

## **IMPROVING STUDENTS' READING COMPREHENSION BY USING QUESTIONING TECHNIQUES IN NARRATIVE TEXT**

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### **Abstract**

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

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

### **INTRODUCTION**

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

Based on writer experience when doing teaching practice, almost all the students of grade VIII were not able to read narrative text currently. When the write asked them to read a narrative text, the students spent much time in doing it

and some of them read this in ambivalent. The fact shows that teaching-learning English in the school is very low. While having practical teaching program (PPL) at SMA Futuhyah Mranggen Demak , the writer found that students find some difficulties with reading comprehension since they cannot understand the text (Ratminah, 2014 : 15). These problems are influenced by many factors. Firstly, the students not extracted for learning English, secondly students just learning English especially read English text just in the school, the third the students not interested for reading English book, like stories above English, comic and etc.

Concerning with the problem above, it is a must to make an innovation in teaching reading, teacher must have a technique in teaching reading to help students understand the meaning of the text easily, enjoy and easy in reading activity. Many techniques can be used to overcome this reading comprehension problem such as questioning techniques. Questioning techniques is believed to help the students in learning reading because it can to actively involve students in the lesson. Questions that focus student attention on important elements of a lesson result in better comprehension than those

that focus on unusual or interesting elements.

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

Based on the background above, the writer is interested in conducting a research *Improving Students' Reading Comprehension By Using Questioning Techniques In Narrative Text class X-4 at SMA N.1 Sei Rampah.*

Reading comprehension is the essence of reading; one reason why students read is to see if they themselves can understand what the text is about. (Sipayung, K.T & Pangaribuan, 2019) state that Sometimes the ESP teachers focused on teaching grammar and reading than the other language skills and subskills. If they cannot understand, there might be several problems that should be identified by teacher. Blachowicz and Ogle (2008: 27) comprehension is an interest-driven process where the purpose ca reading can change over time. The reader has an interest in what she/he was reading and has questions she/he wants to answer. It means that her/his search process also changes as her/his purpose changes. Comprehension doesn't happen at one point; rather is it the process that takes place over time. In conclusion, reading comprehension is an interaction between thought and language to get the meaning of the text.

Reading should be purposeful activities. Before achieving the objective of reading fluency, the reader has to know her/ his purpose to read. Rivers and

Temperly (1978:187) in Nunan (1999:215) suggest that there are seven main purposes for reading:

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

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

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

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

- a. To find out what pupils already

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

**METHOD**

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

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

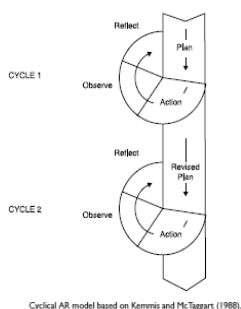


Figure 1. Cyclical AR model based on Kemmis and McTaggart (1998)

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

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

$$\bar{X} = \frac{\sum x}{N} \times 100\%$$

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

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

$$P = \frac{R}{T} \times 100\%$$

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

**Finding and Discussion Research Finding**

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

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

Table 1. The score of students from orientation test, cycle I and cycle II test

N	Student' Score of Scor	Score of Scor	Score of
o	s initial	The	e of e of
		Orientatio	cycle Cycl
		n Test	e 2
			Test Test

N o	Student' s initial	Score of The Orientatio n Test	Scor e of cycle 1 Test	Scor e of Cycl e 2 Test
1	FIN	76	80	84
2	HF	72	76	80
3	TN	68	80	84
4	EW	76	80	88
5	SRAS	64	80	84
6	K	60	76	84
7	M	60	76	80
8	RA	52	68	72
9	RSP	64	80	84
10	CN	64	72	76
11	AS	60	72	76
12	IAS	80	84	92
13	RAN	60	76	80
14	SWU	64	80	84
15	IS	64	70	72
16	FA	56	68	72
17	S	68	80	84
18	AL	56	72	76
19	R	60	76	80
20	AW	56	68	76
21	APS	52	68	72
22	RPA	56	68	72
23	VY	60	76	84
24	NEA	64	72	76
25	EFS	56	68	72
26	BYB	68	72	76
27	EM	76	80	88
28	RF	68	72	80
29	SUB	80	84	92
30	PKS	68	80	84
	Total	1928	2254	2404
	Score			
	Mean	64,26	75,13	80,13

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

### Conclusions

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

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