

CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Learning English is one of the study that we should master. If we decide to be good in English, we should practice everyday. Anyone who wants to master a language must practice it constantly. But, sometimes teachers still believe that everything will be fine, they don't think, they just instruct students, assign a lot of homework to them, grade their work, and go home. Whereas the main goal in school is the students themselves, they must improve all of the students' competencies (Daulay et al., 2018). Generally, there are four skills of learning English field such as; listening, speaking, reading and writing. These four skills have relationship each other.

Victoria (2000: 414) stated that listening is an action that involves extracting meaning from spoken language. Speaking is when you talk to someone about something and use your voice to communicate. Reading, on the other hand, is a method for obtaining data from written pages such as textbooks, newspapers, magazines, periodicals, and other sources such as internet websites. Writing is a form of communication that allows us to connect with others. The reader should comprehend the aim of the writing about what he intend to inform or say. In this chapter will be focus on student reading comprehension use questioning technique.

Reading is commonly associated with the quiet, internal, and personal interaction between readers and texts. This indicates that when you read, a lot of things can happen. The study of how people interpret literary material in order to gain knowledge or comprehend messages. The writer, the text, and the reader are involved in these processes. Reading is not a passive activity. It is an active process so that the reader constructs meaning from reading material. Then they apply their experience and knowledge to the message and the author's target

(Damanik et al., 2021). So, to make it easier the reader should understand about the idea of the text.

According to Nurjanah (2018: 255) one of the most important English skills for learners is reading comprehension. Students must get some inferred and expressed information from the text by reading or interpreting the phrases in order to truly acquire the answers to the questions in this skill. When reading comprehension tests, students face a variety of problems depending on their ability of mastery. Reading comprehension skill can be easy for students who have a large vocabulary. Those student who's well in vocabulary will improve as well as they can. Each student may have different challenges than others, it needs requiring unique educational methods and learning activities.

In teaching and learning process, teachers are always engaged with their students. One of the technique that suitable for the students in teaching reading is a questioning technique. The teachers can use the question and answer discussion to apply a variety of questioning techniques and reinforce them in order to motivate students and encourage their thinking in the classroom. Questioning is one of the most effective ways to engage students in the delivery of the lesson. Teachers can engage students in thinking about the content of a lesson while also getting feedback from students to examine the impact of teaching by asking questions. One of the tools for achieving goals and stimulating students' mental activity is questioning techniques. Questioning technique is important because they can stimulate learning, develop students' thinking prospects, get to clear ideas, stir the creativeness, and provide motivation to act. It is also one of teachers way to assist students more effectively developing their knowledge (Shanmugavelu et al., 2020). As a result, it is possible to conclude that the purpose of the questioning technique is to motivate students to be active in lessons, to develop critical thinking skills, and to encourage students to explore knowledge on their own.

Then, there are several kinds of genre text which usually read by the students such as; procedure, descriptive, recount, report and narrative text. These kinds of text have different characteristics. Each of them has a specific purpose, structure, language feature and the function. The genre of text that the researcher use in this thesis is Descriptive Text. Descriptive text is a genre of writing in which the writer or speaker describes a specific thing, person, animal, place, or event to the readers or listeners. This text uses the simple present tense. The procedure of describing is accomplished by ordering their features clearly, early stages with naming them, categorizing them, and deal with their attributes, habits, capabilities, and so on, so that the readers or listeners can potentially acknowledge what the writer is writing about as if they could directly see with their own eyes.

The researcher conducted this research in SMP Pahlawan Nasional Medan, the researcher interviewed the students and the teacher. The student assumed that reading comprehension was very difficult. Especially in reading English text, they didn't get the main information of the text and they had some difficulties to make the conclusion. Some of them also say that the way of teacher teaching reading was not interested and they didn't motivate to the material.

Based on the preliminary research at the VIII grade students at SMP Pahlawan Nasional Medan, the researcher found that the students' skills in reading are lack. There are many problems the students faced in reading. This is explained by the fact that student find the problem to comprehend the text or reading a book due to their low reading comprehension skills. It is extremely difficult to find the main idea of the text and make conclusions about it. These problems occurred because the students' vocabulary levels are low and also reading a text in a different language differs from reading in first language in daily life.

Therefore, based on the explanation above, the researcher want to conduct a research under the tittle, *“An Analysis Of Students’ Problem In Reading*

Comprehension Through Questioning Technique At The Eight Grade Of SMP Pahlawan Nasional Medan”.

1.2 The Identification of The Problem

Based on the background of the problem above, the researcher classifies the problem in reading comprehension. The problems are identified as follows :

1. There are many difficulties in reading comprehension include the process of reading.
2. The process of teaching and learning English especially in reading through questioning technique.
3. The students have difficulties to find the main idea.
4. The students are difficult to make inference from the text.
5. The students are lack in vocabulary understanding.

1.3 The Formulation of The Problem

Based on the background of problem above, the researcher will answer the following questions:

1. What were the problems found in reading comprehension through questioning technique by the VIII Grade Of Student at SMP Pahlawan Nasional Medan?
2. What were the factors caused the students' problem in reading comprehension through questioning technique at the VIII Grade Of SMP Pahlawan Nasional Medan?

1.4 The Objective of The Problem

The objective of problem is to know the answer of the problem as mention above as follows:

1. To find out the problem that student get in reading comprehension through questioning technique at the VIII Grade Of SMP Pahlawan Nasional Medan.
2. To know the factors which cause the students' problem in reading comprehension through questioning technique at the VIII Grade Of SMP Pahlawan Nasional Medan.

1.5 Limitation of The Problem

Based on the background of the problem above, the researcher limits this research on the students' problem in reading comprehension through questioning technique, especially the problem the student get when they read descriptive text. The researcher limit the problem only at the VIII Grade Student of SMP Pahlawan Nasional Medan.

The researcher would like to classify the problem which got by the students in reading descriptive text through questioning technique which focus on: understanding vocabulary, making inference, student interest on questioning technique, and the factors caused students' problem in reading through questioning technique at the VIII Grade Student of SMP Pahlawan Nasional Medan.

1.6 The Significance of The Study

This research has two benefits, namely theoretical and practical benefits. The two benefits as follows:

1. Theoretical Significance
 - a. The purpose of this study is to provide information about students' problems with reading comprehension through questioning technique, to enhance the researcher's understanding of how to apply the theories, and to support previous theories about the analysis of these problems.
 - b. Describes the factors causing the students' problem in reading comprehension through questioning technique at the VIII Grade Student of SMP Pahlawan Nasional Medan.

2. Practical Significance

a. For Teacher

This research will be helpful for the teacher to identify the students' problem in reading comprehension through questioning technique.

b. For Students

This research will help the student to be motivated in reading English text and they can improve their skill in reading comprehension.

c. For Researcher

This research will be beneficial for the next researcher who wants to do a research in the scope of English that relate in reading comprehension to get references.

