksperimen dan kelas kontrol diberikan tes awal dan tes akhir tapi hanya kelas eksperimen yang diberikan perlakuan. Nilai rata-rata kelas eksperimen pada tes awal adalah 34 dan pada tes akhir adalah 51,4. Sedangkan nilai rata-rata kelas kontrol pada tes awal adalah 37 dan pada tes akhir adalah 42,2. Berdasarkan hasil dari tes awal dan tes akhir, nilai $t_{counted}$ pada penelitian ini adalah (3,38). Kesimpulannya, penggunaan metode self-questioning strategy dapat meningkatkan keterampilan membaca siswa kelas VIII di MTs DDI Soni.

Kata kunci: Pengaruh, Pemahaman Membaca, Strategi Self-Questioning

ABSTRACT

The objective of this research is to find out the effectiveness of using self-questioning strategy on students reading comprehension in the grade eight students at MTs DDI Soni. This research used quasi-experimental design. Research subject were selected using cluster random sampling. The sample of this research was 40 students of the grade eight at MTs DDI Soni. This research used two classes. VIII R.A as experimental class and VIII N.A as control class. The experimental class and control class were given pre-test and post-test, but only the experimental class has given treatment. The mean score of experimental class in pre-test is 34 and post-test is 51,4. While the mean score of control class in pre-test is 37 and post-test is 42,2. Based on the result of the pre-test and post-test, the $t_{counted}$ of this study is (3,38). In conclusion, the use of self-questioning strategy can improve the reading comprehension at the grade eight students at MTs DDI Soni.

Keywords: Effectiveness, Reading comprehension, Self-Questioning Strategy

INTRODUCTION

Reading is a process of receiving information from the written symbols that can greatly broaden the vocabulary. Reading focuses on the words, sentences, paragraphs and also its meaning. Then, it can be conclude that reading is process of receiving information and ideas from the text.

Reading is one of four language skills in English beside listening, speaking, and writing. Reading is very essential in people's life, especially in an academic scope. Reading is a good thing in life because it is an aspect of good significance in the person's improvement and the crucial activity in the school. The achievement in reading is the most important because it is a basic tool of education and almost every activity in the classroom is involved in reading. By reading, people obtain a lot of information, get new ideas, broaden their knowledge, and also get the point of what the writer expresses. As a result, reading can help people be smarter and more creative.

Joyce (2006) argues that reading is an active skill where the reader interacts with the text and sometimes extends the writer. According to Goodman (1967) reading is a selective process that involves the partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as reading progresses. As stated by Mickulecky (2011) reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

Reading is a complex cognitive process of deciphering signs in order to create or originate meaning. It is a way of language acquisition, communication, and sharing information and ideas. Grabe and Stoller (2002) states that when the students start reading, they must make a number of decisions, which they normally make quickly and nearly unconsciously. He divided the purpose of reading into six major categories: Reading to find easy information, reading to fast skim, reading to gain knowledge from texts, reading to integrate information, reading to write and reading for general comprehension.

The main purpose of reading comprehension is to find and gain knowledge about the content of reading and understanding the meaning of reading text. By understanding the reading, there are important information, understand scientific theories, past opinion, and new frontiers.

There are many techniques or strategies in teaching reading that can be used to solve the problem. One of them is self-questioning strategy. Self-questioning strategy is the ongoing process of asking questions before, during, and after reading that are used

by a reader to understand the text. This strategy helps the students create their own motivation for reading. Students create questions in their minds, predict the answers to those questions as they read and paraphrase the answer to themselves. It can improve the student's awareness and control of their thinking.

Algozzine et al (2008) stated that self-questioning strategy is a collection of actions that a student uses to develop, consider, forecast, research, and answer questions about what they are reading. Self-questioning requires a reader to look for text clues that make them think about possible meanings, ask questions about meanings, make predictions about the answer, read to find the answer, evaluate the answer and their predictions, and reconcile differences between their questions, predictions about the answer, and the information actually provided by the author in the text. Self-questioning is more than just asking questions. Students must to pay attention to textual clues that they typically pass by.

Using self-questioning strategy helps the students focus on the critical information in the text. Self-questioning strategy is providing a framework for active learning as students engage with the text to find answer. Self-questioning is presented as a reading or study strategy to be used by students individually when reading text about specific content matter. This strategy have advantages and disadvantages in teaching English especially in reading. Tince Noeryani (2013) states that teaching reading through Self-Questioning Strategy has some advantages and disadvantages, they are:

Advantages:

1. By this self-questioning strategy, it can motivate learners' interest and trigger learners to become actively involved in the lesson.
2. This strategy is also used to develop learners' critical thinking skills and inquiring attitudes. Related to critical thinking, by guiding the students' to let them make their own question about the text, it can stimulate them to pursue knowledge of their own.
3. A student does not have to constantly rely on the teacher to gain understanding of a subject. It is a great way to take learning into students' own hands.
4. It can be used in all academic subjects.

Disadvantages:

For the poor readers, it will be hard for them to develop their skill in this strategy; the students do not know what questions are best to ask themselves. Teacher needs “extra-work” to give them example about the use of this strategy before the lesson is started.

Applying self-questioning strategy in teaching reading comprehension is affective. For example a study of Joseph, L,M (2015) indicated that self questioning strategy are effective for improving reading comprehension performance across a range of diverse learners and across various educational setting.

METHODS

The research design of this study is kuantitatif experimental. Kuantitatif eksperimental has some design, that are pre-experimental, true-experimental, and quasi-experimental design. This research apply quasi-experimental design. quasi experimental are experimental research design made in condition that do not allow for control or manipulated all relevant variabel (Danim, 2013). Research design of this study consist two group namely experimental group and control group. The experimental and the control group selected without random assignment. Experimental group will receive treatment while control group will not receive it. The method that used in this research was self-questioning strategy for eight grade students at MTs DDI Soni.

Beyond design, this research also need population, sample, variable and inststrument. They are elements of research that can helps the research process. Population is any group of individuals who has same characteristic. The population of this research was grade eight of MTs DDI Soni. The total classes of this population were 4 classes and the total students of this population were 81 students.

Sample can be defined as the small part of research object or a small part which is taken from the population. This research used cluster random sampling technique. The sample choose must be required and suitable with the research objective. This sample is choosed because both of them have the same problems in reading, particularly in reading Narrative text. Thus, the sample of this research is the VIIIN.A as the control class and VIIIR.A as the experimental class.

Variables are the focus of a study’s research or the research’s object. Then, this study has two variables that are independent and dependent variables. Therefore, based

on the title of this research, the independent variable of this research is “self-questioning strategy” while the dependent variable is “reading comprehension”.

Instrument of the research. According to Arikunto (2000) The instrumental of data collection is the one that researcher select and use in their activities to make it systematic and easier by them. Ibnu Hadjar (1996) argues that the instrument is a measuring tool used to obtain quantitative information about the variation in the characteristics of variables objectively. Therefore this research used test as a instrument. The kind of test is multiple choice with narrative text material.

FINDINGS AND DISCUSSION

The findings of this study is to know the ability of the grade eight students at MTs DDI Soni before and after they are learnt English reading by using self-questioning strategy. Beside that this research also used to find out whether there is any significant different ability of the grade eight students at MTs DDI Soni who learnt English reading by using self-questioning strategy and those who learnt English reading without using self-questioning strategy. This research applied two kinds of test to computed the data, they were pre-test and post-test. These test are aimed to conclude whether the student’s reading comprehension ability is improved or not.

Findings

This research tested both of classes experimental class and control class in pre-test and post-test. Pre-test was conducted in the first meeting to showed the student’s ability before using the method. This research focuses on reading comprehension in the test. If the students comprehend the text, they receive a grade. The students were asked to answer multiple choice questions about narrative text. After pre-test, next is applying the treatment for six meeting in experimental class. In the treatment, Self-questioning strategy used as a method and narrative text as a material. After that gave post-test to experimental class and control class to showed the student’s development in reading comprehension.

The total score of experimental class in pre-test is 680. Then the total score of control class in pre-test is 740. The maximum score in pre-test of experimental class is

48 and the minimum score is 8. Then the maximum score in pre-test of control class is 52 and the minimum score is 20.

After calculating the data, the mean score of experimental class and control class in pre-test calculated using formula by Hatch and Farhady (1982:55). The result shows that the mean score of experimental class is 34 then the mean score of control class is 37.

After pre-test, next administered treatment on the experimental group. The researcher expects that using self-questioning strategy for sixth meetings will have a favorable effect on students reading, and this study used narrative text as a teaching material.

The researcher treated the students in six meeting with the same method and topic but different text on each meeting. Every meeting, the topic is narrative text fable but the text is served always different. At the second meeting given a text about “The Ant and The Dove”, at the third meeting given a text about “The Lion and The Mouse”, at the fourth meeting given a text about “The Thirsty Crow”, at the fifth meeting given a text about “The Tortoise and The Hare”, at sixth meeting given a text about “The Mouse and The Elephant” then at the seventh meeting given a text about “The Elephant and The Ant”.

After treatment, next is given post-test to experimental class and control class to find out whether the effect of self-questioning strategy toward students ability in reading comprehension. The total score of experimental class in post-test is 1028. Then the total score of control class in post-test is 844. The maximum score in post-test of experimental class is 76 and the minimum score is 24. Then the maximum score in post-test of control class is 68 and the minimum score is 28.

After calculating the data, the mean score of experimental class and control class in post-test calculated using formula by Hatch and Farhady (1982:55). The result shows that the mean score of experimental class is 51,4 then the mean score of control class is 42,2.

After getting the mean score both of classes, next computed the deviation and square deviation in pre-test and post test of experimental and control class. In the experimental class, the maximum score of deviation (D) is 44, while the maximum score of square deviation (D^2) is 1936. The total score of deviation is 348 and the total

score of square deviation is 11312. In the control class, the maximum score of deviation (D) is 16, while the maximum score of square deviation (D^2) is 576. The total score of deviation is 104 and the total score of square deviation is 2976.

Because the deviation score was collected, the next is counted the sum of square deviation in experimental and control class using formula by Arikunto (2010:311). The result shows that the square deviation of experimental class is 5256,8 then the square deviation of control class is 2435,2. After that, counted the standard deviation both of classes using formula by Hatch and Farhady (1982:59). The result shows that the standard deviation of experimental class is 16,64 then the standard deviation of control class is 11,32. Next, to get the t_{obs} , firstly this research computed the standard error by using formula by Hatch and Farhady. The result is 2,72. Finally, this research computed the t_{obs} to know the significant differences between experimental class and control class using formula by Hatch and Farhady. The result is 3,38.

Discussion

This research conducted at MTs DDI Soni. This research used two classes, which were VIII R.A as a experimental class and VIII.B as a control class. There were 20 students in both of classes. This research used quasi-experimental research design.

In this research, pre-test and post-test given to experimental class and control class. The types of the test that is used was a multiple choice of 25 items. When the pre-test, the researcher got confused of the students to do the test, they seemed distressed by the test. It means that the students did not know how to answer the questions. The mean score of experimental class in pre-test is 34 and the mean score of control class in pre-test is 37. It is showed that the student's ability was low before getting the treatment.

Next, the treatment is made into experimental class after give a pre-test to both of classes. The treatment used Self-questioning strategy as a method and narrative text as a material. By using this text, the researcher expected that the students can enjoy the class. The text is choosed because the text is familiar and have an easy vocabulary, so the students easy to understand the content of the text. The treatment is doing by six meeting. Before gave the strategy, the researcher explained how self-questioning is used in learning process.

After treatment to experimental class, next gave post-test to experimental class and control class to find out the students ability after the treatment. The mean score of post-test in experimental class is 51,4 while the mean score of post-test in control class is 42,2. It is shows that the score of post-test in experimental class is higher than the score of post-test in control class.

To motivate the students in learning process, the researcher gave them reward for those get high score at the end of the treatment. So the students feeling spirit to follow all of the process of learning. The researcher do several way in the treatment. Firstly, the researcher distributed the text for all students, then the students read the text and find out the meaning of the text. Secondly, the students identify the clue of the text or that can make them think about. Thirdly, the students make the question based on the clue and they answer it. The last, the question and the answer discussed together.

By seeing the data in finding, it can be conclude that the use of Self-Questioning strategy is affective. It can be improved the students ability in reading comprehension in the grade eight students at MTs DDI Soni.

After conducting this research, the researcher sure that the use of Self-questioning strategy is very useful in learning English reading. The statement is supported from some previous research. The first was Marzuki (2016). The objective of his research is to find out whether Self-Questioning strategy can improve the students reading comprehension in narrative text or not. Her research findings reveals that the mean score before being taught by using self-questioning strategy is moderate to teach reading narrative text at SMPN 3 Tolitoli.

The second was Mutiah (2019) she conducted the research at the second grade students of SMAN 5 Bandar Lampung. The collecting data of her research using reading test and questionnaire. The design of his research is one-group pretest posttest. In pre-test, the mean score is 54,12 and 69,66 in post-test. The result show that self-questioning strategy effective in teaching reading and also can be used to increase the students reading achievement of narrative text.

The third was Syamsiah (2018). The research subject are students of a fifth semester at the English study program UIN Raden Intan Lampung. Design of this research is qualitative. In the research, the researcher found that using self-questioning

at the time of reading, the students have pattern effective and interrelated activities and influences.

The last was Damayanti (2014). Design of this research showed that reading with self-questioning strategy gave significant effect on the students reading comprehension of the third semester English Students of STAIN Palangkaraya.

CONCLUSIONS

This research used pre-test and post-test to collect the data. Pre-test given to experimental class and control class to showed the student's ability before using the method. After that collecting the treatment to experimental class used self-questioning strategy as a method and narrative text as a material. Then, given post-test to experimental class and control class to determine the students' comprehension of the material.

After conducting the treatment for six meetings, the result shows that self-questioning strategy is effective and has provided significant effect to improve student's reading comprehension in narrative text in the grade eight at MTs DDI Soni. The statements is proven by the mean score of experimental class increased from pre-test (34) and post-test (51,4). Then, the mean score of experimental class in post-test is higher than the mean score of control class in post-test (42,2). Therefore, self-questioning strategy should be used by the students to improve their skill for understanding a text. The teacher also should try to use self-questioning strategy in the teaching learning process, especially in reading. The teacher should consider the level of difficulty of text before the students do self-questioning strategy because it is affect students to do this technique. This technique could be conduct on other grade, such as senior high scholl students or university students. The researcher can give other text. For example descriptive, recount, narrative or report text.

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