

**THESIS**

**A STUDY ON THE USE OF SELF-QUESTIONING  
STRATEGY  
IN IMPROVING INFERENTIAL READING  
COMPREHENSION OF NARRATIVE TEXT  
OF THE ELEVENTH GRADE STUDENTS OF SMAK  
SINT CAROLUS KUPANG  
IN ACADEMIC YEAR 2017/2018**



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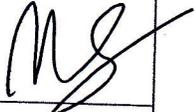
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# **Motto**

**I CAN DO ALL THINGS  
THROUGH CHRIST  
WHO STRENGTHENS ME**

**(Philippians 4:13)**

## DEDICATION

This thesis is particularly dedicated to the following persons:

- My beloved parents : (Joseph Budi Kleden and Daitje Damaris Kleden-Lobo)
- My beloved brother and sisters : (Florianus Emansryal Kleden, Magdalena Floritha Kleden and Maria Fransiska Kleden)
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Kupang... April 2018

The writer

## ABSTRACT

The title of this research is “ **A STUDY ON THE USE OF SELF-QUESTIONING STRATEGY IN IMPROVING INFERENTIAL READING COMPREHENSION OF NARRATIVE TEXT OF THE ELEVENTH GRADE STUDENTS OF SMAK SINT CAROLUS KUPANG IN ACADEMIC YEAR 2017/2018**”. The study was done in order to answer the following problems: (1) Is the self-questioning strategy effective to improve inferential reading comprehension of the eleventh grade students of SMAK Sint Carolus Kupang? (2) How is self-questioning strategy used to improve inferential reading comprehension of the eleventh grade students of SMAK Sint Carolus Kupang? (3) What is the level of inferential reading comprehension of the eleventh grade students of SMAK Sint Carolus Kupang after being taught by using self-questioning strategy? The objectives of the study are: (1) To find out whether the implementation of self-questioning strategy improves the inferential reading comprehension of Narrative text of the eleventh grade students of SMAK Sint Carolus Kupang in the school year 2017/2018. (2) To find out the way of self-questioning strategy being used to improve inferential reading comprehension of the eleventh grade students of SMAK Sint Carolus Kupang in the School year 2017/2018? (3) To find out the level of inferential reading comprehension of the eleventh grade students of SMAK Sint Carolus Kupang after being taught using self-questioning strategy. This study focused on the use of self-questioning strategy in improving students’ inferential reading comprehension of narrative text. The subject of this study is the eleventh grade students of SMAK Sint Carolus Kupang. The writer chose language class consisting of 10 students, but when the writer did the research, there is only 7 students who presented in the class. In obtaining the data of this research, the writer uses Classroom Action Research. Based on the analysis, the writer concludes that: (1) The use of self-questioning strategy is effective to improve the inferential reading comprehension of narrative text of the eleventh grade students of SMAK Sint Carolus Kupang in the school year 2017/2018. The result of data analysis showed that there was a significant improvement in the average score of cycle 1 (pre-test (one exercise) (56,4) and post-test 1(one exercise) (68,5) and post-test 2 (two exercises (70) and (80). It means that there was 79% of average scores improvement. It happens because the students are active in doing the exercises that were given to them. In the first cycle the researcher gives two exercises and in the second cycle the researcher gives two exercises. Through those exercises by using self-questioning strategy, the students are able to get good score from pre-test until post-test 2. (2) The way of self-questioning strategy being used to improve inferential reading comprehension of narrative text of the eleventh grade students of SMAK Sint Carolus Kupang in the school year 2017/2018 is through the emotional approachement and the intellectual approachement. In the emotional approachement, the writer motivated the students that they can do what they want to achieve, and the important thing is they have to be patient because study is a process, through this, they can achieve their dreams.

In the intellectual approachement, the writer gives four exercises to the students by implementing the steps in self-questioning strategy that is Attend to clues as the students read, Say some questions, Keep predictions in mind, Identify the answer and Talk about the answer (ASK IT). Through this the students can be easier to understand the plot of the story and by this they can infer the text and look at the meaning or passage of the story. Therefore, these two approachements can help the students to study easily. (3) The effectiveness level of self-questioning strategy in improving inferential reading comprehension of narrative text of the eleventh grade students of SMAK Sint Carolus Kupang in the school year 2017/2018 is classified as Good level (80) according to the standard of measurement used in the research school. It means that the use of self-questioning strategy is effective. However, the writer would like to propose some suggestions as follows: (1)The result of this study shows that using self-questioning strategy is effective in improving students' inferential reading comprehension of narrative text so, the English teacher is suggested to apply this strategy in his/her teaching learning process. Furthermore they are also suggested to pay attention to the students especially when they are starting to feel bored in study English by giving them some techniques to make them easier to learn English. (2)The writer hopes the result of this research can be used as an additional reference: There could be further research with different discussion which can make a revision within development this strategy.

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