

CHAPTER I

INTRODUCTION

This chapter contains six subchapters. They are background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation of the study and definition of the term.

1.1 Background of the Study

Language teachers are aware that in order to be fluent in using a language, in this case English, a learner must learn all required skills including listening, speaking, reading, writing, and also vocabulary, pronunciation, grammar and spelling. The learner has to learn these required skills because those skill are depending to one another. (Boehme, 2013) stated that a problem people face is that they only work on a few of those skills, and then lose confidence when they fail at something they have never practiced. They have spent all of their time reading and writing (as is often the case in schools) and feel like they donot know anything when they cannot hold a simple conversation. This can be devastating to their confidence, which is probably the single most important thing they need to learn a language. They do not realize that these are completely different skill sets. They need to be worked on specifically (but not necessarily separately) or they cannot possibly expect their selves to be good at them.

This study focuses on reading skill, especially in comprehending the text. The one important thing to be focus in reading activity is the ability of students to comprehend the text. According to Woolley (2011) Reading comprehension is the process of making meaning from text. In making meaning from the text sometimes bring difficulties for the students especially for the L2 students. (William Grabe, 2014) stated some points about L2 learners, they are a). Learners have a much smaller L2 linguistic knowledge based when they begin reading. Their knowledge of vocabulary, grammar, and discourse structure is more limited.b). L2 students, overall, will have much less experience with reading exposure in the L2. They simply will havemuch less practice in L2 reading. c). L2 readers will encounter distinct social and cultural assumptions in L2 texts that they may not be familiar with or find somewhat hard to accept. Kompas newspaper in December,16, 2016 said that “the imagination capacity of Indonesian students is weak”. In the same time in Kompas newspaper according to OECD, PISA 20145 Database stated that“Indonesia ranks 64 from 72 countries in the aspects of reading ability of students”. It is clear that the ability of students’ interpretation in reading is weak. The writer also has an experience when the writer did the teaching practice in SMAK Sint Carolus Kupang. When the writer taughtabout narrative text especially in reading, the writer has found that the eleventh grade students have difficulties in inferring the text. They said that they feel difficult to take the authors’ mood and to take the main idea of the text because they are not really understood about the storyline of that text. This reality

makes the writer think the way to help the students' to more understand the text in their reading activity.

Based on the condition above, the writer does a research in order to improve students' ability in inferential reading of narrative text that uses the self-questioning strategy. Questioning is the activity or process of asking question. Furthermore, self-questioning strategy refers to the ability of a reader to use his/her imagination in producing the question; asking the questions, making predictions and finding the answers to his / her questions when she /he reads a narrative text in order to understand the passage. These make this strategy differs and have the power to be used in teaching learning process of English especially in reading lesson.

Since the enlighten moment, the writer keeps using self-questioning strategy in her personal learning process and also in her everyday reading activity to improve her inferential reading comprehension of a text. So, the writer believes that this strategy can help the students to improve their reading ability especially inferential reading of narrative text.

The study is formulated in the following title: **“A Study on The Use of Self-Questioning Strategy to Improve the Inferential Reading Comprehension of Narrative Text: A Classroom Action Research of the eleventh grade students of SMAK Sint Carolus Kupang in the School Year 2017/2018”**

1.2 Statement of the Problems

The problems of the study are specified into the following questions:

1. “Is the *self-questioning strategy* effective to improve inferential reading comprehension of the eleventh grade students of SMAK Sint Carolus Kupang in the School Year 2017/2018?”
2. “How is Self-questioning strategy used to improve inferential reading comprehension of the eleventh grade students of SMAK Sint Carolus Kupang in the School year 2017/2018?”
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?”

1.3 Objectives of the Study

The objectives of this study are:

1. To find out whether the implementation of Self-Questioning Strategy improves the Inferential Reading Comprehension of Narrative Text of the Twelve Grade students of SMAK Sint Carolus Kupang in the School year 2017/2018, or not. This study is also conducted to fulfil a partial requirement for *Sarjana Pendidikan Degree* in English language Education.
2. To find out the way of self-questioning strategy being used to improve inferential reading comprehension of the eleventh grade students of SMAK SintCarolusKupang in the School year 2017/2018?

3. To find out the level of inferential reading comprehension ability of the eleventh grade students of SMAK Sint Carolus Kupang after being taught using self-questioning strategy?

1.4 Significance of the Study

This study is hoped to bring significance for all the readers in general. It offers them sufficient information about questioning strategy and how it is applied in a classroom situation, especially in reading. The readers can also use it as a comparison to any other similar study in order to enrich their own knowledge in teaching aids.

Above and beyond, it is expected to benefit not only the writer herself but for some other parties as well including English teacher and students.

1. English teacher.

This study can give a concrete representation for English teachers about a strategy in deep thinking in inferential reading comprehension and thus it will enrich the teachers' option of teaching techniques. Deep thinking means that when the students read a story in order to take the inference from the story, they have to think more deeply because it is different when they read a story to take the literal meaning.

2. Students

Students, especially those who involved in this study, would get new knowledge about the way that will help them to be better in comprehending a text inferentially in a fun and a less strict way.

3. The writer

Besides to fulfil a partial requirement for *Sarjana Pendidikan Degree* in English Language Education, the writer would also get a real proof whether the implementation of self-questioning strategy improves the inferential reading comprehension of senior high school students and based on the result she can decide how to use questioning strategy with any necessary adjustment in her professional career later on.

1.5 Scope and Limitation of the Study

There are many methods and techniques used by the teachers to improve students' reading comprehension they are semantic mapping, mind mapping, think pair share, imaginative reading strategy and self-questioning strategy. This study is a Classroom Action Research which focuses on using self-questioning strategy to improve inferential reading comprehension of the students. In this study the writer limits herself by using self-questioning strategy to improve the inferential reading comprehension of narrative text of the eleventh grade students of SMAK Sint Carolus Kupang.

There is more or less 13 texts in English. They are descriptive text, narrative text, report text, recount text, procedure text, review text, spoof text, announcement text, advertisement text, anecdote text, news item text, explanation text, and analytical text. For the self-questioning strategy the writer uses a narrative story to be read and be questioned while the students readin improving their inferential reading comprehension.

1.6 Definition of Terms

1. Reading

Reading is the activity of contacting the eyes on printed material by which a reader is led to record the information for brain to process and create a new similar text to that of the original one (Anderson, 1984).

The term “reading” in this study denotes the activity that is done by students in the classroom regarding interpreting a text in order to digest the meaning of the written words.

2. Reading Comprehension

Reading comprehension is the process of constructing meaning through the dynamic interaction among :(1) the reader’s existing knowledge; (2) the information suggested by the text being read; and (3) the context (Kimberly tyson,2014). The term of “reading comprehension” in this study refers to the student’s ability to understand a written text, in this case, narrative text.

3. Inferential Reading Comprehension

Inferential reading comprehension is the ability to read between the lines (William & Mary, 2002). It means that reading comprehension is the ability to process written information and understand the underlying meaning of the text. The term “inferential reading” in this study, refers to the students’ ability in getting the information that used to infer or determine deeper meaning that is not explicitly stated in a narrative text.

4. Self - Questioning Strategy

Self – questioning strategy is defined as an on-going procession which readers produce questions related to the information in the passage they read (Dyah Sunggingwati and Hoa Thi Mai Nguyen, 2017). Self - questioning strategy helps the reader to clarify and comprehend what he/ she is reading.

5. Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems, (Munand, 2013).

Self-questioning strategy in this study is the ability of the eleventh grade students of SMAK Sint Carolus Kupang to use questions that be produced by themselves in reading the text of story given by the writer to improve their inferential reading comprehension of narrative text.

6. SMAK Sint Carolus Kupang

It is a private school located in Jln. Adisucipto Penfui Kupang Regency. The location where the writer will conduct the research.

