**THE INFLUENCE OF USING QUESTIONING STRATEGY TOWARDS STUDENTS'
READING COMPREHENSION IN NARRATIVE TEXT AT THE TENTH GRADE OF
THE FIRST SEMESTER OF MA YASMIDA AMBARAWA
IN THE ACADEMIC YEAR OF 2017/2018**

(A Thesis)

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ABSTRACT

THE INFLUENCE OF USING QUESTIONING STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE TENTH GRADE OF THE FIRST SEMESTER OF MA YASMIDA AMBARAWA IN THE ACADEMIC YEAR OF 2017/2018

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The objective of this reserach is to know whether there is a significant influence of using questioning strategy towards students' reading comprehension in narrative text at the tenth grade of first semester of MA Yasmida Ambarawa in the Academic Year of 2017/2018. Questioning strategy is the master key to understand. It is a stimulus for student talk, engagement and question for new knowledge. Questioning strategy makes the readers become involved in the story, to make clear the meaning, to predict the text, to consider the author's component, to focus on the importance part of text and place a specific answer in the text. Questioning strategy also beneficial to create a relationship between activities before, during, and after reading.

The methodology of this research was quasi experimental design. From the data analysis, it was found that the result of T-test was 3.6. This result then was consulted to the score of $t_{critical}$ (level of significant) in this case level of significant 0.05 was 1.67. From the data analysis, the score of $t_{observed}$ was higher than $t_{critical}$, so H was accepted. The result of the reserach shows that there was significant influence between questioning strategy towards students' reading comprehension in narrative text at the tenth grade of first semester of Ma Yasmida Ambarawa in the academic year of 2017/2018.

Key Words : Questioning strategy, Reading Comprehension, Quasi Experimental Design

CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is a system for the expression of meaning.[1] It means that language is used to express ideas, opinions and feeling, people can fulfill their needs of life by communication with each other and people can transfer knowledge by using language. In addition, there are so many languages in this world that can be learned by the people, but among the languages, there is one language which is generally used by many people in this world, and that is English. As it is known that English is very important for people, by using English, they can communicate with the other people in this world to share their ideas, opinions and feeling.

There are so many languages in the world. They have different pronunciation, writing, and grammar. Although we have different language, it is not the reasons for people are able to communicate and interact with each other in the world. Al-Qur'an also says in Q.S AL-Hujarat: 13:

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[1]Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 10

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى وَجَعَلْنَاكُمْ شُعُوباً وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ

اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ   الحجرات(١٣) ²

"O mankind! We have created you from a male and a female, and made you into nations and tribes, that you may know one another. Verily, the most honorable of you with Allah is that (believer) who has *At-Taqwa* [i.e. one of the *Muttaqun]*. Verily, Allah is All-Knowing, All-Aware."

Based on that verse, Allah has commanded to everyone to know each other although they have differences in gender, tribes, and languages. One of ways to help someone to know each other is language. Language helps us to communicate each other.

Cameron said that there are four language skills; listening, speaking, reading, and writing[3]. It means that if the students want to master a language, they have to master all of the language skills. However, among the four of language skills, reading has an important role in learning process in which the student are likely hoped to be able to add their knowledge and improve their ability in reading itself.

Reading is very important aspect in our lives. Without reading we would never be informed. Brown states that reading is subject to variability within the effective

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² Departemen Agama Republik Indonesia, AL-HIDAYAH *Alqur'an Tafsir Per Kata tajwid Kode angka* (Penerbit Kalim: Tangerang selatan, 2011), p. 518.

³Lynne Cameron, *Teaching Language to Young Learner*, (Melbourne: Cambridge University Press, 2002), p. 17

domain.[4] It means that reading is a tool to reach the success in teaching learning activities.

Hedgcock and Ferris said that in primary education around the world, one of the first things that children do at school is participates in literacy lessons and learn to read.[5] It means that reading is regarded as the first ability which has to be mastered by students. It is because by reading the students can get information in the world such as science, culture, technology, and much other knowledge. At the end, reading exactly is helpful for the students to overcome the problems in their job, help them to be good citizen, and have capability to overcome their personal lives.

Besides, Davison and Dowson say that through reading we are able to interpret, comprehend and respond critically to the ideas of others.[6] Therefore, reading is very important to broaden the knowledge. We are able to understand other people's ideas if we can do reading comprehension well, so what is thought by them will be similar to what we read from various sources, included text.

In comprehending a text, the students need more time to read and read the text until they really understand what they read. In this process, the teacher should be able to motivate the students to read the text, so they have more spirit to look for the

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[4]H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy, Second Edition,* Prentice Hill*,* New York, 2001, p.104.

[5]John Hedgcock and J. Ferris, *Teaching Readers of English*, (New York: Routledge, 2009), p.23

[6]Jane Dowson and Jon Davison, *Learning to Teach English in the Secondary School*, (New York: Cambridge University Press, 2003), p.118

information of the text. To support students, the teacher has to use appropriate strategy that can make the students interest in learning English text. The strategy in teaching learning process is used to motivate the students in reading the text. Therefore, they can enjoy the learning process and they do not need to look for the meaning of the words in the text one by one, but they can learn how to guess the meaning of the words based on the context.

Although reading comprehension is very important for the students in learning process, but in fact, there are many students which are lack of ability in reading comprehension. It is based on the interview of the writer to an English teacher, Wahyu Nunik Lestari, who taught English to students of the tenth grade at MA Yasmida Ambarawa Lampung Pringsewu in the academic year of 2017/2018. It was known that the students' ability in reading was still low because some of the students were very difficult to gain the main idea or the information when they read to narrative text. She said that it was because the students did not practice their English out of class or in their house. They only learnt English when they were studying English in the classroom. In addition, the students were always getting tired and bored when they read the long text, so they took long time to comprehend the text.[7] Moreover, the writer also interviewed the students of the tenth grade of MA Yasmida Ambarawa. Most of the students said that English text was very difficult to be

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[7]W. Nunik Lestari, an English teacher of the tenth grade of MA Yasmida Ambarawa, *an interview* (January 11st 2017), unpublished

understood, so they got difficulty to find out the information of the text and to look for the meaning of the words in the text, they translated every sentence, so it needed long time. Then, they said that the English teacher had to use interesting media, game or activity strategy in teaching reading comprehension.

From the result of an interview with an English teacher and some students of the tenth grade of MA Yasmida Ambarawa Lampung Pringsewu in the academic year of 2017/2018. The writer was concluded that the students needed more attention to improve their ability in comprehending the text, for their achievement in reading text because it was still low. Most of students got score below the criteria of minimum standard (KKM) is 72, and this can be seen on the following table.[8]

Table I
The English Reading Score of TheTenth Grade Students of First Semester of MA Yasmida Ambarawa First Semester in the Academic Year of 2017/2018

No	Students' Score	The Number of Students	Percentage
1	< 72	75	58%
2	72	48	41%
Total		123	100%

Based on the data above, we know that teacher has important role to improve the students' reading comprehension achievement. The teacher has to be able to make the students are interested in reading and comprehending English text. Therefore, the teacher has to use appropriate strategy that can make the students are interested in learning English text. In this case, strategy is a plan developed by a reader to assist in

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[8]W. Nunik Lestari, an English of the tenth grade students of MA Yasmida Ambarawa in The Academic Year of 2017/2018, *an interview* (January 11st 2017), Unpublished

comprehending and thinking about texts, when reading the words alone does not give the reader a sense of the meaning of a text. It is clear that a strategy is defined as an alternative when reader cannot catch the idea of the text. It is an ultimate action to help students become good readers. One of strategies that can be used by the teacher to teach reading to the students is questioning strategy. Harvey and Goudvis state that questioning is the strategy that keeps readers to be active readers because when they ask questions, they confirm their understanding through making meaning.[9] It means that questioning can make the readers be involved in a text and it would be easier for them to obtain a comprehension about text.

There were two researcher related to questioning strategy that have been conducted. The first was research by Ahmad Zainur who studied (Improving Students' Reading Comprehension of Tenth Grade Students using Questioning Strategy). 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. He 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. The researcher did the second cycle. In cycle 2 the researcher found that the mean score of

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[9]Stephanie Harvey and Anne Goudvis, *Strategies that Work*, (New York: Stenhouse Publishers, 2000), p. 11

the students was 80.82. He found out that by using questioning strategy he got better result than another strategy in teaching reading.[10]

Another research by Nurfika Wahidha, The Effectiveness of Using Questioning Strategy in the Student Reading Comprehension at Second Grade in SMP IT Baitul Jannah.[11] She states that there was significance difference of students' achievements in understanding the reading text between before and after using for the second grade of SMP IT Baitul Jannah.

Based on the problem above, the writer was assumed that using questioning strategy in teaching learning process can give good influence to the students' reading comprehension. In this occasion, the writer was conducted a research entitled The Influence of Using Questioning Strategy towards Students' Reading Comprehension in Narrative Text at The Tenth Grade of First Semester of MA Yasmida Ambarawa in the Academic Year of 2017/2018.

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[10] Ahmad Zainur, *Improving Students' Reading Comprehension of Tenth Grade Students using Questioning Strategy at SMA Terpadu 1 Wonodadi Blitar in Academic Year of 2010/2011*, (Tulungagung: IAIN Tulungagung, 2013), p.76

[11] Nurfika Wahidha, *The Effectiveness of Using Questioning Strategy in the Student Reading Comprehension at Second Grade in SMP IT Baitul Jannah in Academic Year of 2012/2013*, (Pringsewu: STKIP Muhammadiyah Pringsewu, 2013), p.80

B. Identification of the Problem

Based on the background of the problem, the writer was identified the problems as follows:

1. The teacher rarely used various strategies in teaching reading.

2. The students found some difficulties in comprehend narrative text.

3. The students' reading achievement was still low.

C. Limitation of the Problem

There have been a lot of reading comprehension strategies in educational field. The writer used questioning as a reading comprehension strategy, based on the assumption that questioning strategy is an effective reading comprehension strategy to help students' problem in comprehending English text. By questioning strategy, the students increased their curiosity in reading. In addition, questioning is the strategy that encourage the students, because when the students accept questions, they began to clarify their understanding and make meaning of what they comprehend. In this research, the writer focused and limited the problem of the research on The Influence of Using Questioning Strategy towards Students' Reading Comprehension in Narrative Text at The Tenth Grade of First Semester of MA Yasmida Ambarawa in the Academic Year of 2017/2018.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem in this research can be stated by this formulation: 'Is there any significant influence of using questioning strategy towards students' reading comprehension In Narrative Text at The Tenth Grade of First Semester of MA Yasmida Ambarawa in the Academic Year of 2017/2018?'

E. The Objective of the Research

The objective of this research was to find out whether there is a significant influence of using questioning strategy towards students' reading comprehension in narrative text at the tenth grade of first semester of MA Yasmida Ambarawa in the academic year of 2017/2018.

F. Uses of the Research

The uses of this research are:

1). For the Student

By using questioning strategy, it is hoped that the students will be more interested and motivated in reading comprehension and it will give positive effect on their English achievement.

2). For the Teacher

To inform the English teacher that teaching using questioning strategy has good effect to students' reading comprehension, so the goal of learning can be achieved.

3). For the School

It is expected that this research can provide useful input in improving the quality of learning in the school.

4). For the other Researcher

The writer hopes that this research will be as a reference to another relevant research by using questioning strategy.

F.   Scope of the Research

1.   Subject of the Research

The subject of the research ws the students of the tenth grade of first semester of MA Yasmida Ambarawa in the academic year of 2017/2018.

2.   Time of the Research

The writer was conducted the research in the first semester in the academic year of 2017/2018.

3.   Place of the Research

The research was conducted in MA Yasmida Ambarawa. It is located at Jalan Utama no. 5 Ambarawa Pringsewu, Lampung.

CHAPTER II
FRAME OF THEORIES. , FRAME OF THINKING AND HYPOTHESIS

A. Reading

Reading is often defined in simple statements much like the following: "Reading is the process receiving and interpreting information encoded in language from via the medium of print".[1] Reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as Braille or authorization to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.[2] According to Cline reading is decoding and understanding written texts.[3]

It can be concluded that reading is the process of receiving the meaning. It means that reading is a process comprehension a text to get information or massage in line with what is stated in the printed or written text.

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[1] William Grabe, *Reading in a Second language,* (New York : Cambridge University Press, 2009), p.57

[2] Federick Cline, Cristopher John stone and Teresa King, *Reading*, (New York: Cambridge, 1998) p.56

[3] Cline, Johnstone, & King, *Focus Group Reactor to Three Definition of Reading; as originally Developed in Support NARAP Goal 1* (Minneapolis : National Accesible Reading Assesment Project,2006), p.2

B. Reading Comprehension

Brown states that reading comprehension is primary a matter of developing appropriate, efficient comprehension strategies.[4] Comprehension is ability to understand about the text. In order that, the students are able to answer and understand question forms. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages. In addition, Klingner states that reading comprehension is the process of constructing meaning by coordinating a number of complex process that include reading word and world and fluency.[5] In getting construction in line with the intention of the writer in the text that is read, we need to read not only the words but also the meaning of the words in context, so in this case we pass the process of reading comprehension itself. According to Brown, to know the students' reading comprehension score, especially in reading, there are some criteria that are commonly used in measuring students reading comprehension. They are:

1. Main idea (topic)

2. Inference

3. Grammatical features

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[4]H. Douglas Brown, *Op. Cit.*, p.199

[5]Janette K. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: Guilford Press, 2007), p 2

4. Excluding fact not written (unstated details)

5. Supporting idea

6. Vocabulary in context.

7. Idiom

8. Detail (Scanning for a specifically stated detail)

It can be inferred that reading comprehension means the students ability to read text and understand its meaning and they can express main idea, inference, grammatical features, detail, excluding fact not written, supporting idea and vocabulary.

C. Narrative Text

Robert states that a narrative text is a piece of text which tells a story and in doing so entertain or inform the reader or listener.[6] Narrative text is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.[7] It means that narrative text is a kind of text to retell the story that past, there are problem and resolution. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

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[6] Geoferry R. Robert, *Learning to Teach Reading,* (London: Chapman Publishing, 1999), p. 79

[7]Prasetyo, *Definition of Narrative Text*, 2011, Jakarta, (available on http://dasarbahasainggris.blogspot.com/2013/09/the-definition-of-narrative-text-and.html)(14[th]January 2015).

It can be concuded that narrative text is an imaginative story which has purpose to entertain the reader. Narratives text also can be media to teach the students about moral.

1. Constructing a narrative

The steps for constructing a narrative text are:

a. An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about *who* is in the story, *when* the story is taking place and *where* the action is happening.

b. A complication that sets off a chain of even that influence what will happen in the story.

c. A sequence of events where the characters react to the complication.

d. A resolution in which characters finally sort out the complication.

e. A coda that provides a comment or moral based on what has been learned from the story (an optional step).

2. Language features of narrative

The language features usually found in narrative are:

a. Specific characters.

b. Time words that connect events to tell when they occur.

c. Verbs to show the actions that occur in the story.

d. Narrative words to portray the characters and setting.

From the statement above, it can be concluded that narrative text is an imaginative story which has purpose to entertain the reader. Narratives also can be media to teach the students about moral. Sometimes, there is narrative text which has ending to do something better again, respect to other people, become kind people etc.

D. Questioning Strategy

The most important key to create an interactive learning is the initiation of interactive from the teacher by using questioning strategy. Harvey and Goudvis said that questioning is the master key to understand. It is a stimulus for student talk, quest for new knowledge.[8] Questioning is the strategy that keeps readers to be active.[9] It means that questioning strategy can make the readers be involved in a text and it would be easier for them to obtain a comprehension about text. Questioning is a kind of strategy that enables learners to make question in reading. This activity is done before, during, and after reading.[10]

Miller states questioning strategy makes the readers become involved in a story. In addition, questioning also beneficial to create a relationship between activities before, during, and after reading. Finally the readers would be engaged in reading activity because they keep questioning about text.

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[8]Stephanie Harvey and Anne Goudvis, *Strategies that Work*, (New York: Stenhouse Publishers, 2000), p.81
[9]*Ibid,* p.11
[10] Judie Moreillon, *Collaborative Strategies for Teaching Reading Comprehension,*(New York: Longman, 2004), p.35

Then those questions also make students to felt curiosity in reading activity before, during, and after reading. Furthermore, questioning is the strategy that keeps readers to be active reader because when they ask questions, they confirm their understanding through make meaning.[11] Because when the teacher gives question about the text they are reading, it will help them to be involved in reading process. One of reason question in reading activity is to make clear the meaning.[12] Hence, when students involve in reading activity, it will be easier for students to comprehend the message in the text and the students will be able to find the answers of teacher question before and after reading.

Based on the theory above, the writer concluded that questioning strategy is one of the strategies that can be used by teacher in a class to teach reading skill. By using this strategy, it can be easier for students to obtain a comprehension the text it can make the students be more active because they will find out the answer in the text and it is also aimed to question students whether they have comprehended the text before, during, and after reading the text. Questions in this strategy including who, what, where, when, why, are ultimately help students to maintain their attention to the text.

[11]*Ibid,* p.161
[12]Debbie Miller, *Op. Cit*., p.126

E. Procedure of Teaching Reading Comprehension By Using Questioning Strategy

According to Moreillon, after carefully selecting texts, educators can offer cues and questions as previews to what will be important in the literacy engagement. It helps students' minds begin to focus and prepare for the literacy event to come. Often these introductions help students to remember and connect with what they already know about a topic, theme, author, or illustrator. After that, adult readers usually ask questions to invite students to consider the meaning of the title, to make prediction based on the cover illustration, or to connect the story listeners' background knowledge.[13] It means that the first teacher should select the text and the teacher gives question to make students their attention focus in the text, the teacher gives the first question to remember about their knowledge about the text: kind of text, generic structure of text, the topic, theme, author, or illustrator the students. Moreillon said that introductory questioning is important, but as comprehension builds, asking questions during the reading is likely more important and more challenging to teach and to learn. Educators who have worked in preschool or primary grades may be familiar with the practice of dialogic reading. This strategy involves story readers asking story listeners both closed and open-ended question about the text during the reading.[14] It means that the teacher gives question before, during and after the reading text to comprehend and achieve the aim of reading about content of the text.

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[13]Judi Moreillon, *Op. Cit.*, p.60
[14]*Ibid.* p.165

Moreillon stated that creating a category matrix to note questions that are raised before creating a category matrix to note questions that are raised before, during and after the reading may serve as a guide for story listeners to emulate when they are reading and posing their own question and after the reading and posing their own questions. Educators can begin by recording questions on a class-sized matrix. During and after questioning, they can guide students in noting and coding specifics about the questions.[15] It means that the teacher gives question after reading the text, here teachers' question give opportunity to students talk about information, passage, give conclusion from the text.

From the statements above, it can be concluded that using questioning strategy to improve students' reading comprehension in teaching learning process can be done before, during, and after reading. There are some stages in using questioning strategy in teaching learning process, they are:

1. Selecting the text

   The teacher should choose an appropriate text to the students based on the curriculum.

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[15]*Ibid,* p.16

2. Giving question before reading the text

The teacher should give some questions to make the students remember their knowledge about the text. The questions can help the students to remember about what they already know about topic, main idea, author, and illustrator.

3. Giving question during reading the text

The teacher should give some questions when the students are reading. The questions can be focused on comprehend the text, by using word questions *who*, *what*, *where*, *why*, *when* and *how*.

4. Giving question after reading the text

The teacher should give some questions after the students read the text. Here, the teacher can also ask to the students to retell the content of the text by using their own language and passage for us from the text and many other questions.

From the explanation above, questioning strategy is an appropriate strategy that can be used by teacher in a class to teach reading skill. There are some stages in using questioning strategy in teaching learning process, they are: selecting the text based on the curriculum, give question before reading to make prediction about meaning of the text, during reading to monitor understanding and clarify their understanding by question after reading the text to make conclusion.

F. The Strengths and the Weaknesses of Teaching Reading Comprehension through Questioning Strategy

There were some strengths of teaching reading comprehension through questioning strategy:

The first, giving questions is considered a valuable way to stimulate students' learning. Therefore, a teacher should be able to give appropriate questions to the students in order to make the students can explore their knowledge in answering the questions.[16] The second, Harvey and Goudvis said that questioning is the master key to understand.[17]

There are some weaknesses of teaching reading comprehension through Questioning Strategy:

The first, Nettles in Vacca states that teachers often fail to ask appropriate questions in the classroom because they tend to make the assumption that students already know the comprehension process.[18] The second, teachers cannot match the questions which they ask with students' ability, before a teacher wants to ask some questions to the students. The third, in the minds of all the students, and the love of reading can stir up/rouse an innate curiosity that stimulates questions and triggers a desire to

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[16]Vacca R.T, *They Can because They Think They Can*, (New York: Educational Leadership, 2006), p.63
[17]Harvey and Goudvis, *Op. Cit*., p.81
[18]Vacca R.T., *Op. Cit*., p.63

search deeper into texts for meaning. The desire to become engaged readers, however, is often not shared by all students.[19]

G. Frame of Thinking

Reading comprehension is very important for the students in learning process, but in fact, there are many senior high school students who are not able in reading well. In other word, the students' ability in reading comprehension was still low. The students have difficulty to gain the main idea, inference, grammatical features, excluding fact not written, supporting idea and vocabulary in narrative text. In teaching reading, the teachers should be more creative in producing and using interesting strategy in the teaching-learning process to make the students interested and have motivation in learning narrative text. In this case the teachers can be used the questioning strategy as one of the strategies in teaching reading comprehension.

Harvey and Goudvis state that questioning strategy is the master key to understand. It is a stimulus for student talk, engagement, and quest for new knowledge.[20] It means that by using questioning the students can learn how to understand a text and to share the information to the other as well as to get interesting atmosphere of learning.

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[19]Vacca R.T., *Op. Cit.*, p. 64
[20]Stephanie Harvey and Anne Goudvis, *Op. Cit.*, p. 81

The students can use questioning strategy as a strategy to comprehend their reading. By using questioning strategy, it can give the students the purpose for reading, focus on what they are to learn, help their to think actively as they read, encourage their to comprehend the text. That was why the writer assumed that questioning strategy is a strategy that can be more effective for the students to comprehend the text at the tenth grade of MA Yasmida Ambarawa.

H. Hypothesis

Based on the formulation of the problem and supported by theory and frame of thinking, the writer proposes the hypotheses as follows:

Hypotheses are:

H_o : There is no significant influence of using questioning strategy toward students'

     reading comprehension in narrative text.

H_a : There is a significant influence of using questioning strategy toward students'

     reading comprehension in narrative text.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The research was used experimental research. An experiment research is the research for carrying out a study with an active independent variable, and determining the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.[1] This research investigated whether there is an influence of using questioning strategy towards students' reading comprehension in narrative text.

In the experiment design, the writer was used quasi experimental research design. The quasi experiment includes assignment, but not random assignment of participants to groups because the experimenter cannot artificially create groups for the experiment.[2] In this research, the writer used two classes of students that consist of one class as experimental class and another class as control class.

According to Ary, *et. al*., state that the variety of quasi experimental designs, which can be devided into two main categories, there are pre-test post-test, and post-test

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[1]John W. Creswell, *Research Design Qualitative, Quantitative and mixed methods approaches,*(New York: Sage Publication,1994), p. 231
[2]*Ibid*, p. 233

only.[3] The writer used pre-test and post-test. The writer applied the pre-test and post-test design. The quasi experimental design was as follows:[4]

Table II
Quasi Experimental Design of Experimental Group and Control Group

Select Control Group	Pre- test	No Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

In this research, the students were given pre-test to know their reading comprehension in narrative text. In this research, the experimental class was given treatments with questioning strategy and the students in the control class were given treatments with flip strategy.

B. Variable of the Research

Arikunto states that variable is the object of research or a central in the research.[5]A variable is a characteristic or attribute of an individual or anorganization that are searcher can measure or observe and varies among individuals or organizations studied.[6] There are two variables in research namely: independent variable and dependent variable. Independent variable is the major variable which is investigated. It is the variable that is selected, manipulated and measured in the research. While the dependent variable is the variable which is observed and measured to determine the

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[3] Donald Ary, *Op. Cit.,*p.307
[4] John W. Creswell, *Op. Cit.,*p.310
[5]Suharsimi Arikunto*, Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2002), p. 96
[6]John W. Creswell, *Op. Cit.,*p.305

effect of the independent variable.[7] In this research, the writer used questioning strategy as independent variable and students' reading comprehension as dependent variable.

C. Operational Definition of Variable

The operational definitions of variable below are used to describe the characteristics of variable investigated of the writer as follows:

1. Questioning strategy is the strategy that keeps readers to be active reader because when they ask questions, they confirm their understanding through make meaning.

2. Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include reading word and world and fluency, there are eight aspects of reading comprehension: main idea, inference, grammatical features, detail, excluding fact not written, supporting idea, vocabulary, content, idiom.

D. Population and Sample

1. Population

The population is all of the data that become the attention. It is defined as all members of any well defined-class of people, event or subject.[8] The population in this research was all of the tenth grade students of MA Yasmida Ambarawa in the

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[7] *Ibid,* p. 306.
[8] Suharsimi Arikunto*, Op. Cit.*, p.173

academic year of 2017/2018. The population of the tenth grade students were123 students of four classes.

Table 3.1
The Number of the Tenth Grade Students of First Semester of MA Yasmida Ambarawa in the Academic Year of 2017/ 2018

NO	Class	Gender		Total
		Male	Female	
1	XIPA 1	16	14	30
2	XIPA 2	10	20	30
3	X IPS 1	12	21	32
4	X IPS 2	10	20	30
Total		48	75	123

Source: the Data of the Students of the Tenth Grade at MA Yasmida Ambarawa.

2. Sample

Arikunto says that sample is part of population which will investigated.[9] It is supported by Setiyadi who states that sample of research is individual group that represents all individuals as a part of target groups.[10] Therefore, it can be concluded that it is a part of population which is chosen as representative data of whole population. According to explanation above, in this research the writer was taken the students in two classes from four classes available as the sample of the research. One class as the experimental class and the others class as control class.

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[9]*Ibid*, p.173
[10]Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing,* (Yogyakarta: Graha Ilmu, 2006), p.39

E. Sampling Technique

In choosing the experimental class and the control class, the writer used cluster random sampling. Cluster random sampling is a probabilitysampling technique that randomly selects and uses whole naturallyoccurring groups such as entire voting precincts as the samples (clusters).[11] The procedure cluster random sampling can use lottery, oridinal and randomly.[12] In this research, the writer applied cluster random sampling technique because the population is already in a group homogenous. The writer used 'drawing a lot' in this research. The writer determined experimental class and control class. There were steps to determine the experimental class and control class as follows:

1. First, the writer made a kind of lottery. Then, these pieces of paper rolled and put into a box

2. Second, the writer provided pieces of the paper and each paper contains the name of the tenth grade class then the writer rolled them and put up them into the box

3. Third, the box was shaken and the writer took two pieces of the rolled paper

4. The last, the first paper as the experimental class and the second one as the control class.

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[11] Donald Ary, *Op. Cit.,* p.314.
[12] Sutrisno Hadi, *Metodology Riset*, (Yoyakarata: Andi Press, 2004), p.94

F. Data Collecting Technique

To collect the data, the writer used the following techniques:

1. Pre-test

Pre-test conducted to know the students' reading comprehension before the treatment. It was done in the experimental class and control class to find out the students' reading comprehension in narrative text before the treatment and also the students' mean score. The test had been done by giving multiple-choice that consist of 40 questions and 90 minutes for time allocation based on the topics that was provided. The students answered the questions on the answer sheets. Then, the writer did the scoring based on their answers on the test.

2. Post- test

The post-test conducted to know the students' reading comprehension after the treatment. The writer asked the students to answer some questions. It was conducteded after treatment to know the result of students' reading comprehension in narrative text after they were taught by using questioning strategy. By looking at the students' result in this post-test, so the writer compared their scores before and after given treatment to draw aconclusion about questioning strategy.

G. Research Instrument

Instrument is a tool to for measuring, observing or documenting quantitative data. It contains specific questions and response possibilities that we establish or develop in

advance of study.[13] It means that instrument is tool which used by the writer in collecting the data. In this research, the writer used tests as the instrument to collect the data. The test was aimed at measuring students' reading comprehension narrative text.

The writer made two instruments; pre-test and post-test. The instruments of pre-test and post-test were 40 items of reading test in multiple-choices. Before the research was conducted, prepared the instruments in form of multiple choice questions. The total questions of each test were 40, so for every correct number was given 2.5 so that for all item tests were 100. There are some criteria that commonly used for measuring students' reading comprehension achievement. They are:

a. Main idea/topic sentence
b. Expression/idioms/Phrase in context
c. Inference (implied detail)
d. Grammatical feature
e. Supporting Idea(scanning a specifically stated detail)
f. excluding facts not written (unstated details)
g. Details
h. Vocabulary in context.[14]

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[13] John W. Creswell, *Op. Cit.,*p.14
[14]H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy,* (New York: Cambridge University Press, 2001)*,* p.206

Table .2
The Specification of Reading Comprehension for Pre-Test before Validity
Test

NO	Aspect	Indicator	Odd	Even	Total
1	Main Idea (topic)	Students can find the main idea of the passage.	7, 39	18, 32, 36	5
2	Inference	Students can find what is inferred in the passage.	15, 23, 29, 33, 37	6, 8, 16, 28	9
3	Grammatical Features	Students can find the grammatical features	11, 25	24, 26, 40	5
4	Supporting Idea	Students can scan for a specifically supporting idea	5, 13	4, 14, 20, 26, 38	7
5	Excluding Fact not written	Students can find the unstated detail	3, 17, 19, 27	22, 34, 40	7
6	Details	Students can find detail	1, 31	2, 12	4
7	Vocabulary in context	Students can guess the meaning of difficult vocabulary from the context provided.	9	10	2
8	Idiom		30	-	1
Total					**40**

Based on the table, the main idea consists of 5 numbers. They are number 7, 18, 32, 36

and 39. The inference consists of 9 numbers. They are number 6, 8, 15, 16, 23, 28, 29,

33 and 37. The grammatical features consists of number 4. They are 11, 14, 25, 26, 40

The excluding fact not written consists of 7 numbers. They are 3, 17, 19, 22, 27, 34.

The supporting ideas consist of 7 numbers. They are number 4, 5, 13, 14, 20, 26 and 38.

Detail consist of 4 they are 1, 2, 12 and 31. The Vocabulary in context consists of 2 numbers. They are number 9 and 10. So, the total number is 40.

Table 3.3
The Specification of Reading Comprehension for Pre-Test after Validity Test

NO	Aspect	Indicator	Odd	Even	Total
1	Main Idea (topic)	Students can find the main idea of the passage.	15	6, 18	3
2	Inference	Students can find what is inferred in the passage.	9, 13	4, 12, 16	5
3	Grammatical Features	Students can can find the grammatical features	1, 3	10, 20	4
4	idiom	Students can scan for idiom	-	-	-
5	Excluding Fact not written	Students can find the unstated detail	7, 19	8	3
6	Supporting Idea	Students can find the supporting ideas to support the main idea	11	-	1
7	Vocabulary in context	Students can guess the meaning of difficult vocabulary from the context provided.	14	-	1
8	Detail	Students can finddetail	5, 17	2	3
Total					**20**

Based on the table, the main idea consists of 3 numbers. They are number 6, 15 and 18. The inference consists of 5 numbers. They are number 4, 9, 12, 13 and 16. The Grammatical Features consists of number 4 they are 1, 3, 10 and 20. The Excluding Fact not written consists of 3 numbers. They are 7, 8 and 19. The Supporting Ideas consist of 1 number. It is number 11. So, the total number is 20.

Table 3.4
The Specification of Reading Comprehension for Post-Test before Validity Test

NO	Aspect	Indicator	Odd	Even	Total
1	Main Idea (topic)	Students can find the main idea of the passage.	17, 27	18,26, 34, 38	6
2	Inference (implied detail)	Students can find what is inferred in the passage.	3, 5, 11, 15,33	10, 30	7
3	Grammatical Features	Students can find grammatical features	29	-	1
4	Idiom	Students can find idiom	25		1
5	Excluding Fact not written	Students can find the unstated detail	9, 19	4, 8, 12, 14,20, 22,28	9
6	Supporting Idea	Students can find the supporting ideas to support idea	1, 13, 23, 35	6, 32	6
7	Vocabulary in context	Students can guess the meaning of difficult vocabulary from the context provided.	31, 39	2, 16, 24, 36	6
8	Detail	Students can find the detail	7, 21, 37	40	4
Total					**40**

Based on the table, the main idea consistsof 6 numbers.They are number17, 18, 26, 27, 34, 38. The inference consists of 7 numbers. They are number 3, 5, 10, 11, 15, 30, 33. The grammatical features consists of 1 number. It is numbers 29. The supporting consist of 6 numbers. They are number 1, 6, 13, 23, 32 and 35. The excluding fact not written they are 4, 8, 12, 14, 19, 20, 22, 28. The vocabulary in context consists of 6 numbers. They are 2, 16, 24, 31, 36 and 39. So, the total number is 40.

Table 3.5
**The Specification of Reading Comprehension for Post-Test after Validity
Test**

NO	Aspect	Indicator	Odd	Even	Total
1	Main Idea (topic)	Students can find the main idea of the passage.	11	10, 14	3
2	Inference	Students can find what is inferred in the passage.		8, 16	2
3	Grammatical Features	Students can match between the pronoun and what or who it stands for.	15	19, 20	3
4	Detail	Students can finddetail	1, 5,		2
5	Excluding Fact not written	Students can find the unstated detail	3, 7, 17 ,	6, 11,	5
6	Supporting Idea	Students can find the supporting ideas to support the main idea	-	4, 12	2
7	Vocabulary in context	Students can guess the meaning of difficult	9	2	2

		vocabulary from the context provided.			
8.	Idiom	Students can	-	13	1
Total					20

Based on the table, the main idea consists of 3 numbers. They are number 10, 11 and 14. The inference consists of 2 numbers. They are number 8, and 16. The grammatical features consists of 3 numbers. They are number 15, 19 and 20. The Details consist of 2 numbers. They are number 1 and 5. The excluding fact not written consists of 6 numbers. They are 3, 6, 7, 11, 17. The Supporting Ideas consist of 2 numbers. They are number 4 and 12. The vocabulary in context consists of 2 numbers. They are number 2 and 9. The idiom consist of 1 number. It is 13. So, the total number is 20.

H. Scoring System

Before getting the score, the writer determined the procedure to be used in scoring the students' work. In order to do that, the writer used Arikunto's formula. The ideal highest score is 100. The score of pre-test and post-test calculated by using the following formula:[15]

$$S = \frac{r}{n} 100$$

Notes:
S: The score of the test
r : The total of the right answer
n : The total items.

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[15]Suharsimi Arikunto, *Op. Cit.*, p.271

Based on the formula above, the score of the students measured based on the number of their correct answer. The more the item can be answered, the higher the score of reading comprehension can be gotten by the students.

I. Research Procedure

In conducting this research, thewriter applied some procedures as follows:

1. Planning

Before applied the research procedures, the writer made some planning to run the application well as follow:

a) Determining the subject

The writer determined the subject. In this phase the writer was choosen the tenth grade of MA Yasmida Ambarawa, as the subjects of the research. There were two classes as sample one class as experimental class and the other class as the control class.

b) Conducting try-out

The writer prepared a kind of test (called try-out) that given to the students. The writer prepared try-out test for pre-test and post-test. The total number of test was 40 items for each. Then the writer evaluated the test items to get good items in pre-test and post-test.

c) Determining the pre-test

The writer prepared a kind of test (called pre-test) gave to the students. The writer used the test instrument which would have already been tried out before. The test was multiple-choice with options a,b,c, d and e. The total number of the

test items was determined by the validity and reliability. After determined by the validity and reliability, there were 20 questions for that.

d) Determining the material to be taught

The writer determined the material that was taught to the students of the tenth grade of MA Yasmida Ambarawa. The material was reading narrative text.

e) Preparing the post-test

In the last meeting, the writer gave post-test. The test was multiple choice with options a, b, c, d and e. After being determined by the validity and reliability there were 20 questions.

2. Application

After making the planning, the writer applied the research procedure that had been already planned. There were some steps in doing this research:

a. In the first meeting, the researcher gave try-out

This test was multiple choice that consists of 40 items with options a, b, c, d and e.

b. In the second meeting, the writer gave pre-test

The test was multiple choice with 5 options (a, b, c, d and e). The total number of test items was determined by the validity and realiability analysis of the try-out. It means that only the valid and reliable test items used in the pre-test.

c.   In the third meeting, the writer gave the treatment

In the experimental class, the writer conducted the treatment through questioning strategy, while in the control class the writer conductedthe treatment flip strategy.

The treatment was done in three times. The treatment was done in three time after pre-test.

d.   In the last meeting, the writer gave post-test

The test was multiple choice with 5 option (a, b, c, d and e). The total number of the test items was determined by the validity and reliability analysis of the try-out. It means that only the valid and reliable test items used in the pre-test.

3. Reporting

The last point in this research procedure was reporting. There were steps in the reporting. The steps were as follows:

a. Analyzing the data that were received from try-out test

b. Analyzing the data that were received from the pre-test and the post-test

c. Making the report on the findings.

J. Validity and Reliability of the research

To know whether the test is good or not, some criteria should be considered. The test should have validity and reliability.

1. Validity of the Test

According to Greenland in Brown, validity is extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of

assessment.[16] A test can be said valid if the test measures the object measured and suitable with the criteria. To know the validity of the test, the writer used content validity, construct validity and internal validity.

a. Content Validity

Content validity refers to the content and format of the instrument.[17] Content validity means that the test becomes representative sample of the subject matter content of what has been taught to students. To get the content validity of the reading test, the writer arranged the materials based on the objectives of teaching in the school based curriculum for the tenth grade of MA Yasmida Ambarawa. And then, the writer consulted the instruments to the English teacher at MA Yasmida Ambarawa to make sure whether the instruments have been valid or not. The English teacher MA Yasmida Ambarawa, Nunik Lestari, S.Pd, she allowed, supported and agreed with the writer to conduct the instrument to the students at the first semester of the tenth grade of MA Yasmida Ambarawa.

b. Construct Validity

Construct validity means whether the test is actually in line with the theory of what it means to know the language. Whether the test is actually a reflection of what it means to know the language, in other word, construct validity is just like a concept. Both of them are abstraction and generalizations that need to be

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[16]H. Douglas Brown, *Loc. Cit.*, p.22
[17]Jack R. Frankel and Norman E.,*Op. Cit*.,p.148

defined so clearly that can be measured and examined.[18] To obtain the construct validity of experiment, the writer consulted the test, pre-test and post-test to an English teacher named Nunik Lestari, S.Pd. In consulting the test, the researcher wanted to see whether the aspects, indicators and items number had been fixed. After the writer consulted the test with the English teacher, she said that the reading test material was suitable for the students' level.

c. Internal Validity

Internal validity can be reached if it has accordance between the part of instruments and all instruments holistically. To know the internal validity, the writer used Point Biserial Correlation formula as follows:

$$R_{pbi} = \frac{(M_p - M_t)\left(\sqrt{P/q}\right)}{S}$$

Where:
R_{pbi}= coefficient of validity item.
Mp = the average score of the right answer
Mt = the average of total score
S   = standard of deviation
P   = proportional of the students who get right answer
Q   = proportion of the students who get wrong answer.[19]

In the first step of pre-test try out, there were 17 items considered invalid. They were the items number 2, 3, 4, 8, 10, 12, 16, 19, 20, 21, 22, 23, 24, 27, 29, 31 and 36. After dropping those invalid items, the researcher did the second step of pre-test try out calculation. In this step 3 items were found invalid. They were 6, 13 and 39 the items number. Then, the researcher came to the third step and found no

[18]H. Douglas Brown, *Op. Cit*., p.206
[19]Anas Sudijono, *Pengantar Evaluasi Pendidikan,* (Jakarta: Rajawali Press, 2006), p.185

single item which was considered invalid. Finally the total valid items in pretest
try out were 20 items.(See Appendices 10,11and 12).

While in the first step of the post-test try out, there were 17 items considered
invalid. They were the items number 4, 5, 7, 12, 13, 14, 17, 18, 22, 27, 29, 30, 31,
33, 34, 38, and 40. After dropping those invalid items, the writer did the second
step of post-test try out calculation. In this step 3 items were found invalid. They
were the items number 2, 8, and 19. Then, the writer came to the third step and
found no single item which was considered invalid. Finally the total valid items in
post-test try out were 20 items. (See Appendices 13, 14 and 15)

2. Reliability of the Research

The reliability of a measuring instrument is the degree of consistency with which it
measures whatever it is measuring. This quality is essential in any kind of
measurement. People who use such measuring instruments must identify and use
techniques that will help them determine to what extent their measuring instruments
are consistent and reliable.[20] Reliability refers to whether the test is consistent in its
scoring and gives us an indication of how accurate the test scores are. To see the
reliability of the test, the writer used KR-20 formula:

$$R11 = \left(\frac{n}{n-1}\right)\left(\frac{s^2 - \sum p}{s^2}\right)$$

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[20] Donald Ary, *Op. Cit*., p.263

Where:

R11   : Reliability of the test
P   : total of the students who get right in the test
q   : total of the students who get wrong in the test (q= 1-p)
 pq   : sum of p time q
n   : Total items
S   : the standard of deviation of the test.[21]

The criteria of reliability test are:

0.80 up to 1.00   = Very high reliability
0.60 up to 0.79   = High reliability
0.40 up to 0.59   = Medium reliability
0.20 up to 0.39   = Low reliability
0.0 up to 0.19   = Very low reliability[22]

From the criteria of reliability above, it can be drawn a conclusion that the result of reliability for pre-test has a high reliability since it amounts to 0,77 and the result of reliability for post-test has a very high reliability because it amounts to 0,82. It means that reliability of the test in the research was reliable. (See Appendices 16 and 17)

K. Data analysis

The data gained were statically analyzed by using techniques and steps as the following shows:

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[21]Suharsimi Arikunto, *Op. Cit.*, p.75
[22]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif*, (Bandung: Alfabeta, 2011), p.184

1. Fulfillment of the Assumption

The data gained were statistically analyzed by using techniques and steps asthe following:

1.1 Normality Test

The researcher used normality test to know whether the data has a normal distribution or not. Here, the test of *Lilliefors* was used.

When the data has been collected, so the normality test was as follows :

a. The hypothesis for the normality test is formula as follows:

H_o : the data are normally distributed

H_a : the data are not normally distributed

b. The test of hypothesis is follows :

1) Arrange the data samples from the lowest to the highest

2) Determine the score of Z from each data by using the following formula

$Z = \frac{X - \bar{X}}{S}$(each of $\bar{X}$ is the average and standard deviation of samples)

3) Determine the probability of each Z score with *f*(Z) by using:

If Z > 0, then *f*(Z) = 0,5 + table score

If Z < 0, then *f*(Z) = 0,5 - table score

4) Count the cumulative frequency of each Z score (SZ)

5) Determine the L_o score with the highest score, compare to the L_t score from the table of *Lilliefors*.

c. The criteria are as follows :

H$_0$ is accepted if L$_{observed}$ L$_{critical}$, it means that the distribution or the data is normally distributed.

H$_0$ is refused if L$_{observed}$ L$_{critical}$, it means that the distribution of the data is not normally distributed.[23]

1.2 Homogenity Test

This test intended to test whether the variance of the data in the experimental class and in the control class is equal or not.

The formula is:

$$F = \frac{S1^2}{S2^2} \text{ where } S^2 = \frac{n \sum x^2 - (\sum x^2)}{2(n-1)}$$

S$_1^2$: The larger variance

S$_2^2$: The smallest variance

The criteria are:

1) Ho is accepted if F$_{observed}$ is lower than or equal to F$_{critcal}$ means the variance of the data is homogenous.

2) Ho is rejected if F$_{observed}$ is higher than F$_{critical}$ means the variance of the data is heterogonous.[24]

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[23]Anas Sudjana, *Metode Statistika* (Bandung: Tarsito, 2005), p. 167
[24]*Ibid*, p.169

1.3 Hypothesis Test

This test is used to determine whether the data fulfill the criteria of the quality of

variance. This test used T-test to analyze the data. The T-test formula is:

$$T = \frac{|M_x - M_y|}{\sqrt{\left(\frac{x^2 - y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

M   = Mean of scores of each group.
N   = The total number of students.
x   = Deviation of each scores x_2 and x_1.
y   = Deviation of each y_2 from mean of y_1.[25]

The hypothesis of this research was :

Ho : There is no influence of questioning strategy towards students' reading

comprehension in narrative text.

Ha : There is an influence of questioning strategy towards students' reading

comprehension on narrative text.

The criteria of hypotheses were:

1. Ha is accepted if the $T_{observed}$ is equal or higher than $T_{critical}$

2. Ho is accepted if the $T_{observed}$ is not equal or lower than $T_{critical}$

In this case, the writer uses the level of significance α 0.05.

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[25]Suharsimi Arikunto, *Op.Cit.*, p.269

CHAPTER IV
RESULT AND DISCUSSION

A. The Research Procedure

The research was conducted in September 11th 2017. Before the writer was conducted the research, the writer asked the headmaster and the English teacher for permission at the school. After getting the permission, the writer conducted through the following steps :

1. Determining the subject of the research, namely the students at the first semester of the tenth grade of MA Yasmida Ambarawa.

2. Designing the test which was the narrative text reading test that consists of 40 items for each of pre-test and post-test with four options a,b,c, d and e.

3. Determining the sample of research by using cluster random sampling.

4. Holding the try out test to know the reliability of the test and validity of the test (it was given to the students out of the research sample).

5. Analyzing the data gotten in try out test.

6. Holding pre-test in order to know the students' score in reading narrative text before they had treatment.

7. Analyzing the data gotten through pre-test.

8. Giving the treatment to the sample of the research by questioning strategy in teaching and learning reading narrative text.

9. Holding post-test in order to know the students' score in reading narrative text after the treatments.

10. Analyzing the data gotten through post-test. The data were analyzed by using statistic formula.

11. Testing the hypothesis and made the conclusion.

12. Reporting the result of the research.

B. Description of Treatments

The research was conducted since September 11th of 2017 to October 5th of 2017. This research had been carried through seven steps. They involved try out test, pretest, three times treatments and post-test. To find out the influence of questioning strategy, the writer identified several results, they were the score of students before the treatment, the score of students after the treatment, the differences between students' score in pre-test and post-test and from the differences of students' atmosphere between the students who were taught by questioning strategy and those taught by flip strategy to learn reading narrative text. Before the activities were conducted, the writer was determined the materials, lesson plans and the text were taken based on the syallbus of MA Yasmida Ambarawa.

1. Description of the First Treatment

The first treatment was done on September 13th, 2017. The writer as the teacher taught the material about the definition, generict structure, main idea, supporting

idea of narrative text by using questioning strategy. In questioning strategy the writer gave questions before, during and after the students read the text. The lesson was begun by greeting and introducing. The topic of the first meeting was **"Smart monkey and Dull Crocodie, Alladin and Magic Lamp"** the writer was taken the texts to make the students interested comprehend the text and based on the syallbus of MA Yasmida Ambarawa. The writer found that the students could not read the text well and they did not comprehend the story in the text. Therefore, the writer taught narrative text by using questioning strategy. The writer gave some questions before the students read the text. The students asked to gave their opinion about the story in text. As in previous treatment, the writer gave some questions in multiple choice related to the text and asked the students to answer the questions.

2. Description of the Second Treatment

The students learned through another narrative text by using questioning strategy . The topic of the text was **"Putri Mandaika".** the writer was choseen the text based on syllabus of MA Yasmida Ambarawa. In the second teaching learning process was better than the first treatment, because the students had known how to comprehend the text given by the teacher. The writer started the teaching learning process by reviewing and explaining more about narrative text. The writer was given the students text and asked the students to comprehend the text by using questioning strategy. After that the writer asked the students to express their

problem in comprehending the text and the students understood, the teacher ended the class.

3. Description of the Third Treatment

It was better than the second treatment because the students felt in accustomed in teaching learning process through questioning strategy the writer tought about narrative text and reviewed the definition of narrative text, generict structure of narrative text, mian idea, excluding fact not written supporting idea, vocabulary in the context narrative text, inference. The topic in the last meeting was **"Cinderella".** The students felt enjoyable with the reading text. It was found that all students involved in the proces. It could be seen that, by using questioning strategy students can be more active when got information in the text. They read and comprehended the text by their own effort.

C. Data Analysis

The writer was aimed to know whether there is significant influence of using questioning strategy toward students' reading comprehension in narrative text at the first semester of the tenth grade of MA Yasmida Ambarawa Lampung Pringsewu in the academic year of 2017/2018.

The instrument of this research was tested. Pre-test consisted of 20 multiple choice items and post-test consisted of 20 multiple choice items with four options. Pre-test was conducted previously on September 11th, 2017 at 08.30 a.m for class X IPA 1 as

the control class and on September 15th, 2017 at 10.30 a.m for class X IPA 2 as the experimental class. The pre-test was administrated in order to see the students' comprehension in reading text.

After conducting the three meetings of using questioning strategy, the writer gave the post-test to the sample. The post-test was conducted on October 2th, 2017 at 08.30 a.m for the experimental class and on October 6th, 2017 at 10.30 a.m for control class.

1. Result of Pre-test

Based on the distribution of the students score of pre-test in experimental class, there were 20 students (66.67%) who got score less than 70 and 10 students (33.33%) who got score more than or equal to 70. The analysis showed that the mean score was 61.5. The highest score was 80 and the lowest was 40. The medium score was 65 and the mode score was 65 in which there were 6 students. (See appendix 20)

Meanwhile, the distribution of the students score of pre-test in control class showed that there were 24 students (80%) who got score less than 70 and 6 students (20%) who got more than or equal to 70. Besides, the analysis showed that the mean score was 55.5. The highest score was 80 and the lowest score was 35. The medium score was 55 and the mode score was 60 in which there were 5 students. (See Appendix 20). Based on the result of pre-test in both experimental and control class, there were only few students who had good comprehension in reading narrative text.

2. Result of Post-test

The writer administrated the post-test after the treatments that were given to students, the result of post-test in experimental and control class got increased. In experimental class, the distribution of the students score showed that there were 4 students (13%) who got score less that 70 and 26 students (86%) who got score more than or equal to 70. Based on the analysis, the mean score was 79.6. The highest score was 95 and the lowest was 65. The medium score was 80 and the mode score was 75 in which there were 6 students (See Appendix 20).

In the other hand, the distribution of the students score of post-test in control class showed that there were 13 students (43%) who got score less than 70 and 17 students (57%) who got score more than or equal to 70. The analysis showed that the mean score was 67 the highest score was 85 and the lowest score was 50. The medium score was 70 and the mode score was 70 in which there were 9 students. (See Appendix 20).

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3. Result of Normality Test

Based on the calculation, the scores of normality test were marked by $L_{observed}$. The $L_{observed}$ of each datum are as follows :

$L_{observed}$ pre-test of control class was 0.153 (See Appendix 18)

$L_{observed}$ post-test of experimental class was 0.143 (See Appendix 19)

Based on the *liliefors* table. It is found that $L_{critical}$ for 30 students with = 0.05 is 0.161. Therefore it can be concluded that the data above are in the normal distribution because $L_{observed}$ was $L_{critical.}$

4. Result of Homogeneity Test

According to the result of measurement, the result of homogeneity test is 1.74. based on *fisher table,* it is found that F-critical of 0.05 (30.30) = 1.84 (See Appendix 20). Finally, it can be concluded that the data in control and experimental class are homogenous because the score of $F_{observed}$ $F_{critical.}$

5. Result of Hypothesis Test

The result of the T-test was 3.6 while the df (data of sample from both control and experimental classes subtracted by 2) was 58. So that, the result of level of significant 0.05 is 1.67-1.68. From this, it could be seen that the result of T-test was significant in the range of 0.05. if $T_{observed}$ $T_{critical}$ H_a was accepted because 3.6 1.67-1.68. So in this case H_a was accepted. Then it could be assumed that there was significant influence of using questioning strategy toward students' comprehension in reading narrative text. (See Appendix16 and 21).

D. Discussion

Based on the finding of the research, it was found that the students who were taught by using questioning strategy could comprehend the text and parts of generic structure of the narrative text, so that the students easily to absorb the material.

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 influence of using questioning strategy toward students' reading comprehension in narrative text, it can be identified through the result of pre-test and post-test experiment class and control class. Based on the result of the pre-test before questioning strategy was implemented, the students' reading comprehension in narrative text was lower than after questioning strategy was implemented. After getting the treatments and post-test was conducted, it found that there were significant differences between the

experimental class and the control class where the post-test score of the experimental class was higher. It could be seen the mean pre-test score of control class was 55.5 and in the post-test was 67 while the mean of pre-test score of experimental class was 61.5 and in the post-test was 79.6. It means that the most improvement was in the experimental class. The result of the data analysis showed that the using of questioning strategy in teaching reading narrative text seemed to be applicable for the tenth grade of MA Yasmida Ambarawa Lampung Pringsewu academic year of 2017/2018. It indicates that after giving treatment by using questioning strategy the students have be better achievement and the writer has known in the application of treatment the students' attention be focused in learning, and the students easier to understand the lesson. There were two researcher related to questioning strategy that have been conducted. The first was research by Ahmad Zainur, from this research can be taken a conclusion that using questioning can improve students' ability in reading comprehension.[1] Another research by Nurfika Wahidha.[2] She states that there was significant difference of students' achievements in understanding the reading text between before and after using for the second grade of SMP IT Baitul Jannah.

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[1] Ahmad Zainur, *Improving Students' Reading Comprehension of Tenth Grade Students using Questioning Strategy at SMA Terpadu 1 Wonodadi Blitar in Academic Year of 2010/2011*, (Tulungagung: IAIN Tulungagung, 2013), p. 76

[2] Nurfika Wahidha, *The Effectiveness of Using Questioning Strategy in the Student Reading Comprehension at Second Grade in SMP IT Baitul Jannah in Academic Year of 2012/2013*, (Pringsewu: STKIP Muhammadiyah Pringsewu, 2013), p. 80

The questioning strategy encouraged the students to be more active and motivated in teaching reading, especially in narrative text. It could be seen in teaching learning process, they were as follows:

1. In the experimental class

   When the writer taught using questioning strategy, it made the students more interested and active. In the teaching and learning process, the students felt relaxed, so they could express information from the text in the classroom freely. When the teacher asked the students to comprehend the text, most of them could comprehend it, because the students were not passive readers and they always keep questioning and attemp to find out the answer. Beside, it could be encouraged the students to clarify their understanding in the text.

2. In the control class

   When the writer taught using flip strategy, the writer explained the material and asked the students to read the text. Before the students read the text the writer gave some questions to build their knowede about the text. The students' attention were not focused on the lesson. The students seemed bored with it because they had to open their dictionary all the time to get the meaning of the difficul words and not all of the students could answer the questions before they read the text. It made them difficult to absorb the materials they could not improve their comprehension about narrative text.

Based on the statement above, it was proven that there was a significant difference of students' achievements in understanding the reading text between the students who were taught by using questioning strategy and those who were taught the control by using flip strategy. So in this case, the writer would like to say that using questioning strategy in teaching reading can be more better strategy. There is positive influence of questioning strategy towards students' reading comprehension in narrative text. The questioning strategy encouraged the students to be more active and motivated in learning reading, especially in narrative text. Additional, teaching reading by using questioning strategy can improve students' reading comprehension in narrative text

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research was carried out in MA Yasmida Ambarawa in the academic year of 2017/2018, the writer might draw conclusions as follows :

By implementing questioning strategy, the students become more active to follow the class and they become more comfortable in learning narrative text. Since questioning strategy gives them chance to be actively reading and involved with the text, so that they enjoy the class during the teaching learning process. Moreover, questioning strategy could give opportunities in developing interaction between students themselves and also with the text. In learning narrative text of reading, the students were given chance to express their idea while comprehending text.

There was influence of using questioning strategy towards students' reading comprehension in narrative Text at the tenth grade of first semester of MA Yasmida Ambarawa in the academic year of 2017/2018 before and after being taught through questioning strategy as seen from the result of T-test where the $t_{observed}$ was 3.6 and the $t_{critical}$ is 1.67-1.68. In other words, $t_{observed}$ was higher than $t_{critical.}$ ($t_{observed} > t_{critical}$, 3.6 > 1.67-1.68) (see appendix 16).

Based on the result of the data analysis, the writer made some conclusions, they are: there is positive influence of questioning strategy towards students' reading comprehension in narrative text. The questioning strategy encouraged the students to be more active and motivated in learning reading, especially in narrative text. Additional, teaching reading by using questioning strategy can improve students' reading comprehension in Narrative Text at the Tenth Grade of First Semester of MA Yasmida Ambarawa in the Academic Year of 2017/2018.

B. Suggestion

Based on the conclusion above, the writer would like to give some suggestions, they are:

1. Suggestion for the English Teachers

a. Based on the research, the questioning strategy can be used to improve the quality of the teaching learning process, especially in teaching reading for senior 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 english teachers can use questioning strategy as one of strategy to increase their reading.

b. Teachers should be more creative in producing and using interesting strategy in the teaching reading.

2. Suggestion for the Students

    a. The questioning strategy has a positive effect on the students' reading comprehension. By using 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 questioning strategy the students can learn as much as possible from the mistakes.

    b. The students should have more time to practice reading, not only in school but also in their home.

3. Suggestion for the Other Researchers

In regard to the finding of the research, this thesis is only concerned with the questioning strategy. The questioning is a strategy 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 worth while to be further explored by other researchers.