

## ***Improving Students' Reading Comprehension By Using Questioning Techniques In Narrative Text***

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### Abstract

This study attempts to improve students' reading comprehension by using questioning technique. This study was conducted by applying classroom action research. The subject of the research was class X-4 SMA N.1 Sei Rampah which consisted of 30 students. The research was conducted in two cycles, cycle I of three meeting and cycle II consisted of three meetings. The instruments for collecting data were quantitative data namely reading comprehension test and qualitative data namely, diary notes, observation sheet and questionnaire. Based on reading comprehension test scores, students score kept improving in every test of reading. Based on diary notes, observation sheet and questionnaire sheet it was found that the students were active and enthusiastic in learning reading through questioning techniques. The result of the research showed that questioning techniques significantly improved students' achievement in reading comprehension.

**Keywords : Questioning Techique, Reading Comprehension, Narrative Text.**

**1. Introduction** Reading is one of English skills that also must be used to improve students' ability in English. Reading is a process to get information and knowledge. According to Anderson at.al (2003) reading is fluent process of readers combining information from a text and either own background knowledge to build meaning. There are three categories that can be used in reading process. They are Bottom-up, means the lower step in reading process, where must knowing about grammatical cues, syllables, morphemes, etc. Top-down models, means reading begins with reader background knowledge. And the last Interactive models of reading, means composite of bottom-up and top-down models. Comprehension is the essence of reading. A reader who is reading tries to connect to the text being read. She or He not only wants for an ability to pronounce the words correctly, but more than of how the basic of the text can be taken by her/him.

Based on writer experience when doing teaching practice, almost all the students of grade VIII were not able to read narrative text currently. When the write asked them to read a narrative text, the students spent much time in doing it and some of them read this in ambivalent. The fact shows that teaching-learning English in the school is very low. While having practical teaching program (PPL) at SMA Futuhiyah Mranggen Demak , the writer found that students find some difficulties with reading comprehension since they cannot understand the text (Ratminah, 2014 : 15). These problems are influenced by many factors. Firstly, the students not extracted for learning English, secondly students just learning English especially read English text just in the school, the third the students not interested for reading English book, like stories above English, comic and etc.

Concerning with the problem above, it is a must to make an innovation in teaching reading, teacher must have a technique in teaching reading to help students understand the meaning of the text easily, enjoy and easy in reading activity. Many techniques can be used to overcome this reading comprehension problem such as questioning techniques. Questioning techniques is believed to help the students in learning reading because it can

to actively involve students in the lesson. Questions that focus student attention on important elements of a lesson result in better comprehension than those that focus on unusual or interesting elements.

The focus of these techniques is to profit as much information as possible about what your students know and don't know. According to Giacomozzi (2007) Questioning techniques are a key element of the interactive classroom which is constantly being invented and revised to help facilitate active learning. Critelli and Tritapoe in e-journal of student research the questioning process is an essential part of instruction in that it allows teachers to monitor student competence and understanding as well as increase thought-provoking discussion.

Based on the background above, the writer is interested in conducting a research Improving Students' Reading Comprehension by using questioning techniques In Narrative Text class X-4 at SMA N.1 Sei Rampah.

### **The Nature of Reading**

In teaching learning process reading is very important, it is central to the learning process, to understanding and getting general information from the text, getting specific information from a text, and for pleasure or for interests. Reading is not only source of information, but also an active process which consists of recognition and comprehension skill. Reading is one of language skills is thought to be important is teaching-learning process. But many students think that reading is just an activity of saying words correctly from the written words.

According to Anderson at.al.(2003) a good reader is an active reader who adopts a purposeful approach to his reading and this is reflected in his pattern of eye-movement. They read with a longer part of introduction and do it with a shorter duration. Readers can get meaning from the text because it bring experience, emotion, knowledge, information. Anderson at.al (2003) says that reading is an essential skill of English as a second language. For more of this learners it is the most important to master in order to ensure success not only in learning English, but also in learning in any content class when reading in English is required.

According to Anderson at.al.(2003) the process of reading English maybe describe in the following manner: in general, the eyes begin at the left hand side of the line of print, proceed with a series of pauses (fixation) along the line to the right hand side, and then move smoothly back in a single sweep to the beginning of the next line.

### **Reading Comprehension**

Reading comprehension is the essence of reading; one reason why students read is to see if they themselves can understand what the text is about. If they cannot understand, there might be several problems that should be identified by teacher. Blachowicz and Ogle (2008: 27) comprehension is an interest-driven process where the purpose ca reading can change over time. The reader has an interest in what she/he was reading and has questions she/he wants to answer. It means that her/his search process also changes as her/his purpose changes. Comprehension doesn't happen at one point; rather is it is the process that takes place over time. In conclusion, reading comprehension is an interaction between thought and language to get the meaning of the text.

### **Reading Comprehension Assessment**

According to Caldwell (2008:3) in Rambe (2012:10) assessment involves four steps, they are identifying what to assess, collecting evidence, analyzing the evidence and making a decision. They are four purpose of reading assessment they are identifying good

reader behavior, identifying areas of weakness, determining student reading level and determining student progress.

There are two aspects that is used to assess students' ability in reading comprehension by using psychometric and cognitive aspect. To assess the students' ability in reading comprehension in psychometric students will be ask to read a text. To assess students' ability in reading comprehension in cognitive will be use tests.

### **The Levels of Comprehension**

Levels of comprehension refer to degree in which a reader can be categorized as good as poor readers. It means that how far the students understand the information which gotten from the text and which level that has been achieved. According to Roe and Ross (1984: 177) says that to take in ideas that are directly stated is literal comprehension; to read between the lines is interpretive comprehension; to read for evaluation is critical reading and to read beyond the lines is creative reading.

#### **1.1 Literal reading**

Reading from literal comprehension, which is involves acquiring information that is directly stated in a selection, is important in and is also a prerequisite for higher-level understanding. In this level, the readers know the words meaning, able to paraphrase of details by own word and the readers must know the main ideas of the text.

#### **1.2 Interpretive reading**

Interpretive reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. In this level, the reader is able to infer main ideas of pages, referent of pronouns, detecting the author's purpose in writing and cause-and-effect relationship which is not directly stated.

#### **1.3 Critical reading**

Critical reading is evaluating written material- comparing the ideas discovered in the material with known standard and drawing conclusions about their accuracy, appropriateness, and timeliness. In this level, reader must be an active reader, questioning and search of fact of the text.

#### **1.4 Creative reading**

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just a critical reading does, and it also requires them to use their imagination.

### **2. Reading processes**

Anderson at.al (2003:5) Reading is very complex process. It requires a high level of muscular co-ordination, sustained effort and concentration. But reading is more than just visual task. According to Anderson at.al (2003:70) understanding the process of reading has been the focus of much research over the past 125 years. The modes can be divided in to three categories: bottom-up models, top-down models and interactive model.

#### **2.1 Bottom-up model**

Bottom-up models typically consist of lower-level reading process. Students start with fundamental basic of letter and sound recognition, which in turn allows from morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences and longer text.

## **2.2 Top-down models**

Top-down models, on the other hand begin the idea that comprehension resides in the reader. The reader use background knowledge makes prediction, and search the text confirms or rejects the prediction that are made.

### **Interactive models of reading**

The models that are accepted as the most comprehensive description the reading process are interactive model. This third type combines elements of both bottom-up and top-bottom models assuming “that a pattern is synthesized based on information provide simultaneously from several knowledge source” (Stanovich, 1980, p. 35 in Anderson at.al. (2003)

### **The purpose of reading**

Reading should be purposeful activities. Before achieving the objective of reading fluency, the reader has to know her/ his purpose to read. Rivers and Temperly (1978:187) in Nunan (1999:215) suggest that there are seven main purposes for reading:

- a. To obtain information for some purpose or because we are curious about some topic
- b. To obtain instructions on how to perform some task for our work or daily life.
- c. To act in a play, play a game, do a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letters.
- e. To know when or where something will take place or what is available.
- f. To know what is happening or has happened
- g. For enjoyment or excitement.

### **Narrative**

Narrative text is a story occurred in past time which its social function is to amuse or entertain the readers. It is written with certain characteristics and its language features. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends).

### **The Generic Structure Of Narrative Is:**

- a. Orientation that sets the scene (when and where) and introduces participants/character (who).
- b. Complication where a crisis arises and something happened unexpectedly.
- c. Resolution when the crisis is resolved in which the characters finally sort out the complication.
- d. A code which is closing to the narrative (an optional step).

### **Language feature of Narrative are:**

1. Using simple past tense
2. Using internal conjunction
3. Using temporal conjunction
4. Focuses on specific participants.

5. Linking words are used, related with time

### **Technique**

Technique is a detailed list of rules or a guideline for any (teaching) activity. It is based on the description of the steps, or a set of do's and don'ts, and is often associated with the method or strategy. According to Brown (2001) technique (also commonly referred to by others terms): any of a wide variety of exercise, activities, or task used in language classroom for realizing lesson objective. Technique is the way a person in order to implement a method.

### **Questioning Technique**

Burns.at.al. (1984:202) all reading done by children should be purposeful, because (1) children who are reading with a purpose tend to comprehend what they read than those who have no purpose and (2) children who read with a purpose tend to retain what they read better than those who have no purpose. Questioning techniques are a key element of interactive classes are constantly created and repair to help facilitate active learning. Harley (1973:50) questions requiring alternative answer however may or may not call for a paragraph, while elliptical questions require children to fill in only a word or a phrase.

#### **Purpose Served By Good Questions.**

Harley (1973:46) some basic purpose of questioning are listed here.

- a. To find out what pupils already know as a guide to planning
- b. To stimulate curiosity, motivate and develop the lesson
- c. To focus pupils' attention on the lesson and essential aspects of it
- d. To test the pupils' ability to apply skills, knowledge or rules.
- e. To develop pupils' own self-confidence
- f. To evaluate your own teaching
- g. To recall wondering attention.

### **2.Research Methodology**

This research is based on quantitative research. The instrument for collecting quantitative data was by Reading Comprehension test. It will be used to know students' reading comprehension.

#### **The Procedure of Research**

This research was conducted in two cycles; where in each cycle applied four steps: (1) planning, (2) action, (3) observation, and (4) reflecting.

#### **Cycle 1**

##### **1. Planning**

In this phase writer were identifying a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where writer considered: i) what kind of investigation was possible within the realities and constraints of the teaching situation; and ii) what potential improvements were possible.

## 2. Action

The plan was a carefully considered one which involved some deliberate interventions into the teaching situation that writer puts into action over an agreed period of time. The interventions were 'critically informed' as writer questions the assumptions about the current situation and plan new and alternative ways of doing things.

## 3. Observation

This phase involved writer in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It was a data collection phase where you use 'open-eyed' and 'open-minded' tools to collect information about what was happened.

## 4. Reflection

At this point, writer reflected on, evaluated and described the effects of the action in order to made sense of what had happened and to understand the issue that writer had explored more clearly. Writer may decided to do further cycles of CAR to improve the situation even more, or to share the 'story' of your research with others as part of your ongoing professional development.

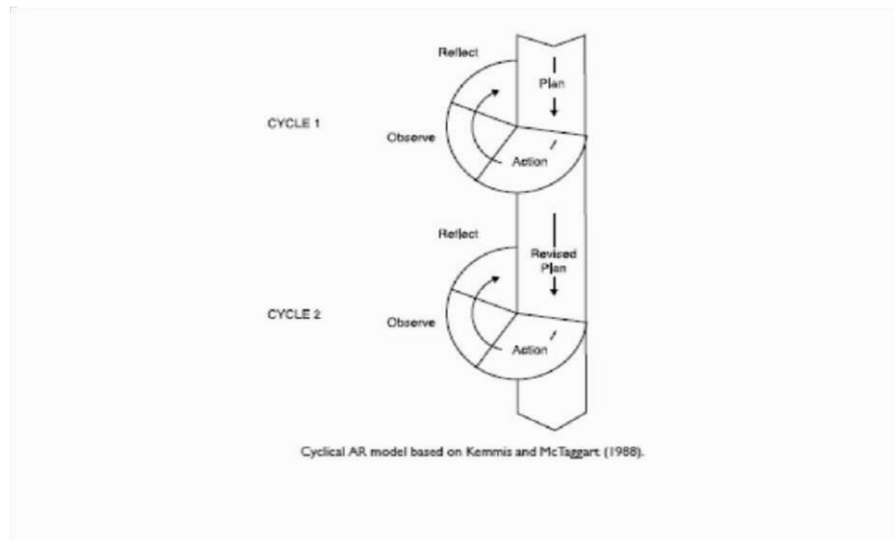


Figure 3.4.1 Cyclical AR model based on Kemmis and McTaggart (1998)

### Cycle 2

#### 1. Planning

Cycle 2 began from made new lesson plan with some revise part. It was aim to got better of implementation the method. As the planning phase in Cycle 1, also the teacher made preparation of teaching aids. Evaluation and post test 2 are prepared to know students' achievements in the end of this cycle. The teacher also re-selected the topics and teaching aids to motivate students, so that they were got a better understanding of the texts.

#### 2. Acting

In this phase; the researcher applied the new lesson plan. As the teacher, the researcher also emphasized and review schematic structures to the students in order to make them got better understanding. In this phase, the students were also teaching to paraphrase a story. Generally, it did all the activities in cycle 1, to make sure the students understand well about the concept.

### 3. Observing

The researcher observed students' participation and achievement in this phase. Here, the researcher tried to make sure whether students improved their understanding or not and differed their achievements between cycle 1 and cycle 2.

### 4. Reflecting

The teacher discussed about the implementation of the method also the result of the implementation of the modify action and decides whether the action should be continued or not.

### **The Technique of Analyzing the Data.**

The study applied quantitative data. On the other side, to conduct the quantitative data, it is conduct questionnaire and test. Here several steps were done to get the data. There is some numerical data to be processed. First, the researcher measured the average or mean of students' reading score per-action within one cycle. It is uses to know how the students' reading skills are improve.

To know the expansion of the students' score for each cycle, the mean of students are reckoned and to categorize the master students, the percentage of students who get up to 75 is apply

$$\bar{X} = \Sigma x / N \times 100\%$$

Where  $\bar{X}$  : mean or average.  
 $\Sigma x$  : total score of all students.  
N : number of students.

To categorize the number master of students, the writer used this following formula:

$$P = R / T \times 100\%$$

Where P : the percentage of the students.  
R : The number of students who get score  $\geq 75$ .  
T : the total number of students who do test.

### **3. The Data, Data Analysis And Research Finding**

The data in this research were classified into kinds: quantitative and qualitative data. The quantitative data were taken from reading comprehension test which were resulted from pre – test, cycle 1 and cycle 2 by giving 25 questions of multiple choices of reading test, while the qualitative data were taken from diary notes, observation sheet, and questioner sheet. In gathering the data, the researcher has conducted six meeting. They were consisting of two cycles. First cycle was three meetings and the second cycle was three meetings. So, there were six meetings all together.

### **Quantitative Data**

The quantitative data were taken from the result of multiple choices tests. There were three kinds of test, they are: pre test, cycle I, and cycle II. The research was conducted in six meetings

**Table 4.4 The score of students from orientation test, cycle I and cycle II test**

No	Student's initial	Score of The Orientation Test	Score of cycle 1 Test	Score of Cycle 2 Test
1	FIN	76	80	84
2	HF	72	76	80
3	TN	68	80	84
4	EW	76	80	88
5	SRAS	64	80	84
6	K	60	76	84
7	M	60	76	80
8	RA	52	68	72
9	RSP	64	80	84
10	CN	64	72	76
11	AS	60	72	76
12	IAS	80	84	92
13	RAN	60	76	80
14	SWU	64	80	84
15	IS	64	70	72
16	FA	56	68	72
17	S	68	80	84
18	AL	56	72	76
No	Student's initial	Score of The Orientation Test	Score of cycle 1 Test	Score of Cycle 2 Test
19	R	60	76	80
20	AW	56	68	76
21	APS	52	68	72
22	RPA	56	68	72
23	VY	60	76	84
24	NEA	64	72	76
25	EFS	56	68	72
26	BYB	68	72	76
27	EM	76	80	88
28	RF	68	72	80
29	SUB	80	84	92
30	PKS	68	80	84
	Total Score	1928	2254	2404
	Mean	64,26	75,13	80,13

### The Research Finding

After analyzing the data, it was found that the use of Questioning Technique could help students in comprehending text. It also made teaching learning process enjoyable and decreased students' boredom in studying English. As the result, students' scores in reading comprehension increased. Thus, the use of Questioning Technique in teaching significantly improved students' achievement in reading comprehension.



#### 4. Conclusion

After analyzing the data, the writer concludes that the using of Questioning Technique can improve the students' achievement in reading comprehension text. The improvement could be seen from the mean of students' namely : the mean of pre test (64.26), the mean of cycle I (75.13), and the mean of cycle II (80.13) besides that the improvement of students' achievement in reading comprehension text is also proved from the diary notes, observation sheet and questionnaire sheet from pre test until cycle II Thus, the use of Questioning

Technique in teaching significantly improved students' achievement in reading comprehension.

#### Suggestion

The result of this study showed that the use of direct instruction approach could improve students' reading comprehension. Therefore the suggestions are as follows:

1. The English teachers are suggested to use Questioning Technique as teaching strategy to stimulate the students' learning reading spirit in the teaching reading process.
2. The students can be motivated in teaching learning process through Questioning Technique, because this way can increase their reading comprehension's result.
3. Other researchers could conduct the research dealing with the use of Questioning Technique on reading comprehension, since Questioning Technique involves all the students in the class to work together and help each other to solve the problem in reading comprehension.

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