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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is not only reading the text, but also about how the student can retrieve the information. Reading is the one of important skills and also one of essential receptive English skills that students should master. However, reading can be challenging, particularly when the material is unfamiliar, technical, or complex. Student may understand each word separately, but linking them together into meaningful ideas seldom happens as linking them together. Readers can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text.

According to David Nunan (1989) reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes. From this statement reading is the process for getting information and also reading as indirect interaction from the reader to the writer. However, reading is not only how the reader can got the information, but also how the reader also understand what the writer mean in the text.

Vocational High School Muhammdiyah 2 Pekanbaru is one of the senior high schools in Pekanbaru. English is served as compulsory subjects in this school. At the tenth grade computer engineering of Vocational High School Muhammdiyah 2 Pekanbaru, based on 2013 (K13) curriculum, the objectives of teaching reading are clearly stated. For Senior High School students, they are

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expected to be able to read and comprehend kinds of genre. Those are descriptive, narrative, procedure, recount, news item, report, exposition, spoof, review and explanation. Therefore, between government and education must support each other to create educational system that able to build strong country from intelligent human resources.

Based on the researcher interview with one of the English teachers Ms. Evi Supita, S.Pd on September 2016 in Vocational High School Muhammdiyah 2 Pekanbaru, in teaching English the teacher has used many strategies to improve the students' skill of English. One of the skills that researcher interested was the students' reading comprehension. The problem appeared in the educational system that teachers traditionally taught of 'what to think' rather than 'how to think', effectively about the subject matters termed as critical thinking.

Based on interview, the researcher found some problems the students that they were still problematic to differentiate kinds of the text, to know the generic structure of the text, to know what the content and topic of the text. Some of them only read the text without understanding the text. Therefore, the researcher wanted to solve the problem by using self-questioning strategy to improve reading comprehension.

From the interview by the teacher, the researcher itemized the symptoms as follows:

1. Some of the students were not able to know the generic structure of the text

2. Some of the students were not able to find the specific information of the text
3. Some of the students sometimes still were not able to find the moral value of the text
4. Some of the students were not able to identify stages of argument and what the thing support the argument
5. Some of the students were not able to identify references of pronouns and guess unfamiliar words
6. Some of the students were not able to identify meaning of word of the text

Based on the symptoms above, there are many strategies that teacher can use in the classroom, one of the strategies that teacher can use in the classroom is Self-Questioning Strategy. Clark,et..al. (1984) said that self-questioning strategy teaches students to create a variety of questions about reading to maintain interest and improve recall. Students can make their question by them-selves when they read the text; the question is from the thought they wonder from the text. Self-questioning strategy also help them to remember about the text that they read and get the information.

The advantage of self-questioning is that it embodies other comprehension strategies mentioned earlier. In order to create appropriate questions, for instance, students are required to use clues from the first (often the topic sentence) of the paragraph and their prior knowledge of the topic in order to

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predict what may be said in the paragraph. They will then have to be actively engaged in meaning making in order to determine whether the question was answered or not, and will have to practice paraphrasing in order to summarize the paragraph.

After doing the interview with the teacher and finding the theory, the researcher interested in conducting a research entitled: **“The Effect of Using Self-Questioning Strategy on Students’ Reading Comprehension of the Tenth Grade Computer Engineering at Vocational High School Muhammdiyah 2 Pekanbaru”**

B. Problem

1. Identification of the problem

- a) Why were some of the students unable to know the generic structure of the text?
- b) Why were some of the students unable to find out the specific information of the text?
- c) Why were some of the students sometimes still unable to find out the moral value of the text?
- d) Why were some of the students unable to identify meaning of word of text?
- e) Why were some of the students unable to identify references of pronouns and guessing of unfamiliar words.

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2. Limitation of the problem

Based on the identification of the problem, it showed that there were some problems in the research. It is important for researcher to limit the problem about students reading comprehension: in ability to identify generic structure of text, moral value, specific information, meaning of the words, and reference of word. Therefore, the researcher tries to implement Self-Questioning Strategy on reading comprehension of narrative text.

3. Formulation of the problem

- a. How is the students' reading comprehension of the Tenth Grade Computer Engineering at Vocational High School Muhammdiyah 2 Pekanbaru taught by using Self-Questioning strategy?
- b. How is students' reading comprehension of the Tenth Grade Computer Engineering at Vocational High School Muhammdiyah 2 Pekanbaru without taught by using Self-Questioning strategy?
- c. Is there a significant effect of using Self-Questioning Strategy on students' reading comprehension of the Tenth Grade Computer Engineering at Vocational High School Muhammdiyah 2 Pekanbaru?

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C. Objective of the research

Based on the research questions above, the objective of this research is stated as follows:

1. To investigate students' reading comprehension who are taught by using Self Questioning Strategy of the Tenth Grade Computer Engineering at Vocational High School Muhammdiyah 2 Pekanbaru.
2. To investigate students' reading comprehension who are taught without using Self- Questioning Strategy of the Tenth Grade Computer Engineering at Vocational High School Muhammdiyah 2 Pekanbaru.
3. To determine whether there is any significant effect of using Self Questioning Strategy and without using Self-Questioning Strategy on reading comprehension of the Tenth Grade Computer Engineering at Vocational High School Muhammdiyah 2 Pekanbaru.

D. Significance of the research

There are several benefits of this research that are mentioned below:

1. This research is useful to the researcher in learning how to conduct the research.
2. This research finding is also accepted to be useful for students and teacher at Vocational High School Muhammadiyah 2 Pekanbaru.
3. This research finding is also expected to be informative for those who are concerned in the world language teaching and learning in general.

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4. To be a relevant study for other next researchers who have the same problem as the researcher

E: Definition of the term

To avoid misunderstanding of some terms in this research, the researcher provides definition of the term included in this research as follow:

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Richard & Smith). In this research, effect is ability can change cause by something.

Based on El Lakani and El Gamal in Torky(2006) effect is the ability to achieve desired goals and outcomes. The effect of the research here is to get the result two variable, independent and dependent of the research of the Tenth Grade Computer Engineering at Vocational High School Muhammdiyah 2 Pekanbaru.

2. Self-Questioning Strategy

Self-Questioning Strategy is the one of strategy that can used in reading comprehension. Mahdavi and Tensfeldt (2013) said that self-questioning teaches students what questions they should ask while reading, and how to determine where to stop reading and ask these specific questions in order to improve comprehension of the Tenth Grade Computer Engineering at Vocational High School Muhammdiyah 2 Pekanbaru.

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3. Reading Comprehension

Based on Linse (2005) reading comprehension refers to reading for meaning, understanding, and entertainment. Here the readers have to know what the meaning and can understand well what the text they read. Moreover, the researcher wants to know the reading comprehension of the Tenth Grade Computer Engineering at Vocational High School Muhammdiyah 2 Pekanbaru.

F. Reason for Choosing the Title

These are several reasons why the title is about Self-Questioning and students; reading comprehension, as follows:

1. The title of this research is relevant with the researcher's status as a student of English education department.
2. The problems of this research are not investigated yet by other previous researchers.
3. The location of the research facilitates the researcher in conducting the research.