

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a wellspring of a person's life and power.¹ It helps people to interact with each other since it is a tool that allows everyone to convey their ideas, views, and thoughts. As a consequence, it shows that language is taking a crucial place in one's life. Because of language, human are able to obtain their needs and their expectations.

As in the importance of language in human's daily lives, they need one particular language to connect every person from different country, culture, and place in order to be capable to communicate with each other. That one particular language is called a Global Language, English. Mazrul stated that, English has emerged as the major medium of international communication across the European Union. It has become the most frequently spoken language around the world.² Furthermore, according to Meyer, English is the world's most frequently spoken language at the moment. Despite Mandarin Chinese does have more speakers, no language is spoken in more

¹ Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language*, 7th edn (Boston: Thomson Wadsworth, 2003), 3.

² Alamin M Mazrul, *English in Africa after the Cold War* (Clevedon: Cromwell Press Limited, 2004), 15.

places of the world than English. With its role as a world language, English has been studied and taught frequently. It has been the subject of several linguistic descriptions, and it is taught in countless of classes and language institutions throughout the world.³

As the Meyer's statement above, English has been taught in countless classroom, the majority of people have known that there are four language skills which are Reading, Writing, Speaking, and Listening. One of the those skills will be take a role in this research.

As a skill that will be discussed in this research, it is important to understand its meaning. In accordance with Nunan, reading is a dynamic activity in which readers create meaning by combining information from a passage with their prior knowledge.⁴ Moreover, from Mikulecky's side (cited in Fitriana), reading is a complicated conscious and unconscious thinking activity in which the reader employs a number of technique to recreate the value intended by the writer using the text's supporting details and prior knowledge.⁵ To reconstruct a value from a text, person need a skill called reading comprehension. Tarchi quoted Graesser & Britton's definition of

³ Charles F Meyer, *Introducing English Linguistics* (New York: Cambridge University Press (CUP), 2009), 9.

⁴ David Nunan, *Practical English Language Teaching* (Singapore: McGraw-Hill Education, 2003), 68.

⁵ Maylia Wilda Fitriana, "The Effectiveness of Using Summarization Technique in Teaching Reading Comprehension of the Second Year of MTsN Pucanglaban Tulungagung in Academic Year 2012/2013" (State Islamic College Tulungagung, 2013), 11.

reading comprehension which say that it is a complex method of creating coherent understandings and conclusions on different stages of the text within the concerns of cognitive ability.⁶

To be able to create learning activities, ask questions, and figure out reading comprehension instructions, Barrett's taxonomy of reading comprehension can be used as the reference. Thomas C Barret found his taxonomy of reading comprehension in 1968, which includes five categories, there are: literal, reorganization, inferential, evaluation, and appreciation/personal responses.⁷

1. Literal focus on information that is clearly written in the text.
2. The reorganization kind of comprehension is based on a thorough knowledge of the text; for a better understanding, students should match information from different sections of the text and understand the connection between them.
3. At the Inferential stage, it takes imagination and reading between the lines.
4. Evaluation refers to a learner's capacity to reason and make decisions based on particular criteria about certain topics.

⁶ Christian Tarchi, "Comprehending Expository Texts: The Role of Cognitive and Motivational Factors", *Reading Psychology*, Vol. 38, No. 2 (2016), 155 [accessed on 05/12/21].

⁷ Maram Yousef Aqeel and Mohammed A. A. Farrah, "Eighth Grade Textbook Reading Comprehension Questions and Barrett's Taxonomy: Teachers' Perspectives at Hebron District, Palestine", *Hebron University Research Journal*, 14.1 (2019), 232-233. [accessed on 05/12/21]

5. Appreciation known as personal reaction, and it asks readers to respond emotionally.

The researcher has made observations at SMAN 1 Ciruas by conduct an interview with one of the English teachers there on February 4, 2022. Based on what the researcher got when observing the school, it is known that students' ability in reading comprehension has decreased in terms of vocabulary. This is also known to happen because most of the learning that carried out during the pandemic was done online, where the teacher stated that they only gave the material to be studied independently by students, without being monitored directly.

Based on what is stated in previous paragraph, the researcher will conduct research at SMA Negeri 1 Ciruas by applying a teaching strategy called Questioning. With the hope that this strategy will be able to increase students' reading comprehension ability, the researcher choose this strategy because according to Moreillon, questioning is a necessary component of reading comprehension,

researching, and critical reasoning. To conclude that, Questioning is an important part of learning.⁸

It is proved by the previous research that was conducted by Kahfi Andagi. On his thesis entitled “The Effectiveness of Using Questioning Strategy in Students’ Reading Comprehension at MTS Negeri Bandung”, he proved that Students’ score in reading comprehension were improved after being taught by Questioning Strategy.

B. Identification of the Problem

From the background of the study, it can be concluded that the problem that has been discovered are:

1. Students’ reading comprehension is insufficient, especially in vocabulary.
2. The teacher just provides the material for the pupils to study independently.

C. Scopes and Limitation of the Research

The researcher has determined the scope and limitation of this research derived from the issues described in the Problem Identification. The focus of this research is to examine the effect of

⁸ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: American Library Association, 2007), 64.

Questioning Strategy towards students' reading comprehension skills of eleventh graders at SMA Negeri 1 Ciruas, leaning on Barrett's Taxonomy of Reading Comprehension. Barrett's Taxonomy of Reading Comprehension itself is a theory in which Barrett Categorized reading comprehension into five parts, namely Literal, Reorganization, Inferential, Evaluation, and Appreciation.

D. Statement of the Problem

According to the circumstances in the background of research, researcher has classified the research problems as follow:

1. How is the students' achievement in reading comprehension before and after being taught with Questioning Strategy?
2. How is the effect of Questioning strategy towards students' reading comprehension?

E. The Objective of the Research

Referring to the research questions, this research conducted with the objective to:

1. To compare the students' achievement in reading comprehension before and after being taught by questioning strategy.
2. To examine the effect of Questioning strategy towards students' reading comprehension.

F. Hypothesis

According to Kerlinger and Lee, a hypothesis is a highly speculative statement of the relationships of two or more variables.⁹ In other words, a hypothesis is a temporary guess or assumption regarding the relationship between variables. The following are the hypothesis of this research.

1. Alternative Hypothesis (H_a): There is a significance effect in students' reading comprehension after being taught by using Questioning strategy.
2. Null Hypothesis (H_0): There is no significance effect in students' reading comprehension after being taught by using Questioning strategy.
3. Statistical Hypothesis

$$H_1 : \mu_1 = \mu_2$$

$$H_0 : \mu_1 \neq \mu_2$$

Explanation:

μ_1 : There is a significant effect between Questioning Strategy on students' reading comprehension skills.

μ_2 : There is no significant effect between Questioning Strategy on students' reading comprehension skills.

⁹ Fred N. Kerlinger and Howard B. Lee, *Foundations of Behavioral Research* (California: Harcourt College Publishers, 2000), 26.

G. Significance of the Research

This research finding is supposed to prepare teachers with information of using another teaching reading strategy with the expectation there will be a better output comparing when they use the conventional strategy one. Furthermore, this research will be conducted in hope that it could make a substantial contribution to the field that is relevant to this study.

H. Organization of the Writing

This thesis is divided into five chapters which contains several points that clarify respective chapters.

Chapter I, it contains the background of the research, identification of problem, scope and limitation of the research, statement of the problem, the objective of the research, significance of the research, previous studies, and the organization of the writing.

Chapter II, this chapter contains theories from several sources obtained from previous studies as well as the expert opinions related to the topic of this study.

Chapter III, it contains time and place, research method, population and sample, the research instrument, technique of data collecting, and technique of data analyzing.

Chapter IV, it contains the research findings and the discussion of the finding of the research.

Chapter V, it contains the conclusion and suggestion from the researcher based on the analysis in chapter four.