CHAPTER I

INTRODUCTION

This part covers the background of the study, previous study, problem of the study, hypotheses of the study, delimitation of study, assumption of the study, objectives of the study, significances of the study, operational definition and frame of discussion.

A. Background of the Study

Language was not only the principal medium that human beings used to communicate with each other but also the bond that links people together and binds them to their culture. To understand our humanity, therefore, we must understand the language that made us human.[1]

Besides, language is very important for our life. People can know each other because they have language. One of the ways to communicate with other people is by using language. It cannot deny that by using it human being can express their ideas, feelings, and opinions. It it difficult to understand the other people if there is no language. So, it has the main role in the society.[2]

English is a foreign language in Indonesia. It becomes an important need for people to gain more combative advantages. It is known that language has function as media to connect among nations, and to develop knowledge and science.[3]

---

[1] Virginia, *Language Introductory Readings,* New York: ST. Martin' Press, 1981, p. 1.
[2] A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, Oxford University Press, 1995, p 662.
[3] Abdul Chair and Leony Agustina, *Sosiolinguistik: Perkenalan Awal,* Jakarta: PT. Rineka Cipta, 2004, p. 226.

The main purpose of English teaching in Indonesia is to enable students to use English in real situation. It means which the students can use it as a means of communication and comprehending some sources written in it. Students speak English in real situation it means in process teaching and learning at school. The students able to comprehend that language from the written, vocabulary, grammar, reading, speaking and writing. English is regarded as the first foreign language to be taught at elementary school as a local content, at secondary schools as a compulsory subject, and at the universities as an additional subject.[4]

The goals of teaching English in different levels of education are different so that the materials are also different.[5] In tertiary education -- the educational level following the completion of a school providing a secondary education -- teachers need to stimulate active, not passive learning, and to encourage students to be critical, creative thinkers, with the capacity to go on learning after their college days are over. They need to create a process of active learning by posing problems, challenging student answers, and encouraging (students) to apply the information and concepts in assigned readings to a variety of new situations.[6]

Beside that, people can learn in a variety of different ways, and the higher education system needs to be flexible in supporting and accrediting them all. While campus-based learning will continue to play a major role in higher

---

[4] EndangFauziaty, *Teaching of English as Foreign Language,* Surakarta: Muhammadiyah University Press, 2002, p. 188.

[5] DwiWijayanti, "*Descriptive Study of Teaching Reading Comprehension Using Jigsaw to the Second Year Students of Smp N 2 SimoBoyolali Academic YEAR'S 2009/2010 (A Classroom Action Research)*", Unpublished Muhammadiyah University of Surakarta; Surakarta, 2010, p. 1

[6] Report of the Strategy Group, *National Strategy for Higher Education to 2030,* Dublin: Department of Education and Skills, 2011, p.52-53

education, the institutions will have to accommodate and serve the needs of an increasingly diverse student body, many of whom will need to engage flexibly with higher education.[7]

Learning to read in English is a great challenge for EFL students, especially when it is mostly for academic purposes. One way to envision the steps an EFL learner must take is to consider the nature of their language learning on a continuum.[8]

According to Carrell, reading is the most important skill in English learning.[9] Also, the reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading is an indispensable skill for learners in the English as a Foreign Language (EFL) context, and foreign language reading comprehension is an interactive and complex process influenced by linguistic and cognitive factors, social and cultural factors, and affective and motivational factors. Strengthened reading skills enable EFL learners to make more progress and obtain greater development in all academic domains.[10]

The writer used expository text in this research because according to Duke, a dominant feature in content-area instruction and success in higher

---

[7] *Ibid*, p.54

[8] Pataraporn Tapinta, *Exploring Thai EFL University Students' Awareness of Their Knowledge, Use, and Control of Strategies In Reading and Writing*, Dissertation, Texas: University of North Texas, 2006, p.1.

[9] P. L. Carrell, *The effects of rhetorical organization on ESL readers*. TESOL Quarterly, 18(3), 1984, p.441.

[10] Yusheng Li and Chuang Wang, *An Empirical Study of Reading Self-efficacy and the Use of Reading Strategies in the Chinese EFL Context*, The Asian EFL Journal Quarterly June 2010 Volume 12, Issue 2 p.2

education is the reliance on expository text to teach the content.[11] Expository text, as one kind of text in reading, provides information to the reader on a specific subject or topic.[12] Expository text is not only an important component in the classroom, but also a constant companion in everyday life.[13]

Beside that, the lack of expository reading strategies taught in the classroom can account for students struggling to read informational books. Students need to be prepared for encounters with this type of text and consistently exposed to it in order to gain familiarity and confidence in constructing meaning.[14]

In connection with reading activity, many EFL students face some problems, such as approach reading passively, reading heavily on the bilingual dictionary, and spending much time in translating sentences; they often select ineffective and inefficient strategies with little intent.[15]

Moreover, there are certain students who are able to read fluently but do not understand the text that they have read and the meaning that it conveys. Usually, they will read and continue to read until the last sentence without understanding the text. This condition continues until a stage where the students do not know and do not realize their weaknesses. The weaknesses comprise awareness aspects such as not being able to detect their own reading, reading

---

[11] N. K. Duke, *3.6 Minutes Per Day: The Scarcity of Informational Texts in First Grade*. Reading Research Quarterly, 35, 2000,p. 202.

[12] Kristen Ephraim, *Reading Comprehension Instruction for Expository Text in Elementary Education*, Unpublish, Thesis, 2009,Liberty University Fall, p.5

[13] *Ibid*, p.6

[14] *Ibid*, p.7

[15] M. Ko, *A Study On Teachers' Perception Of Strategy Use: Reading Strategy Instruction And Students' Motivation To Read*, Journal of N.H. I. T., 5, 2002, p.202.

without any control and not being aware of what they understand and vice versa.[16]

Beside that, there are students who do not use appropriate reading strategies when reading certain texts. Consequently, they are not able to fully understand the text that they have read. In addition, by just reading once, one definitely could not grasp the meaning that the author is trying to convey.[17]

Nevertheless, some scholars maintain that reading can be trained as long as using appropriate learning strategies.[18] Also, it is imperative to prepare L2 learners at universities to become competent readers by raising their awareness of reading strategies.[19] Moreover, a typical finding in research into reading strategies is that greater awareness is likely to lead to better reading comprehension.[20]

One of the strategies that can increase self-awareness of the reader is self-questioning strategy. Hui-Fang Shang and I-Ju Chang-Chien stated that self-questioning strategy is effective because students can be aware of their lack of reading comprehension.[21]

---

[16] Dr Yahya Othman and Noradinah Hj Jaidi, *The Employment of Metacognitive Strategies to Comprehend Texts Among Pre-University Students in Brunei Darussalam,* American International Journal of Contemporary Research Vol. 2 No. 8; August 2012, p.2

[17] *Ibid.*

[18] Hui-Fang Shang and I-Ju Chang-Chien, *The Effect of Self-Questioning Strategy on EFL Learners' Reading Comprehension Development*, The International Journal of Learning Volume 17, Number 2, ISSN 1447-9494, 2010, p.1.

[19] Ahmad Alhaqbani & Mehdi Riazi, *Metacognitive Awareness Of Reading Strategy Use In Arabic As A Second Language, Reading in a Foreign Language*, Volume 24, No. 2 ISSN 1539-0578, 2012, p.2.

[20] P. L. Carrell, B. G. Pharis & J. C. Liberto, *Metacognitive Strategy Training For ESL* Reading. TESOL Quarterly, 23, 1989, p.648.

[21] Hui-Fang Shang and I-Ju Chang-Chien, *The Effect of Self-Questioning Strategy on EFL Learners' Reading Comprehension Development*, The International Journal of Learning Volume 17, Number 2, ISSN 1447-9494, 2010, p.4

As a cognitive tool, questions are critical to learning. They "select appropriate information from the text", thereby focusing the reader's attention on this significant aspect of the text and increasing the potential for learning.[22]

In this connection, training students to generate questions while reading literary texts has been assumed to be a useful strategy to interpret literary texts.[23] This stems from the fact that self-questioning while reading fosters "self-regulative, independent learning".

The schema theory is another basis for the predicted efficacy of self-questioning. According to Mckay, "comprehending a text is an interactive process between the reader's background knowledge and the text"[24]. Formulating questions about the text activates the reader's schema, thereby facilitating the connection between what is already known and the new information in the text.

Generally speaking, self-questioning in reading has been investigated from different theoretical angles. As the literature indicates, most self questioning studies while reading published since 1992 show positive treatment effects on students' reading comprehension.[25]

Recent study in 2009 by Dyah Sunggingwati also stated that research in self-questioning strategy needs to be expanded and continued because this study

---

[22] H. Singer & D. Donlan, Active comprehension: Problem-solving schema with question generation for comprehension of complex short stories. *Reading Research Quarterly, 17(*2),1982, p. 169.

[23] C. Eliason, *Encouraging students to respond to reading to deepen understanding*, Illionois Reading Council Journal. *37*(3), 2009, p.27.

[24] S.Mckay, *Cultural knowledge and the teaching of reading*, Forum, *25*(2), 1987, p.18.

[25] Katayoon Afzali, *The Impact of Instructing Self-Questioning in Reading Literary Texts,* International Journal of Linguistics ISSN 1948-5425 2012, Vol. 4, No. 2, 2012, p. 3.

has shown the potential of the strategy to enhance students' engagement in learning and potentially to foster improvements in reading comprehension.[26]

Self-Questioning is one of the reading strategies which has some importances or benefits in reading process as follows:

a. Because "constructing questions involves decisions on what information is question-worthy" [27], self-questioning "places the responsibility for learning on the students, increases attention, and allows students to take corrective action"[28].

b. Self questioning reduced feelings of frustration and failure.[29]

c. This strategy helps the reader gain a deep understanding of the text, remember the text better, and generate inferences that are central for coherence.[30]

d. Motivating students to ask questions while reading can help them to be actively involved with the text which, in turn, can help them improve their understanding.[31]

e. Forming questions (and finding their answer) is a useful technique in reading activity because it gives the reader a purpose for reading, it forces the reader to concentrate and to look for answers to specific questions those the reader's

---

[26] Dyah Sunggingwati, *Developing Teachers' and Students Use of Self-Questioning Strategy in an English as a Foreign Language (EFL) Context in Indonesia,* Thesis, Australia: The University of Queensland, 2009.

[27] L. Frase & B. Schwartz, *Effect of question production and answering on prose recall.* Journal of Educational Psychology, 72(5), 1975, p. 674

[28] C. Gillespie, *Questions about student-generated questions.* Journal of Reading, 34(4), 1990, p.253

[29] *Ibid.*

[30] Danielle S. McNamara, *Reading Comprehension Strategies,* New Jersey: Lawrence Elbaurn Associates. Inc,. Publisher, p.40

[31] Katayoon Afzali, *The Impact of Instructing Self-Questioning in Reading Literary Texts,* International Journal of Linguistics ISSN 1948-5425 2012, Vol. 4, No. 2, 2012, p. 2.

has formed. Forming questions (and reading to answer them) often improves both the reader's comprehension and retention.[32]

According to some benefits in Self-Questioning strategy above, as quantitative nature, writer interested to verify those theories by carrying out the study entitle:**"The Effectiveness of Self-Questioning Strategy toward Students' Reading Comprehension Skill at the Third Semester English Students of STAIN Palangka Raya"**

B. Previous Study

Related to the study, before conducting the study, the writer review some related previous studies. These previous studies give insight about the issues discussed in the study. There are some related studies about writer's thesis.

First, Dyah Sunggingwati, had conducted a study entitle "Developing Teachers' and Students Use of Self-Questioning Strategy in an English as a Foreign Language (EFL) Context in Indonesia".[33] The study used qualitative research. This study was conducted in Samarinda, the capital of East Kalimantan, Indonesia, where English is a foreign language to Indonesian speakers. Three teachers and their Grade 11 classes from three different secondary schools participated in a multiple-site case study which was employed to generate rich explanatory data across sites. Data were gathered from both teachers and students in the form of observations, field-notes, interviews and reflective journals. Audio and video recordings of classes and teaching of

---

[32] Elenanor S. Leo, *Powerful Reading, Efficient Learning,* New York: Macmillan Publishing Company, 1994, p. 8.

[33]Dyah Sunggingwati, *Developing Teachers' and Students Use of Self-Questioning Strategy in an English as a Foreign Language (EFL) Context in Indonesia,* Thesis, Australia: The University of Queensland, 2009.

English reading were used to support the data collection. The findings from this study show that teachers relied on textbooks for pedagogies for teaching reading and for the kinds of questions they asked to assist in reading comprehension. This meant that both teachers and students were exposed mainly to low level questions. The findings suggest that research in self-questioning strategy needs to be expanded and continued because this study has shown the potential of the strategy to enhance students' engagement in learning and potentially to foster improvements in reading comprehension.

Second, Jo A. Dunlap, had conducted a study entitle "The Effect of Self-Questioning on Comprehension of Expository Text and Development of Content Writing with Second Grade Students".[34] The effects of instruction in self-questioning skills on comprehension of expository text and on ideas and content and organization traits in writing were explored. The expository reading and writing performance of 19 second grade students in an urban, low SES elementary school receiving instruction in a questioning strategy was compared with a stratified sampling of students from other classrooms in the same school. Pre and post assessments include a graphic organizer to record topic, main idea, and supporting details when reading an article and writing samples scored using the 6 trait analytical rating guide. Students using the strategy made significant progress in reading comprehension of expository text and the ability to use the trait of ideas and content in their writing. However, the positive effect of self-

---

[34]Jo A. Dunlap, *The Effect of Self-Questioning on Comprehension of Expository Text and Development of Content Writing with Second Grade Students,* Thesis, Kansas, United States: Wichita State University. 1999.

questioning on the use of the ability to use organization in their writing was not supported.

Third, Jack Mostow and Wei Chen, had conducted a study entitle "Generating Instruction Automatically for the Reading Strategy of Self-Questioning."[35] In this study, the writers used method was qualitative research. The result showed that self-questioning strategy, also known as question generation, reader pose questions to themselves about the text. Good questions help the reader infer and retain the meaning of the text. This research found that there are three theoritical frameworks underlying instructional research in self-questioning. First, schema theory suggest that self-questioning activates the reader's background knowledge. Second, by bolstering metacognitive awareness, self-questioning helps students monitor their own comprehension. Third, by making readers process text actively, self-questioning invokes higher-order comprehension processes, such as inferring answers from text already read, or priming the students to notice them in later text, and improves retention.

In conclusion, the differences between the previous studies with the writer is related to the approach of the study that is uses. The related studies used qualitative, development and descriptive study. Meanwhile, this study was experimental research; it was conducted in the reading by using self-questioning strategy. The purpose of the study was to know the effect of self-questioning strategy toward students' reading comprehension skill at the third semester English students of STAIN Palangka Raya.

---

[35]Jack Mostow and friend, *Generating Instruction Automatically for the Reading Strategy Use of Self-Questioning,*2009, Project Listen, Carnegie Mellon University.

C. Problem of the Study

Based on the background of the study above, the writer formulated the problem:

What are the effectiveness of using self-questioning strategy toward students' reading comprehension skill at the third semester English students of STAIN Palangka Raya?

D. Hypotheses of the Study

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.[36] The hypothesis was divided into two categories; they were Alternative Hypothesis and Null Hypothesis:

Ha   : Self-questioning strategy gives effect to the students' reading comprehension skill.

Ho   : Self-questioning strategy does not give effect to the students' reading comprehension skill.

E. Delimitation of the Study

According to the background and the problem of the study above, the writer made the scope and limitation of this research. The scope and limitation were made in order to the research more focus, effective and not go away from the topic.

This study emphasized in the effect of using self-questioning strategy toward students' reading comprehension and the effect of self-questioning

---

[36] David Nunan, *Research Methods in Language Learning,* New York: Cambridge University Press, 1992, p.230.

strategy in reading subject at the third semester English students of STAIN Palangka Raya. The type of reading in the study was limited to the expository text. The study was also limited to the level of literal and interpretative level.

F. Assumption of the Study

There is an assumption in this study, that is:

Self-questioning strategy can be applied as strategy in reading expository text.

G. Objective of the Study

The objective of the study is:

To know the effectiveness of using self-questioning strategy toward students' reading comprehension skill at the third semester English students of STAIN Palangka Raya.

H. Significance of the Study

The result of this study has two significances. Theoretically, the result of this study is expected to give contribution to support of the theories about using self-questioning strategy in reading comprehension, especially for EFL teachers. The students would easier to read text comprehensively by using this strategy.

Practically, the study is as the way toward students' reading comprehension skill of using self-questioning strategy at the third semester English students of STAIN Palangka Raya. Besides that, the result is expected can give the ways to improve the students' competence in language, especially in reading comprehension by using self-questioning. In addition, this study could be useful to other writer who would like to study the similar topic.

I. Operational Definition

1. Self-questioning is simply a process in which students ask and answer questions while reading.

2. The extent to which a program or service is meeting it is stated goals and objectives.[37] It means that the effect of using pre-questioning strategy toward students' reading comprehension.

3. Reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. In other words, comprehension is a process by which the reader constructs meaning by interacting with the text.

J. Frame of Discussion

The systematic of the discussion of the study as follows:

Chapter I   :   This chapter consists of background of the study, previous of the study, problem of the study, hypotheses of the study, delimitation of the study, assumption of the study, objective of the study, significant of the study, operational definition of and theoretical framework.

Chapter II   :   The chapter consists of the nature of reading (definition of reading, types of reading and difficulties of reading), the nature of reading comprehension, the nature of self-questioning, level of comprehension, and assessing reading.

---

[37] Karen E. Patzelt, *Principles of WL and Implications for ESL Learners*, Pall, 1995, p.134.

Chapter III :   This chapter consists of of research type, research design, variable of study, population and sample, research instrument, data collecting procedure, data analysis procedure, and instrument of the study.

Chapter IV: Result of the Study that consists of description of the data and testing the hypothesis.

Chapter V: Discussion.

Chapter VI: Closing that consists of conclusion and suggestion.