

## IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT OF VIII GRADE AT SMPN 3 TOLITOLI THROUGH SELF-QUESTIONING STRATEGY

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### ABSTRACT

The objective of the research is to find out whether the use of self-questioning strategy improve the students' reading comprehension in narrative text. The design of this research is experimental research. The population of this research is the eighth grade students of SMP Negeri 3 Tolitoli in the academic year of 2015/2016. The number of the subjects is 35 students. The data are obtained by administering reading test to the VIII B. The research is started by giving pre-test, treatments, and post-test. The data of the test are analyzed by using t-test formula to know the difference of the students' comprehension in reading narrative text. In the pre-test, the mean score of the experimental research is 49.34. The mean score of post-test of the experimental research is 83.20. The result of the t-test difference is 11.848 and t-table is 2.032. It means that t-value is higher than t-table ( $11.848 > 2.032$ ). The calculation reveals that the hypothesis about a significant difference on reading comprehension between students who are through narrative text by using Self-Questioning strategy. Based on the research conduct, it is proved that the use of Self-Questioning strategy is effective as a strategy to improve students' Reading Comprehension In Narrative Text Of VIII Grade At SMPN 3 Tolitoli.

**Key Words** : Improve, Reading Comprehension, Self-Questioning strategy, Narrative text,

### ABSTRAK

*Tujuan dari penelitian ini adalah untuk menemukan apakah penggunaan dari strategy membuat pertanyaan sendiri dapat meningkatkan kemampuan pemahaman membaca siswa dalam naratif teks. Desain penelitian ini adalah penelitian eksperimental. Populasi penelitian ini di ambil dari siswa kelas delapan SMPN 3 Tolitoli tahun ajaran 2016/2017. Jumlah dari subjeknya adalah 35 siswa. Data tersebut diperoleh dari tes membaca kelas VIII B. Penelitian ini dimulai dengan memberikan tes awal, perlakuan dan tes akhir. Data dari tes di analisa dengan menggunakan rumus t-test untuk mengetahui perbedaan pemahaman siswa dalam membaca teks naratif. Pada tes awal, nilai rata-rata adalah 49.34. Nilai rata-rata pada tes akhir adalah 83.20. Hasil t-test dari perbedaan nilai rata-rata adalah 11.848 dan t-table adalah 2.032. itu berarti bahwa t-value lebih besar dari t-table ( $11.848 > 2.032$ ). Dapat disimpulkan bahwa terdapat perbedaan yang signifikan pada pemahaman membaca antar siswa melalui naratif teks dengan strategy membuat pertanyaan sendiri. Berdasarkan penelitian yang telah dilakukan, itu membuktikan bahwa penggunaan strategy membuat pertanyaan sendiri adalah strategy yang sangat efektif untuk meningkatkan pemahaman membaca siswa dalam naratif teks siswa kelas VIII di SMPN 3 Tolitoli.*

**Kata kunci** : Meningkatkan, Pemahaman Membaca, strategy membuat pertanyaan sendiri, teks naratif.

## 1. Introduction

Reading is very important in education field because almost every activity in the classroom is contacted with reading. Therefore, the students must improve their reading ability in order to get information from text. Reading is also crucial for students because the success of their study depends on the greater part of their ability in reading. According to Simanjuntak (1987:15) define that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Nuttal (1982: 5) stated that reading is to recall, to understand, to interpret, and to analyze the printed page. Nasr (2011) divided reading into two kinds. Namely: silent reading and oral reading.

Grellet (1998: 4) states the main ways of reading techniques, Skimming means quickly running one's eyes over a text to get the gist of it. Simanjuntak (1997: 23) states that skimming is the ability of glancing rapidly through a text to determine its gist. For example, to get the main idea or to say briefly what a text is about. And Scanning means quickly going through a text to find a particular piece of information. Simanjuntak (1997: 23) states that scanning is the ability of glancing rapidly through a text to search for a specific of information, or to get an initial impression of whether the text suitable for a given purpose.

Tahir (2001: 6) stated that reading comprehension is an active thinking process, which not only depend on comprehension understands what has been read. It is on active thinking process that depend not only comprehension skill but also the students experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, meaning judgment and evaluating. According to Mayor (2005) reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create representation of the text in the reader's mind.

Comprehension is the act or process of comprehending. Beside, Holt (1996: 175) states "reading comprehension is the minds act or power of understanding". Based on some definitions above it can be summed up that reading comprehension is the process of taking the meaning of the text, understanding the vocabulary and the relationship among words and concepts. Fairbairn and Winch (1996: 14) divides the levels of comprehension, Literal comprehension is getting the primary, direct, literal meaning of an idea in context. There is no depth in this kind of reading. The reader is reading receptively and somewhat passively if only gets literal meaning. Being able to read for literal meaning stated ideas is influenced by one's mastery of vocabulary in context. Billerica (2005: 2) stated that in the literal comprehension, the answer is clearly stated all in one place, in one sentence or two sentences together in the reading passage. There may be clue words. Students can find the answer clearly stated in one place in the passage text. So, some questions that can be asked to students in this level are finding vocabulary in context, recalling details, and understanding sequences, Billerica (2005: 2) explain that in interpretive comprehension, students can get answer in the text, but it is not located all in one place.

Narrative text is a story with complication or problematic events and it tries to find resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story.

*Self-questioning strategy* is the ongoing process of the reader asking questions before, during, and after reading to understand text. According to Lenz (2005), self-questioning required a reader to look for text clues that make them wonder, think about possible

meanings, ask questions about the meanings, make predictions about the answers, read to find the answers, evaluate the answers and their predictions, and reconcile differences between their questions, their predictions about answers, and the information actually provided by the author in the text. Advantages of Self-Questioning Strategy, When it comes to self-questioning, the fact that it is supposed to be effective for greater comprehension is an overall advantage. Disadvantages of Self-Questioning Strategy, If students do not know what questions are best to ask them, then they will not gain the correct or necessary information that can prove that they actually learn the material.

However, based on the researcher experience when observation of VIII grade at SMPN 3 Tolitoli encountered some problems in reading comprehension. Students were still low to understand about the text. In line with some problems above, the researcher conducted a research to answer the research question Can the use of self-questioning strategy improve the students' reading comprehension in narrative text of VIII grade students at SMPN 3 Tolitoli ?

The findings of this research expected will contribute to the improvement of Self-Questioning and the students' improvement in reading comprehension.

## 2. Method of the Research

In conducting this research, the researcher used an experimental research. This experimental design was pre experimental research design (one-group pre-test and post-test). The sample of this research was class VIII B of SMP Negeri 3 Tolitoli in academic year 2015/2016. The total sample was 35 students. The data were collected by using pre-test and post-test. Pre-test was given to the students in the beginning of the research. Then, the post-test was given to the students at the end of the research.

## 3. Findings and Discussion

### 3.1 The Result of Pre-test

Pre-test was given to obtain students' score in reading comprehension before applying the treatment. The result of pretest can be seen in the following table.

**Table 1**  
**The Result of Pretest**

No	Name	Test		Students' Score	Categories	Level of Scoring
		Multiple	Essay			
1	AMA	9	14	51	Very Poor	Failed
2	APR	9	12	47	Very Poor	Failed
3	ANM	8	17	55	Very Poor	Failed
4	AISJ	5	5	22	Very Poor	Failed
5	ASNF	6	8	31	Very Poor	Failed
6	ARD	10	18	62	Poor	Failed
7	AYL	7	17	53	Very Poor	Failed
8	EYT	7	21	62	Poor	Failed
9	MCL	6	6	27	Very Poor	Failed
10	NHH	8	6	31	Very Poor	Failed
11	NSY	9	11	44	Very Poor	Failed
12	PAA	11	21	71	Poor	Failed
13	RMI	7	11	40	Very Poor	Failed
14	RSR	8	4	27	Very Poor	Failed
15	SZN	9	10	42	Very Poor	Failed
16	SAN	11	22	73	Poor	Failed
17	AML	11	15	58	Very Poor	Failed

18	AAP	11	11	49	Very Poor	Failed
19	PSR	11	20	69	Poor	Failed
20	ASH	10	12	49	Very Poor	Failed
21	ATM	12	3	33	Very Poor	Failed
22	FFH	9	20	64	Poor	Failed
23	FRH	12	6	40	Very Poor	Failed
24	FAR	7	19	58	Very Poor	Failed
25	FDI	12	14	58	Very Poor	Failed
26	MFS	6	6	27	Very Poor	Failed
27	MJM	8	7	33	Very Poor	Failed
28	MFY	13	12	56	Very Poor	Failed
29	MRI	13	10	51	Very Poor	Failed
30	MYP	9	7	36	Very Poor	Failed
31	MZN	13	19	71	Poor	Failed
32	PRT	8	12	44	Very Poor	Failed
33	RPI	12	19	69	Poor	Failed
34	SSI	13	20	73	Poor	Failed
35	APA	8	15	51	Very Poor	Failed

**Table 1.2**  
**Rate Percentage of the Students' Classification in Pre-Test**

No	Classification	Score	Frequency	Percentage
1.	GOOD	88-100	0	0%
2.	FAIR	75-87	0	0%
3.	POOR	62-74	9	26%
4.	VERY POOR	<62	26	74%
<b>SUM</b>			<b>35</b>	<b>100%</b>

For more clear, the table above showed that in the Pre-test The table above showed that in the Pre-test there were 9 students got Poor score (26%), 26 students got the Very poor (74%). Then, the data indicated that most of the students are in Poor grade and no students indicated in Good grade. Thus, the research concluded that the students'

still poor in reading comprehension of narrative text.

### 3.2 The Result of Post-test

Post-test was given to find out the improvement of the students' reading comprehension after applying the treatment. The result can be seen in the following table:

**Table 2**  
**The Result of Posttest**

No	Name	Test		Students' Score	Categories	Level of Scoring
		Multiple	Essay			
1	AMA	12	27	87	Fair	Successful
2	APR	12	27	87	Fair	Successful
3	ANM	13	28	91	Good	Successful
4	AISJ	13	25	84	Fair	Successful
5	ASNF	13	26	87	Fair	Successful
6	ARD	13	26	87	Fair	Successful
7	AYL	14	26	89	Good	Successful

8	EYT	12	22	76	Fair	Successful
9	MCL	13	24	82	Fair	Successful
10	NHH	13	26	87	Fair	Successful
11	NSY	13	27	89	Good	Successful
12	PAA	11	29	89	Good	Successful
13	RMI	10	29	87	Fair	Successful
14	RSR	9	28	82	Fair	Successful
15	SZN	11	26	82	Fair	Successful
16	SAN	11	30	91	Good	Successful
17	AML	11	16	60	Very Poor	Failed
18	AAP	12	25	82	Fair	Successful
19	PSR	15	27	91	Good	Successful
20	ASH	9	23	71	Poor	Failed
21	ATM	11	27	84	Fair	Successful
22	FFH	13	25	84	Fair	Successful
23	FRH	11	26	82	Fair	Successful
24	FAR	8	29	84	Fair	Successful
25	FDI	10	25	78	Fair	Successful
26	MFS	11	29	89	Good	Successful
27	MJM	12	24	80	Fair	Successful
28	MFY	12	25	82	Fair	Successful
29	MRI	10	30	89	Good	Successful
30	MYP	13	24	82	Fair	Successful
31	MZN	12	22	76	Fair	Successful
32	PRT	6	28	80	Fair	Successful
33	RPI	9	25	76	Fair	Successful
34	SSI	11	24	78	Fair	Successful
35	APA	13	20	87	Fair	Successful

**Table 2.1**  
**Rate Percentage of the Students' Classification in Post-Test**

No	Classification	Score	Frequency	Percentage
1.	GOOD	88-100	8	23%
2.	FAIR	75-87	25	71%
3.	POOR	62-74	1	3%
4.	VERY POOR	<62	1	3%
<b>SUM</b>			<b>35</b>	<b>100%</b>

For more clear, the table above showed that in the Post-test there was 1 students got Very Poor score (3%), 1 students got the poor (3%), 25 students got Fair score (71%), and 8 students got Good score (23%). Thus, the researcher concluded that the students' reading comprehension in narrative text could be improved through the application of Self-Questioning Strategy.

### 3.3 Discussion

The researcher discussed the result of the data analysis of the pretest and posttest in accordance with the scope of this research. The discussion is intended to know whether the use of Self-Questioning strategy could Improve students' Reading comprehension of VIII grade students at SMP Negeri 3 Tolitoli or not.

Firstly, the researcher conducted pre-test. The result of pre-test showed that before implementing the treatment, the students' still weak in reading narrative text. There were 26 (74%) from 35 students got the very poor score, 9 (26%) from 35 students got the poor score. Students still low in reading comprehension and they are confused when they saw the text. They didn't know how to understand about the text.

Secondly, the researcher applied the treatment to the students. It was done in four meetings. The researcher taught the students by using self-questioning strategy. The treatment was four meetings as follow :

1. First meeting

The researcher explained the definition of narrative text. The researcher explains the purpose of learning self-questioning and describes the strategy.

2. Second meeting

The researcher distributes the reading text to the students. Then, the researcher asks to go through the text. It is better for the students to go through the text to get an overview of the whole text.

3. Third meeting

Continue the material about narrative text. The researcher reviewed previous material about the use of Wh-questions.

4. Fourth meeting

The researcher gave same activity with third treatment but the topic was different.

Furthermore, the researcher conducted posttest after applying the treatments. The result of post-test showed that the students' comprehension in reading narrative text improved. The post-test showed that from 35 students there were 33 successfully passed the standard achievement while only 2 students were failed. There was 1 (3%) got the very poor score, 1 (3%) got poor score, 25 (71%) got fair score, 8 (23%) got good score.

The description of the data collection showed that the students' reading comprehension in narrative text through self-questioning. The mean score of post-test (83.20) was higher than the mean score of pre-test (49.34). The value of  $T_{count}$  was greater also than  $T_{table}$  (11.848 > 2.032). After the researcher gave post test, the researcher had found there was improvement in reading comprehension students . The students can understand about the narrative text through Self-Questioning strategy . Because the researcher explain to the students about narrative text and how to used Wh-Question. In addition during learning process the students more focus. Thus, the researcher concluded that there was significant improve of using Self-Questioning strategy .

#### 4. Conclusion

Based on the result of the data analysis in the previous chapter, self- questioning strategy can be used to improve the students' reading achievement. There is significant difference between the result of pre-test and post-test, where the mean score of post-test is 83.20. It is higher than the mean score of pre-test that is 49.34. The teaching students' reading comprehension in narrative text through self questioning becomes more effective, as it is relevant to the students' need and interest.

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