IMPROVING STUDENTS' ACHIEVEMENT IN READING COMPREHENSION THROUGH SELF-QUESTIONING STRATEGY AT GRADE ELEVENTH STUDENTS OF MA ZAKIYUN NAJAH SEI RAMPAH

THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training
UIN-SU Medan as Partial Fulfillment of the Requirement
for the Degree of Education S-1 Program

By:

DESSY NUR HASANAH

NIM 34.13.3.050

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
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MEDAN

2018

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Skripsi yang berjudul : "**Improving Students' Achievement in Reading Comprehension Through Self Questioning Strategy at Eleventh Grade Students of MA Zakiyun Najah Sei Rampah**" oleh **Dessy Nur Hasanah**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

13 November 2018 2018 M
5 Rabi'ul Awwal 1440 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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Assalamualaikum Wr.Wb

      Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

Nama   **: Dessy Nur Hasanah**

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Jur / Prodi   **: Pendidikan Bahasa Inggris**

Judul   **:** **Improving Students' Achievement in Reading Comprehension through Self-Questioning Strategy at Eleventh Grade Students of MA Zakiyun Najah Sei Rampah"**

      Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

      Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum, Wr, Wb.

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        Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

        Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

        Medan, 24 Agustus 2018

        Yang Membuat Pernyataan

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7. Thanks fully to my brother Markus Nainggolan who have guided and given me advice and suggestion to complete this proposal.

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9. All my big family my uncles, aunts and all my cousins, Nur syafrina, Amd, Nurwahyuni Sari, Nur novita, Nur Aisyah fitri, Alya Fatha Nur Ismail, Meima sari Siregar, Adelina Hasibuan and Dela Purnama Sari.

Although this proposal has been structure in such a way, the writer recognizes that there are still many short comings in terms of content and how to write it. Therefore, suggestions and criticsm from the readers is so expect to the development in the future.

The writer's hope, this proposal may be useful for the writer and the readers as well as for the development of education in the future to be better. Aamiin.

Medan, August 28th 2018

<u>Dessy Nur Hasanah</u>
34.13.3.050

ABSTRACT

Dessy Nur Hasanah. *Improving Students' Achievement in Reading Comprehension Through Self- Questioning Strategy at Eleventh Grade Students of MA Zakiyun Najah Sei Rampah.*

Thesis, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

This research was conducted to find out the implementation of Self - Questioning Strategy in improving the students' Achievement in Reading Comprehension. The sample of this research was the eleventh grade of MA Zakiyun Najah Sei Rampah which consisted of 25 students. This research was applied by classroom action research. The qualitative data were taken from observation sheet, interview sheet, and diary notes. The quantitative data were taken from tests, which was carried out in the end of every cycle. The test was given to the students in form of pre-test, post test 1 in the first cycle and the post test 2 in the second cycle. The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. It was showed from the mean of orientation test was 55,6 there was 24% (6 students) who got point 75 or more. In the post test of cycle I, the mean was 71,2, it was higher than orientation test. There was 48% (12 students) who got point 75 or more. The percentage of the students' score in the orientation test to post-test I was improvement 24%. In the post test II, the mean was 83, and the percentage of students who got point 75 or more was 84%. Based on diary notes, observation sheet, interview sheet, it was found that teaching learning process run well. They showed that the classroom were alive and active.The result of the research showed that Self-Questioning Strategy could improve students' achievement reading comprehension.

Keywords: Reading, comprehension, Self – Questioning Strategy, Improvement.

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CHAPTER I

INTRODUCTION

A. Background of Study

English as a foreign language consists of four skill that should be achieved by the student who learn English namely listening, speaking, reading and writing. In foreign language hearing, reading is one of the important skills to be thought. The skills are used to build and improve students' ability in English. An English textbook includes those four skills. On reading skill, reading materials are usually such as reading text and followed by some questions that related to texts. These question may include from lower-order thinking (remembering, understanding, applying) to higher-order thinking (analyzing, evaluating, creating) of cognitive levels by revised version of-order Bloom's Taxonomy.[1]

In this globalization era, everyone can get information everywhere like television and internet. This fact many people especially students become lazy to read a book to get more information. In learning English, students are expecting to get some messages from their reading. Since English is generally learnt from secondary level of education and higher education, it is expect that students will be able to comprehend a reading text well. The students prefer watching television or playing game to reading. In this case actually it is not difficult teaching English to students, also in reading. Reading is fun to study, the problem is students cannot improve their reading achievement, like: the students did not have

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[1]Erika.(2012)."*Background of Study*: Analized the Cognitive level of Reading Question in English Textbook for Grade XI based on revised version of Blom's Taxonomy". Available at . (http://Digilib.unimed.ac.id/22470/1/9.%20NIM.%202122121021%20 Chapter%201.pdf) Accessed on 30th March 2018

motivation to read because the text is not interesting and sometimes the text is too long: the teachers orients to the students' English book; the teacher teaches them by asking the students only to read the text, translate the whole text, and answer the questions; the way of teaching is monotonous and uninteresting; and the students unfamiliar with the words used in the text or lacking of vocabularies, students do not know when to use auxiliary and concept of words. These activities do not give any opportunities to improve students' knowledge and also cannot give more contributions to students in reading comprehension.

Teaching reading at school is aimed at improving students' reading ability to comprehend reading text. The aim of teaching reading is to develop the students 'reading text. The aim of teaching reading is to develop the students' reading skill so the students can read English text efficiently and effectively. Everyone who reads has its own purpose. When reading with a specific purpose, it is usually better to understand the purpose and purpose of reading than just reading without purpose. In teaching reading activities at school, the teacher is expected to be able to arrange the purpose of reading by making specific goals that can adjust to the goals of the students themselves.

Nowadays, in teaching reading, the teacher usually orients to the students' English book. She teaches them by asking the students only read the text and answer the questions. These activities do not give any opportunities to improve students' knowledge. It cannot give contribution to the students reading comprehension. Therefore, students cannot comprehend their readying text and be passive in the teaching learning process. In this case, most of the students still find

difficult to comprehend a reading text. This situation must be overcome by the teacher through the use of teaching strategy.

According to the writer's experience in at MA Zakiyun Najah Sergai, most of students of Senior High School are not interested in reading the text. Therefore, the process of teaching reading comprehension cannot run well. The students' failures cause by the lack of the students' knowledge about how is the way to read the text well and may be caused by lack of the teachers' strategy in teaching reading. In practice, many teachers teach their students' just focus on language structure rather than language skill. Their students just know about grammar without knowing about how get the information from the text that they have read to solve teaching – learning problem, such as reading problem, it is better if the teacher use one of the strategy in their teaching-learning process in the classroom to make the process more effective and more successful.

Most of students are very difficult to reading comprehension. These situations can be caused by quality of the teacher, the technique or procedure, strategy and method that used in the class. Many teachers teach the students only give them reading comprehension based on the subject and give questions focused to the subject without giving motivation. Of course, this situation makes the students do not interest to learn and it can be make the students cannot reading comprehension how to make self-question with well. To solve this problem teacher must be able to create and interesting English learning process, especially in self-questioning strategy. Using self-questioning strategy is used before learning a subject, during the actual learning and after the learning is complete. These steps can also be labeled as planning, monitoring, and evaluating a task.

Based on thee explanation of the self-questioning is then clearly seen that have compare different to the student stages namely: First, students who feel that they are in control of their learning feel more motivated to do so as apposite to students who are constantly controlled by the teacher. They also become more motivated as a result of improved performance. Second, because of the ongoing covert dialogue, students develop their own vocabulary. Third, when students are constantly encouraged to use self-questioning, it develop into a thinking which builds up generate skill and they learn to use it automatically, as they final it necessary. The description of the self - questioning strategy to be applied in teaching of reading comprehension showed that students are expected to self-question better compare with that applied by teacher teaching traditional in reading comprehension trough self – questioning.

Based on explanation above, researcher will conduct the research with the title **"**Improving Students' Achievement in Reading Comprehension through Self-Questioning Strategy at eleventh Grade Students of MA Zakiyun Najah Sei Rampah".

B. Identification of Study

Based on the background of study above, the problems that can be identified are:

1. The students are not interested in English especially in reading
2. The students do not like to read
3. The students have low motivation in studying English.
4. The teacher rarely uses method in teaching.

C. Formulation of Problem

The problem of the study can be stated as follows:"How is the implementation of Self Questioning strategy in reading comprehension?

D. Objective of Study

The objective of the study is to answer the problem as mentioned above. Thus the objective of this study can be listed as follows: To describe the implementation of Self Questioning strategy in reading comprehension.

E. Significance of Study

The finding of this study is expected to be useful for:

1. The English teacher, who wants to improve the students' achievement in reading teaching, especially in reading comprehension.

2. The students improve their achievement, especially in reading comprehension.

3. The other writers, to help the other writers who will conduct further research in the same topic or technique. It can give them information about teaching strategy, especially in Self-Questioning strategy.

F. Limitation of Study

The researcher limited the problems in this research in order achieve the goal of the research. The research focuses the study on the use of Self-Questioning Strategy as strategy to improving students' achievement in reading comprehension at eleventh grade students of MA Zakiyun Najah Sei Rampah.

CHAPTER II
LITERATURE REVIEW

A. Review of Literature

In conducting a research, theories are needed to explain some concepts which are applied to the research concerned. The terms used in this study will be clarified first to make both the researcher and the reader may have the same perception of the implementation of the terms in the fields. I will present some terms or concepts related to the study in order to strengthen this study.

1. Reading

a. Definition of Reading

Hossein Bozorgian states in reading are one of the receptive skills besides listening. Even though it is considered as a receptive skill, reading is an active process which requires an active participation on the part of reader. The part of reader that active when reading is the reader's eyes and mind. The eyes and the mind are working to comprehend the text. [2]

Reading process is sometimes being not understandable will by the students. Many of them think that reading is only about uttering the words printed are the textbooks silently or loudly depending on they are reading for themselves or other people. Reading means to understand the meaning of printed words i.e. written symbol. Patel and Jain explain that reading is an active process, which

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[2] Hossein. Bozorgian. (2012,April), "Theory and Practice Language Studies" . Academy Publisher Manufactured in Finland. Vol. 2. No. 4. PP 657- 663, (ISSN-1799-251), P. 9. Retrieved from http:// www.academypublication.com. Accesed on 20th april 2018

consists of recognition and recognition and comprehension skill.[3] Reading is an important activity in life with which one can update his/her knowledge.

Robert Rude stated that re ading is not just saying the words; reading must be always being a meaning getting process. Many children can read the words in a passage perfectly, but are unable to answer questions that all for making inferences for identifying the main ideas.[4] Thus, it is not astonishing to see because reading experts' definition of reading is an active process of thinking. It is a thinking process that sets people in action together – an author and a reader.[5] To read is to develop relationship between ideas. They also explain that what you bring to the reading of a selection is as important to your understanding of it as what the author has put into it. Reading is an active process in which people attempt to extract idea, concept, or image from the pattern words set forth on the printed page.[6]

b. Purpose of Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Reading from academic purpose is a multifaceted subject[7]. However, there is no fundamental aspect which can be starting point for other consideration. When students read, it is a purpose. The purposes are:

- To understand the information or theories

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[3]Patel,M.F & Jain. Praveen M. (2008). *English Language Teaching* (*Methods, Tools A Techniques.* Jaipur. Sunrise Publisher. P.113
[4]Robert Rude, et, al. (1971). *How To Teach Reading.* Entwisle: the worit of reading. P. 20
[5] Dorothy Grant Hennings. (1990). *Reading With Meaning, Strategies For Collage Reading, 4th* ed, New Jersey: prentice- hall, P. 2.
[6]Callahan F and L.H. Clark. (1982). *Teaching in the Middle and secondary school, Planning for competence.*USA: Mc Millan po. co. inc, P. 60.
[7]R.Rjrhordan, (1997). *English for academic purpose.* United kingdom: Cambridge University, P.143.

- To acquire information (for or data)

- To discover authors' viewpoints

- To seek evidence for their own point of view or quote all of which may be need for writing

Reading is not just a task for infant that once mastered, can be taken for generated. It is an art which need contains development and practice. When we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unconsciously in most cases. Only by keeping the purpose of reading very much in prevent of mind. We will find the main of paragraph and the meaning of the text. The readers must focus on text and the readers will think how to get the meaning of that.

There was a natural reaction to all methodology seeing the particular difficulties that students bring own intelligence to bear. Someone is very quickly to understand the point and technique of reading and even those who are slower reveal intelligence at work. Other researcher said that, the main of instruction in beginning reading is to make the child as an independent reader. It will appropriate to help his reading and given positive effect, the object he wants to obtain, such as the information on the main idea from whole material. In order setting, usually academic or professional ones, we sometimes synthesis information from multiple reading sources from different parts of long and complex text or from a prose text and accompanying diagram or cart.

Each purpose for reading is explained furthering the upcoming section there are:

a. Reading to search for simple

Reading to search for simple information is a common reading ability, though some researcher see it a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as of reading ability.

b. Reading to learn from texts

Reading to learn typically accurse in academic and professional content in which a person need to learn is usually carried out at reading rate somewhat slower than general reading comprehension (primary due to pre reading and reflections to help remember information).

c. Reading to integrate information

Reading to integrate information requires additional decision about the relative important of complementary, mutually supporting or completing information and the likely restructuring of theoretical frame to accommodate information from multiple sources.

d. Reading to critique text

May be task variant of reading to integrate information both require abilities to compose, select and critique information from a text.

e. Reading for general comprehension

The nation of general reading has been intentionally saved for last in this discussion for two reasons. First, it is most basic purpose for reading, underlying

and supporting most other purposes for reading. Second, general reading is actually more complex than commonly assumed.[8]

c. Types of Reading

There are two kinds of reading according to Jeremy Harmer.[9]

1) Intensive Reading

According Patel and Jain, interview reading is related to further process in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficult of structure and for extending knowledge of vocabulary and idioms.[10] Intensive reading learner's knowledge of language feature and their control of reading strategies. This activity is likely more emphasize the accuracy activity involving reading for detail. It use to gaining a deep understanding of a text, which is important for the reader.

The classic procedure of intensive reading is the grammar translation approach where the teacher uses the first language to explain the meaning of the text, sentence by sentence. The use of translation is to analyze feature of language that they learnt, and to make sure the learners' comprehension.[11]

2) Extensive Reading

Brown explains that extensive reading is reading that encourage students to understand what they are reading.[12] Extensive reading is aimed to build students' enjoyment in reading. The students could read confidently without look up the dictionary to find the difficult words as long as they understand the idea

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[8]William Grabe and F, L Stoller.(2002). *Teaching and Researching Reading.* Britian: First Published P. 11

[9] Jeremy Harmer. (2007). *How to Teach English, Kuala Lumpur:* Pearson Education, P. 99

[10] Ibid, p. 117.

[11] I.S,P. Nation.(2009), *Teaching ESL/EFL Reading and Writing,* New York : Routledge, p. 25

[12] H.Douglas Brown, (2001), *Teaching by Principles an Interactive Approach to Language Pedagogy,* New York: Wesley Longman INC. P. 313.

which is the book. Morever, Paten and Praveen also mention another the purpose of extensive reading is to ask students to read directly and fluently in target language for enjoyment, without aid of teacher[13]. It means that extensive reading does not need teacher's guidance. Thus, the teacher can be only a facilitator to care for them whether are not they understand. Extensive reading is always done for the comprehension, not for specific details.

Extensive reading can be source of enjoyment and a way of gaining knowledge of the world. Extensive reading is focused on the story not an item to learn. So, it can be said that the aim of extensive reading is to read pleasure and get the general idea of the story or texts.

d. Genre of Reading.

A genre ia a book category defined by style, content, and form. The following are the most common types of reading genres; Historical Fiction; A fictional story with real and invented characters that takes place during a historical time, Mystery; A suspenseful story about a puzzing event that is not solved until the end of the story, fantasy; a story including elements that are impossible such as talking animals or magical powers, poetry; a verse written to inspire thought by reader, non –fiction; all of the information is based on true facts and not made up, autobiography; the story of a real person's life that is written by that person, biography; the story a real person's life that is written by another person, realistic fiction; a story using made- up characters that takes place in modern times, science fiction; a story that blends futuristic technelogy with scientific fact and fiction.

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[13] Patel and Jain, *op. Cit.* p.118

There are some approaches in teaching reading one them is genre- based approach. According to Hammond, there are 13 text the type in learning reading that is should be mastered by the students. Those text are: narrative, report, recount, procedure, descriptive, news item, review, ex planation, analytical exposition, hortatory, discussion, spoof, and anecdote.[14]

In this research however, the researcher only use the narrative text as a text ot teaching reading. It is because this class on this semester mostly discussed narrative text. Besides , narrative text is often studied by the students. So, the researcher researcher the process learning reading using narrative text as a text reading in teaching reading to improving students'achievement in reading comprehension through self-questioning strategy.

2. Reading Comprehension

a. Definition of Reading Comprehension

Van Dijk and Kintsch stated reading comprehension is the process of making meaning from text. The goal, therefore, is to again an overall understanding of what is described in the text rather than to obtain meaning from isolated words from or sentences. In understanding read text information children developmental models, or presentation of meaning of the text ideas during process. There are two classes of mental models: a text-based model, which is a mental representation of propositions of the text and a situation model consisting of what the text is perc eived to be about.[15]

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[14] Hammond, J.A Burn, H. Joice, D. Brosman, and L . Gerot. 1992. *English for Social Purpose: A Handbook for Teaching of Adult Literacy.*Sidney: National Centre for English Language Teaching and Research, Macquires University.p. 57

[15]G. Woolley. (2011). *Reading Comprehension: Assisting Children with Learning Difficulties. Spinger Scince+Bussines Media.* P. 15

Reading comprehension is one of the language skills that the students have to learn. The goal of teaching reading it make them cope the different text, and prepare them to have access to the text written in English when they continue their study to higher education. It will discuss the objective of reading, strategy in learning reading finally we discuss how to evaluate reading comprehension.

Grab and stoller state that reading comprehension is an extraordinary feat of balancing and coordinating many abilities in very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent reading. In short, reading comprehension is an achievement to use many abilities well to understand text easily. [16]

As a skill, reading is clearly one of the most important; in fact in many instances around the world we may argue that reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject but may never have to speak the language such cases are often referred to as' English as a library language.

Reading comprehension is a complex cognitive process that depends on a number of ingredients all working together in a synchronous, even automatic way Vocabulary clearly plays a critical role in understanding what has been read. Reading is an essential part of reading instruction and has been examined in many contexts over the years.[17] Typically, teachers have been thought to employ strategies before, during and after reading to get comprehension. The process in

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[16] Grab,William and Fredricka. L Stoller. 2002. *Teaching and Researching Reading.* England. Longman .P 5

[17] Adrienne L. Herrel .Michael Jordan. (2006). *50 Strategies for Improving Vocabulary, Comprehension, and Fluency.* United State of America: Pearson Merril Prentice Hall. P.I

teaching with the notion that students must learn to monitor their understanding and use approaches that help their selves make sense of the text.

J. Estill Alexander explains that reading comprehension is an active process that involves child' integration of peerier knowledge with information in the text in order to comprehend that text.[18] According to Basri says that reading comprehension is the ability to process the written or passages from what has been read, and then develop and construct the ideas in main department on the experience or prior knowledge of the reader, reading comprehension also could be supposed to be the ability to understand and to find out the information, main ideas to understand and to find out the information, main ideas and the written purpose reading comprehension usually comes from the ability relate the writer's to personal experience, along with the educate language attached to choose experiences and facilities in utilizing word recognition clues. Comprehension complex activity the printed page itself has no meaning it is only the written paper in the meaning from the mind of the reader.[19] It means that, reading comprehension is the process to get knowledge from the written text. In Islam the Ability is to our God. To achieve knowledge and natural desire. Allah SWT

يا َ أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ انشُزُوا فَانشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ (١١)

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17. Still Alexnder, (2006). *Effect on Comprehension, T*exas tech university. 2006, p.3

[19] .Basri. (2012)," Definition of reading Comprehension.Available online at.(http. //www. onlinesyariah.com/2012/09/html). Accessed: Friday 8th August 2017.19:4.

Meaning: *O you who believe! When you are told to make room in the assemblies, (spread out and) make room. Allah will give you (ample) room [from His Mercy). And when you are told to rise up (for prayers, jihad (holy fighting in Allah's Coues), or for any other good deed], rise up Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is well – Acquainted with what you do. (Al- Muzadallah (58): 11[20]*

It means that Allah will rise up to (suitable) ranks (and degrees). That of you who believe and who have been granted (mystic) knowledge and Allah is well acquainted with and of you. In addition there is a hadith of the Prophet who tells us that the learning process is a challenge to get success. Much of what we can do in the process of studying one of them is by reading a lot. Reading is one of the ways we can get knowledge. By acquiring useful knowledge we will know which one is wrong, which is good and bad, which is wrong and right so that we learn about ourselves, can improve ourselves and maintain our faith so that God will give heaven easily , which he gave us. This is based on Muslim Hadith.

عن ابي هريرة رضي الله عنه ان رسول الله صلى الله عليه وسلم قال ٰومن سلك طريقا يلتمس فيه علما سهل الله له طريقا الى الجنة

Meaning: Abu Hurairah ra: *Rasulullah Saw said that who want to wait to get knowledge is useful for human life to every people can get benefits from his/her knowledge.Allah will give him the way to get heaven easily. (HR.Muslim).* [21]

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[20] Mohyidin, Ahmad Basheer. 2004. *Quran the Living Truth*. New Delhi: Continental Book Center. p. 611

[21] Suja'i Sarifandi.(2014,January). "Ilmu Pengetahuan dalam Prespektif Hadis Nabi. Jurnal Ushuluddin". Vol. XXI,(No 1).P.67. Available online at (http:// dowload.portalgaruda.org). Accesed on 28th april 2018

b. Level of Comprehension

According to Burns reading comprehension has different levels. There are four levels of reading comprehension. The following levels of comprehension can tell us about how far the students understand about reading material and which level has been achieved.[22]

1) Literal Comprehension

Literal comprehension involves acquiring information that is directly stated, the basic of literal comprehension is recognizing stated the main idea detailed caused effect and sequence. It is also prerequisite for higher-level understanding. The important in this level is understanding of vocabulary, sentence meaning, and paragraph meaning.

2) Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include:

1. Inferring main ideas of passages in which the main ideas of passages in which the main ideas are not directly stated

2. Inferring cause-effect relationships when they are not directly stated

3. Inferring referents of pronouns

4. Inffering referents of adverbs

5. Inferring omitted words

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[22] Burns,Anne.2010.*doing action researh in english language teaching*: a guide for practitioners.p.177

6. Detecting mAood

7. Detecting the author's purpose in writing

8. Drawing conclusion

3) Critical Comprehension

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timelinesss. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material. Critical reading depends upon literal comprehension, and grasping implied ideas is especially important.

4) Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires reader to think as they read , just as critical reading does and it also requires them to use their imaginations. Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.[23]

c. **Factor Affecting Reading Comprehension**

Turner states that some factors affecting of reading comprehension is:

1. The Reading material

 The total program of reading instruction: the student's own personality attitudes, interest, motivation, and habits; and his out-of school environment all influence development of reading comprehension.

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[23] Erika,Sondang and Rotua E.(2015). Improving Students'Reading Comprehension Achievement by Using K-W-L Strategy. Vol. IV,(No 3) ISSN 1927-6028. Available online at (http://www.scidupress.com). Accesed on 10th July 2018

2. Insufficient experiential background for a reading selection

Lack of sufficient guidance may also be a major factor in low reading comprehension of particular reading assignments.

3. Reading rate

Optimal leading comprehension requires that the individual reader be able to vary reading rate. There is no verification from research that the readers with a fast reading rate comprehend less well then readers with slower rates. Fast reading simply saves time, and the proficient reader will use the rate demanded by the occasion. However, repeated reading of material or concentration on easy material seems to increase both comprehension and rate.[24]

3. Self –Question Strategy

a. Definition of Self –Question Strategy

Self–Questioning strategy is a learning strategy that focuses on of comprehension by utilizing questions that are generated directly the student/learner. It is also a fairly new strategy that lives students formulating and internalizing their own questions based on the content that they are learning. Sund stated that self-Questioning is the ongoing process of asking questions before, during; and after reading that used by a reader to understand text. The questions posed are based on clues that are found in the text and are generated to spark curiosity that focuses the reader's attention on investigating, understanding and connecting to the text[25]. It means that a self-questioning strategy is a set of steps that a student's follows to generate, think about, predict, investigate, and answer questions that satisfies curiosity about what is being read. Although most studies

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[24] Turner, T. 1988. *Comprhension: Reading for Meaning: Teaching Reading.* London: Scott, Foresman. P. 61

[25] Sund. M.1975. *Model of Teaching. New Jersey*: Englewood Cliff Prenticehall. P. 12

focus on the advantage of self questioning in reading, this strategy can be used just as effectively in all areas of learning in such as science, mathematics, and social studies. Students learn more effectively when they generate their own questions, summarize and exert choice in the lesson than when they do not.

Rosen shine, Mistier, & Chapman self-questioning is defined as an ongoing process in which readers produce questions related to the information in a passage they read. Readers generate questions on the basis of clues found in the passage. As students pose questions for themselves, they develop interest in the topic, which guides their thinking while reading [26]. Caram & Davis following This strategy is commonly used in inquiry-based learning approaches[27]. Teaching reading through the use of self-questioning is an effective approach to improve students' levels of reading comprehension, recall of written information, and incidental vocabulary acquisition and retention.[28]

Self-questioning also fosters cognitive development, enhances the potential for self-directed learning, and allows students to become more independent and critical readers. Several scholars have emphasized the need to train students to use the self-questioning strategy while reading, Because by applying the self-requesting stategy it can motivate students to scholars to be more creative, independent without any instructions or explanations from a teacher. With this strategy of self-questioning strategy students can search for and

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[26] Rosenshine.B, Mistier.C and Chapman. (1996). Teaching Students to Generate Question A Review of the Intervervention Studies, Review of Educational Research,66(2). P 181

[27] Caram.CA and Davis.P. B. (2005). Inviting Students engagment with questioning. Kappa Duta Pi Fall. Reward, 42(1). P. 18

[28] Dyah Sunggiwati, Hoa Thi Mai Nguyen. (2017). *Self-Questioning Strategy Training: Voices from Students in Indonesia*. Pdf. P.2. Available online at (www.tesol.org) P.2. Accessed on 26 April 2018

understand for themselves what the meaning and benefits of the text he reads, so that students are more creative, innovative and critical so that the time given by the teacher for students to read more effectively and efficiently and the atmosphere is more conducive.

The students also learned specific skills from the implementation of self-questioning such as improved reading comprehension, development of critical thinking, and awareness of language features. Most students reported that after learning self-questioning, they had gained a better overall understanding of English reading passages because their focus changed from learning vocabulary in isolation to constructing meaning from the entire passage.

Students indicated that self-questioning was valuable for developing their ability to think critically; for example, one student said, "It made me more critical about the passage so that we did not only accept what the passage was written for example the passage said that female should become a career women . . . we did not accept this immediately"

Self-questioning made this student more aware so that he could think about the information presented rather than reading passively and simply accepting the writer's opinion. Clearly, these higher order reading and thinking skills assist students in generating deeper comprehension of reading content.

Poor readers approach reading as a passive experience tahtis, they read the words with the idea that the meaning will reveal by itself if they read enough words. However good readers challenge what they are reading by asking questions as they read. Why did they say that? Why am I reading this? Many students have not learned that they can increase their comprehension by using

self-questioning as a strategy, and they have not learned how to use self-questioning strategy as an ongoing process for connecting to the text i.e., why am I reading this? How can I use this information? Do I agree with this?

Brody and Adams stated that self-questioning strategy requires a reader to look for text clues that make them wonder, think about possible meanings, ask questions about the meanings, make predictions about the answer, read to find the answers, evaluate the answers and make predictions about answer, and the information actually provided by the author in the text.[29] It means that self-questioning strategy is more than just asking questioning. It is must learn to pay attention to textual clues that they typically pass by. They must then use their background knowledge to generate questions and make predictions.

This background knowledge wilt personalizes the questions and prediction bat since background knowledge will vary with the individual each reader will wonder about different aspects of the text. It is also characterized by the competence of question. Namely evaluation and creative response. Such question requires children to make judgment. Although the. Judgments are inferences, they depend upon more than the information implied or state by the story. The student must have experience related to the situation involved to establish standards of comparison.

Furthermore, creative response as a means of testing comprehension passage; however the students are not desirable, since almost any response could be considered correct. Once these have been generated, the student trust learns that the answers to all questions may not be found, and that predictions may not

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[29] Brody, M and Adams,sD. 2010. *Making Sense of Text: Strategies used by Good and Average Readers.* The Matrix Vol. 4. No. 1. P. 25

be accurate. Then the student must learn to correct hoes or her thinking. This is important, because some research indicates that once some student makes certain judgments or predictions about what will be read they read to confirm their prediction regardless of the information actually provided in the text. teachers need to instruct students and provide them with practice in self-questioning strategy that help them learn to continuously question, predict, confirm, correct, and reconcile information.

As students encounter text and different areas, they need an approach to question what they are reading, and they need to see how individuals with sufficient background knowledge use this question to reconciliation process. However, asking students to self-question and read without the teacher describing and routinely modeling how to use an appropriate self-questioning strategy, especially with varying test lengths, content areas, and text complexities, will not improve the ability of students to self-question. Students who generate questions for the purpose of finding are participating in scientific inquiry as denned by the National Science Education Standards. They also comprehend more of what they read from traditional textbook assignments, though arguably their 1-questioning in this capacity is guided more from textual content than from their own curiosity.

Regardless, experimentally-based research on self-questioning as a strategy shows that is one of seven types of instructional strategies deemed effective in improving students' comprehension of traditional print texts. By student generated questions, what is meant that during the planning, monitoring and evaluating of a task student are covertly asking themselves questions that they have formulating of by themselves. Some general questions that can be asked as

an example at how self-questioning is used are: "what do I already know?" this is a question that would be asked before the task begins, "Do I understand what is going on thus far?" this is effective to ensure comprehension during the task. The learning strategy itself must be learned in order to be used.

According to Wong the best way for a teacher to go about teaching students self-questioning is to actually model self-questioning overtly. The modeling of specific teaching and learning strategies are powerful when it involves thinking aloud. By asking herself questions out loud such as "Am I writing the correct information on the board" while she is actually performing the task the teacher can allow for the students to hear the kinds so questions that are asked when using self-questioning - Also, she is allowing her students to see what the steps are that she is using to process information and gain comprehension.[30]

Another that teachers can begin to teach the strategy of self-questioning is to provide students with question starters. Words such as "I wonder....?""What if...?" and "How can...?" Are just a three examples of question starters that teachers can present to students when first introducing them to the technique of self-questioning. These incomplete sentences leave the opportunity for students to fill in the blanks with the questions they want to ask themselves depending upon the task at hand. Once the student is able to use self-questioning, teachers are encouraged to set up the class room environment and curriculum in such a way that it promotes the use of self-questioning strategy ails of the time. Because self-questioning can be used in all areas of learning/ it is helpful for teachers to present various situations to students where they can get constant practice to enhance self-

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[30] B. Wong. YL. 1985. Review of Educational Research: A Review. Vol.55. ISSUE: 2. P.229. Simon Frase University. ISSN: 0034-6543. Accesed 09th July 2018

questioning skills. This will help students to use the appropriate questioning in the appropriate context.

b. Purposes of Self-Question Strategy

Wong states that there are some purposes of self-questioning strategy, they are:

1) to develop interest and motivate students to became involved in lesson

2) To evaluates students 'preparation.

3) to develop critical thinking skills

4) to review and summarize previous lesson

5) to nature insights exposing new relationships

6) to assays achievement of instructional goals

Furthermore, he also states that self-question strategy can give some benefits for the student, such as:

a. interactive and engaging

b. involve tasks that challenges students' thinking

c. requires students to think on their own

d. active involvement in lessons

e. focus their attention for better comprehension

f. better performance on tests[31]

c. **Procedure of Applying Self-Questions Strategy in Teaching Reading Comprehension**

Self – Questioning strategy is used before, during and after reading text. However, if students do not know or use self-questioning as on ongoing strategy

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[31] Ibid, vol. LV,p. 228

during reading they are likely trouble with before and after use of the strategy. Therefore, a self-questioning strategy for use during reading is described first I some detail, followed by descriptions of how the strategy is used before and after reading. In the context of the time, self- questioning strategy for use before and after reading. In the context of time, self –questioning include before, during, and after reading text. However, if students do not know or use self- questioning as an ongoing strategy during reading, they are likely to have trouble with before and after use of the strategy.

Wong state that self-questioning strategy for use during reading is described first in some detail, followed by descriptions of how the strategy is used before, during and after reading:

a. Before Reading Self-Questioning. This term focuses on teaching students to use the self- questioning process as a way of previewing text before reading begins and creating a set of guiding questioning to check comprehension during reading.

b. During Reading Self-Questioning. This term focuses on teaching the students to use a Self-Questioning process as they read paragraphs and sections of text.

c. After Reading Self-Questioning This term focuses on teaching students to generate questions and answer questions after they have read the text. This strategy is usually used for studying and self –testing information that should have been gained from the text.[32]

d.

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[32]Ibid, vol. LV,p. 227

B. Related Studies

In this planning research, I found the other related study from as follow:

1. Nurhafiza, Education Faculty of Tarbiyah and Teachers Training the state Institute for Islamic Studies North Sumatra, 2013 has done a research improving students' achievement in reading comprehension on narrative text trough cooperative learning strategy numbered heads together (NHT) model at MAS PAB 2 Helvetia Medan in 2013-2014 academic year. This research was conducted in two cycles. Based on the observation sheet and interview, it was found that the students were interested in the implementation of numbered Heads Together in learning reading comprehension because they could learn together but kept being accountable individually to answer the teacher's questions. Based on the students' test scores, the students' score kept improving in every test. Therefore, the implementation of cooperative learning strategy Numbered Heads Together (NHT) model was able to improve students' achievement in reading comprehension on narrative text at MAS PAB 2 Helvetia Medan. The researcher found that through the use this strategy the student could interact and construct meaning from the texts at once when the student developed the reading tasks

2. The second thesis is "The implementation of Critical Incident Strategy to increase Students' Ability in Reading Comprehension on Narrative Text in Eighth Grade at MTs. Darul Ilmi Batang Kuis in the Academic Year of 2014/2015)" by Asmah Boru Munthe. She has same material in her research that is Narrative text and reading comprehension of students. The

difference between the writer and her research is the skill and technique. She uses Critical Incident Strategy to teach reading. In this reasearch important to highlight that the role of the teacher as a guide was crucial in Incident Strategy because he could assist and foster students to use reading strategies such as predicting, visualizing, and prior knowladge in order the reading texts.

3. The third research is "Improving Students' Achievement in Reading Comprehension Through Self-Questioning Strategy at Senior High School Of Dwi Warna Medan in The Academic Year of 2011/2012)" by Fatimah Lubis. A thesis. English Department, Faculty of Language and Arts, state University of Medan, UNIMED 2011. This study attempted to improve students' achievement in reading comprehension through self-questioning strategy. This study was conducted by using classroom action research. The subject of the research was class X Dwi Warna Medan which consisted of 25 students. The research was conducted in two cycles and every cycle consisted of three meetings. The instrument for collecting data was quantitative data (reading test) and qualitative data (diary notes, observation sheet, questionnaire sheet, and interview). Based on reading test scores, students 'score kept improving in every test. The mean of the students' score in the last meeting, so it can be said that the students' achievement reading comprehension through self-questioning strategy increased from 49, 32 to 79, 12. Based on diary notes, observation sheet, questionnaire sheet and interview report, it was found that teaching-learning process run well. Students were nonnative, enthusiastic and

interested in reading. The result of the research showed that self-questioning strategy could improve students' achievement reading comprehension. This research is very effective to improve students' reading achievement, besides students are more independent this strategy supports students to be more active in thinking and understanding the reading text. By using this strategy students are more enthusiastic and interesting to make a list - a list of questions to themselves to make it easier for students to understand the meaning of the text they read.

C. Conceptual Framework

The purpose of reading comprehension is to get some skills in understanding the text. Many students always feel the text is very difficult to understand. Thus, the score of their reading comprehension is very low. This problem must be overcome by the teacher by using a new strategy which can give the students more interesting in studying reading. Using self-questioning strategy can be applied to motivate the students to think critically. Through this strategy, the students can be motivated to more active in the class. This strategy will overcome students' difficulties in getting some interesting message or information of reading text and also give the teacher easily to prepare the material and comprehensive in their teaching comprehension.

To guide students' self questioning teachers can both pose questions that require readers to go beyond textual implications and model subtasks, such as asking and answering inferential questions, finding clues to substantiate inferential questions, and explaining the relationship of clues to answer. Teachers can also provide students with a problem–solving schema for comprehending

complex short stories. A possible approach to encouraging continuity in self-questioning and responding is recreational reading in the content areas, thus encouraging students to select their own materials and to read at their own pace. There are some benefits of using self- question strategy. They are interactive and engaging, involve tasks that challenges students' thinking requires students to think oil their own, active involvement in lessons, focus their attention for batter comprehension, and better performance on tests.

D. Hypothesis

Hypothesis is the provisional answer toward the research problem or research question.[33] It is provisional truth determined that should be tested and proved.[34]The provisional answer must be proved through investigation or analysis of the data to receive proof whether the hypothesis could be accepted or not. The hypothesis of this research is the using of Self Questioning strategy to improve students' achievement in reading comprehension.

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[33]Sugiyono. (2009). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta. p. 159

[34]Suharsimi Arikunto. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. P. 110

CHAPTER III

RESEARCH METHODOLOGY

A. **Research Design**

The research will conduct by applying Classroom Action Research. Classroom Action Research consists of three words that can be understood as follow:

1) Research; examine the activities of an object, use the rules of a particular fmethodology to obtain data or information data or information useful to improve the quality of a thing that interest and important for research.

2) Action; something movement activities that are deliberately made with a specific purpose, which in this study from a study from as study form a series of cycle of activity.

3) Class is a group of students who are in the same time receive the same lesson from a teacher.

By combining from three words, classroom action research is reflecting to activity, which is intentionally appeared, and happened in class. Research classroom action is not really difficult, because teacher just done directly and observed the result directly[35].

Classroom Action Research is the research in which combination the research procedures with substantive action, an action which going on inquiry discipline, or somebody's effort to comprehend what is happening while join the process of improving and increasing.

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[35] Suharismi Arikunto. (1998). *Prosedure Penelitian Suatu Pendekatan Praktek. (*Jakarta: Rineka Cipta. P. 91

Classroom Action Research is process where teacher -lecturer and student university students want to happen better changing, repairing, increasing in learning. So, that the aim of learning in class can be reached optimally.

According to the Kemmis and Mc Taggart models in Arikunto, Classroom Action Research consists of 4 phases such as; planning, acting observing and reflecting.[36]

a) Planning means the reflection of the action will be done. It is the implementation of project of the researcher.

b) Action is guided by planning in the sense that it looks back to plan for is rationale. Action is thus fluid and dynamic, requiring instant decision about what is to be done and how the exercise of practical judgment is.

c) Observation is the research of action that will be done. It foreshadows the achievement of reflection. It has the function of the documenting the effects of critically informed action - it looks forward, providing the basis for reflection. It will always be guided by intent to provide a sound bas for critical self reflection to do it must carefully.

d) Reflection is the evaluation of actions that has been done. It recalls action as it has been recorded in observation. It is evaluating aspect. It asks action research to weigh the experience to judge whether effects are desirable, and suggest ways of producing.

This study will apply the classroom action research with the single post test design. It means that it only used a group of student whom treatment is given. The scheme of action research can be seen as in the following:

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[36] Suharisme Arikunto. (2008). *Penelitian Tindakan kelas.* Jakarta : Bumi Aksara, P. 74

Reflecting   Planning

Observation   Acting
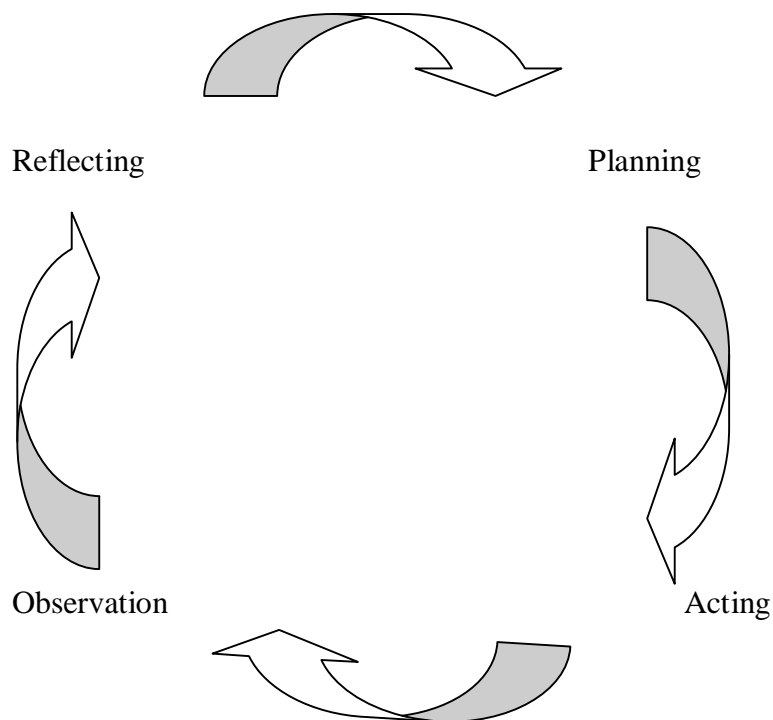
B. Subject of Research

The subject of this reasearch are eleventh Grade at MA Zakiyun Najah Sei Rampah, academic year 2018. It's located on Jl. Kilometer no 58 desa Firdaus, kecamatan Sei Rampah, kabupaten Serdang Bedagai. The reasons of choose this location are:

1. The same title has never done before.

2. The location was accessible in terms of funds and time.

The subject of this research was the students of eleventh Grade MA Zakiyun Najah Sei Rampah. This consisted of 25 students. This subject was chosen because the researcher found the problem on their reading comprehension and the researcher assumed that the students need the improvement for their reading comprehension.

C. The Time and Place of the Research

This research is carried out for a month started from August 2018. The place is located on Jl. Jl. Kilometer no 58 desa Firdaus, kecamatan Sei Rampah, kabupaten Serdang Bedagai.

D. The Procedure of Data Collection

The procedures of collecting data were performed by administrating for five meeting for two cycles. The first cycle consist of three meetings. The second cycle consists of two meetings. Each cycle contained of two meetings and four steps: they are planning, action, observation, and reflection. There is pre-test before conducting the cycle in order to get background situation of the teaching learning in the class and information of the students' achievement in reading comprehension and there was also pre-test in the end of the cycles. In every meeting the writer also conducted a test to see the students' improvement in reading comprehension.

The study is conducted by administering for two cycles in four meetings. These included four steps of planning, action, observation, and reflection. The steps in doing the research are:

CYCLE I

NO	Meaning	Activities
1	Planning	- Greetings
		- Teacher invite the students to pray together before start the lesson
		- Teacher prepares lesson plan.
		- Teacher prepares reading test about

		reading text
2	Action	- Teacher asks the students to answer the reading comprehension test in a piece of paper.
3	Observation	- Teacher observes what the students do as long as the teaching and learning process.
4	Reflection	- Teacher gives anecdote and interview to find the student problem in reading.
	Meeting 2	
1	Planning	- Teacher prepares lesson plan. -Teacher prepares reading comprehension test about snake through using self- Question strategy. - Teacher prepares anecdote and interview.
2	**Action**	- Teacher teaches the students about self- question strategy a. Before reading: The students use their questions to preview text before reading begins and creating a set of guiding questions

		to check comprehension during reading.
		b. During Reading: The students raise some questions themselves about snake what is to find out some information from the reading text.
		c. After reading: The students generate and answer question after they have read the text. It is used to self- testing information and gained from the text.
3	**Observation**	Teacher gives the reading test to the students.
4	**Reflection**	Teacher observes what the students do as long as the teaching and learning process.
		Teacher gives anecdote and interview to find the students in reading.

CYCLE II

	Metting 3	**Activities**
1	Planning	- Teacher prepares lesson plan.
		- Teacher prepares reading

		comprehension test about lathe through using self-question strategy, - Teacher prepares anecdote and interview.
2	Action	- Teacher teaches the students about self-question strategy through : a. Before reading : The students use their question to preview text before reading during reading. **b.** During reading : the students raise some question themselves about lathe , to find out some information from the reading text. c. After reading : The students generate and answer question after they have raed the text. It is used to self- questioning information and gained from the text**.**
3	**Observation**	- Teacher gives the reading test to the students. - Teacher observes what the students do as long as the teaching and

		learning process.
4	**Reflection**	- Teacher gives anecodote and interview to find the students problem in reading
Meeting 4		
1	**Planning**	- Teacher prepares lesson plan. - Teacher prepares reading comprehension test about reading text .Teacher prepares anecdote and interview.

2	**Action**	- Teacher teaches the students about self –questioning strategy.
		  a. Before reading : the stuedents use their question to preview text before reading begins and creating a set of guiding question to check comprehension during reading.
		  b. During reading : the students raise some questions themselves about reading text
		  c. After reading : the students generate and answer question after they have read the text. It

		is used to self- testing information and gained from the text.
3	**Observation**	- Teacher gives the reading test to the students. - Teacher observes what the students do as long as the teaching and learning process.
4	**Reflection**	- Teacher gives anecdote and interview to find the student problem in reading.

E. Technique of Data Collection

In collecting the data, the following instruments will be used:

1. Test

Testing is an important part of every teaching experience. A test can help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve.[37] In collecting data, multiple choice tests were used. The students was asked to answer the question of essays test, which related to the lesson that have learned multiple choice test was gave in the pre test, post test cycle 1 and post test cycle 2. The time which gave to them to finish the test was 30 minutes.

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[37] Harold S, Madson. (1983). *Techniques in Testing.* England: Oxford University Press, P. 5

2. Interview

Interview is conversation get information, usually get consisted of two person or more[38] Interview was conducted to get information of the students' ability in reading news item text before giving the treatment.

3. Observation

Collecting the data with using participants observation is showing to express the meaning of the heaven is the essential in qualitative observation. Research observes have a role to observe the object of research such as place of organization, group of people or some activities at school. Observation was used to identify all condition that happen during the teaching and learning process.

4. Documentation

Documentation is anything written that contains information serving as proof. According to Syahrum and Salim in their book, documentation is all of data are collected and interpreted by researcher. And they also were supported by some Medias such as: photos, diary notes and video which will be related to research focusing.

5. Diary Notes

The dairy notes were conducted to get information or the data about the condition and the situation of the object areas the research. It was described of the students 'activity, students' improvements; students' progress, and also described everything that happens in the classroom during learning process. Besides that, the diary notes given the description about students 'attitude, behavior, and students' personality.

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[38] Syahrum dan Salim (2007). *Metode Penelitian Kualitatif.* Bandung; Citapustaka. P. 119

F. Technique of Data Analysis

The study applies the qualitative and quantitative data. The quantitative data is used to describe the situation during on the teaching process. It is used anecdote record and interviewing. Quantitative data is used to analyze the score of students. It is used test. By applying these data "it is expected to get the satisfying result.

The qualitative data are analyzed from anecdote record and interviewing to describe the improvement the students' achievement in reading comprehension by using self questioning strategy. The quantitative data are collected and analyzed by computing the score of students from their test.

The students' improvement in reading comprehension is based the improvement of the students' scores in every cycle. It is used the percentage as in the following.

$$P = \frac{R}{N} \times 100\%$$

Where   p   : the number of master students

             R   : the number if students who gets score up to 75

             N   : the number of students who take the test

The students get improvements if 75% of the students can get minimum score 70 for each students.

CHAPTER IV

FINDING AND DISCUSSION

A. **Findings**

The kinds of data were analyzed by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and diary notes. The quantitative data was taken from the mean of the students' score in taking test. The researcher conducted in one class with 25 students. It was accomplished in two cycles. Each cycle consisted of four steps, they are planning, action, observation and reflection. Each cycle was conducted for two meetings. And one meeting for pre-test. So, there were five meetings for this research.

1. **The Quantitative Data**

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle.

a. **Pre-Test**

The researcher gave a test. The test was given for the students before treatment of using Self –Questioning Strategy. The researcher noted that the score which passed of 75 was success depending on KKM in the school. It was found that the mean of students' score was kept improving from pre-test until post-test of the second cycle.

Below the students' score of Pre-test as follow:

Table 4.1 The Students' Score of Pre-Test

No.	Initial of Students	Pre-Test Score	
		Pre-Test	**Criteria of Success ≥ 75**

1	AKS	40	Unsuccessful
2	AA	40	Unsuccessful
3	AAH	50	Unsuccessful
4	AH	40	Unsuccessful
5	AFRS	50	Unsuccessful
6	AKRS	50	Unsuccessful
7	AQ	40	Unsuccessful
8	BS	40	Unsuccessful
9	DA	50	Unsuccessful
10	HS	80	Successful
11	IR	60	Unsuccessful
12	IM	50	Unsuccessful
13	J	40	Unsuccessful
14	JL	60	Unsuccessful
15	MS	80	Successful
16	MIH	40	Unsuccessful
17	MP	60	Unsuccessful
18	MSN	50	Unsuccessful
19	MYS	80	Successful
20	PAN	80	Successful
21	RPR	80	Successful
22	SRM	50	Unsuccessful
23	ST	40	Unsuccessful
24	TS	50	Unsuccessful

25	ZABH	80	Successful
	Total	**∑X = 1380**	
	Mean	**$\overline{X}$ = 55,2**	

From the table of pre-test, the students that got success the test was 6 students and the students did not get success was 19 students. In addition, the total score of the students was 1380 and the number of the students who took the test was 25 students. So, the mean of the students was:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{1380}{25}$$

$$\overline{X} = 55,2$$

From the analysis above, the students'achievement in reading comprehension was low. The mean of the students' score was 55,2. The percentage of the students who got success in reading comprehension was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{6}{25} \times 100\% = 24\% \text{ And,}$$

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{19}{25} \times 100\% = 76\%$$

Table 4.2 Table the Percentage of Students Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Successful	6	24%
P2	Unsuccessful	19	76%
Total		25	100%

From the table above, the students'achievement in reading comprehension was low. It could be seen from the mean of the students' score was 55,2. The percentage of the students score was 6 students got success or it was 24%. In the other hand, 19 students got unsuccess score or it was 76%. It can be concluded that the students' achievement in reading comprehension in pre-test was low. Therefore, the researcher would do post-test in the first cycle.

b. Post-Test I

The researcher gave the test in post-test I, the test was given after applied the self- questioning strategy. The researcher found improvement of the students' score in post-test of the first cycle. Here The students' score of post-test in the first cycle.

Table 4.3 The Students' Score of Post -Test I

No.	Initial of Students	Post Test of The first Cycle	
		Post-Test	**Criteria of Success ≥ 75**
1	AKS	60	Unsuccessful
2	AA	60	Unsuccessful
3	AAH	70	Unsuccessful

4	AH	70	Unsuccessful
5	AFRS	80	Successful
6	AKRS	60	Unsuccessful
7	AQ	50	Unsuccessful
8	BS	60	Unsuccessful
9	DA	80	Successful
10	HS	90	Successful
11	IR	80	Successful
12	IM	80	Successful
13	J	70	Unsuccessful
14	JL	80	Successful
15	MS	80	Successful
16	MIH	70	Unsuccessful
17	MP	80	Successful
18	MSN	60	Unsuccessful
19	MYS	80	Successful
20	PAN	80	Successful
21	RPR	90	Successful
22	SRM	70	Unsuccessful
23	ST	60	Unsuccessful
24	TS	70	Unsuccessful
25	ZABH	80	Successful
	Total	$\sum X = 1810$	
	Mean	$\overline{X} = 72{,}4$	

From the table of post-test in the first cycle, the students who got success the test was 12 students, and the students did not get success was 13 students. Total score of the students was 1810 and the number of students who took the test was 25 students, so the mean of the students was:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{1810}{25}$$

$$\overline{X} = 72,4$$

From the data analysis above, the students' achievement in reading comprehension in the post test I was still low. It could be seen of the mean score of the students was 72,4. It's mean that the score did not get success categorize. The percentage of students who got success in reading comprehension was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{12}{25} \times 100\% = 48\%$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{13}{25} \times 100\% = 52\%$$

4.4 Table of the Percentage of Students Score in Post-Test I

	Criteria	Total Students	Percentage
P1	Successful	12	48%
P2	Unsuccessful	13	52%
Total		25	100%

From the table above showed that the students' score was low. It could be seen from the mean of the students' score was 72,4. There were 12 students passed the test and 13 students are failed in the test. Because the students'achievement in reading comprehension post-test I in the first cycle was categorized unsuccess, the researcher would continue in the second cycle.

c. Post-Test II

The researcher was continued the research in cycle two. The aim was to improve the students' score in reading comprehension through self- questioning strategy after doing post-test in the first cycle. Here the students' score of post-test 2 in the second cycle.

Table 4.5 The Students' Score of Post -Test II

No.	Initial of Students	Post Test of The second Cycle	
		Post-Test	Criteria of Success ≥ 75
1	AKS	80	Successful
2	AA	70	Unsuccessful
3	AAH	80	Successful
4	AH	80	Successful
5	AFRS	90	Successful
6	AKRS	70	Unsuccessful
7	AQ	80	Successful
8	BS	80	Successful
9	DA	90	Successful
10	HS	100	Successful
11	IR	100	Successful

12	IM	80	Successful
13	J	80	Successful
14	JL	80	Successful
15	MS	90	Successful
16	MIH	80	Successful
17	MP	90	Successful
18	MSN	70	Unsuccessful
19	MYS	90	Successful
20	PAN	100	Successful
21	RPR	100	Successful
22	SRM	90	Successful
23	ST	80	Successful
24	TS	70	Unsuccessful
25	ZABH	90	Successful
	Total	**$\sum X = 2110$**	
	Mean	**$\overline{X} = 84.4$**	

From the data above, the students that got success the test were 21 students, and the students did not get success were 4 students. The total score of the students was 2110 and the number of students who took the test was 25 students, so the mean of the students was:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{2110}{25}$$

$$\overline{X} = 84,4$$

From the analysis data above, the students' achievement in reading comprehension in post-test II was improved. It could be seen of the mean score of the students was 84,4. It means that the score was categorized success. The percentage of students who were success in reading comprehension was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P1 = \frac{21}{25} \text{ x } 100\% = 84\% \text{ And,}$$

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P2 = \frac{4}{25} \text{ x } 100 = 16\%$$

4.6 Table of the Percentage of Students Score in Post-Test II

	Criteria	Total Students	Percentage
P1	Successful	21	84%
P2	Unsuccessful	4	16%
Total		25	100%

From the table above, the researcher concluded that the students' achievement in reading comprehension was improved. It could be seen from the mean of the students' score was 84.4. The percentage of the students' score was 24 students got success or it was 84%. In the other hand, 4 students got unsuccess score in the post test 2 or it was 16%. It can be concluded that the students' achievement in reading comprehension in post-test 2 in the second cycle was categorized success and improved. So the researcher stopped the research in this cycle.

Table 7 The Percentage of Students who got point up to 75

Competence test	Percentage
Pre –test	24%
Post –test I	48%
Post- test II	84%

Based on the table above, the result of analysis data showed that there was an improvement on the students' achievement in reading comprehension through self-questioning strategy. It was showed from the mean of pre-test was 55,2 the mean of post-test I in the first cycle was 72,4 and the mean of post-test II in the second cycle was 84,4. The percentage of the students' score in pre-test who got point up to 75 was 6 students. It means that there was improvement about 24%. The percentage of the students' score in post-test 1 of the first cycle who got point up to 75 was 12 students. It means that there was improvement about 48% . Then, The percentage of the students' score in post-test 2 of the second cycle who got point up to 75 here were 21 from 25 students. It means that improvement was about 84%.

From the data, it indicated that by using self-questioning strategy in learning reading comprehension was effective. In addition, by using self-questioning strategy also can make the students' more enjoyable and excited in reading comprehension and the data above can be concluded that the students' achievement in reading comprehension have been increased by using self-questioning strategy.

2. The Qualitative Data

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in to cycles, and each cycle consists of two meetings and one test.

a. Cycle I

The researcher also have done some steps in the first cycle, they were planning, action, observation and reflection. Here the activities that have done in every steps:

- **Planning**

The plan was arranged before researcher conducting the research. First, the researcher prepared lesson plan for two meetings, material which was took from the internet and some books that suitable with topic discussion that is about reading, and applying self-questioning strategy in teaching reading. All of the material is used by researcher in teaching reading in the classroom.

- **Action**

All plan that had arranged were conducted in teaching learning process in reading comprehension by using self-questioning strategy. (1) Explained the self-questioning strategy. (2) Gave the example of reading text by using English in the classroom. (3) Applied self-questioning strategy. Before the teacher gave them a test in cycle I, Teacher review the topic of the study which had been discussed in the classroom in order to make them easier to answer the test.

- **Observation**

The observation was done to observe how the students' behavior and what the students' problem during the teaching and learning process in the classroom.

Most of the students had participated effectively during teaching and learning process. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. The activity of students could be seen in the observation sheet and also documentation was took by researcher during the teaching and learning process in classroom.

- **Reflection**

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning reading by using self-questioning strategy, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of the meeting. Through the reflection, the researcher knew the problems and the result of the students when did test. From the students' response and the students' scores in page 48, the researcher continued in the cycle two in hoping it could be better than before. Second cycle was held to improve score of the students'achievement in reading comprehension.

b. **Cycle II**

The researcher also have done some steps in the second cycle, they were planning, action, observation and reflection. Here the activities that have done in every steps:

- **Planning**

In this step, there were some activities had been done by the teacher they are: making the lesson plan consist of the action, preparing the teaching material which related to use ofself-questioning strategy that was needed in action,

preparing the test to know the result of the test, observation sheet, interview sheet and diary notes.

- **Action**

In this step, there were some activities that had been done by the researcher. First, the researcher explained about self-questioning strategy, and give some example to make the student more understood about reading by using self-questioning strategy. After that, the teacher was applied the self- questioning strategy to improving the students' achievement in reading comprehension. And then, the researcher ask to the students to reading text by using self-questiong strategy and do their some test then collect has finished.

- **Observation**

The observation was done for the last time in cycle 2. The activity of students was observed and it showed that most of the students did not have problems anymore in reading comprehension. The students were enjoyable in learning the topic discussion and they were active during teaching learning process and more pay attention than before.

- **Reflection**

Based on the observation and test done by the students, it can be concluded that:

1. The researcher can make the improvement of the students' achievement in reading comprehension through self-questioning strategy.

2. The students' score in the second cycle had improved then in the first cycle. In cycle I, the improvement of the result of students' percentage was48**%.**Then in the cycle II, it increase become 80%.

Based on the observation and the result of the students' test, researcher concluded that the students had improved in reading comprehension through self-questioning strategy. The students' score in the second cycle had improved then in the first cycle.

B. Discussion

This research was conducted to find out the improvement of the students' achievement in reading comprehension through self-questioning strategy. it is one of the strategy that could be used by the teacher in teaching English to improve the students' achievement in reading comprehension.The research that had been done by the researcher indicated that theself-questioning strategy was effective and could be used in teaching reading. It could be seen from the tables that showed us the improvement of the students' score from pre-test, post-test 1 of cycle I and post-test 2 of cycle II. The improvement because of the teacher knew how to control the class and created the active class. Besides that, self-questioning strategy helped the students to understand the subject easily.

Based on quantitative data could be seen the the students' achievement in reading comprehension improved and became well in the first meeting to the next meeting. The mean of the students' score in the pre- test was 55,2, the mean of the students' score in post-test I was 72,4, and the mean of the students' score in post-test II was 84,4.

Based on the result of the qualitative data which was taken from the observation sheet, interview and diary note, it was found that the class ran effectively. In cycle, the researcher was arranged planning before conducting the research, the researcher had been prepared : lesson plan, material about reading, exercise as the instrument of collecting data by applied self- questioning strategy. Furthermore, the action of researcher explained the material of self- questioning strategy, gave the example reading comprehension by using self- questioning strategy, and applied self- questioning strategy. The students paid attention to the researcher during teaching learning process in the classroom. The students' also feelhappy and keep spirit in doing the task by using self- questioning strategy. It showed that self- questioning strategy could be motivated the students became more enthusiastic in learning English especially in English reading comprehension.

It could be concluded that the result of the research showed that self-questioning strategy could improve the students' achievement in reading comprehension. It can make the students more excited in learning reading comprehension. It could be proven by the quantitative data which showed the students' score get more better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and pay attention in learning reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the whole data, it was found out that the students' reading test score improve from the pre-test to the cycle II test, based on the result the study, the conclusion are drawn as follows:

1. There is an improvement of students'reading comprehension if it is thought by using self-questioning strategy. It showed by mean of the students'test: the mean of first evaluation (55.2) increasing to be of second evaluation (72,4) and the mean of third evaluation (84.4). The score continously improved from the first evaluation to the third evaluation.

2. The data from diary notes showed that the students were more active and participated in the teaching learning process, it could be seen from the improvement of the students' score in teaching learning process for each meeting.

3. The result of interview in the English teacher showed that the teacher gave positive responses after the implimentataion of self- questioning strategy in teaching reading since it could be an alternative technique to be used in teaching reading.

B. Suggestion

The result of this study showed that the application of SQS (Self-Questioning Strategy) could improve students'achievement in reading comprehension. In relation to the conclusion above, some points are suggested, as follows:

1) The headmaster of the school principal is expected to be able to foster more teacher cooperation in learning activities by applying any learning strategies that are used at school so that the problems faced by the teacher in the classroom can be addressed together

2) The English teacher are suggested to use SQS (Self – Questioning Strategy) as teaching strategy to stimulate the students' learning in teaching learning process.

3) For the students , it is suggested to add their vocabularies regulary and know the meaings of the word. It will make them easier to know what the text is about and answer the questions correctly.

4) For the readers who are interested for further study related to this research show explore the knowledge to enlarge the understanding about how to improve students' achievemet in reading comprehension and search another refer

5) The researcher suggest the next researcher who will do the research in the same field of study to analyze different forms using different theory, so that the result of the research would be comparable.

6) For the another reasearcher who will do reasearch on the same field, the result of this research may also be useful as reference for the study of reading comprehension.

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APPENDIX   I

LESSON PLAN

(Cycle 1)

School   : **MA Zakiyun Najah**

Subject   : **English**

Class/ Semester   : **XI**

Academic Year   : **2018/2019**

Time Allocation   : **2 x 45 minutes**

Meeting   :

A. Standrad Competence

Understanding the meaning of short essay in from recount and narrative texts which purpose to interact with the environment.

B. Basic Competence

Reading functional and short essay texts in from of recount and narrtive clearly by using appropriate utterance, stressing, and pronunciation that relate to the environment

C. Indicators

1. To identify the meaning of the words in the text
2. To identify the event in the text
3. To identify the problem in the text
4. To comprehend the whole text well

D. Obejctives

1. Students are able to comprehend the text
2. Students are able to answer the question based on the text

E. Material

Copies of reading text items

F. Learning Strategy

1. Learning Strategy   : Self- Questioning Strategy
2. Learning method   : lecturing, discussing, questioning and answering question.

G. Source/Media

Source　　　　: English textbook and Dictionaries

Media　　　　: work sheet

H. Teaching learning procedure

1. Opening (pre- teaching)

    a. The teacher opens the class by greeting the students.

    b. Pray together before strat lesson.

    c. The teacher checks the attended list.

    d. The teacher introduces the topic and explain the purpose its topic.

2. Main Activities

    a. Interviewing the students

    b. Conducting Test 1

    c. Asking the students the difficulties that they face in reading activity

    d. Introducing what reading comprehension is and the importance of reading comprehension.

    e. Telling students the factors that influence their reading comprehension.

    f. Introducing Self- Questioning Strategy and its produce

    g. Introducing the topic to the students

    h. Asking the students about their prior knowledge relate to the topic such as the story or the events that was happaned in the story.

    i. Asking the students to mention the words that relate to the topic

    j. Writing all students' words in blackboard

    k. Asking the students to tell not only the words but also their meanings

    l. Taking Diary notes

3. Close Activities

    a. The teacher advices the students to remember the lesson.

    b. Motivating the students in developing their reading comprehension.

    c. The teacher closes the learning by greeting the students.

I. Evaluation

1. Reading Test I answer the question
2. Interviewing (question – answer)
3. Sample of instrument

Evaluation Rule

$$P = \frac{R}{N} \times 100\%$$

Where   p   : the number of master students

R   : the number if students who gets score up to 75

N   : the number of students who take the test

Sei Rampah, July   2018

Known by,

The Principal of
MA Zakiyun Najah Sei Rampah   English Teacher   Researcher

(Nidaul Hasanah M.Pd)   (Rahmad. Y. G, S.Pd)   (Dessy Nur Hasanah)

APPENDIX II

LESSON PLAN

(Cycle 2)

School   : MA Zakiyun Najah

Subject   : English

Class/ Semester   : XI

Academic Year   : 2018/2019

Time Allocation   : 2 x 45 minutes

Meeting   :

A. Standard Competency

Understanding the meaning of short essay in from recount and narrative texts which purpose to interact with the environment.

B. Basic Competency

Reading functional and short essay texts in from of recount and narrtive clearly by using appropriate utterance, stressing, and pronunciation that relate to the environment

C. Indicator

To comprehend the whole text well

D. Obejctive

1.   Students are able to answer the question based on the text

2.   Students are able to identify the meaning in the text

3.   Students are able to identify the event in the text

4.   students are able to identify the problem in the text.

E. Material

Copies of reading text items

F. Learning Strategy

1.   Learning Strategy   : Self- Questioning Strategy

2.   Learning method   : lecturing, discussing, questioning and answering question.

G. Source/Media

Source   : English textbook and Dictionaries

Media   : work sheet

H. Teaching learning procedure

1. Opening (pre- teaching)

a. The teacher opens the class by greeting the students.

b. Pray together before strat lesson.

c. The teacher checks the attended list.

d. The teacher introduces the topic and explain the purpose its topic.

2. Main Activities

    a. Reviewing the students'achievement from the first cycle and giving some comments for the students' opinion and motivation in order to do the best in the second cycle

    b. Asking / students' difficulties in the first cycle

    c. Reviewing the students about self - Questioning Strategy and its procedure

    d. Explaining the students how to get the word relate the tpoic

    e. Introducing the topic to the students.

    f. Dividing /the copies of the test items

    g. Giving answer the question in the 3 and 4 meeting as the student's last test.

3. Close Activities

    1. The teacher advices the students to remember the lesson.

    2. Motivating the students in developing their reading comprehension.

    3. The teacher closes the learning by greeting the students.

I. Evaluation

Students are asked to mention the new vocabularies that have been got after applying this strategy

Evaluation Rule

$$P = \frac{R}{N} \times 100\%$$

Where   p   : the number of master students

R   : the number if students who gets score up to 75

N   : the number of students who take the test

Sei Rampah, July   2018

Known by,

The Principal of
MA Zakiyun Najah Sei Rampah   English Teacher   Researcher

(Nidaul Hasanah M.Pd)   (Rahmad. Y. G, S.Pd) (Dessy Nur Hasanah)

Appendix III

Name :

Grade:

<div align="center">

Pre - Test

Smoking at Restaurants

</div>

Smoking in restaurants is just not right. It must not be allowed because it is rude, harmful to others and dangerous for the smokers themselves.

First of all, smoking in restaurant is impolite. The smell of the smoke affects all people and may affect their food. People pay to taste good food and not to be put off by full –smelling smoke.

Another reason smoking should not be allowed at restaurants is the harm it can do to others. Passive smoking, that is breathing in smoke made by a smoker can lead to asthma attack and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just at restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurant.

Read the text above again and do this task!

1. Why is smoking at restaurant forbidden?
2. Why is smoking at restaurants impolite?
3. What is the second reason for smoking is not allowed restaurant?
4. What is the impact of smoking for passive smokers?
5. What is the effect of cigarette to health?
6. What is thewriter's conclusion?
7. What is your opinion about smoking at restaurants?
8. What is your the purpose of the text?
9. What is main idea of the second paragraph?
10. What does"it" (first paragraph, second sentence)refer to?

Appendix IV

Name :

Grade:

POST – TEST 1

Smoking at Restaurants

Smoking in restaurants is just not right. It must not be allowed because it is rude, harmful to others and dangerous for the smokers themselves.

First of all, smoking in restaurant is impolite. The smell of the smoke affects all people and may affect their food. People pay to taste good food and not to be put off by full –smelling smoke.

Another reason smoking should not be allowed at restaurants is the harm it can do to others. Passive smoking, that is breathing in smoke made by a smoker can lead to asthma attack and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just at restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurant.

Read the text above again and do this task!

1. Why is smoking at restaurant forbidden?
2. What is the second reason for smoking is not allowed restaurant?
3. Why is smoking at restaurants impolite?
4. What is the effect of cigarette to health?
5. What is the impact of smoking for passive smokers?
6. What does"it" (first paragraph, second sentence)refer to?
7. What is main idea of the second paragraph?
8. What is your opinion about smoking at restaurants?
9. What is your the purpose of the text?
10. What is the writer's conclusion?

Appendix V

Name :

Grade:

<div align="center">

POST – TEST II

Snake

</div>

Snake are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, Squamata) but from a sub –group of their own (Serpents).

Snakes have two legs but a long time ago they had claws to help them slither along. Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground. Snakes often sunbathe on rocks in the warm weather. This is because snake a, but more cold –blooded and the need the sun's warmth to heat their body up.

Most snakes live in the country. Some types of snakes live in trees, some live in water but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs.

A snake's diet usually consists of frogs, lizards, and mice, and other snakes. The Anaconda can eat small crocodiles and even wild boars.

Many snakes protect themselves with their fangs. Boa Constrictors can give you a bear hug which is so powerful. It can crush every single bone in your body. Some snakes are protected by scaring their enemies away like the Cobra. The flying snakes glides away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like the sugar glider.

Read the text above again and do this task!
1. What is the similarity between snakes and lizards?
2. Why do snakes often sunbathe on rocks in the warm weather?
3. What is the main idea of the fourth paragraph?
4. How do snakes frightened their enemies?

5. How do snakes protect themselves?

6. Do the snakes have legs?

7. *They are coovered in scale....*(the third paragraph).

8. What does the word *they refer to?*

9. What is the skin of snake like?

10. How is a flaying snake away from the enemy?

Appendix VI

Answer's Key Pre - Test

1. Because smoking in restaurant is rudeand harmful to other and dangerous for smokers themselves.
2. Because smoking in restaurant is interfere with others.
3. The smell of the smoke affaect all people and may affaect all people and may affaect their food.
4. They can disease asthma and cancer
5. Ciggarettes cause heart and lung'disease
6. The people should not smoke anywhere not just at restaurant
7. Smoking at restaurant is impolite, harmful to others and dangerous for the smokers.
8. The purpose of the text is the people should not smoke in place carelessly. (public place)
9. Smoking in restaurant is impolite.
10. Smoking in restaurant

Appendix VII

Answer's Key Post – Test 1

1. Because smoking in restaurant is rude and harmful to other and dangerous for smokers themselves.
2. Because smoking in restaurant is interfere with others.
3. The smell of the smoke affaect all people and may affaect all people and may affaect their food.
4. Ciggarettes cause heart and lung'disease
5. They can disease asthma and cancer
6. Smoking in restaurant
7. Smoking at restaurant is impolite.
8. The people should not smoke anywhere not just at restaurant
9. The purpose of the text is the people should not smoke in place carelessly. (public place)
10. Smoking at restaurant is impolite, harmful to others and dangerous for the smokers.

Appendix VIII

Answer's Key Post – Test II

1. The similarity between snakes and lizards is the cold – blooded creatures and scaled group squamata.

2. Because snakes are cold- blood and the need the sun's warmth to heat their body up.

3. A snake's diet

4. The snakes protect themselves with their fangs and by scaring their enemies away like the Cobra.

5. The snakes protect themsleves with their fangs

6. Yes , they do, the snakers have two legs

7. Most snakes live on the ground in deserted rabbit burrows, in thick, long grass and old logs.

8. The food snake's diet

9. The skin of snake like hard scales and glossy

10. Their ribs spread a part and the skin stretches out.

APPENDIX IX

OBSERVATION SHEET

CYCLE I

Date   :

Meeting   :

Put a checklist (√) in Colum Yes and No based on observation

Focus	Activities	Yes	No
The Teacher	The teacher explain teacher' objective and explains about SQS	√	
	The teacher prepares teaching material systematically and clearly	√	
	The teacher explain about definition self questioning strategy	√	
	The students to ask some question, if any	√	
	The teacher try to solve the students problem	√	
	The teacher give feed back to all students	√	
	The teacher manages the time effectively and efficiently	√	
	The teacher motivates students to show their best reading English through Self-Questioning Strategy	√	
The Students	The students listen /pay attention to the teacher explanation about self –Questioning Strategy in front of the class	√	
	The students ask question to the teacher explanation	√	
	The students discuss the question actively and seriously	√	

	The students ask question to the teacher if there is something unclear	√	
	Some of the students are still confused and do not know what to do.		√
	The students ask their friends about SQS which is unclear from them.		√
	All the students come to follow the test.		√
	The students bring their dictionary with them.		√
	The students answer question to that are given by the teacher	√	
	The students give good respond to the topic given	√	
	The teacher try to solve their problem seriously	√	
	The students fell intersted in the question provided.	√	
	All the students do their task	√	
Context	The classroom is save from crowded		√
	The classroom is comfortable (clean and calm)	√	
	The classroom is noisy		√

Appendix X

OBSERVATION SHEET
CYCLE II

Date   :

Meeting   :

Put a checklist (√) in Colum Yes and No based on observation

Focus	Activities	Yes	No
The Teacher	The teacher explain teacher' objective and explains about SQS	√	
	The teacher prepares teaching material systematically and clearly	√	
	The teacher explain about definition self questioning strategy	√	
	The students to ask some question, if any	√	
	The teacher try to solve the students problem	√	
	The teacher give feed back to all students	√	
	The teacher manages the time effectively and efficiently	√	
	The teacher motivates students to show their best reading English through Self-Questioning Strategy	√	
The Students	The students listen /pay attention to the teacher explanation about self –Questioning Strategy in front of the class	√	
	The students ask question to the teacher explanation	√	
	The students discuss the question actively and seriously	√	

	The students ask question to the teacher if there is something unclear	√	
	Some of the students are still confused and do not know what to do.		√
	The students ask their friends about SQS which is unclear from them.		√
	All the students come to follow the test.		√
	The students bring their dictionary with them.	√	
	The students answer question to that are given by the teacher	√	
	The students give good respond to the topic given	√	
	The teacher try to solve their problem seriously	√ √	
	The students fell intersted in the question provided.	√	
	All the students do their task		
Context	The classroom is save from crowded		√
	The classroom is comfortable (clean and calm)	√	
	The classroom is noisy		√

Appendix XI

DIARY NOTES

The first Meeting (August, 07 2018)

Researcher welcome by the students. She introduced herself and the students listened to her well. Researcher asked some questions to the students and the students answer the question well. The researcher give the test some question in last 30 minutes. In doing the test, some of the students did the test individually but some of the students askd to their friends about the answering from some question. Some of the students tried to open his or her dictionary because they thought the words of the text difficulty. When the bell had rung, some of the students collected their paper lately so they did his test more than 30 minutes.

The second Meeting (August 11 2018)

Researcher welcomed by the students, the researcher motivated the students firstly but they didn't listen attentively. The researcher applied advance self- questioning strategy was given not systematic so the students looked confusing. The students looked tired and bored because it is the last lesson. Beside the cases, the air was hot so they didn't listen to researcher's explanation attentively but they made noisy with talking to their friends. Some of them didn't active in the class but passive because they didn't like study English. When the writer applied self- questioning strategy, they looked confusing. When the researcher gave the task, some of the students couldn't do it well becauuse they are lazy to do it.

In this meeting, the researcher is only giving a treatment to the students for the next meeting that's post-test 1. The researcher was explained the material about reading comprehension by using self questioning strategy. The researcher explains the procedure of using self questioning strategy in front of the class. But need a long time to make the students understand.

Third Meeting (Tuesday, 14 August 2018)

In the third meeting, the researcher remainder the students knowledge about reading comprehension by usingself questioning strategy. The researcher is giving the post-test 1 to the student. The students look felt so excited to reading the text by using self questioning strategy and the students was very enthusiastic to comprehend of the text by using self- questioning strategy. The researcher gives thirty minutes to the students to reading of the text. The students braved in giving their opinion. The reseacher controlled the class well so the students couldn't mke noisy. The students did the task well and the did it individually.

Fourth Meeting (Saturday, 19 August 2018)

In this meeting was enjoyable. Students felt interested during the learning process because this meeting was to continue the material. The researcher gave post-test II to the students. The researcher explains more deeply again about reading comprehension by using self – questioning strategy. The students also give a good response with the explanation of the researcher. The students more active by asking some question about the use of sell questioning strategy to the researcher. The researcher more excited answering the question from the students. After all of the students more understand about the use of self questioning strategy in readin comprehension , the researcher directly giving the exercise for post-test

2 to the students. The researcher gives thirty minutes to the students for do their task about reading comprehension by using self-questioning strategy in their worksheet. The students did the task well and the researcher collected the students.

Fifth Meeting (Tuesday, 21 August 2018)

After conducting these two cycles, the researcher interviewed the students and the teacher in order to get their opinions, responses, and perceptions about the implementation of self-questioning strategy as the strategy to improve the students' achievement in reading comprehension . The transcript had been written by the researcher in interview sheet.

Appendix XII

INTERVIEW SHEET

Interview for the English teacher in the Preliminary Study

(Before Classroom Action Researcher)

Interview Kepada Guru Bahasa Inggris (MA Zakiyun Najah Sei Rampah)

Interviewer   : **Dessy Nur Hasanah**

Interviewee   : **Rahmat.Y.G.S.Pd**

Profession   : **English Teacher**

R : Researcher

T : Teacher

R : Assalamualikum , Sir....

T : Walikum Salam , Miss

R : Bagaimana menurut anda tentang kelas XI MA?

T : Saya pikir kelas ini cukup baik. Sebagian dari mereka memiliki kemampuan dalam bahasa Inggris dan antusias dalam belajar bahasa Inggris.

R : Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?

T : Proses pembelajaran bahasa Inggris dikelas adalah memberikan materi dan test.

R : Tugas apa saja yang biasa Sir berikan dikelas?

T : Membaca teks dan mencari kata yang tidak dipahami artinya lalu meminta anak-anak menghafalnya.

R : Apa saja masalah –masalah yang terjadi ketika mengajar membaca dalam bahasa inggris, Sir?

T : Masalah yang sering terjadi yaitu penguasaan dalam *Vocabulary* dan *Grammar.* Itulah yang membuat mereka sulit mengerti tentang apa yang mereka baca.

R : Berapa KKM untuk mata pelajaran bahasa inggris untuk kelas XI MA zakiyun Najah?

T : KKM kita 75

R : Apakah Sir pernah mendengar tehnik pengajaran *self - Questioning strategy*

T : Pernah

R : Menurut Sir apakah strategi pengajaran *self- Questioning strategy* dapat meningkatkan pemahaman membaca siswa dalam bahasa Inggris?

T : Ya, dan saya ingin mencoba mengaplikasikan strategi ini dalam pembeljaran reading.

Interview for the English Teacher after Classroom Action Research

Interview Kepada Guru Bahasa Inggris MA Zakiyun Najah Sei Rampah

Interviewer : Dessy Nur Hasanah

Interviewee : Rahmat.Y.G.S.Pd

Proffesion : English Teacher

R : Researcher

T : Teacher

R : Good Morning, Sir...

T : Good Morning, Miss...

R : Bagaimana kemampuan siswa kelas XII MA dalam pembelajaran pemahaman membaca setelah menggunakan strategi *Self- Questioning* ?

T : Kondisi sangat tenang dan sangat santai

R : Bagaimana pemahaman membaca siswa setelah menerapkan strategi *Self-Questioning*?

T : Mereka jadi lebih aktif untuk berfikir dan mengerti tentang teks apa yang mereka baca.

R : Bagaimana partisipasi siswa ketika membaca teks menggunakan strategy *Self – Questioning* berlangsung?

T : Partisipasi anak-anak sangat baik, mereka aktif dan mau mengerti pelajaran yang diberikan.

R : Bagaimana menurut Sir tentang strategi *Self Questioning* ini ?

T : Saya pikir strategy ini cukup baik karena strategy ini tidak hanya membantu siswa dalam memahami teks yang mereka baca tetapi juga memperkut kognitif mereka. Strategy ini juga membuat siswa aktif dalam

menghubungkan pengetahuan mereka sebelumnya dengan mengorganizir pengetahuan apa yang diberikan guru.

R : Apa pendapat setelah melihat penggunaan *self- questioning strategy* dalam pembelajaran pemahaman membaca di kelas?

T : Menurut saya, setelah menggunakan *self- questioning strategy* anak didik lebih mudah memahami tentang apa yang mereka membaca. Dan saya tertarik untuk mengaplikasikan strategi ini ketika saya mengajar tentang reading comprehension.

R : Thank you mom...

T : You are welcome.

Interviewthe Students Before Classroom Action Research

R : Researcher

S : Student

R   : Bagaimana menurut kamu tentang pelajaran Bahasa Inggris?

S1 : Menurut saya, sangat susah belajar bahasa Inggris. Bahasanya sulit dimengerti, Miss.

S2   : Saya tidak suka bahasa inggris miss karena kata katanya dan tenses nya susah untuk di ingat

S3   : Bahasa inggris sangat penting karena ini bahasa Internasional

R   : Apa yang kamu rasa sulit dalam membaca teks bahasa Inggris?

S1 : Saya terkadang susah mengerti tentang teks yang saya baca

S2 : Sulit mengerti artinya ,Miss.

R   : Baiklah, mungkin sekarang saya tahu apa masalah dan kesulitan dalam membaca. Dapatkah kamu menceritakannya?

S1 : Menurut saya, saya rasa sulit dalam membaca miss, karena kan kita harus mengartikan teks tersebut baru tau apa isi cerita tersebut

S2   : Bahasa inggris itu rumit karena ada tenses. Selanjutnya, juga rumit untuk menerjemahkan teks karena memiliki banyak arti.

R   : Bagaimana cara kamu memahami teks bahasa Inggris?

S1 : Pertama –tama saya mencari kata kata yang sulit, kemudian saya mencari arti dari kata kata tersebut.

S2 : Saya terjemahkan kata perkata nya mis, kemudian saya artikan per kalimat.

S3   : saya terkadang minta bantuan teman buat mengartikan tek bahasa Inggris tersebut kemudian saya pahami.

Interview the Students After Classroom Action Research (Using Self questioning Strategy)

R : Reseacher

S : Students

R : Apakah kamu menyukai belajar bahasa Inggris menggunakan strategi self questioning ?

S1 : Ya saya suka miss. Saya merasa lebih mudah untuk memahami teks yang saya baca.

S 2 : Saya sangat suka miss. Dengan strategi *Self- Questioning* saya merasa sangat terbantu untuk memahami teks yang saya baca.

S3 : Ya miss. Saya jadi suka membaca teks bahasa inggris dengan strategy ini.

R : Apakah kamu merasa sulit untuk membaca setelah mengaplikasikan strategi self questioning ini?

S1 : Tidak miss. Membaca terasa lebih mudah.

S2 : Tidak miss. Saya merasa lebih enjoy dengan apa yang saya baca. Dengan strategy ini saya lebih memahami arti dari teks yang saya baca.

S3 : Kalau saya Miss, saya merasa sangat terbantu. Saya lebih cepat memahami yang saya baca dengan begitu saya lebih cepat menjawab soal soal yang berkaitan dengan teks yang saya baca.

APPENDIX XIII

The Students' Attention List during the Research

No	Name of Students	Meeting				
		1	2	3	4	5
1	Abdul Kadir Siregar	√	√	√	√	√
2	Abid Abdurrahman	√	√	√	√	√
3	Ahmad Akhyar Hasibuan	√	√	√	√	√
4	Ahmad Hasyim	√	√	√	√	√
5	Al Finnas Rizki Syahputra	√	√	√	√	√
6	Al-Khawa Rizmi Sitompul	√	√	√	√	√
7	Al Qusayri	√	√	√	√	√
8	Bosi Sirgar	√	√	√	√	√
9	Dimas Ardiansyah	√	√	√	√	√
10	Herbay Syahrial	√	√	√	√	√
11	Ibrahim Rambe	√	√	√	√	√
12	Ishaq Munthe	√	√	√	√	√
13	Jahri	√	√	√	√	√
14	Julhadi Lubis	√	√	√	√	√
15	Makrahim Simamora	√	√	√	√	√
16	M. Irwansyah Harahap	√	√	√	√	√
17	M. Padli	√	√	√	√	√
18	Muhammad Sya'ban	√	√	√	√	√
19	Muhammad Yasir Sipahutar	√	√	√	√	√
20	Putra Alia Nata	√	√	√	√	√
21	Randi Palayadil Ritonga	√	√	√	√	√
22	Sabdu Rahman Munthe	√	√	√	√	√
23	Saroman Tambak	√	√	√	√	√
24	Taufiqi Siregar	√	√	√	√	√
25	Zulpard Ahmad Bayhaki Hrp	√	√	√	√	√

Appendix XIV

Students' Name and Initial

No	Name of Students	The Initial of Students
1.	Abdul Kadir Siregar	AA
2.	Abid Abdurrahman	AAH
3.	Ahmad Akhyar Hasibuan	AFRS
4.	Ahmad Hasyim	AH
5.	Al Finnas Rizki Syahputra	AKS
6.	Al-Khawa Rizmi Sitompul	AKRS
7.	Al Qusayri	AQ
8.	Bosi Sirgar	BS
9.	Dimas Ardiansyah	DA
10.	Herbay Syahrial	HS
11.	Ibrahim Rambe	IR
12.	Ishaq Munthe	IM
13.	Jahri	J
14.	Julhadi Lubis	JL
15.	Makrahim Simamora	MS
16.	M. Irwansyah Harahap	MIH
17.	M. Padli	MP
18.	Muhammad Sya'ban	MSN
19.	Muhammad Yasir Sipahutar	MYS
20.	Putra Alia Nata	PAN
21.	Randi Palayadil Ritonga	RPR
22.	Sabdu Rahman Munthe	SRM
23.	Saroman Tambak	ST
24.	Taufiqi Siregar	TS
25.	Zulpard Ahmad Bayhaki Hrp	ZABH

APPENDIX XV

PHOTOGRAPHY EVIDANCE

Picture 1 : The reseacher explains about Self-Questioning Strategy

Picture 2 : the researcher gives the reading text for all the students

Picture 3 : the researcher interviewed the Teacher English

Autobiography

Name   : Dessy Nur Hasanah

Student Number   : 34.13.3.05

Place/ Date of Birth   : Medan, December 16st 1994

Sex   : Female

Address   : Jl. Selamat No 145 Simpang Limun M. Amplas

Name of Father   : Khairil Syah. B.Sc

Name of Mother   : Siti Gahara Hasibuan.Alm

Education Background

1. Primary School at SD Negeri 060827 Medan Amplas

2. Junior High School at SMP Ponpes Zakiyun Najah Sei Rampah

3. Senior High School at SMK Ponpes Zakiyun Najah Sei Rampah

4. Student of English Education Department Faculty of Tarbiyah Science and Teacher Training