CHAPTER I

INTRODUCTION

In this chapter, the writer presents introductions that contains: background of the study, problem of the study, objective of the study, significance of the study, hypothesis of the study, scope and limitation on the study, definition key of terms.

A. Background of the study

The most complicated problem in teaching and learning English is the teachers ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. So, many students are not interest in learning English. In English, there are four skills that should be mastered, they are: listening, speaking, writing, and reading. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill.

Reading is a process of recognition or interpretation of written materials. Sheng (2001:12) stated that reading is a process of communication from the writer to the reader. It involves letters, words, phrases, and clauses. Through reading, we can get many knowledge and information.

In reading comprehension, the message must be imposed in the written form and it is the most important element, the students must recognize reading because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is very important way to

get contact with the natives and to know how they use their language in written form to understand the content of the text. It will be important to make reading activity as effective as possible.

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

In reading comprehension text, students often find some difficult word that they do not know its meaning. In order to, before they translate the word, they must know or understand through comprehension so that they can describe their ideas or can give conclusion from English reading text through their comprehension. Consequently, the students become slow down and bored. Therefore, reading comprehension is fact that is not as easy as people think. Most people read a text without comprehending on how they do it since they assume reading comprehension is not very important. For them, reading comprehension is a task of little concern. So, it is problem for the teacher in teaching reading in the classroom. The teachers need to give students ample opportunity to practice the reading skill. This means that more practice are needed to overcome the problem of reading faced by the students who learn a foreign language.

In relation to statements above, the teachers of English are expected to create an effective teaching and learning process in improving the students skills

to read. One of the strategies is the use of classroom questioning strategy of teaching reading.

Classroom questioning is an extensively researched topic. The high incidence of questioning as a teaching strategy, and its consequent is potential to influence students' learning, have led many investigators to examine the relationships between questioning methods and students achievement and behavior.

According to Lerner (1985:393) "Questioning is the type of question teacher ask stimulate the various type of thinking that students engage in during reading".The questioning strategy was selected because it was believed to be able to stimulate the students to be more involved in the reading activities and to facilitate the students to comprehend the passages. In order to reading skill, is more effective teacher as an educator have to use good technique in teaching learning process. In this case the researcher concerns with the effectiveness of usingquestioning strategy in student reading comprehension in eighth grade at MTs Negeri Bandung.

B.Problems of the study

Based on the background above, the research problem are.

1. How is score of students reading comprehension who were taught before using questioning strategy?

2. How is score of students reading comprehension who were taught after using questioning strategy?

3. Is there significant score of the students' reading comprehension using questioning strategy?

C. Objective of the study

Based on the research problem, the objective of study are:

1. To know how the score of students reading comprehension who were taught before using questioning strategy.

2. To know how the score of students reading comprehension who were taught after using questioning strategy.

3. To know the students' significant score of the students' reading comprehension using questioning strategy.

D. Significance of the study

The result from this research could be divided into three categories:

1. Teacher

This research is very usefull for the teacher especially for those who are teaching English language, this research will be one of the simplest technique to create attractive and active class in English language especially in reading. Besides, the teacher can motivate student for study English.

2. Students

By this research, students will get stimuli that study English is fun and attractive. In other hand, they will get motivation and enjoy for study English especially in reading.

3. School

The result of the research is to assist the school to decide a strategy and technique in teaching learning proses especially teaching reading.

E. Hypothesis of the study

The hypothesis of the study was prepared as a tentative answer for the research problem stated previously. in the case the alternative hypothesis(Ha) as read follow:

Ha: There is significant effect of treatment with questioning strategy and without questioning strategy on the reading comprehension achievement of the eight grade students' at MTs Negeri Bandung.

Ho: There is no significant effect of treatment with questioning strategy and without questioning strategy on the reading comprehension achievement of the eight grade students' at MTs Negeri Bandung.

F.Scope and Limitation of the Study

Since this thesis study on the great works of the eight year students of MTs Negeri Bandung, the writer will analyses mainly based on his personal view of the theories in some books.

There are many technique used to teach reading, such us skimming, outlining, phrasing, questioning, predicting etc. The study focused on the effectiveness of using questioning strategy on the student reading comprehension at eighth grade in MTs Negeri Bandung . This study is focused on teaching

reading. In MTs Negeri Bandung are covers many text. They are descriptive, narrative, descriptive, recount etc. But, in this study the writer will focus only on recount text. In this research it will be found whether a teacher can make his students' achievement increase and their activity better in teaching learning process in the class. Because the students' ability is different, so it can be argued whether all the eight year students ' achievement of Mts Negeri Bandung get improved after being taught with Reading Comprehension through questioning strategy or not

G.Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward

1. Questioning Strategy

   The questions that teachers formulate and ask student are considered to be cues and clues which focus their attention on what needs to be learned. Questioning strategies are essential to the growth of critical thinking skills, creative thinking skills, and higher level thinking skills .so teachers' questions and their specific approaches towards and during questioning are imperative for the development of student's learning and thinking.

   There are several ways of classifying the different types of question that teacher and students ask in the classroom. there are some types of questioning, there are: knowledge question, comprehension question,

application question, analysis question, synthesis question, evaluation question.

2. Reading Comprehension

Reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. In other word comprehension is process by which the reader constructs meaning by interacting with text.

In this study, reading comprehension achievement operationally defined as the students' scores in comprehending the text on the reading comprehension tests, after having and without having the questioning strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents review of related literature and studies concerning with the review references. Review of references on discussion about, the Definitions of Reading , types of reading skill, reading comprehension, The indicators to measure of text,questioning strategy, type of question, Purposes of question, designing appropriate questions and previous research.

A. The Definitions of Reading

According to Patel and Jain (2008: 113-114), reading is an important activity for expanding knowledge of a language. By reading, students can increase their knowledge of certain subjects. They can catch what texts tell about. Also, they can learn the language because the texts provide the structures of the language to learn. Nunan (1991: 72) states that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation. Thus, students try to understand the texts. It is needed because individual learning is sometimes effective for students.

Furthermore, Patel and Jain state that reading is an active process that requires a great deal of practice and skill. It consists of recognition and comprehension skill. It is not a passive activity because actually readers think and analyze meaning (Moreillon, 2007: 23; Patel and Jain, 2008: 113). For example, when students read pronunciation books, they are required to pronounce words that are related to the books. In addition, through reading, students can recognize texts. They can analyze the detail information of texts. They can also analyze the

structures that are related to the texts. In this learning students and teachers learn together. The teacher can teach the content and structure of texts to the students and on the other hand they pay attention to analyze the texts together with the teacher. Nuttal (1987) says that the process of identifying written words is mainly the concern of the teacher in early reading. Therefore, reading is an activity to get information in written language. Readers can get information for their need. It can support their learning to master the language, so that reading is a useful activity to expand knowledge.

B. Types of reading skills

According Andrew Wright (1999:159) there are four easily identifiable skill reading; *skimming, scanning, intensive reading,* and *extensive reading*.

1. Skimming

    Skimming is glancing rapidly through a text to determine it is general content example: quickly glancing through an article to see if it interest or not. Being able to look over material rapidly for given purposes without reading every phrase is great asset for a reader to posses. Skimming enables people to select content that they want to read and to discard, which is inconsequential for their purposes. Skimming permits people to again a general idea about material when that is their purposes rather to read all material in detail.

2. Scanning

    Scanning is reading to locate specific information, example: locating telephone number in directory. Being able to research through material rapidly with given purpose in mind, in order to find a specific fact or an answer to particular question plays a large role in much of a youngster's reading. Scanning enables people to locate specific information without reading all material around it.

3. Intensive reading

    In intensive reading, the reader tries to absorb all the information given by the author. Example: reading dosage instruction for medicine.

4. Extensive reading

    The reader deals with longer text as a whole, which requires the ability to understand the component parts and their contribution to overall meaning. Example: reading a newspaper article, short story, or novel.

    Each kind of reading skills that has been explained above are used for certain purposes. Each also requires different approach and technique to achieve its goal. For example, skimming and scanning techniques are usually used by readers when they read a reading selection when take a reading test. By using techniques, they may be able find the information they need without have to read the reading passage and save their time.

C. Reading Comprehension

1. Definition of reading comprehension

Mikulecky and Jeffries (2007: 74) state that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows. It means readers can answer questions or explaining texts because they have comprehension with connecting each idea in the text.

Comprehension is the purpose of reading. Readers read texts to get opinions or ideas. They try to understand what the text tells about. After getting opinions or ideas, they can answer questions or make prediction. Trabasso (2007: 29) says that the core of comprehension is an ability to mentally interconnect different events in the text and form a coherent representation of what the text tells about. Understanding what texts tell about means that readers get ideas from texts. In addition, Trabasso (2007) also adds that the whole text consists of words, sentences and paragraphs. It means that to comprehend the content of the text, readers should comprehend words, sentences and paragraphs in the text. Meanwhile, the basic good comprehension of the content of the text is to understand the manner in which words are fused into meaningful phrases, phrases into sentences, and sentences into paragraphs. To sum up, comprehending a text refers to understanding the context of the whole text, not only comprehending words, sentences, but also paragraphs and the whole text.

For general, reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately.Reading comprehension refers to reading with understanding. The understanding the

written text means extracting the information from it as efficient as possible. Usually, in reading comprehension workbook, the questions include reader recalling what he has read without further recourse to the text. Reading is also defined as the process of understanding meaningfrom a piece of text.

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

According to J. Charles Alderson (2000: 9) "there are some factors that may influence reading comprehension. Reading comprehension is most likely to occur when students are reading what they want to read or at least what they see some good reason to read".

2. Factors that Influence Students Reading Comprehension

There are many factors influencing reading comprehension, according to David Pearson (1987: 9) "the factors are influencing reading comprehension into two categories, inside factors and outside factors."

Inside factors are divided into four components. The first is linguistic component, what the readers know about the language. When the students learn language, they learn three systems they are:

1. *Phonological Knowledge*; it includes of different phonemes (individual sounds) in language.

2. *Syntactic Knowledge*; it refers to orderly arrangement among words in sentences.

3. *Semantic Knowledge*; it refers to our knowledge of word meaning. It is also includes our knowledge of the relationship among words.

The second component of inside factors influencing reading comprehension is interest. It is important thing in reading comprehension. If the students interested in the topic presented in their class, they will understand more about the topic. As a facilitator, the teacher has to give the explanation about the material in many ways. Therefore, the teachers have to use various resources related to topic. The teachers give opportunity to their students to read everything from any resources such as magazine, books, journal, etc. their interest can influence their comprehension.

The third component is motivation. Most of reader usually read what they want to read and what them to read. Therefore, motivation can influence the student's comprehension because the different reasons of the readers have different power to make the reader try to understand more what they read. There are two kinds of motivation, intrinsic and extrinsic motivation. Intrinsic motivation is in the reader. It comes from the leaner itself. As the teacher, we try to give the extrinsic motivation so that they will be more motivated. We offer incentives, feedbacks, and other stimuli as try to alter a student's level motivation. In line with the explanation of motivation and interest above, in this study the

writer interested to use questioning to build up the students' motivation and interest, and also want to see the effect of using questioning strategy in relationship with the students' reading comprehension achievements. Because, it is impossible for the students to understand the text if they has no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

The last component is reading ability. It explains how well the reader can read. It is almost to say that the more reading ability one possess, the better one will comprehend. The readers have to read everything and try to understand what they read.

The outside factor influencing reading comprehension is divided into two categories. The first is the written massage such as books, magazines, newspaper, etc. There are some factors in the written message which could affect comprehension such as word frequency, story structure, the math information, and visual displays can all be manipulated to increase or decrease comprehension.

The second outside factors is the environment which could affect comprehension. Pearson (1978: 18) explained, "There are two factors in reading environments; home environment and school environment." In the home environment, the parents have significant role to improve the reading skill of their children.

School environment is another factor to develop students reading ability. Reading environment will be constructed if the teacher motivates their students to

read and make students want to read more. Besides that school environment especially teachers, pears, and the classroom ecology, all influence the reading object. The comprehension is process to in getting the information. The writer concludes that reading comprehension is a process to understand contains of the text which is done by the readers to get information. It is given through written language and aimed to comprehend the meaning of the text.

D. The Indicators to Measure of Text

1. Definition of Text

According to Richards(1985:292) "text is a piece of spoken or written language. A text may be considered from the point of view of its structure and/or its functions." A full understanding of a text is often impossible without reference to the context in which it occurs. Nunan (1993:20) added that "text refers to a written or taped record of a piece of communication"but Feez and Joyce (2002:4) argued that "a text is any stretch of language which is held together cohesively through meaning." Actually when we speak or write something, we have made a text. So, any instance of living language that is playing some parts in context of situation we shall text. It may be either spoken or written. Based on the participant there are spoken and written text. Text is something that happens, in the form of talking or writing, listening or reading. When we analyze it, we analyze the product of this process, and the term 'text' is usually taken as referring to the product, especially the product in its written form, since this is most clearly perceptible as an object.

2. Genre

Gerot and Wignell (1995:17) stated that "Genre is one of the most important and influential concept in language education. Genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something. According to Richards (1985:122) "genre is a particular class of speech events which are considered by speech community as being of the same type." It can be concluded that there are differences between each genre to another. There are some genres texts: spoof/ recount, reports, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory, explanation, discussion, and reviews. But in this study the writer only discusses about recount text.

3. Recount Text

1) Definition of recount text

According to Anderson (1997:48), "recount is a piece of texts that retells past events, usually in the order in which they happened." The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Since texts are constructed in order to achieve different purposes, they are constructed in different ways. Consequently, there are a lot of text types in English. They, however, are categorized into two kinds, namely literary texts and factual texts. There are three main text types in the literary texts, i.e. narrative, poetic, as well as dramatic. Meanwhile, such text types as recount, explanation,

discussion, informative report, exposition, procedure, as well as response belong to factual texts.

Recount as one of factual texts can be said as the simple text type because it even can be about familiar and everyday things or events. It, however, can he more demanding if it is used on formalcontext such as report of a science experiment, police report, news report, historical account, etc.

In line with Anderson's idea, Derewianka (1990:140) states that in a recount we reconstruct past experience, a recount is the unfolding of sequence of events overtime. We are using language to keep the past alive and help us to interpret experience.

2) Types of Recount Text

According to Anderson, there are some types of recount text:

a) Eyewitness accounts

An eyewitness account is one example of a recount. The eyewitness may be called on to give details about an event suchas a car accident, an explosion or a fight. The audience may be a

police officer, readers of a newspaper or viewers of a TV news report. The purpose of the account is to provide details about event in the order in which they occurred. Example of eyewitness recount:

I was walking along Main Street about 10 a.m. when I saw this blue car stop outside the bank. Next thing I saw this man with a mask on. He jumped out of the car and ran into the bank. I then walked up to the door of the bank and looked in. by this time the robber had everyone in

the bank lying on the floor. At this point I hurried to the telephone box in park and called the police.

b) Speeches

A speech is a spoken text that can have a variety of purpose. A recount speech would be one where the speaker tells the audience about a past happening. The speaker would recount the events in the order in which they took place.

When preparing a speech, the speaker should do the following:

i. Be clear about the topic and purpose of the speech.

ii. Do research so that the speech is accurate.

iii. Remember who the audience will be (friends, young children or adults) and what they might expect (to be entertained)

iv. Practice the speech, checking that the voice is clear, that important words are stressed, and that it is spoken neither too quickly nor too slowly.

v. Think about body language, such as when to use facial expressions or hand gestures and how to stand.

c) Letters

Letters can be written for all sorts of reason. Some letters can be recount text types because the writer retells events to the reader. These letters can be posted or faxed. More and more people are now using e-mail (electronic mail) to send their recounts.

d) Conversations

A conversation is a spoken text between two or more people. Conversations can have different purpose to explain, to describe or to argue. Some conversations can have the purpose of recounting events. Conversations are written with special punctuation marks to show the words that were spoken by the participants. When the actual words are written, this is called direct speech. The actual words are written inside quotation marks. Originally, the quotation marks used at the start of the direct speech were "and the end of the speech was shown by". Today because of the influence of word processors, direct speech is usually shown between single quotation marks. Examples of recount conversations are: talking with your family about what you did at school today, telling a friend who missed last night's episode of 'home and away what happened'.

    e)   Television Interviews

An interview is a special type of conversation that can be a recount text. Often on current affairs shows or chat shows the guests are asked to recount part of their lives.

3) Constructing a written recount

The recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are:

a) A first paragraph that gives background information about who, what, where and when (called an orientation)

b) A series of paragraphs that retell the events in the order in which they happened

c) A concluding paragraph (not always necessary)

4) Language features in a recount

The language features usually found in a recount are:

a) Proper nouns to identify those involved in the text

b) Descriptive words to give details about who, what, when, where and how

c) The use of the past tense to retell the events

d) Words that show the order of events

5) The recount scaffold

We can see from the models and the previous activity that a recount text can have three main parts.

a) A first paragraph that gives background information about who, what, where and when (an orientation)

b) A series of paragraphs that retell the events in the order in which they happened.

c) A concluding paragraph that may including a personal comment (always necessary)

6) Tense and recounts

Tense is the time that the action takes place in the text. It can be in the past (already happened), in the present (is happening now) or in the future (will happen later). Recounts use the past tense.

E. Questioning Strategy

1. Definitions Questioning strategy

A question is a universally used activation in teaching, mainly within the initiation- response- feedback pattern. There are various methods used to increase class participation, however, the most important method is the use of effective questioning strategy. In classroom settings, teacher questions as instructional stimulus that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. According to Lerner (1985:393) "Questioning is the type of question teacher ask stimulate the various type of thinking that students engage in during reading". Taboada and Guthrie (2006:13) stated that" Questioning refers to students asking or writing self-initiated questions about the content of the of the text before or during reading to help them understand the the text and topic."

Questioning is always considered a valuable tool to stimulate student learning Teacher, therefore, are being encouraged to use appropriate questions to activate students' prior knowledge , as well as actively engage them in the exploration and transformation of knowledge . The challenge for the teachers is to scaffold students' learning by offering explicit instruction, model and, most importantly, asking elaborate questions that lift students' sense of self-efficacy and prepare them to tackle difficult texts (Vacca in James and Carter, 2001)

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001:169). Appropriate questioning have function, such as:

1. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves, it is very scary for the students to have to initiate conversation or topics for discussion.

2. Teacher question can serve to initiate a chain reaction of students' interaction among themselves.

3. Teacher questions giving intermediate feedback about student's comprehension.

4. Teacher question provide students with opportunities to find what they think as they are nudged into responding to question about reading. They are can discover what their own opinions. This self-discovery can be especially useful for a pre-reading activity.

5. To develop critical thinking skills and inquiring attitudes.

Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information already known by the teacher and the students. In this study, the writer interested to use questioning strategy in order to make the general frame of the knowledge.

2. Classroom Questioning.

Cotton (2007). As one may deduce, questioning is one of the most popular modes of teaching. For thousands of years, teachers have known that is possible to

transfer factual knowledge and conceptual understanding through the process of asking questions. Unfortunately, although the act of asking questions has the potential to greatly facilitate the learning process; it also has the capacity to turn a child off to learning if done incorrectly. The purpose of this digest is to provide teachers with information on what types of question and questioning behaviors can facilitate the learning process as well as what types of questions are ineffective.

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what and how to do it.

The present review focuses on the relationship between teachers' classroom questioning behaviors and variety of students outcomes, including achievement, retention, and level of students participation. This means that certain other subtopics within the general area of questioning are excluded from the present analysis. It does not deal, for example, with the effects of textual questions or test questions, and it is only incidentally concerned with methods used to impart study skills, including questioning strategies, to students.

Cotton (2007).Classroom studies have shown that lower-achieving students receive fewer opportunities to answer questions than other students. On the average, teachers wait less than 1 second for a student response. This is contrast to the findings that when teachers wait 3 to 5 seconds after asking a

question, students give longer, higher-level responses; answer with more certainly in their own responses; make more inferences; and ask more questions.

Question-asking indicates that someone is curious, puzzled, and uncertain; it is a sign of being engaged in thinking about a topic. And, yet, very few students ask questions; rarely is even one student question posed in a typical class. Consistently, classroom research finds a large gap, with both students and teachers, between typical questioning and effective questioning that can effect students' achievement..

Wilen and Clegg (1986) suggest teachers employ the following research supported practices to foster higher students' achievement :

- Phrase questions clearly

- Ask questions of primarily an academic nature

- Allow three to five seconds of wait time after asking a question before requesting a students' response, particularly when high-cognitive level question asked.

- Encourage students to respond in some way to each question asked

- Balance responses from volunteering and non volunteering students

- Elicit a high percentage of correct responses from students and assist with incorrect responses

- Probe students' responses to have them clarify ideas, support a point of view, or extend their thinking

- Acknowledge correct responses from students and use praise specifically and discriminately.

F. Type of Questions

According to Louiell and deschamps (1992:70), there are several ways of classifying the different types of question that teacher and students ask in the classroom.

    1. Knowledge question

Knowledge question are used to verify the student's recollection of facts which are essential for the understanding of concepts or the applications of rules. Knowledge question have only one correct answer and refer to information presented to the students through the lesson or reading material. The may also be used to review material which has been previously learned or to warm up class member and give them a sense of accomplishment before moving on to a new learning task.

Example:

    "Who was Andrew Wyeth? "

    "Where did he live?"

    "What country do his paintings depict? "

    "Who is the person in the painting?"

    "What is Tempera?"

2. Comprehension question

Comprehension question are designed to verify understanding of the idea concepts, and generalizations presented in class or through reading material. When answering comprehension question, the students should used their own words, rather than memorized definitions to demonstrate that they understand the concepts taught and they are able to explain them. Comprehension question require students to organize that students are grasping before moving on to anew idea or concepts. Understanding is a more demanding intellectual task than recalling. Since the students are expected to explain something already presented to them, there is only one answer to the questions, but is may be answered with various degrees of accuracy and detail. unlike recall questions, there is an opportunity, in comprehension question, for in complete answer.

Example:

"Can you explain what gravity is?"

"What is freedom of speech?"

"What are the differences between fact and opinion?"

3. Application question

Application question require students apply a rule or principle. Through application question, the students are asked to find examples of abstract concept or the use of rules. These exercises help elementary students to understand concepts as they relate to their worlds. It is through many application exercises

that students come to master concepts and abstractions. Some example would include:

"How can we find phonetic pronunciation of 'fable'?"

"Which of the following word is an objective?"

4. Analysis question

Analysis question require the students to find reasons,relationships, meaning, or characteristics that have not been discussed in the lesson. The stimulate critical thinking is the learners and foster consideration of alternative point of view. By these questions, students are led to analyze information, draw conclusions, and from generalizations. Because there are many possible answers to analysis question rather than a single correct one, teachers are able to establish a supportive environment when using them. Students do not have to fear being wrong. For example:

"What kind of person do you think Anna Christina is?"

"How would you react if you met her?"

"Can you compare Anna Christina to a member of your own family?"

"Do you think the painting is an honest description of the person?"

5. Synthesis question

Synthesis question encourage students to find solutions. They stimulate thinking and problem solving abilities. Given situation, students make prediction,

the ways to resolve a conflict, describe how a character could have acred, hypothesis relationship come up with names and device new rules. For example:

"What would be another ending to story?"

"What could happen if we added more salt to solution?"

"Can you come up whit another way to move the piano?"

6. Evaluation question

Evaluation question require that students give educate opinions and judge the actions. They stimulate critical thinking in a complex. While analysis question focus on rather specific situation , evaluation question address the large picture and add dimension of the value. Students are asked to support their judgement and opinions in a rational manner. There are certainly many ways to judge the same event. Evaluation question are judged not by the position taken on the issue, but by the thoroughness of the justification. Example:

"How does this portrait compare with others you have seen?"

"Do you think Anna Christina is a real person?"

"Why do you think Andrew Wyeth wanted to paint this portrait?"

"What does the style of painting tell you about Anna Christina?"

A detail explanation about the hierarchy of six levels is presented in table 2.1 it shows the questioning and level of thinking taken from Frazee and Rose (1995:145)

2.1 Questioning and Levels of Thinking

Level of thinking	Question Type	Student Behavior	Example Question
lower-level thinking	Knowledge	Recall Recite	What (who, when, where, why) are thirteen colonies? Define photosynthesis
	Comprehension	Describe. summarize	What is the main idea? How is the major character portrayed?
	Application	Solve show	What is the latitude of NY?
Higher-level thinking	Analysis	Infer, compare	What does this paragraph tells us about the author's life? How are the plants and animals alike/ different?
	Synthesis	Create, predict	What is a good title for this painting? How can we help the homeless? Do you believe in capital punishment?

	Evaluation	Judge, choose	Which soft drink is best?

G. Purposes of question

According to Based on Louisell and Deschamps (1992: 69)"there are three major reasons for teachers to ask question in the classroom: to promote students thinking, to verify student understanding and to foster student participation." Questions should not be asked to embarrass students whose behavior needs to be changed. Questions are academic tools.

By asking questions, teachers can affect the levels at which students think. If most questions asked by a teacher are of the memory type, the student's level of thinking will be restricted to remembering. However, if a significant number of questions asked are of the analysis type the student's level will be expended to critical and creative thinking.

While a teacher presents information in the classroom, many students nonverbally assent with their heads to indicate they understand what is being taught. A novice teacher would be surprised to see how few of those students re to answer questions about the material which they are nonverbally indicating that they understand. By asking frequent question a teacher is able to check for understanding on the part of student. The feedback obtained in this way will enable the teacher to determine whether to proceed with explain the concept further.

It is difficult for students to pay attentions to explained when they not actively involved. After a while their minds tend to wander. When students are involved and participating, they become more interested in the subject.

And then, question should not be asked to embarrass students whose behavior is undesirable. In those situations, the teacher will use strategies rather than questions to redirect student behavior. Questions should not be used to make students feel badly about themselves.

H. Designing Appropriate Questions

The teacher follow specific guidelines in developing purposeful questions, Hyman (1979) recommended that teachers develop a plan of action for strategic questioning. the teacher follow specific guidelines in developing question:

1. Selecting the type of question and its level of difficulty

   The selection of what type of question to ask on the objective of the lesson, the progress made, and learning needs of the students. The teacher decides whether to ask a recall, comprehension, application, analysis or evaluation question. The level of difficulty should be adapted to the academic ability of the members of the class in such a manner that approximality75% of the question asked are answer correctly (Bropy and Good, 1986).

2. Phrasing the question and delivering it

   The questions need to be adapted to the language ability of the members of class, keeping a style which is understood by as many students as possible. The question should be a brief and concise, delivered with clear

enunciation, and in a tone of voice which can be clearly heard at the back of the back of the class. The eyes of teacher should scan the class and non verbally communicate that the question is for the whole group to think about, for a pre-chosen student.

3. Allowing time for student to thinking (wait time)

Many students point out that teacher do not allow for sufficient wait time before and after recognizing a student to answer question. It is difficult for teacher, who are used to presenting at fast tempo without allowing for a long pause and moment of silence, to shift gears and go into a kind of "slow motion" activity. The more energetic and enthusiastic the presentation, the more difficult it is to shift and become a quite observer and listener. Different types of question require different amounts of wait time. Recall questions may not require more than three seconds, while analysis and synthesis question may require as long as 15 second in order for students to be prepare the answer.

4. Choosing a student to answer a question

Question should be well distributed among members of the class to not students exempted from the intellectual challenge presented by question. Recognizing a variety of student not only those who are raising their confident in participation. However when the teacher may call on volunteers only to provide for a more relaxed learning atmosphere. In order to assure that majority of student respond correctly to asking question, the teacher mentally matches the difficulty of question with the

ability of each student, and generally does not direct challenging questions to those members of the class who are having academic difficulties.

5. The student response and providing feedback

The student may respond to question in four ways:

       a. Correctly

       b. Incompletely

       c. Incorrectly

       d. Not responding at all

When respond is correct or acceptable, the teacher gives praise elaborate on the respond, probe, or move on to another question. To choose among on the responses, the teacher must consider the lesson objective and the characteristics of each particular student. Some students need abundant reinforcement and some are ready to be challenged so they develop a stronger sense of competence.

The student response is incomplete. The teacher is help the student arrive at correct answer or the teacher add to statement make it correct. It is not helpful to have another student answer.

When the student response is incorrect, the teacher must decide whether the students are able with some teacher help, to come up with an acceptable answer or if it best response by giving the correct answer.

I. Previous Research

In making this thesis proposal, the writer was considering some previous research to support the writer's thesis proposal those are:

1. *Improving Students' Reading Comprehension of X (Tenth) grade Students using Questioning Strategy at SMA Terpadu Abul Faidl Wonodadi Blitar in Academic Year 2010/2011.*by Ahmad Zainur. Registered Student. 3213073028.(English Education Program, State Islamic College Tulungagung).From this research can be taken a conclusion that using questioning can improve students' ability in reading comprehension. It can be seen from the test result of the students.

2. *the effectiveness of using questioning techniques in the student reading comprehension at second grade in SMPI Durenan 2012/2013.* by Nurfika Wahidha.(English Education Program, State Islamic College Tulungagung 2013) she states that there was significance difference of students' achievements in understanding the reading text between before and after using questioning techniques for the second grade of SMP Islam Durenan.

From the two of the previous studies above there are similarities with this research those are in using questioning as a strategy in teaching reading.This research is quasi experimental study and the purpose of this thesis is to find out the effectiveness of questioning strategy in students' reading comprehension of recount text. This research will be hold with the two groups in similar proficiency level of eight grade students of MTs Negeri Bandung. Meanwhile, there are some distinctions on each thesis above with the researcher's thesis. Those are strategies which is used by the researchers, the subject of the research is hold, and the grade of the students.

Table 2.2 Comparison between Previous Study and this Research

No	Previous Studies	Result	This research
1.	*"Improving Students' Reading Comprehension of X (Tenth) grade Students using Questioning Strategy at SMA Terpadu Abul Faidl Wonodadi Blitar in Academic Year 2010/2011"* by Ahmad Zainur.	1. The result of the test from preliminary, cycle 1, and cycle 2. The researcher found that the students' mean score was 65.23. By the fact the researcher arranged the research to improve the students' reading comprehension through giving questioning. In cycle 1 the researcher found that the mean score of the students who passed in the test was increasing. The mean score of the students was 73.17. However, it is not achieving the criteria of success. So, the researcher did the second cycle. In cycle 2 the researcher found that the mean score of the students was 80.82	The Effectiveness Of Using Questioning Strategy In Students' reading comprehension At MTs Negeri Bandung.
2.	*"The effectiveness of using questioning techniques in the student reading comprehension at second grade in SMPI Durenan 2012/2013".* by Nurfika Wahidha	1. The score before treatment and after treatment, the score of reading. Comprehension before being taught by using questioning technique is bad because the mean score of reading is 58. After getting the treatment, the mean of score is 73.	The Effectiveness Of Using Questioning Strategy In Students' reading comprehension At MTs Negeri Bandung.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the method in conducting the research which contains research design, subject of the research, instrument of the research, method of data collection, and method of data analysis.

A. Design of the Research

The research conduct quasi experimental as the research design. The quasi-experimental design was used because this method does not require random sampling (Jackson, 2008:318). This research method provide the students with pre test, treatment, and post test to find out the effect of questioning strategy on the students reading comprehension. Since there was no random sampling, the sample in this research is considered as nonequivalent sample which consisted of experimental and control group (Jackson, 2008:323).

In this research, two classes were taken as the sample classes: those labeled as the experimental group and control group. The first group (8[th]E) as the experimental group was given a pre-test (X1). Treated by using questioning strategy (T), and then provided a post-test(X2). The second group (8[th]F) as the control group was given a pre-test (X1), treated by using conventional teaching (O) and a post test (X2) (Hatch and Farhady 1982:21). Here is representation of the design:

Table 3.1

The Quasi-Experimental Design

Group	Pre-test	Treatment	Post-test
Experimental	8th E 1	T	8th E 2
Control	8th F 1	O	8th F 2

8th E 1 : students reading scores of experimental group on pre-test
8th F 1 : students reading scores of control group on pre-test
T   : Questioning strategy
O   : Non Questioning strategy
8th E 2 : students reading scores of experimental group on post-test
8th F 2 : students reading scores of control group on post-test

The table shows that both classes are given a pre-test, but the difference is in giving the treatments. In the experimental group, questioning strategy was given as a treatment to the students in the learning process. In contrast, for the control group, conventional teaching was implemented as the treatment in learning to read. After both treatments were applied to both groups, a post-test was administered in order to investigate the result of the treatment.

The procedure of treatment between the experimental and control group can be seen the table below:

Table 3.2

The Procedure Of Research

EXPERIMENTAL GROUP	CONTROL GROUP
1. First meeting • Teacher gives pre test for students	1. First meeting • teacher gives pre test for students
2. Second meeting • Teacher ask the students about some stories experience they have already know • Teacher gives questions about	2. Second meeting • Teacher asks the students about some fairy tales they have already know • Teacher explains about the

text " wrong costume" • Teacher explains about the purpose and generic structure of recount text • Students read " wrong costume" story and then writes down the difficult words they found to be discussed • Students read " wrong costume" story and then writes down the difficult words they found to be discussed • Students discussed about the orientation, event, re-orientation and setting.in the story • eacher corrects the meaning of difficult words the students found • Teacher gives post-test for students • Teacher analyzed the result of study	purpose and generic structure of recount text • Students read "my bad day on Sunday" story and then writes down the difficult words they found to be discussed • Students discussed about the orientation, event, re-orientation and setting. • Teacher corrects the meaning of difficult words the students found • Teacher gives post-test for students • Teacher analyzed the result of study

B. Variables

Variable is a concept which serves a particular purpose and can be expressed in quantitative or qualitative value. There were two variables in this research. Those variables were independent variables, and dependent variable.

According to Arikunto (2006:118), variable are the subject of a research, or the things that become points of attention of a research. While, Sugiono (2006:60) stated that variable is everything which is in every form which is settled by the researcher to be learnt as the purpose to get the information about these, and then get the conclusion.In this research, the researcher uses two variables, they are:

1) Independent Variable

The independent variable is the major variable which the researcher hopes to use to investigate. According to Sugiyono (2010:61) independent variable is variable that influence dependent variable. It is usually symbolized by "X". In this research, independent variable is the use of questioning strategy

2) Dependent Variable

The dependent variable is the variable which the researcher observes and measures to determine the effect of the independent variable. Sugiyono (2010:61) stated that dependent variable is the variable that influenced because of any independent variable. It is symbolized by "Y". Dependent Variable in this research is the score of the students' reading comprehension.

C. The Place and time of the Research

This study was conducted at eight grade of MTs Negeri Bandung academic year 2013-2014. The research was held over period of time from April, 2th 2014 to May, 8th 2014.the writer holds a research by an experimental study to capability of students reading comprehension by using questioning strategy.

D. Population, Sample and Sampling

1. Population

The population of the study is the classes of the eighth year students of MTs Negeri Bandung in the school year of 2013/2014. Population as states by Arikunto (1998: 115) that the whole of the subject research is called population

research. A population is a set (or collection) of all elements possessing one or more attribute of interest.

Based on the last definition about the population, can be taken the conclusion that the subject of all the study is all of the students which have the same characteristics and will be investigated through this research.

In this study, the populations are all of eighth grade students of MTs Negeri Bandung which consist of six classes (A, B, C, D, E, and F). They are 261 students

2. Sample and Sampling

Sample is a group of units selected from large group (population) to represent it. Here, the researcher took 80 samples. The researcher only took two classes that are VIII E that consists of 40 students and VIII F that consists of 40 students, one class as the experiment class and the other class as the control class. The reason of the researcher took the two classes because of the recommendation of English teacher in MTs Negeri Bandung. She said that both classes are considered as the more appropriate classes to be researched than the other classes.

The sample was taken in term of purposive sampling technique. The researcher used purposive sampling technique because it is in line with the method of the research. Purposive sampling is a research sample done by taking some subjects based on a certain purpose by considering limited time, energy and cost so that a researcher does not have to take a great number of sample that is out of the range (Sugiyono, 2009:133-136).

This research has been done by using experimental method. The researcher did field research by teaching two different classes using two different methods. In the beginning and in the end of the experiment, the students" reading ability was tested using the same instruments of reading test. Then, the data was analyzed by using t-test.

E. Research instrument

In this study, the writer use test to get the scores of the pupils. (Arikunto 1998: 130) states that: test is question which is used to measure the skills, knowledge, intelligence, achievement aptitude, and another capability of someone or a group of people. It is in line with what (Brown 1994: 253) states that: a test has a purpose of measuring a test measures a person's ability or knowledge.

Instrument has important function in this research. Instrument is one of the significant steps in conducting this research. The main instrument used of this study is test. The material of the test is taken from English book which related to

1) Try out

Instrument try out was held before the pre-test and post-test were administrated to the chosen classes. The purpose is measure the validity and reliability of the instrument. Try out was administered in another class which was not involved during the research process.

2) Pre-test

The researcher did the pre-test when the teacher for the first time entered the class. It is aimed to know the students ability in material of reading comprehension which given by the researcher.

3) Post-test

Post-test was done in order to know the changeable on students reading comprehension material between learning process with explanatory strategy and learning process through questioning strategy.

F. **Validity and Reliability of Instrument result**

The try out item should be tested to measure its validity and reliability before conducting pre-test and post-test (Brown, 1988). This study used the Pearson's product moment formula to test the instrument.

1. **Validity**

Validity is measurement that is showing the validity level of the instrument (Arikunto; 1998: 160). In other word, test validity defines as the extent to which instrument measures, it is supposed to measure and nothing else. There are various methods can be used to see validity of the test, one of them is concurrent validity. This type of validity is determined by establishment relationship or discriminating power. In other word, concurrent validity is the degree to which the score on a test administered at the same time or to it other valid criteria available at the same time.

An instrument or a test can be called valid if it at least consists of the content and construct validity. "Content validity of test refers to the suitability of a test result with ability elements to be assessed". Whereas, construct validity is "the validity of a test based on the conformity between an instrument used with concept of theory that underlined it". Then, the test employed in this study was valid based on content and construct validity. Because, the test was taken from the syllabus of 8th (appendix) grade of MTsN Bandung.

Table 3.3

Content validity

No	Indicators	Number	Total
1	Topic, main idea, organization text, purpose	1,9,14,22	4
2	Finding specific information from text	2,3,4,5,6,8,10,11,12,13,15,16,17, 18,19,20,21,23,24	18
3	Inferring the meaning of the text	5,7,25	3
Total			25

To find out the validity of instrument items, this study conducted Pearson Product Moment Correlation. The calculation process used SPSS v.21. correlation technique is one of the techniques that are mostly used by researchers to find out the validity of instruments items (Sugiyono 2010:133). The validity is based on as follows:

1. If the score r_{hitung} > score r_{table} in score signification 5%, so the test items is not valid.

2. If the score r_{hitung} < score r_{table} in score signification 5%, so the test items is valid.

Therefore, the process of calculation with SPSS 21 (see appendix).The results of validity as follows:

Table 3.4

Validity testing

No Item	r_{hitung}	r_{tabel} 5% (40)	Kriteria
1	0,318	0,312	Valid
2	0,347	0,312	Valid
3	0,331	0,312	Valid
4	0,469	0,312	Valid
5	0,404	0,312	Valid
6	0,362	0,312	Valid
7	0,392	0,312	Valid
8	0,340	0,312	Valid
9	0,371	0,312	Valid
10	0,380	0,312	Valid
11	0,388	0,312	Valid
12	0,313	0,312	Valid
13	0,419	0,312	Valid
14	0,393	0,312	Valid
15	0,357	0,312	Valid
16	0,335	0,312	Valid
17	0,335	0,312	Valid
18	0,398	0,312	Valid
19	0,327	0,312	Valid
20	0,379	0,312	Valid
21	0,356	0,312	Valid
22	0,405	0,312	Valid
23	0,369	0,312	Valid
24	0,340	0,312	Valid
25	0,359	0,312	Valid

The result of validity above shows that all scores r_{hitung} are more bigger than score r_{table} in 5%. Therefore, it concludes that scores in this test are valid, so it can be used as research instrument.

2. Reliability

Reliability show whether an instrument is reliable and can be used as a device to collect the data with the stability of test scores. A good test must be valid and reliable. Besides the index of validity, the researcher also calculated the reliability. "When the test assumed the measure one characteristic or quality, the extent to which the test items are all measuring this same characteristic or quality can be determined by examining individual item scores rather than part or total scores" Tuckman (1978:163). Based on the statement above, the researcher decided that the compatible formula to calculate the reliability of the test for this study is by using Cronbach's Alpha in SPSS 21 for windows. The reliability is base on as follows;

1. If α score > r_{tabel} in score signification 5% so, the test items are reliable.
2. If α score< r_{tabel} in score signification 5% so, the test items are not reliable

The result of Reliability test for the questions by using Cronbach's Alpha in SPSS 21. The score was at 0,729 is more bigger than score r_{tabel} 0,312. Therefore it concludes that all tests are reliable and consistent in this research, so it can be used as research instrument.

G. Normality and Homogeneity Testing

1. Normality test

The purpose of normality test is to know the data distributed normally. Some of statistic technique especially parametric statistic requires that the data has to follow normal distribution form.

Normality test can be done by three types that are use parametric statistic test (frequence test) non-parametric statistic test (kolmogrov smirnow test) and usegraph. The normality test which is used by the researcher is based on the kind of experiment which is done. If the research test which determine the specific qualifications about the population parameter which be a sample, the analysis that has to be used is paramitric statistic analysis method. Whereas, if the research without determine the specific qualification about the population parameter which be a sample, so the analysis use non-parametric statistic analysis method.

Normality tests are usually used to determine to know whether a data set is well-modeled by a normal distribution or not, or to calculate how likely an underlying random variable is to be normally distributed. P-value that will be provided by SPSS which is the principal goodness of fit test for normal and uniform data sets will be computed to test the normality.

Testing normality has purpose to know whether regression model of residue variable has normal distribution or not. The considerations of testing normality are:

1.   The data has normal distribution, if the significance > 0,05

2.   The data doesn't have normal distribution, if significance < 0,05

The researcher used SPSS 21 to test normality of this research. Here the example of testing normality using SPSS program:

Table 3.5

Normality testing

Variable	Sig	Criteria
Pre Control	0,072	Normal
Post Control	0,088	Normal
Pre Experimental	0,158	Normal
Post Experiment	0,213	Normal

Based on the table above, it can be said that the significance of pre control variable is 0,072, post control variable has number 0,088, pre experimental variable is 0,158, and post experimental variable is 0,213 which is more than 0,05 so it can be concluded that research data has normal distribution.

2. **Homogeneity Test**

Arikunto (2010:98) states "Homogeneity is a measurement which can be used to determine data variation. There are so many ways which can be used to measure the homogeneity of a sample, such as by using explore analysis test and analysis test one way ANOVA. In this case the writer uses model of One-Way ANOVA analysis test. The kind of this test is used to determine the mean of two or more groups manifestly."

In this research, the researcher uses the ANOVA test called Univariate: Analysis Varian Factorial Design. The data will be analyzed by using SPSS program to know whether the data homogeny or not.

The interpretation of the result to find out whether the data ware homogeny or not were based on the level significant 0, 05. If the result is higher than significant level 0,05, then H_o is not rejected. Meanwhile, if the result is lower than 0,05, then H_o is rejected or in the other word that the data are not homogeny (Priyatno, 2010:76)

Based on the result of testing homogeneity (appendix), we know the significance of group based on the changeable on students reading comprehension material between learning process with explanatory strategy and learning process through questioning strategy is 0,684 which is more than 0,05. So, it can be concluded that the data of group by basing on the changeable on students Reading comprehension between learning process with explanatory strategy and learning process through Questioning strategy has the same variant.

H. Data Collecting Methods

When collecting data in a research, many methods are used by each researcher. The technique used in this research was test.

Data of this study was collected by administering test. To find out the data, the researcher applied pre-test that consist of 25 items of multiple choice. The pre test was given to know the basic competence for student and their erlier knowledge before getting treatment.The pretest was consisted of 25 multiple

choices about recount text. Time allocation of the test was 60 minutes. The pretest was held on April 17th in experimental class (VIIIE) and class control (VIIIF).

After gaining the pre-test, the researcher gives the treatment by teaching using Questioning strategy in experimental class and without using questioning strategy in control class. In the last, the researcher gained the post-test. It was given after the researcher giving the treatment or after teaching using Questioning strategy. The test was given to know the basic competence for students and their earlier knowledge after getting treatment. The test was done to know the final score and to know the student difference achievment before and after they get treatment. The posttest consisted of 25 multiple choice about recount text. Time allocation of the test was 60 minutes. The post test was held on April 24nd in experimental class (VIIIE) and control class (VIIIF)..

I. Data Analysis

Data analysis in research includes scoring technique, data analysis on the pre-test and post-test:

1) Data analysis on pre-test and post-test

In analyzing the data from the pre-test and post test to see whether there will be significant difference after give by treatment. The researcher used the statistical calculation of T-test. The post test was data average score of reading comprehension test taught by questioning strategy. The first data is data of student score before taught using questioning strategy. If the score post test of student reading comprehension score is higher than pre-test, it mean that student reading comprehension by using questioning strategy is effective.

T-test is used in order to find out the differences of the score of students reading comprehension using questioning strategy. The researcher in the research use paired sample T-test in SPSS 21 for windows

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the obtained data will be presented and analyzed. The datapresentation is outlined in several parts.

A. Data Presentation

As it has been mentioned, the writer conducted the field research. The writer did the research about technique in students reading comprehension through questioning strategy. The experiment class is VIII E and the controlled class VIII F. from each class there are 40 students as the sample.

1) The data from the score of experiment class have been obtained as in the following:

Table 4.1

Pre test and post test Experimental group

Students	Pre test	Post test
1	72	80
2	60	80
3	60	72
4	60	68
5	64	76
6	64	68
7	64	72
8	60	60
9	60	68
10	56	56
11	68	76
12	56	68
13	72	80
14	64	68
15	52	60
16	64	72

17	52	60
18	56	72
19	64	72
20	52	56
21	64	72
22	52	56
23	64	80
24	76	84
25	72	76
26	64	56
27	64	76
28	64	80
29	68	72
30	64	56
31	60	72
32	60	68
33	60	60
34	52	68
35	52	72
36	64	72
37	60	68
38	72	80
39	72	76
40	72	80
Jumlah	2496	2808

The result of pre-test for the experiment class that used questioning strategy is low score 52 and high score 76. Meanwhile in the post-test, the low score is 56 and high score 84.

The pretest purpose is to know how far students' knowledge about reading comprehension especially about recount text before using questioning strategy. Data collection of pretest gets mean 62.4, and median 68. Those data have not shown that there was the improvement of students' achievement. The test score of Frequency distribution for experimental class (E) can be seen in the diagram below:

Diagram 4.2

The pre test frequency distribution in experimental class
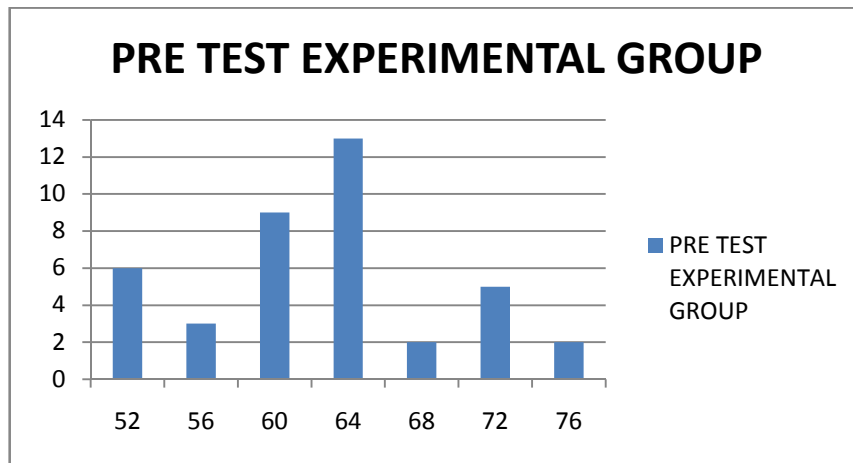
Posttest was done after giving treatment that used questioning strategy to know the students' achievement learning process which the researcher gave. Research data of posttest gets mean 70.2, and median 72. From those result, it can be seen that there is the students' achievement of experimental class which used questioning strategy. The test score of frequency distribution in experimental class can be seen in the diagram below:

Diagram 4.3

The post test frequency distribution in experimental class
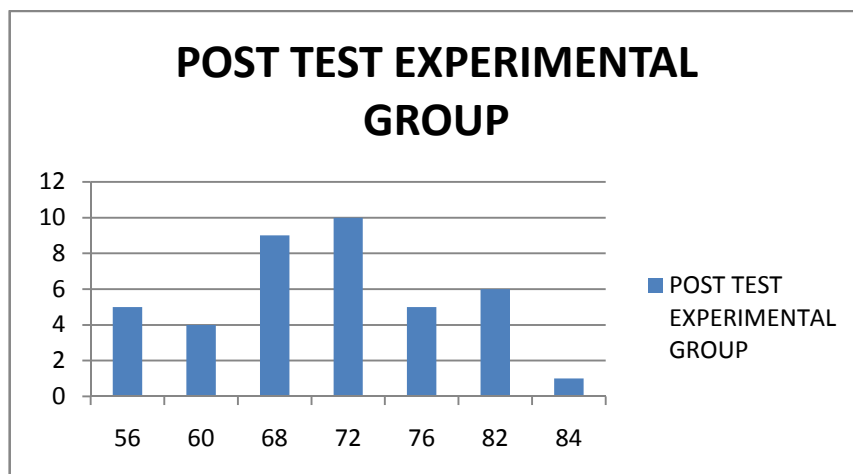
2) The data from the score of control class have been obtained as in the following:

Table 4.4

Pre test and post test Control group

| students	Pre test	Post test
1	60	68
2	60	64
3	68	68
4	64	64
5	72	80
6	56	60
7	68	76
8	56	60
9	64	68
10	72	80
11	64	64
12	72	72
13	60	64
14	68	68
15	56	72
16	56	60
17	64	64
18	52	52
19	60	68
20	64	72
21	52	60
22	68	72
23	64	64
24	64	72
25	52	52
26	64	64
27	72	80
28	68	68
29	60	64
30	60	60
31	68	68
32	56	68
33	64	68
34	56	60
35	68	72
36	72	76
37	64	68

38	56	60
39	68	68
40	52	52
Jumlah	2500	2660

The result of pre-test for the control class that used questioning strategy is low score 52 and high score 72. Meanwhile in the post-test, the low score is 56 and high score 80.

Pretest that the researcher had done in the control class has purposes; to know how far the students' knowledge about reading comprehension and the control class students' (F) achievement. Data collection of pretest gets mean 62.5, and median 64. Those data have not shown the improvement of students' achievement. The test score of frequency distribution control class can be seen in the diagram below:

Diagram 4.5

**The pre test frequency distribution in control class**
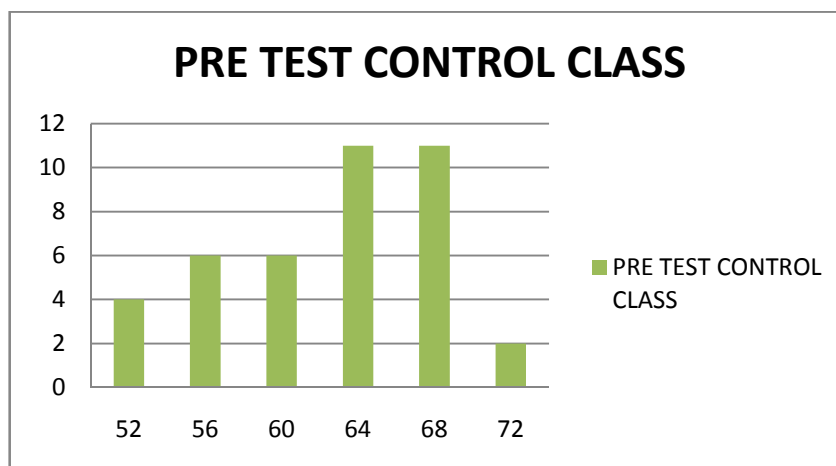
Posttest was done after giving treatment teaching and learning conventionally or it didn't use questioning strategy. The result of this posttest gets

mean 65.2, and median 68. From the result of calculation can be seen that there was the improvement of students' achievement, but experimental class have mean higher. The test score of frequency distribution control class (F) can be seen in the diagram below:

Diagram 4.6

The post test frequency distribution in control class
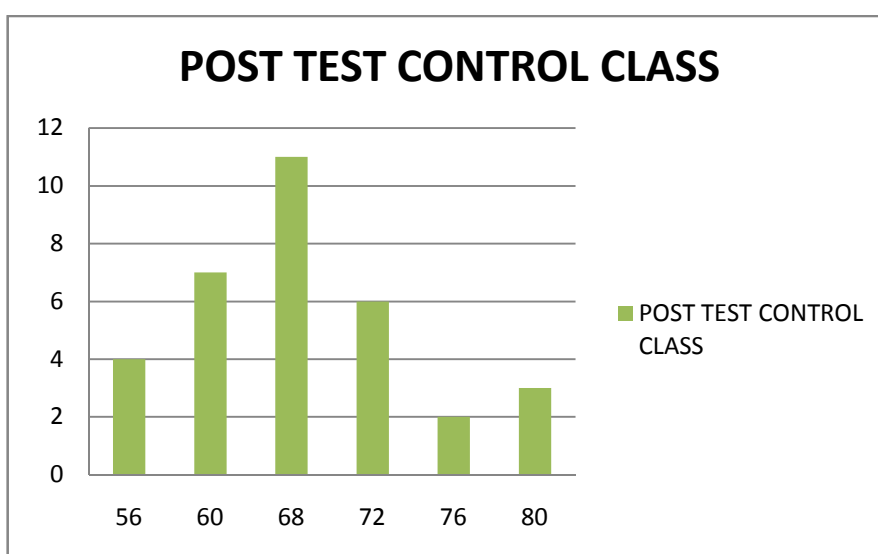
B. Hypothesis Testing

The hypothesis testing of this study are as follow :

1) If the significant level is bigger than T_{table}(0.05%), the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is different score to the students before being taught by using questioning strategy and after being taught by questioning strategy. The different is significant.

2) If the significant level is more than 0.05, the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that there is not different score to the students before being taught by using questioning strategy and after taught by using questioning strategy. There is no significant.

To know whether the significant level is bigger or smaller than T- table the reseacrher analyzed the data by using SPSS statistics 21.After entered the score pre and post test control class and pre and post test experiment class to the SPSS 21, The result shows in the appendix.

By computing of T-test, it can be seen that the count is 8.123 with the df is 78. It improved, with t-test analysis that is used by researcher, the result of t countis (8.123). the negative which appear in t count means the mean before treatment is lower then after treatment. Therefore, by using questioning strategy improve the reading comprehension achievment of the students.

Then the resarcher gave interpretation to t_0. Firstly the researcher considered the $db.db = N_1 + N_2 - 1$ with the db is 78. The reseracher consulted to the score in the "t-table". At the significance level of 0.05, the score of t table is 1.668. By comparing the "t" that the researcher has got calculation t count = (8.123) and the value of "t" on the t-table t0 = 0.05 (1.668). It is known that t-count is bigger than t-table = (8.123> 1.668)

Since to score is higher that t_{count}, it means that alternative hypothesis (Ha) of research is accepted and the null hypothesis (Ho) is rejected. In another words,

it means that, "There is a significant improvement on students' reading scores taught by questioning strategy rather than taught without questioning strategy."

C. Discussion

In this part, the writer presents the discussion about the data analysis on the research that has been presented in the previous sub chapter. In this case the writer divides discussion about data analysis, which is intended to find out the effectiveness students' reading comprehension through classroom questioning strategy, it can be identified through the result of pre-test and post- test experiment class and control class.

1. The effectiveness students reading comprehension through classroom questioning strategy at the eighth grade

In this case the writer discusses the result of the data analysis in accordance with the scope of this research. The discussion is intended to know the students improvement in reading comprehension by using classroom questioning strategy.

Based on the analysis obtained from the students' post-test control the mean score is 65.2. While the mean score of the students' pos-test experiment class is 7.20. and the result of t_{count} (8.123) is higher than t_{table} (1.668). It indicates that after giving treatment by using classroom questioning strategy the students have better achievement and the writer has known in the application of treatment the students' attention be focused in learning, and the students easy to understand the lesson. it is related with Cotton (2007) opinion about classroom questioning

strategy in statement that classroom questioning is one of the most popular modes of teaching, teacher has known that classroom questioning is possible to transfer factual knowledge conceptual understanding through the process of asking question and it has the potential to greatly facilitate the learning process.

Based on the result above, the writer concludes that the eight grade students of MTs Negeri Bandung have good response in learning reading comprehension after the application of classroom questioning strategy. Therefore, the teacher can apply classroom questioning strategy in teaching English especially in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes two major parts: the conclusions of the study and several suggestions related to the results of the study. The explanation of those parts is presented below.

A. Conclusions

Based on the research that was carried out in MTs Negeri Bandung in academic year of 2013/2014, the researcher might draw conclusions. as follows:

1. The score of students reading comprehension who were taught before using questioning strategy was low enough, that was 62.4.

2. After using questioning strategy in students reading comprehension the students score can be improved than before using questioning strategy in students reading comprehension.

3. There is any significant score of the students' reading comprehension using questioning strategy. According to the result of analysis of the research, it shows that the score of t-test 8.123 and the score of the score of t table is 1.668. It means that the score of t-test is higher than score of t-table

B. Suggestions

Concerning the result of the study, the interpretations, and the conclusions, the researcher has some suggestions. The suggestions are presented below.

1. To the Students

The questioning strategy has a positive effect on the students' reading comprehension. By using classroom questioning strategy, the students are not confused on how to correct their mistakes because the correct forms sometimes are not offered by the teachers. It helps the students correct their mistakes. Furthermore, through classroom questioning strategy the students can learn as much as possible from the mistakes.

2. To the English Teachers

Teachers should be more creative in producing and using interesting technique in the teaching-learning process. Based on the research, it is obvious that the questioning strategy can be used to improve the quality of the teaching-learning process, especially in teaching reading for junior high school. The use of questioning strategy within the English teaching-learning process is proven to gain better result in the students' English learning achievements. For this reason, the questioning strategy as a kind of techniques that can be an alternative technique in teaching reading.

3. To the Other Researchers

In regard to the finding of the research, this thesis is only concerned with the questioning strategy. The questioning is a techniques which can support the students in the teaching-learning processes, especially in teaching-learning reading. It can be an effective way to improve the students' reading score. Thus, it is worthwhile to be further explored by other researchers

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