

**THE EFFECTIVENESS OF SELF-QUESTIONING STRATEGY TOWARD  
STUDENTS' READING COMPREHENSION SKILL AT THE THIRD  
SEMESTER ENGLISH STUDENTS OF STAIN PALANGKA RAYA**

**THESIS**

**Presented to Department of Education of the State Islamic College Palangka  
Raya in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan Islam**



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Peace be unto you and God's mercy and blessing us well.

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# **The Effectiveness of Self-Questioning Strategy toward Students' Reading Comprehension Skill at the Third Semester English Students of STAIN Palangka Raya**

## **ABSTRACT**

The principle purpose of the study is to measure the effect of self-questioning strategy toward students' reading comprehension skill at the third semester English students of STAIN Palangka Raya.

The type of study was quasi-experimental study especially non-randomize control group, pre-test - post-test design and the writer used quantitative approach in finding out the answer of the problem of study.

The population of the study was the whole students of the third semester English students of STAIN Palangka Raya. There were two classes becoming sample of study namely A class as experiment group and C class as control group with the total number of each class are 26 students and 27 students. The sample of study is determined using cluster sampling technique.

Both of groups were given a pre-test to gain the first students' reading score. After gaining the pretest score, the students in the experimental group were taught using self-questioning and the students in the control group were taught without using self-questioning. After that, the writer gave a post-test to the both experimental and control group to gain the students' final score.

After getting the data from experimental and control group, the writer analyzed the data using t-test calculation with manual and also SPSS 17.0 program to test the hypothesis. The result of t-test with manual calculation found the calculated value ( $t_{\text{observed}}$ ) was greater than  $t_{\text{table}}$  at 1% and 5% significance level or  $2.021 < 3.020 > 2.704$  and the result of t-test with SPSS 17.0 calculation also found the calculated value ( $t_{\text{observed}}$ ) was greater than  $t_{\text{table}}$  at 1% and 5% significance level or  $2.021 < 3.041 > 2.704$ . The result of testing hypothesis determined that alternative hypothesis ( $h_a$ ) stating that self-questioning strategy gives effect on the students' reading comprehension skill was accepted and  $H_o$  stating that self-questioning strategy does not give effect on the students' reading comprehension skill was rejected. It meant that reading with self-questioning strategy gave significant effect on the students' reading comprehension skill of the third semester English students of STAIN Palangka Raya.

**Key Words:** Self-questioning, and Reading Comprehension.

## **The Effectiveness of Self-Questioning Strategy toward Students' Reading Comprehension Skill at the Third Semester English Students of STAIN Palangka Raya**

### **ABSTRAK**

Tujuan utama dari penelitian ini adalah untuk mengukur pengaruh strategi Self-questioning terhadap kemampuan pemahaman membaca mahasiswa semester tiga jurusan Bahasa Inggris di STAIN Palangka Raya.

Jenis penelitian ini adalah penelitian eksperimen semu khususnya desain tanpa pengacakan, kelompok kontrol, pra-uji - pasca-uji dan penulis menggunakan pendekatan kuantitatif untuk menemukan jawaban dari penelitian.

Populasi dari penelitian ini adalah seluruh mahasiswa semester tiga jurusan Bahasa Inggris STAIN Palangka Raya. Terdapat dua kelas yang menjadi sampel penelitian yaitu kelas A sebagai kelompok eksperimen dan kelas C sebagai kelompok kontrol yang masing-masing kelas berjumlah 26 mahasiswa dan 27 mahasiswa. Penentuan sampel penelitian dengan menggunakan teknik cluster sampling.

Kedua kelompok diberikan pra-uji untuk memperoleh nilai pertama siswa. Setelah memperoleh nilai pra-uji, siswa di kelompok eksperimen diajarkan dengan strategi self-questioning dan siswa di kelompok kontrol diajarkan tanpa strategi self-questioning. Kemudian, penulis memberikan pasca-uji kepada kedua kelompok eksperimen dan kontrol untuk memperoleh nilai akhir siswa.

Setelah mendapatkan data dari kelompok eksperimen dan kontrol, penulis menganalisis data tersebut menggunakan perhitungan T-test dengan perhitungan manual dan program SPSS 17.0 untuk pengujian hipotesis. Hasil dari perhitungan uji-t dengan perhitungan manual menunjukkan nilai  $t_{hitung}$  lebih besar dari pada  $t_{table}$  pada 1% and 5% tingkat signifikansi atau  $2.021 < 3.020 > 2.704$  dan hasil dari perhitungan uji-t dengan perhitungan program SPSS 12.0 juga menunjukkan nilai  $t_{hitung}$  lebih besar dari pada  $t_{table}$  pada 1% and 5% tingkat signifikansi atau  $2.021 < 3.041 > 2.704$ . Hasil pengujian hipotesis menunjukkan bahwa Hipotesis Alternative ( $h_a$ ) yang menyatakan bahwa mengajar membaca menggunakan strategi self-questioning memberikan pengaruh pada kemampuan pemahaman membaca mahasiswa telah diterima dan Hipotesis Nihil ( $h_o$ ) yang menyatakan bahwa mengajar membaca menggunakan strategi self-questioning tidak memberikan pengaruh pada kemampuan pemahaman membaca mahasiswa telah ditolak. Ini berarti bahwa mengajar membaca menggunakan strategi self-questioning memberikan pengaruh terhadap kemampuan pemahaman membaca mahasiswa semester tiga jurusan Bahasa Inggris di STAIN Palangka Raya.

**Kata Kunci:** Self-Questioning, dan Pemahaman Membaca.



## **DECLARATION OF AUTHENTICATION**

In the name of God

I myself make declaration that this thesis entitle The Effectiveness of Self-Questioning Strategy toward Students' Reading Comprehension Skill at the Third Semester English Students of STAIN Palangka Raya is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so. I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, November 28<sup>th</sup>, 2014

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**MOTTO**

“Every Problem  
is an Opportunity  
to Generate Better Solutions”

(ROBIN SHARMA)

## **DEDICATION**

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## **LIST OF ABBREVIATIONS**

EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
C	:	Control Group
E	:	Experiment Group
K-R	:	Kuder-Rechardson
SPSS	:	Statistical Package for Service Solution
STAIN	:	Sekolah Tinggi Agama Islam Negeri
TOEFL	:	Test of English as a Foreign Language

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## CURRICULUM VITAE

**Desy Damayanti** was born on December 20<sup>th</sup>, 1992 in Palangka Raya, Central Borneo. She was the second child from four children of Drs. H. Rawansyah, MM. and Hj. Nurkhalis, SE. She has one older sister, Dina Maryati, S.Farm, Apt., she also has one younger brother and sister, Amir Muhaimin and Dhiya Alfi Azizah. Her hobbies are reading novels, watching K-drama, singing and hanging out with friends.



She began her study when she was six years old at the Islamic Elementary School (MIN Langkai, Palangka Raya). She graduated Elementary in 2004. Then, she continued her study to Islamic Junior High School at MTsN 1 Model Palangka Raya from 2004 till 2007 and to Islamic Senior High School at MAN Model Palangka Raya from 2007 till 2010 and took science program class in the last two years to finish her study.

To continue her study, she entered the State Islamic College of Palangka Raya in 2010. In order to be an English Teacher, she chose English Study Program and finished her study for 4,5 years. Finally, she got her Sarjana Degree and graduated in 2014, with an expectation she wants to be a professional English teacher.