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

By

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To, Director of the State Islamic College of Palangka Raya

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

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Thank you for your attention.

Peace be you and God’s blessing us.

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The writer realizes that the research is still far from the perfect, therefore some constructive critical and suggestions are warmly welcome. Hopefully, may Allah keep us on the straight path and reward us for what we have done and this can be useful for all of us.

Palangka Raya, November 28th, 2014

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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 ($t_{observed}$) was greater than $t_{table}$ 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 ($t_{observed}$) was greater than $t_{table}$ 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 $H_0$ 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-uj - pasca-uj 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.


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 signifikasi 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 signifikasi 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 ($h_0$) 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 entitled 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 28th, 2014

Writer

Desy Damayanti
SRN. 1001 120 595
MOTTO

“Every Problem

is an Opportunity

to Generate Better Solutions”

(ROBIN SHARMA)
DEDICATION

With all of my proud, I dedicated this thesis to:

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LIST OF CONTENTS

APPREVAL OF THE THESIS ADVISORY COMMITTEE ................................................ ii
OFFICIAL NOTE ........................................................................................................ iii
LEGALIZATION OF THESS EXAMINING COMMITTEE ........................................... iv
ACKNOWLEDGEMENT ................................................................................................. v
ABSTRACT ................................................................................................................ vii
ABSTRAK ................................................................................................................... viii
DECLARATION OF AUTHENTICATION ...................................................................... ix
MOTTO ......................................................................................................................... x
DEDICATION .............................................................................................................. xi
LIST OF CONTENTS ................................................................................................... xii
LIST OF TABLE ......................................................................................................... xiv
LIST OF ABBREVIATION ........................................................................................... xv
LIST OF APPENDICES .............................................................................................. xvi

CHAPTER I: INTRODUCTION .................................................................................. 1
   A. Background of Study ......................................................................................... 1
   B. Previous Study ................................................................................................. 8
   C. Problems of Study ............................................................................................ 11
   D. Hypotheses of the Study .................................................................................. 11
   E. Delimitation of Study ...................................................................................... 11
   F. Assumption of the Study ............................................................................... 12
   G. Objectives of Study ......................................................................................... 12
   H. Significances of Study .................................................................................... 12
   I. Operational Definition .................................................................................... 13
   J. Frame of Discussion ........................................................................................ 13

CHAPTER II: REVIEW OF RELATED LITERATURE ............................................. 15
   A. The Nature of Reading .................................................................................... 15
   B. Reading Comprehension Strategies ................................................................ 23
   C. Self-Questioning .............................................................................................. 29
   D. Level of Comprehension ............................................................................... 33
   E. Assessing Reading .......................................................................................... 35
   F. The Taxonomy of Educational Objectives .................................................... 36

CHAPTER III: RESEARCH METHODOLOGY .................................................... 39
   A. Research Type ................................................................................................ 39
   B. Research Design ............................................................................................. 39
   C. Variable of Study ........................................................................................... 40
   D. Population and Sample .................................................................................. 41
   E. Research Instrument ....................................................................................... 42
   F. Data Collecting Procedure .......................................................................... 54
   G. Data Analysis Procedure .............................................................................. 55

xii
CHAPTER IV: RESULT OF THE STUDY ................................................................. 58
A. Students’ Difference Score on Pre-Test and Post Test .......... 58
B. Students’ Difference Number of Producing Self Questioning 60
C. Percentage of the Students’ Score Category ...................... 62
D. Students’ Score Percentage Based on the Item Level .......... 63
E. The Result of Data Analysis ......................................................... 65

CHAPTER V: DISCUSSION ........................................................................ 72

CHAPTER VI: CLOSURE .......................................................................... 74
A. Conclusion ................................................................................. 74
B. Suggestion ................................................................................. 76

REFERENCES
APPENDICES
CURRICULUM VITAE
LIST OF TABLES

Table 3.1. The Scheme of Quasi-Experimental Design ........................................40
Table 3.2. The Description of Population and Sample ........................................42
Table 3.3. Scoring Rubric for Students’ Reading Comprehension .........................43
Table 3.4 Item Discrimination Level ....................................................................47
Table 3.5 Prediction for Reading Test Ability ....................................................53
Table 4.1. Students’ Difference Score on Experiment Group .............................58
Table 4.2. Students’ Difference Score on Control Group .................................59
Table 4.3. Students’ Difference Number of Producting Self-Questioning in
   Experiment Group ..........................................................................................60
Table 4.4. Students’ Difference Number of Producting Self-Questioning in Control
   Group ..............................................................................................................61
Table 4.5. Percentage of Experiment Group’s Score based on Category ............62
Table 4.6. Percentage of Control Group’s Score based on Category ..................63
Table 4.7. Percentage of Experiment Group’s Score based on the Item Level ......63
Table 4.8. Percentage of Control Group’s Score based on the Item Level ...........64
Table 4.9. The Standard Deviation and the Standard Error of $X_1$ and $X_2$ .......66
Table 4.10. The Result of T-test .........................................................................68
Table 4.11. The Standard Deviation and the Standard Error of $X_1$ and $X_2$ ......69
Table 4.12. The Calculation of T-test Using SPSS 17.0 ......................................70
Table 4.13. The Result of T-test Using SPS 17.0 ...............................................71
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<td>C</td>
<td>Control Group</td>
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<td>E</td>
<td>Experiment Group</td>
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<td>K-R</td>
<td>Kuder-Rechardson</td>
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<td>SPSS</td>
<td>Statistical Package for Service Solution</td>
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<td>STAIN</td>
<td>Sekolah Tinggi Agama Islam Negeri</td>
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<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
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<td>Appendix</td>
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<td>Appendix 1</td>
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CURRICULUM VITAE

Desy Damayanti was born on December 20th, 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.