TEACHING NARRATIVE READING TEXT BY USING SELF DIRECTED QUESTIONING STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 1 PALEMBANG

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SURAT PERNYATAAN

Dengan ini saya nyatakan bahwa skripsi saya yang berjudul "Teaching Narrative Reading Text by Using Self Directed Questioning Strategy to the Eighth Grade Students of SMP Muhammadiyah 1 Palembang" adalah hasil dari karya sendiri. Apabila ternyata bukan hasil karya saya, saya bersedia diberikan sanksi dengan pasal 70, Undang-Undang Nomor 20 Tahun 2003 teantang "Sistem Pendidikan Nasional" yang berbunyi "Lulusan karya ilmiah yang digunakan untuk mendapat gelar akademik, profesi, atau vokasi sebagainya dimaksud pasal 25 ayat (2) terbukti merupakan penjiplakan dipidana penjara paling lama dua tahun atau di pidana denda paling banyak Rp. 200.000.000,- (Dua Ratus Juta Rupiah).

Demikian surat pernyataan ini saya buat untuk digunakan sebagaimana mestinya.

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RA

This Thesis is Dedicated to:

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- My beloved parents (Imron Gani and Netyana) who always love and pray for me wherever and whenever.

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- My Almamater.

MOTTO:

"Allah gives what you need not what you want"
(Allah memberikan apa yang kamu butuhkan, bukan yang kamu inginkan)

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ABSTRACT

This study attemped to find out whether or not there is a significant difference on the eighth grade students' reading comprehension scores before and after taught by using Self Directed Questioning strategy and teacher's method. This study was carried out at the eighth grade students of SMP Muhammadiyah 1 Palembang in academic year of 2014/2015. The writer used quasi-experimental research, the pretest-posttest non-equivalent group design to describe the data. The total number of population was four classes, which consisted of 160 students all together. From the population, two classes, consisted of 80 students, were used as samples. By using purposive sampling, the sample of this study was class VIII.a (control group) and VIII.b (experimental group). The data were analyzed by using independent sample t-test. The instrument used in collecting the data was reading comprehension test in the form of multiple choice. The test was administrated twice, as the pretest and posttest for both experimental and control groups. The results of the test were analyzed by using IBM SPSS (Statistical Package for the Social Science) Statistic 16. The result showed that: there was a significant difference on the students' narrative reading text scores taught by using Self Directed Questioning strategy since the p-output (0.049) was lower than (0.05) and t-obtained (2.003) was higher than t-table (1.991). So, the Ho (the null hypothesis) was rejected and Ha (the alrernative hypothesis) was accepted. It means that there was a significant difference on students' narrative reading text scores taught by using Self Directed Questioning strategy than students who are taught by using strategy that used by the teacher.

Key words : *Reading, Narrative Text, Self Directed Questioning strategy.*

CHAPTER I

INTRODUCTION

This chapter presents: (a) background; (b) problem of the study; (c) objective of the study; (d) significances of the study; (e) hypothesis; and (f) criteria of hypothesis testing.

1.1. Background

English is the global language which is used in many countries for somes areas. Ahmed (2010, p. 1) states that in globalization, English holds the important role and considered as universal language in several segments, those are in society, especially in economics and trade, business and communication, and education. Moreover, Crystal (2003,p.4) states that there are two main reasons which made English as global or universal language. Firstly, English language can be made as the official language of a country, to be a link of communication in governmental area, the law courts, the media, and the educational system. Secondly, English can be made as a priority of foreign language teaching in each country, eventhough the language has no official status in the country.

English has dominated global language teaching in Indonesia. Mahrum (2009, p.1) states that in recent years the teaching and use of a global language, English, in Indonesia has dominated language education. It can be seen from the government's policy which includes English as a one of subject in education of Indonesia and in the standard competence of education system in Indonesia.Nevertheless, the position of English in Indonesa is still as foreign language although it has dominated global language teaching.

English has four skills that can be developed. They are listening, speaking, reading, writing. Khameis (2006, p.111) states that thefour skills (reading, writing, speaking and listening) naturally appear together in every English class, even in the EFL context. Moreover, Siahaan (2008, p.3), states that there are receptive and productive skills in English. According to Harmer (2001,p.199), receptive skills are the ways how people acquire the meaning from the discourse that they see or hear. This kind of processing applies in reading and listening. Meanwhile, Masduqi (2012,p.2) states that meanwhile, the productive skills are known as active skill which the learners need to produce the language by their own. Speaking and writing are included in this productive skills.

Reading is one of the most important skills in language learning. According to Patel &Jain (2008,p.113), reading is the most useful and important skill for people,this skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Patel & Jain (2008, p. 113-114) adds that reading is the most important activiy in any language class, reading is not only a soure of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Moreover,Brown (2000,p.185) states that reading is arguably the most essential for success in all educational context, remain a skill of paramount importance as we create assessment of general language ability. In reading, the students are required to be able to read. Through reading, students can get knowledge. Therefore, reading cannot be separated in studying and learning process in the class.

Reading is an interactive skill that can make the readers to be active when reading the text or passage. Walker (1992,p.4) says:

> "Reading is an interactive process in which readers shift betweem sources of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation (revising when appropriate), and use the setting to focus their interpretation".

According to Zwiers (2004, p.2), the purpose of reading is to construct meaning. Therefore, it is assumed that in order to become succesfull readers, students must acquire a complex set of cognitive and academic behaviors. They must employ several comprehension strategies, integrate and organize information for later recall, and persist in the face of any difficulties, besides, the tendency of believing in themselves is also expected. Sometimes, ones assume that the faster ones read shows their good reading skill, but it is not enough to read extremely fast if they don't understand what they read. So being good reader means theyalso need to comprehend the materials.

According to Pang, et.al. (2003, p.6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Based on Department for Education and Skills (2005, p.2), reading comprehension is an essential part of the reading process. Linse (2005, p.71) adds that reading comprehension refers to reading for meaning, understanding, and entertaiment. It involves higher-order thinking skills

and is much more complex than merely decoding specific word. Therefore, as the students read they have to understand what the have read as a part of their reading process because the aim of reading is comprehension.

In the education sytsem of Indonesia, the teaching and learning of reading process, there are some kinds of the text that shoud be learned. They are narrative, descriptive, expository, repost, recount, procedure, and spoof text. All of these texts are included into the syllabus of education in Indonesia. In junior high school, the students learn about descriptive, recount, and narrative text.

SMP Muhammadiyah 1 Palembang is the school where the writer conducted this study. The writer has conducted an interview with the teacher of English and eighth grade students of SMP Muhammadiyah 1 Palembang who had learned English including reading skill. The writer also had observed English teaching and learning process especially for reading course. Based on the inteview and observation, the writer found many problems came from the students during teaching reading process especially in narrative text. Most of students did not feel satisfy with their narrative reading text because the students could not get some information in the text or passage so that why it was so diificult for students in understanding and comprehending about what the text or passage says. The teacher's strategy could not help them to understand and comprehend the text. Therefore, the teacher should have a specific strategy then could be applied to the students to improve their reading ability. A good teaching reading strategy is needed by teacher by considering the effectiveness of reading instruction.

Based on the explanation above, the writer focused on the narrative text to conduct this study, the narrative text is one of components in syllabus of junior high school in education of Indonesia. In SMP Muhammadiyah 1Palembang, the teacher of English had explained that it was difficult for students to learn narrative text, bacause all the reasons had mentioned before. The students also could not determine the main idea of the passage/text of the story or the main idea of each paragraph of the text in narrative story. According to the students it wasbecause the narrative text is a sequence of story, which consists of*orientation, complication,* and *resolution.* In narrative text, it is rarely there is the main sentence and supporting sentence. All the sentences in narrative text are in chronological order, there is no the sentence which supports another senctence or explains another sentence. Then, the students explained that the sentences are in the form of past tense which makes them difficult to understand the text because some of them did not know about past tense. All these reasons made the students difficult to read narrative text and do the reading comprehension test of narative text.

All of the problems had mentioned before, made the students to be difficult to reach good narrative reading text achievement. The students could not get the good scores in doing reading comprehension test of narrative text, they always got the low scores, it means that the scores were under the standard of KKM.

To overcome these problems, the writer used an instructional strategy, that was Self Directed Questioning strategy. Self directed questioning strategy is strategy which is used where the students use their own thinking to develop their

own knowledge and questions about the text or passage. So that, the students can be active and creative in developing their own predictions and also questions to make the story in the text become easier to be understood and comprehended. The self directed questioning strategy has potential as a mean to improve understanding and to motivate students to want to read assigned texts. As mentioned before, this study focused to junior high school students especially the eighth grade students of SMP Muhammadiyah 1 Palembang. Walker (1992,p.223) mentions that targeted reading levels of self directed questioning strategy is all levels but most appropriate for grade 4-12 and narrative text is most appropriate for self directed questioning strategy in teaching reading.

Based on the explanation above, the writer was interested in analysing this strategy on teaching narrative reading text to conduct this study entitled"Teaching Narrative Reading Text by UsingSelf Directed Questioning Strategy to the Eighth Grade Students of SMP Muhammadiyah 1 Palembang"

1.2. Problem of the Study

The problem of the study is formulated in the following question: is there any sigificant difference on the eighth grade students' reading comprehension score after taught by using self directed questioning strategy and teacher's method at SMP Muhammadiyah 1 Palembang?

1.3. Objective of the Study

Based on the problem above the objective of this study is:to find out whether or not there is a significant difference on the eighth grade students' reading comprehension scores after taught using self directed questioning strategy and teacher's methodat SMP Muhammadiyah 1 Palembang

1.4. Significances of the Study

This study can be useful for:

1. The Teachers of English

   The teacher of English will be able to understand about a instructional strategy, that is Self Directed Questioning strategy. The writer hopes that this study will give a contribution in the educational side to improve teaching and learning reading comprehension.

2. Students

   By using this instructional stategy, the writer hopes that students will be interested and motivated in learning reading. This strategy will help reduce the difficulties of the students in reading comprehension, and also helps to remember and comprehend the information in the text easier.

3. Other Researchers

   It is expected that this study can be used as a reference for next reseacher to get information about Self Directed Questioning Strategy.

1.5. Hypothesis

A hypothesis is a prediction of the possible outcomes of a study (Fraenkel and Wallen, 1990,p.83). In this study, hypothesis are proposed, namely Alternative hypothesis (Ha) and Null hypothesis (Ho). The formulation of the hypothesis of this study is stated below:

Ha :   There is a sigificant difference on the eighth grade students' reading comprehension scores after taught by using self directed questioning strategy and teacher's method at SMP Muhammadiyah 1 Palembang

Ho :   There is nosigificant difference on the eighth grade students' reading comprehension scores after taught by using self directed questioning strategy and teacher's method at SMP Muhammadiyah 1 Palembang

1.6.   Criteria of Hypothesis Testing

In criteria of testing of the hypothesis, the students' posttest scores in control and experimental groups are analyzed using reserach instrument testing. The result analysis depends on the problem investigated. To prove the research problem, testing research hypothesis is fromulated:

a. If the p-output (Sig.2-tailed) is lower than 0.05 or t-obtained is higher than t-table (1.665), the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

b. If the p-output (Sig.2-tailed) is higher than 0.05 or t-obtained is lower than t-table (1.665), the alternative hyphotesis (Ha) is rejected, and the null hypothesis (Ho) is accepted.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (a) theoritical description; (b) previous related study; and (c) research setting.

2.1. Theoritical Descriptions

In this part, it deals with (1) concept of reading; (2) concept of reading comprehension; (3) concept of narrative text (4) concept of self directed questioning strategy; (5) benefits of self directed questioning strategy; and (6) procedures of self directed questioning strategy.

2.1.1. Concept of Reading

Reading is one of four language skills that should be mastered. According to Khand (2004, p.1), reading is one of language component that should be mastered smoothly in any languages, everyone generally knows that reading is a skill that comes from experience and needs to be constantly improved through different types of reading material.

Reading is a process of perceiving and understanding written language which involves a complex process. According to Patel and Jain (2008, p.113), reading is an active process which consists of recognition and comprehension

skill. Readers need to be able to comprehend what they are reading that involves the process of acquiring grammatical stuctures and vocabulary and meaning. They will be able to benefit from the store of knowledge in printed materials and ultimately to contribute to thatknowledge. Good teaching enables students to learn to read and read to learn.

In other words, reading is the process of constructing meaning through the dynamic instruction among the readers, the text, and the context of reading comprehension.

2.1.2. Concept of Reading Comprehension

Comprension is one of competence that must be mastered by the reader. Reading is not just transfering printed symbol from page to the brain but reader have to comprehend the content of what the reader read. Cooper, Kiger, Robinson, & Slansky (2012, p.12) mentions that comprehension is the process of constructing meaning by interacting with the text. It is the primary goal of reading instruction and needs to include the important comprehension skills and strategies that effective readers use when they read.

Devine (1978, p.7) argues that reading comprehension is a process of activating the prior knowledge of the reader which cooperates with his appropiate cognitive skills and reasoning ability to find out the concept from the printed text. In these words, the reader must be able to understand, to interpret and select actual information from text. It means that the knowledge that was possessed by the readers influence the ability of the readers in comprehending what they read.

Cappello and Moss (2010, p.174) states about backgroud knowledge:

"Backgroud knowledge is an important factor for creating meaning, and teachers should help students activate prior knowledge before reading so that information conneted with concepts or topics in the text is more easily accessible during reading"

Shanahan (2006, p.31) stated that reading comprehension is the act of understanding and interpreting the information within a text. Comprehension is about the construction of meaning more than about passive remembering. It is a form of active and dynamicthinking and includes interpreting information through the filter of one's own knowledge and beliefs, using the author's organizational plan to think about information (or imposing one's own stucture on the ideas), inferring what the author does not tell explicitly as well as many other cognitive actions.

According to National Reading Panel (2011, p.10) teaching reading comprehension strategies to students at all grade levels is complex. Teacher not only must have a firm grasp of the content presented in text, but also must have substantial knowledge of the strategies themselves, of which strategies are most effective for different students and types of content and of how best to teach and model strategy use.

2.1.3. Concept of Teaching Reading

According to Cooper, et., al. (2012, p. 12), teaching is the process of imparting knowledge, a skill, or a strategy to someone. It involves the teacher knowing how to model the skill, strategy, or processs for students and being able to tell when a students has learned what is being taught. Teaching is more than

assigning students one task after another. It involves modeling a skill, strategy, or process, then having students practice and apply what is being taught.

Ball and Ferzani (2009, p. 449) states that teaching as the work of helping people learn "worthwhile things", which, as the pointed out, adds an explicitly moral dimension. Then, Saleh (1997, p. 21) explains that teaching is an activity to transfer the knowledge to the students, moreover teaching is to explore the education. The teacher of English as a foreign language should find activities that will not make the students bored in learning.

Snow and Sweet (2003, p. 11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other words, the reader both challanges: figuring out how print represents words and enganging in translation of print to sound accurately and efficiently (extracting), at the same time formulating a representation of the information being represented, which inevitably requires buildings new meanings and intergrating new with old information (constructing meaning).

According to Department for Education and Skills (2005, p. 2), comprehension is an active process that involves five strategies and behaviors: understanding the text, engaging the text, making connection with existing knowledge, reflecting upon responses, and critically evaluating the text.

Duke, et., al. (2011, p. 51-52) states that there are ten elements of effective reading comprehension instruction that research suggests every teacher should engage in to foster and teach reading comprehension, they are: (a) build

disciplinary and world knowledge; (b) provide exposure to a volume and range of texts; (c) provide motivating texts and contexts for reading; (d) teach strategies for comprehending; (e) teach text stuctures; (f) engage students in discussion, (g) build vocabulary and language knowledge; (h) integrate reading and writing; (i) observe and assess, and (j) differentiate instuction.

There are three important factors in reading comprehension according to Willingham (2006, p. 40), they are monitoring students' comprehension, relating the sentences to one another, and relating the sentences to things students' already know.

Then, teaching reading comprehension is an important thing of English learning. The ability in reading clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Teaching reading comprehension is to teach the learner to construct the meaning to gain information and knowledge from the text individually or in groups. The information can be related with their lesson or only their pleasure. The teachers of English have to share the material in reading based on what the students need. Hopefully, the teacher will attract the students to learn about reading. The material deals with the students' age and their level. Anonymous (2010, p. 22) states that before teaching reading the students must be given some interested by what they are doing but they all focus in reading.

According to Pang, et., al. (2003, p. 21), teaching reading is difficult work. Teachers must be aware of the progress that students are making and adjust instruction to the changing abilities of students. It is also important to remember

that the goal of reading is to understand the texts and to be able to learn from them.

There are some instruction or activities suggested by Saleh (1997, p. 22) in teaching reading comprehensio. The instruction are as follows:

a. The teacher, modeling and sharing reading strategies as a personal joy of reading.

b. The students, independently selecting and reading a variety of research.

c. The students and teacher, reading and discussing a variety gendres (e.g., novel, poetry, short stories, essays, book and article).

d. The students and often the teacher, participating in silent reading on a regular basis.

e. The teacher reading aloud to students on regualr basis.

f. The students, reading aloud or practicing prior to reading aloud.

g. The teacher, using intergrated units of study based on curriculum objectives and students' need and interest.

h. The students, developing their reading strategies and skill within meaningful contexts, rather than in isolation.

i. The students, willing to take risks and offering diverse responses to literature.

j. The teacher, using a variety of learning situation for instruction.

k. The teacher, using instructional strategies that promote reflection, discussion and critical thinking.

Chinta (2008, p. 11) states that there are five components of teaching reading:

Component 1 : Phonemic awarness

Component 2 : Word recognition

        a. Sight words

        b. Phonics

Component 3 : Comprehension

Component 4 : Vocabulary

Component 5 : Fluency

2.1.4. Principles of Teaching Reading

According to Brown (2001, p. 313-316), there are eight principles of teaching reading, they are:

a. In an interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skill

b. Use techniques that are instrinsically motivating.

c. Balance authenticity and readability texts.

d. Encourage the development of reading strategies.

e. Include both buttop-up and top-down techniques.

f. Follow the "SQ3R" sequence.

g. Subdivide your techniques into pre-reading, during-reading, and after-reading phases.

h. Build some evaluative aspect to your techniques

2.1.5. Procedures of Teaching Reading

There are stages of teaching reading, according to William (1984, p. 29) as cited in Anonymous (2010, p. 24), there are three activities involved in reading activity namely the pre, whilst, and post reading activities.

a. Pre-reading

The aim of free reading activities are;

1. To introduce and arouse interest in the topic

2. To motivate learners by giving a reason for reading

3. To provide some language preparation for the text

a. Whilst-reading

According to William (1984, p. 30) as cited in Anonymous (2010, p. 24), the purposes of this phase are:

1. To help undestanding of the text stucture

2. To help understanding of the writer's purpose

3. To clarify text content

In whilst reading, there is other type work. It is the comprehension exercise at the end of the passage which is as the typical reading activities. At the pre text questions which are given to the students, they might be asked to find the answer to the interesting questions within the passage: completing diagram, making list, taking notes. Whilst reading activity is begin with a global understanding of the text and then more to smaller unities a paragraph-sentences, and words, the reason for this, that the larger the unites provide a context for understanding the smaller units.

b. Post-reading

The purpose of post-reading are as follow:

1. To consolidate or reflect of what has been read

2. To relate the text to the learners own knowledge, interest or views.

Post-reading activity include reaction to the passage and to whilts reading activity, example, the students say whether they like the text and find it uselful or not.

Based on the explanations above, it can be concluded that teaching reading is the activity of teacher's role to make planning about reading program.

2.1.6. Strategies of Teaching Reading

Reading is a skill to comprehend piece of information in the written language. It means that if we want to know about something or we want to get information from texts or written languages, we must have a skill to comprehend them where we get a skill is from reading. Meanwhile, Brown (2000, p.306) states reading comprehension primarily a matter of developing appropriate, efficient comprehension strategies. He continues by explaining ten strategies which are able to use in the classrooms as follows:

1. Identify the purpose in reading

2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)

3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advance level learners)

4. Skim the text for main ideas

5. Scan the text for specific information

6. Use semantic mapping or clustering

7. Guess when you aren't certain

8. Analyze vocabulary

9. Distinguish between literal and implied meaning

10. Capitalize on discourse makers to process relationship.

2.1.7. Concept of Narrative Text

A narrative text is a text that deals with some problems which lead to the climax and then turn into a solution to a problem. Narrative is an account of a sequence of events, usually in chronological order, the purpose of the text is to entertain or amuse readers or listeners about the story. (Holandiyah, 2012, p.46)

Peter (1988, p.13) states that narrative text is a dynamic sequence of events, where the emphasis is on the verb or, for English, 'dummy' or 'empty' verbs plus verb-nounsor phrasal verbs. According to Wahidy (2009, p.7), narrative text is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Narrative is a semiotic representation of a series of events connected in a temporal and casual way. Film, plays, comic strips, novel, newsreel, chronicles, and treatises of geologycal history are all narrative in this widest sense. Narrative can therefore be constructed using a wide variety of semiotic media: written or spoken language, images, gestures, and acting (Landa, 2005, p.2)

Narration is story-telling. At narrative paragraph tells a story through a sequence of events. Grow (1999, p.1) states that paragraph is a sequential presentation of the events which are normally chronological (through sometimes use flashbacks) that addup to story. This kind of paragraph usually includes a

topic sentence, or main idea; the rest of paragraph develops that idea. A clearly-written narrative paragraph does not, however, cover too much territory. It focuses on a single event.

Narrative text – often fiction which the values are used to describe and/or explain human behaviour. It involves a setting and a character or characters who areinvolved in one or more conflicts. Theme may be directly stated or implied. The piece makes sense when read from beginning to end. The characteristics of narrative text are tells a story, contains well-developed characters, contains a setting describing where or when the story takes place, contains a carefully fashioned plot with a problem and resolution, contains atheme that explains the meaning of the story, contains vocabulary used to enrich understanding of story, may be written in first, secon, or third person. The narrative stucture consists of *Beginning:* Contains a setting, characters, problem(s)/ conflict(s), initialing events, *Middle:* Turning points, crisis, rising, action, climax, subplot, parallel episodes. *End:* Resolution, failing action, ending. In another word narrative teext consists of orientation, complication, and resolution. This kind of text happened in the past. Narrative text types include biographies (depending on text stucture),drama, diaries, excerpts from novels, fables, fantasies, folk tales, historical fiction, legends, mysteries, myths, novels, personal narratives, poetry, science fiction, short stories, sitcoms, tall table, etc. (Novriyanti, 2012, p.20-21)

2.1.8. Concept of Self Directed Questioning

According to Walker (1992, p.224), self directed questioning is most appropiate for students who overrely on what they know, failing to monitor

reading comrehension and to relate textual information to prior knowledge. For these students, the approach matches their strength of prior knowledge and helps them revise their understanding based on textual information.

The self-directed questioning strategy involved making predictions, defining evidence that generates the predictions, evaluating subsequent clues, and reformulating predictions when necesary or devising new ones when previous ones are confirmed. (Walker, B & Mohr, T., 1985, p. 1) The Self-directed questioning strategy was effective for all readers in that group when asked to draw relationships between two important parts of the text. This strategy did not significantly improve text explicit comprehension or creative comprehension, but did improve text implicit comprehension as measured by the reading for relationships subtest. Futhermore, This strategy significantly improves the text implicit comprehension for the low-verbal ability group and helps students to look for important information that fit their model of meaning (Walker, B & Mohr, T., 1985, p. 19-20). In another words, by using this strategy the students can understand absolutely about the contents of text. The students know what the text is going to say. So. it makes them to be easier in comprehending the text and doing the reading comprehension test.

And then in another title research journal (Walker & Mohr, 1985), Self-directed questioning uses students generated questions to develop active reading. By following the sequence of self-directed questions, the student learns to monitor his understanding as he reads

Lasson (1990, p.1) states that self directed questioning strategy can make a general improvement over baseline in dependent measure, design difficulties, practice effects in reading compromises necessary in the enviorement.

Sang and Chang-Chien (1996, p.1) explains that self-questioning is an effective strategy to enchance students' reading comprehension because of three essential components including active, metacognitive, and schema processing. Self-questioning strategy can enhance significantly students' reading comprehension achievement.

2.1.9. Benefit of Self Directed Questioning Strategy

According to Walker (1992, p.224), these are the benefits of self directed questioning strategy:

a. A passive learner who needs to actively engage in forming and revising his interpretations of the text. This technique gives him a plan for thinking and checking his understanding.

b. A successive learner who knows the meanings of words but depends on teacher questioning to interpret the important information in the text. This technique gives him the steps to develop his own questions.

c. A successive learner who cannot the story events together using what he already knows and these events. This technique asks the student to check both the the text and what he knows to see if they fit together.

2.1.10. Procedures of Self Directed Questioning

There are three stages in reading: pre-reading, reading stage, and post-reading stage. According to Walker (1992, p.223-224), these are the procedures of self diretcted questioning:

Pre-reading stage:

a. The teacher selects a text at the appropiate level that has a fairly cohesive story line

b. The teacher decides on key prediction points. The teacher starts to use story map and ask students to make their prediction about the text and develop it with story map

c. The teacher models the steps below with a short passage

   STEP A: Problem Definition. In this step, teacher asks students to guess what author is going to say. Students can look at the title of the story to guess it.

   STEP B: Plan of Action. After students make prediction about what author is going to say, teacher asks students to mention their prediction loudly and students try to look at the text about their prediction.

   STEP C: Self-instruction in the Form of Self-Questioning. In this step, students start to instruct themselves by asking a question about their prediction and explain the prediction and give a reason why they guess it.

   STEP D: Ways of coping with Frustration and Failure. In this step, teacher gives the feedback by coping with frustation and failure of what students have done. Teacher informs students that they have a mistake on their guessing, and than teacher also inform students that they have the other right side about their guessing.

STEP E: Self-Reinforcement. The teacher asks students to have strong reason or strong text in the story about what they guess.

Reading stage:

a. The teacher emphasizes self-correcting behavior and self-reinforcement

b. The students read another example passage, talking aloud using the steps

c. When comprehension breaks down, the teacher models her own thinking rather than asking questions. She says, "When I read that I thought. . ."

d. The teacher phases in and out the story discussion as neccessary, using questions like these: "Have you devined your problem? What is your plan? Does that make sense?"

Post-reading stage:

a. A the end of the story, the students and the teacher discuss the story content and how they constructed meaning

2.2. Previous Related Study

This study will be supported by some previous studies, firstly Dunlap (1999) in his thesis tried out to find out that self-questinong skills as a pre-reading, during reading, and post-reading activity significantly affect comprehension of expository text to 19 second grade students in an urban and the result the writer found out that using self-questioning strategy as pre-, during, and post-reading stage was effective to increase comprehension of expository text. Secondly, Janssen (2009) in his study tried to examine the effect of questioning on students' interpretation and appreciation of complex short story to the tenth

grade students. By using a one-way univeriate analysis of covariance (ANCOVA), the result of his study showed that self-questioning had a positive effect on students' appreciation of literary stories, compared to instructor-prepared questions and to guide self-questioning. In addition, students' reading experience appeared to be important for the effectiveness of the unguided self-questioning condition, and based on 'authentic' student-generated questions in respons to short story, can be benefical for students' story interpretation and appreciation. Last, Afzali (2012) in his study tried to know the effect of teaching students self-questioning strategy while reading literary text on students' ability to do so independently and to know the effect of using self questioning strategy on improving their comprehending of literary text. There were 32 participants were taught self-questioning strategy using Dubravac and Dalles's (2002) model of question types. Afzali suggests that students were able to ask questions independently at the end of experiment. Furthermore, a paired t-test showed significant difference between the pre-test and post-test means of the participant. The result of his study showed that teaching this strategy can help improving participants' comprehending literary text. This study also indicates that when teachers employ creative ways for their students to respond to the reading text, it will motivate students to read and think critically about the text.

2.3. Research Setting

In this study, the data will be conducted at SMP Muhammadiyah 1 Palembang. SMP Muhammadiyah 1 Palembang is located on J.l KHA. Dahlan

Number 23, Bukit Kecil Palembang. The headmaster of this school is Pandimin, S. Pd. There are 15 classes in SMP Muhammadiyah 1 Palembang.

The facilities of this school are computer laboratory, physic and biology laboratory, library, headmaster's room, teacher's and adminitration's room, healt unit, kitchen, canteen, teacher's toilet, students' toilet, school field, parking area, secutiry post. The physical facilities of this school are table, chair, whiteboard, telephone, television. This school also has sport faicilities, those are basket ball, volley ball, badminton, table tennis.

CHAPTER III

RESEARCH AND PROCEDURE

This chapter presents: (a) method of research; (b) variables of the study; (c) operational definition; (d) population and samples; (e) techniques for collecting data; (f) research instrument analysis; (g) research treatments; (h) techniques for analyzing data.

3.1. Method of Study

Based on the problems and the objectives, this study used experimental research, specifically quasi-experimental research. According to Fraenkel, Wallen, & Hyun (2012, p. 275), quasi-experimental design do not include the use of

random assignment, then researchers who employ these designs rely instead on other techniques to control (or at least reduce) threats to internal validity.

One of the qusi-experimental is pretest-posttest non-equivalent group design which is used in this study. This design is often used in classroom experiments when experimental and control groups are such naturally assembled groups as intact classes, which may be similar (Best and Kahn, 1993, p. 151)

In this design, the writer had two groups of sample: the first is experimental group taught using Self Directed Questioning strategy and second is control group. In the experimental groups, the students were given pretest, treatment, and post test. While in the control group the students are given pretest and postest without treatment. (Cohen, Manion, & Morrison, 2007, p. 283). The design is as follows:

EG	O_1	X_a	O_2
CG	O_3	-	O_4

Where:

O_1 : pretest of the experimental group using Self Directed Questioning strategy

O_2 : posttest of the experimental group using Self Directed Questioning strategy

O_3 : pretest of the control group

O_4 : posttest of the control group

X_a : treatment for reading narrative text using Self Directed Questioning strategy

- : no treatment

3.2. Variables of the Study

There are two kinds of research variables, they are independent variable and dependent variable. According to Brad (2001, p. 1), independent variable is a variable that is manipulated by the researcher, and dependent variable is a variable that is simply measured by the researcher. Fraenkel. et. al. (2012, p. 87) state that an independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable, and dependent variable depends on what the independent variable does to it, how it affects it.

Therefore, in this study, the self directed questioning strategy is the independent variable while students' narrative reading comprehension is the dependent variable.

3.3. Operational Definition

To avoid missunderstanding, some terms used in this study is necessary to define.

1. Teaching

   Teaching is a process of activity to inform knowledge from someone to another

2. Reading

   Reading is a process of getting knowledge and information from what the readers read, and to understand what has been read, readers need to comprehend it.

3. Reading Comprehension

Reading comprehension is a process of understanding the reading text, it means that reading by comprehending the meaning of a passage. One who reads something by understanding it can be said he does a reading comprehension.

4. Reading Strategy

Reading strategy is the most important role to make students understand reading materials. It facilitates the comprehension of the students who want to read effectively.

5. Narrative Text

A narrative text is a piece of writing that chronicles a series of events or actions in climate sequence.

6. Self Directed Questioning

Self directed questioning is a teaching strategy in reading comprehension which is most appropiate for students who overely on what they know, failing to monitor reading comprehension and to relate textual information to prior knowledge.

3.4. Population and Sample

3.4.1. Population

A population is a group of individuals who has the same characteristic (Creswell, 2012, p. 142). Another definiton of population comes from Fraenkel et. al. (2012, p. 91) who states that the larger group to which one hopes to apply the

results is called the population. The population of this study is all of the eighth grade students of SMP Muhammadiyah 1 Palembang academic year 2014/2015 which consist of 160 students. The distribution of whole population can be seen in the following table:

Table 1

The Population of the Study

NO	Class	Male	Female	Total
1	VIII.A	13	27	40
2	VIII.B	20	20	40
3	VIII.C	21	19	40
4	VIII.D	22	18	40
	Total	76	84	160

(Source: SMP Muhammadiyah 1 Palembang academic year 2014/2015)

3.4.2. Sample

Creswell (2012, p. 142) states that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Then, Trochim (2006, p. 1) states that sampling is the process of selecting units from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they are chosen.

In this study, the writer used purposive sampling to choose the samples. Purposive sampling is different from convenience sampling in that researchers do not simply study who- ever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need (Fraenkel & Wallen, 1999, p. 99). The writer took two classes as samples, they were VIII.A and VIII.B. These two classes were chosen because they had

similar characteristic, they had the same abilities. The students in these classes were the students who got best ranks in the previous classes. They were about first to twentyth rank. These two classes were given the pretest. After the pretest, it could be seen that the result of pretest in VIII.A was higher than the result of pretest in VIII.B. So that, the writer defined VIII.A was a control group and VIII.B was as experimental group.

Table 2

The Sample of the Study

No	Group	Class	The Number of Students
1	Experimental Group	VIII.B	40
3	Control Group	VIII.A	40

3.5.   Techniques for Collecting Data

3.5.1. Test

Brown (2004, p. 3) states that test is a method of measuring a person's ability, knowledge, or performance in a given domain. Then, Arikunto (2010, p. 193) states that a test is any series of question or exercise or other skill, knowledge, intelligence, capacities of attitude of an individual or group.

The test is a multiple choice reading comprehension test in which the test had been asked to the validators on the appropiateness and had been tried out to

the eighth grade students of SMP Muhammadiyah 6 Palembang which has the same charateristic with the sample. The total of reading comprehension test is 60 items. This reading comprhension test is ready made test which is developed from some books, they are *LKS Pulpin*, *LKS Canggih*, *TOPS siap UN*.

Beside that, the writer did online test via Quipperschool for pre-test and post-test. The steps are: (1) loging in making new class; (2) inviting the students to do their pre- and post- test; (3) typing the class code to log in for pre- and post-test class.

The purpose of the test is to know the result of teaching reading by self directed questioning strategy. There are two parts of test in this study, they are pre-test and post-test. The test items in the pre-test are same as those of post-test, because the purpose of giving them is to know the progress of students reading comprehension achievement before and after treatment.

a.	**Pre-test**

Pre-test is given before treatment in experimental group and control group. The pre-test is administreted to assess students' narrative reading achievement before treatment in exprerimental group and in control group without treatment. Both control and experimental groups should answer forty questions of reading comprehension test

b.	**Post-test**

Post-test is administreted to control group and experimental group after pre-test and and treatment. This test aim to measure students' reading achievement after treatment. The result of this test was compared with the result of pre-test in order to know effect of teaching reading comprehension through self directed questioning strategy. The data from the post test can be used to measure the students' progress taught by using self directed questioning strategy.

3.6. Research Instrument Analysis

There were two kinds of test which were used in this part, they were validity test and reliability test.

3.6.1 Validity test

Validity test carried out to measure whether the instrument for pretest and posttest activities are valid or not. According to Fraenkel and Wallen (2009, p. 147), the validity is the most important idea to consider when preparing or selecting an instrument for use. The term "validity" as used in research, refers to the appropiateness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. The are three kinds of validity test to be administred for research instrument. They are:

3.6.1.1.Construct Validity

According to Best and Kahn (1995, p. 219), construct validity is the degree to which scores on a test can be accounted for by the explanatory construct of a second theory. Then, Hughes (1989, p. 26) states that a test, part of test, or a

testing technique is said to have construct validity if it can be demonstrated that is measured just the ability which it is supposed to measure.

Sugiyono (2010, p. 177) states that expert judgments is required to estimate the construct validity. After constructing the instruments related to some espects measured, then it is consulted to achieve some expert judgements from at least three validators to evaluate whether the components of the instrument are valid or not to be applied in research.

In this study, the writer asked three lecturers as validators to estimate the instruments. They are Amalia Hasanah, S. S., M. Pd., Beni Wijaya, S. Pd., M. Pd., and Hilma Suryani, M. Pd. The writer asked the validators to add criteria for scoring item questions, to give clear directions and separated each paragraph folloe by questions for every text, to revise some item questions of the test and to revise a few thing in lesson plan. The result from the validators can be assumed that the test instruments and lesson plan are appropiate to be used for this research study.

3.6.1.2. Validity Test of Each Question Item

Validity test of each question item was used to indicate whether the test item is used to indicate whether the test item of the instruments in each question is valid or not. To know whether it is valid or not, the score of significance (r-output) should be compared with the score of "r-table" product moment. A question item is considered valid if "r-output" is higher than "r-table" (Basrowi and Soenyono, 2007 p. 24). To analyze of each question item, SPSS Statistics Program was used in this study.

In this case, the writer had already tried out the research instrument at SMP Muhammadiyah 6 Palembang on Monday, March 9th 2015. The research intruments of the test were tested to 33 students of the eighth grade students (VIII.3).The following is the result analysis of validity of each question item.

Table 3

Analysis of Each Question Item on Reading Comprehension Test

Validity Test of Each Question Item	Sig.(2-tailed) of Pearson Correlation (r-output)	r-table score	Result
Item1	0	0.355	Invalid
Item2	0.000	0.355	Invalid
Item3	0.518	0.355	**Valid**
Item4	0.679	0.355	**Valid**
Item5	0.001	0.355	Invalid
Item6	0.032	0.355	Invalid
Item7	0.340	0.355	Invalid
Item8	0.161	0.355	Invalid
Item9	0.920	0.355	**Valid**
Item10	0.757	0.355	**Valid**
Item11	0.645	0.355	**Valid**
Item12	0.757	0.355	**Valid**
Item13	0.757	0.355	**Valid**
Item14	0.077	0.355	Invalid
Item15	0.458	0.355	**Valid**
Item16	0.458	0.355	**Valid**
Item17	0.581	0.355	**Valid**
Item18	0.310	0.355	Invalid
Item19	0.220	0.355	Invalid
Item20	0.717	0.355	**Valid**
Item21	0.001	0.355	Invalid
Item22	0.190	0.355	Invalid
Item23	0.717	0.355	**Valid**
Item24	0.757	0.355	**Valid**
Item25	0.580	0.355	**Valid**
Item26	0.429	0.355	**Valid**
Item27	0.310	0.355	Invalid
Item28	0.220	0.355	Invalid

Item29	0.399	0.355	**Valid**
Item30	0.032	0.355	Invalid
Item31	0.310	0.355	Invalid
Item32	0.911	0.355	**Valid**
Item33	0.717	0.355	**Valid**
Item34	0.757	0.355	**Valid**
Item35	0.804	0.355	**Valid**
Item36	0.717	0.355	**Valid**
Item37	0.679	0.355	**Valid**
Item38	0.310	0.355	Invalid
Item39	0.679	0.355	**Valid**
Item40	0.717	0.355	**Valid**
Item41	0.757	0.355	**Valid**
Item42	0.679	0.355	**Valid**
Item43	0.679	0.355	**Valid**
Item44	0.717	0.355	**Valid**
Item45	0.679	0.355	**Valid**
Item46	0.717	0.355	**Valid**
Item47	0.190	0.355	Invalid
Item48	0.458	0.355	**Valid**
Item49	0.518	0.355	**Valid**
Item50	0.488	0.355	**Valid**
Item51	0.717	0.355	**Valid**
Item52	0.717	0.355	**Valid**
Item53	0.757	0.355	**Valid**
Item54	0.310	0.355	Invalid
Item55	0.808	0.355	**Valid**
Item56	0.808	0.355	**Valid**
Item57	0.717	0.355	**Valid**
Item58	0.717	0.355	**Valid**
Item59	0.310	0.355	Invalid
Item60	0.757	0.355	**Valid**

From the result, it was found that there were only forty one test items from sixty test items provided by the writer which could be used as the instrument because the scores of significance were higher than 0.355. They are test items number 3, 4, 9, 10, 11, 12, 13, 15, 16, 17, 20, 23, 24, 25, 26, 29, 32, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50, 51, 52, 53, 55, 56, 57, 58, 59. Then,

there were only nineteen test items invalid. They are test items number 1, 2, 5, 6, 7, 8, 14, 18, 19, 21, 22, 27, 28, 30, 31, 38, 47, 54, 60.

3.6.1.3.Content Validity

According to Creswell (2005, p. 164), content validity is extent to which the question on the intrument and the score from these questions are represantive of all the possible questions that a writer could ask about the content or skills. Meanwhile, Hughes (1989, p. 22) states a test is said to have content validity if it is content constitutes a representative sample of the language skills, stuctures, etc., with it is means to be concerned. The result analysis in constructing the content validity is presented in the test of specification table including: objectives of the test, test material, test indicators, number of test items, total of the items, type of test, and answer key.

Table 4

Test of Specification Table

Objectives	Test Material	Indicators	Number of Items	Tot	Types of Test	Answer Key
To measure the students comprehension in narrative reading text	Telaga Warna (The Lake of Colour)	The students are able: .1.4.to find the detail and factual information	1,2,3	3	Multiple Choices	b,d,d
		.1.5.to find synonym and antonym in the text	4	1		B
	Orang Utan	The students are able: 1. to find the detail and	5,6,7,8	4	Multiple Choices	a,c,c,a

		factual information				
		2. to find the reference words in the text	9	1		c
		3. to find synonym and antonym in the text	10	1		a
	The Ant and the Dove	The students are able: 1. to identify the main idea	14,15	2	Multip-le Choices	b, c,
		4. to find the detail and factual information	11	1		c
		5. to find the reference words in the text	12,13	2		c, c
	The Crow and the Oyster	The students are able: 1. to identify the main idea	19	1	Multip-le Choices	a
		2. to find the detail and factual information	16,17,18	3		b,b,d
	The Grassop-per	The students are able: 1. to identify the main idea	24	1	Multip-le Choices	a
		2. to find the detail and factual information	20, 21, 22, 23	4		a, a, b,b
	The Magic Box	The students are able: 1. to identify the main idea	31,32	2	Multip-le Choices	d,a
		2. to find the	25, 26,	4		a, a,

		detail and factual information	27, 30			c,c
		3. to find synonym and antonym in the text	28, 29	2		b, b
	The Fisher-man	The students are able: 1. to find the detail and factual information	33, 34, 35, 36, 37, 38, 39	7	Multip-le Choices	b, c, a, b, b, a, a
		2. to find synonym and antonym in the text	40	1		d

3.6.2. Reliability Test

Reliability test measures whether research instrument used for pretest and posttest activities is reliable or not. Fraenkel and Wallen (1990, p. 136) state that the test score is considered reliable whenever the reliability coefficient of test score should be at least 0.70 and preferably higher.

In this study to measure reliability of the test, the writer used test-retest method. According to Fraenkel and Wallen (1990, p. 139), test-retest method measures the stability of test scores over time which involves administering the same instrument twice to the same group of individuals after certain time interval has elapsed. To measure the test-retest method, Pearson Correlation Coeficient found in SPSS is used.

The first try out was conducted at eighth grade students of SMP Muhammadiyah 6 Palembang Class VIII.3 on April, 4th 2015 and second try out

was conducted at the same class and students of SMP Muhammadiyah 6 Palembang on April, 14th 2015. The try out was analyzed by using Test-retest Method and the result analysis are presented in a table score. This following table shows the score obtained in a tryout using test-retest method.

Table 5

Scores of Students' Tryout using Test-Retest Method

No	Students' Name	Tryout Scores	
		Test1	Test2
1	Achmad Fikri A	77.5	80
2	Andre Andova	62.5	72.5
3	Ayu Andira	77.5	85
4	Debby Anggara	45	70
5	Della Oktarina	60	70
6	Dendy Maraganta	75	82.5
7	Dwiky Syapda D.	75	77.5
8	Ilham Perdana	60	77.5
9	Peri Yanto	50	70
10	Ira Meilyani	75	85
11	Isa Apriani	45	65
12	Jihan Syahira V	47.5	72.5
13	M. Afriansyah	52.5	67.5
14	M. Faraby	77.5	85
15	M. Arrosyidi	62.5	77.5
16	Marisa Putri	55	75
17	Mey Angga	52.5	70
18	Melinda	80	85
19	Nadia Moyina	70	87.5
20	Nur Abizous	47.5	75
21	Putri Novianti	50	77.5
22	Rahmat Ayu	65	75
23	Riska Anugrah	40	75
24	Siti Maria	60	75
25	Tridiansyah	75	80
26	Tri Indarti	77.5	85
27	Wenny Derantina	77.5	80
28	Winda Putri Yanti	75	85
29	Ahmat Tajudin	50	75
30	Della Anggraini	60	75
31	Yogi Irama	77.5	87.5

| 32 | Cahya Gita R | 70 | 87.5 |
| 33 | Rio Padli | 75 | 85 |

Then, from the result of tryout scores measuring reliability test is analyzed using Pearson Correlation Coefficient. The result analysis in measuring the reliability using test-retest method is shown in table 6.

Table 6

Result of Reliability Analysis Using Pearson Correlation Coefficient

No	Number of Test	N	Pearson Correlation	Result
1	Test1	33	0.809	Reliable
2	Test2	33		

From the result of reliability analysis, it is found that the score of Pearson Correlation is 0.809. From the score, it can be stated that the test is considered reliable since the score of Pearson Correlation is higher than 0.70.

3.7. Research Treatments

3.7.1. Readability Test

In this study, treatments are given after pretest, it is done to know the students' achievement in reading comprehension by using self directed questioning strategy.

Readability test is done to know the appropiate level of reading texts for students' class level in comprehensing the reading texts. It means that readability test is done to put the reading texts in an appropiate class meeting based on the difficulty level of each reading text during research treatments. Readability test is

measured using online readability test named The Flesh Reading Ease Readability Formula which is accessed from *http//www.readabilityFormula.com.* There are seven categories in reading text level. They are very easy level, easy text level, fairly easy test level, standard text level, fairly difficult text level, difficult text level, and very confusing text level.

There are ten narrative reading texts which should be measured using online readability test in this study. The ten texts are taken from two different books. They are "When English Rings a Bell SMP/MTs Kelas VIII" by Siti Wachidah and Asep Gunawan (2014), published by Pusat Kurukulum dan Perbukuan, Balitbang, Kemdikbud; and "PAKAR Bahasa Inggris untul SMP kelas VIII semester genap (KTSP)" by Tim Penyusun, published by Aviva. The result of readability test of ten narrative texts is shown in table 6,

Table 6

Result of Readability Test

No	Reading Text Title	Test Statistic			Flesh Reading Ease Score	Text Level	Reading Grade Level
		Number of Sentence	Word per Sentence	Character per Word			
1	The Boy Who Cried "Wolf"	25	8	4.1	95.2	Very Easy	3th
2	Snow White	18	11	4.1	91.3	Very Easy	4th
3	The Chipmunk that Run Away	27	18	4	88.3	Easy	5th
4	Rapunzel	32	10	4.2	84.5	Easy	5th
5	Putri Kemuning	39	8	4.2	84.5	Easy	4th
6	The Story of Timun Emas	56	9	4.2	78.3	Fairly Easy	5th

7	Cinderella	60	11	4.3	78.2	Fairly Easy	6th
8	Queen of Arabia and Three Sheiks	12	18	4.2	75	Fairly Easy	7th
9	The Bear and the Rabbit Hunt Buffalo	12	24	4	73.5	Fairly Easy	9th
10	Golden Snail	16	16	4.4	72.2	Fairly Easy	7th

3.7.2. Research Teaching Schedule

The teaching schedule of this study is conducted on April to May 2015 at SMP Muhammadiyah 1 Palembang. The writer taught class VIII.B only while VIII.A was only given pre-test and post-test. The material for research teaching is narrative reading text and time allocation is 90 minutes a meeting. There are 12 meetings including pre-test and post-test activities and treatment for experimental group by using self directed questioning startegy and grammar translation method in teaching the ten narrative reading texts. The teaching schedule is shown in table 7,

Table 7

Research Teaching Schedule

No	Day / Daye		Material	Research Treatment Meeting	Time Allocation
	Experimental Group	**Control Group**			
1	Thursday (7.00-8.30)	Friday (7.00-8.30)	Pre-test	1st	2x45"
2	Monday (10.50-12.00)	-	The Boy Who Cried 'Wolf'	2nd	2x45"
3	Wednesday (8.30-10.50)	-	Snow White	3rd	2x45"
4	Thursday (7.00-8.30)	-	The Chipmunk that Run Away	4th	2x45"
5	Monday	-	Rapunzel	5th	2x45"

	(10.50-12.00)				
6	Wednesday (8.30-10.50)	-	Putri Kemuning	6th	2x45"
7	Monday (10.50-12.00)	-	The Story of Timun Emas	7th	2x45"
8	Wednesday (88.30-10.50)	-	Cinderella	8th	2x45"
9	Thursday (7.00-8.30)	-	Queen of Arabia and Three Sheiks	9th	2x45"
10	Monday (10.50-12.00)	-	The Bear and the Rabbit Hunt Buffalo	10th	2x45"
11	Wednesday (8.30-10.50)	-	Golden Snail	11th	2x45"
12	Thursday (7.00-8.30)	Wednesday (7.00-8.30)	Post-test	12th	2x45"

3.8. Techniques for Analyzing Data

In analyzing the data, the writer used and described some techniques, as follows:

3.8.1. Data description

Data description illustrate two analysis, they aredistribution of frequency data and descriptive statistic

3.8.1.2. Distribution of frequency data

In distributions of frequency data, the students' score, frequency, percentage are achieved. The distributions of frequency data are got from students' pretest score in control group, students' posttest score in control group, students' pretest score in experimental group, students' posttest score in experimental group.

3.8.1.3. Descriptive statistics

In descriptive statistic, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean are obtained. Descriptive

statistics are obtained from student's pretest and posttest scores in control groups and experimental groups.

3.8.2. Pre-requisite analysis

Before analyzing the data, pre-requisite analysis should be done to see whether tha data obtained are normal or homogen.

3.8.2.1. Normality test

Normality test is used to measure whether the obtained data is normal or not and to measure students' pretest and posttest score in control group and experimental group. Tha data can be classified into normal whenever the p-output is higher than 0.025 (Basrowi, 2007, p. 85). In measuring normality test, *I-sample Kolmogronov Smrinov* is used.

3.8.2.2. Homogenity test

Homogenity is used to measure the obtained scores whether is homogen or not and to measure student's pretest scores and posttest scores in control group and experimental groups. The score can be categorized homogen when the p-output is higher than mean significant difference at 0.05 levels. *Levene Statistics* in SPPS is used in measuring homogeneity test.

3.9. Hypothesis testing

In this study, Independet Sample T-test is used to measure a significant difference on the eighth grade students' reading comprehension score after taught

using self directed questioning strategy and students' posttest score in control

group. A difference is found whenever the p-output is lower than mean 0.05 levels

and t-obtained is higher than t-table

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents the findings of the study which consist of the result of the pre and post tests of the experimental and control groups and the statistical analysis based on the data.

4.1. Findings

This section describes the results of the pre-test and post-test scores from the samples before and after the experiment. The test of the pre-test and post-test were the same. There were 40 questions in the form of multiple choice.

4.1.1. Data Descriptions

In data descriptions, there were two analyses to be done. They were distributions of frequency data and descriptive statistics.

4.1.1.1. Distributions of Data Frequency

In the distribution of data frequency, score, frequency, and percentage were analyzed. In this part, the students' scores were described by presenting a number of student who got a certain score, and its score's percentage. The scores were acquired from: (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest score in experimental group (d) posttest scores in experimental group.

a.   Students' Pretest Scores in Control Group

In distribution of data frequency, the writer got the interval score, frequency and percentage. The result of the pretest scores in control group is described in Table 8.

Table 8
Distribution of Data Frequency on Students' Pretest Score
in Control Group

Category	Frequency	Percentage (%)
Low (25-74)	39	97.5%
Average (75-85)	1	2.5
Total	40	100.0

Based on the result analysis of students' pretest scores in control group for 40 students, it showed that 39 students (97.5%) were in low level and one student (2.5%) were in average level.

b.   Students' Posttest Scores in Control Group

In distribution of data frequency, the result of the posttest scores in control group is described in Table 9.

Table 9
Distribution of Data Frequency on Students' Posttest Scores
in Control Group

Category	Frequency	Percentage (%)
Low (25-74)	32	80%
Average (75-85)	8	20%
Total	**40**	**100.0**

Based on the result analysis of students' posttest scores in control group for 40 students, it showed that 32 students (80%) were in low level and eight students (20%) were in average level.

c. **Students' Pretest Scores in Experimental Group**

In distribution of data frequency, the result of the pretest scores in experimental group is described in Table 10.

Table 10
Distribution of Data Frequency on Students' Pretest Scores
in Experimental Group

Category	Frequency	Percentage (%)
Low (25-74)	40	100%
Total	**40**	**100**

Based on the result analysis of students' pretest scores in experimental group for 40 students, it showed that 40 students (100%) were in low level.

 d. **Students' Posttest Scores in Experimental Group**

In distribution of data frequency, the result of the posttest scores in experimental group is described in Table 11.

Table 11
Distribution of Data Frequency on Students' Posttest Scores
in Experimental Group

Category	Frequency	Percentage (%)
Low (25-74)	30	75%
Average (75-85)	8	20%
High (86-100)	2	5.0%
Total	**40**	**100**

Based on the result analysis of students' posttest scores in experimental group for 40 students, it showed that there were 30 students (75%) in low level, eight students (20%) in average level, and two students (5%) in high level.

4.1.1.2.Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score, standard deviation were analyzed. The result of the tests were presented in the form of scores ranging from 0 to 100 based on the result of each test. Descriptive statistics were obtained from students' pretest and posttest score in control group, students' pretest and posttest score in experimental group.

Then, descriptive statistic on students' pretest and posttest scores in control group is figured out in table 14.

Table 14
Descriptive Statistic of Students' Pretest and Posttest Scores
in Control Group

Control Group	N	Min	Max	Mean	Std. D
Sutudents' Pretest Score	40	25.00	78.00	46.7000	11.30963
Students' Posttest Score	40	45.00	95.00	66.4375	10.12561

Based on the result analysis of derscriptive statistic on students' pretest and posttest scores in control group, it can be seen that in students' pretest score in control group, the total of sample (N) is 40, minimum score is 25, maximum score is 78, mean score is 46.7, and standard deviation is 11.30963. Then, in students'

posttest score in control group, the total of sample (N) is 40, minimum score is 45, maximum score is 95, mean score is 66.4375, and standard deviation is 10.12561.

After that, the result of descriptive statistic on students' pretest and posttest scores in experimental group is desribed in table 15.

Table 15

Descriptive Statistic of Students' Pretest and Posttest Scores

in Experimental Group

Experimental Group	N	Min	Max	Mean	Std. D
Students' Pretest Score	40	25.00	70.00	45.0000	12.47562
Students' Posttest Score	40	45.00	95.00	63.8875	12.27959

Based on the result analysis of descriptive statistic on students' pretest and posttest scores in experimental group, it showed that in students' pretest score in experimental group , the total of sample (N) is 40, minimum score is 25, maximum score is 70, mean score is 45, and standard deviation is 12.47562 Then, in students' posttest score in experimental group, the total of sample (N) is 40, minimum score is 45, maximum score is 95, mean score is 63.8875, and standart deviation is 12.27959.

4.1.2. Prerequisite Analysis

In prerequisite analysis, there were two analyses to be done. They were normality test and homogeneity test were analyzed.

4.1.2.1. Normality Test

In the normality test, the total of sample (N), Kolmogorov-Smirnov, significant and result were analyzed. The test is considered normal whenever it is higher than 0.05. The data was obtained from students' pretest and posttest in control group and experimental group. Then, the result analysis in measuring the normality test of students' pretest scores in control group and experimental group is figured out in table 17.

Table 16
Normality Test of Students' Pretest Scores Using 1-Sample
Kolmogronov Smrinov Z

No	Students' Pretest	N	Kolmorgorv Smrinov Z	Sig.	Result
1	Control Group	40	0.621	0.835	Normal
2	Experimental Grourp	40	1.193	0.335	Normal

From the above result analysis, it was found that the p-output from students' pretest in control group and experimental group are 0.835 and 0.621, From those scores, it can be stated that the students' pretest score in control and experimental groups are considered normal since 0.835 and 0.621 > 0.05. It can be concluded that they are higher than 0.05.

Then, the result analysis in measuring the normality test of students' posttest scores in control group and experimental group is figured out in table 18.

Table 17
Normality Test of Students' Posttest Scores Using 1-Sample
Kolmogronov Smrinov Z

No	Students' Posttest	N	Kolmorgorv Smrinov Z	Sig.	Result
1	Control Group	40	0.908	0.382	Normal
2	Experimental Grourp	40	0.944	0.335	Normal

The Kolmogrov-Smirnov test of the post-test results showed that the significance (two tailed) were 0.382 for control group, 0.33 for experimental group. From those results, it can be concluded that the data were considered normal since they are higher than 0.05.

4.1.2.2.Homogeneity Test

In the homogeneity test, the students' pretest and posttest scores in control and experimental group were analyzed by using Levene Statistics analysis.

a. **Homogeneity Test of Students' Pretest and Posttest Scores in Control Group and Experimental Groups Using Levene Statistics**

Homogeneity test used to find whether the group was homogenous or not. The computations of homogeneity used computation in SPSS 16. The result of homogeneity test of students' pretest and posttest is figured out in Table 19.

Table 18
Data of Homogeneity Test

Variable	Test	Group	N	Levene Statistics	Sig.	Result
Self Directed Question-ing Strategy	Pre-test	Experimental	40	1.105	0.296	Homogen
		Control	40			
	Post-test	Experimental	40	2.343	0.130	Homogen
		Control	40			

Based on measuring homogeneity test of students' pretest score in control group and experimental groups using self directed questioning strategy, it was found that the significance level was on 0.296. From the results of the p-output, it can be stated that the students' pretest scores in control group and experimental group using self directed questioning strategy was homogeny since it was higher than 0.05.

Next, based on measuring homogeneity test result of students' posttest scores in control group and experimental group using self directed questioning strategy, it was found that the significance level were on 0.130. From the result of the p-output, it can be stated that the students' posttes scores in control group and experimental group using self directed questioning strategy was homogeny since it was higher than 0.05

4.1.3. The Result Analysis in Measuring a Significant Difference on Students' Narrative Text After Taught by Using Self Directed Questioning Strategy and Teacher's Method

From result of measuring significant difference on students' narrative reading text after taught using self directed questioning strategy and teacher's method. It is found that the p-output was 0.049 and t-obtained was 2.003 It can be stated that there is a significant difference on students' narrative reading text after taught using self directed questioning strategy and teacher's method since the p-output is lower than 0.005 and t-obtained is higher than t-table (1.991). So, it can be said that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

Table 19

Measuring a Significant Difference of Students' Posttest Scores in Control and Experimental Groups

Posttes control and experimental groups	Independent Sample T-Test			Ho
	T	Df	Sig. (2-tailed)	
	2.003	78	0.049	Rejected

4.2. Interpretations

Based on the findings above, the writer made some interpretations. There are some findings can be interpreted as follows:

First, the writer interpreted that self directed questioning strategy could increase the students' score in reading comprehension and bring advantages to understand narrative reading text at SMP Muhammadiyah 1 Palembang.

Then, there was improvisation from students who were taught using self directed questioning strategy. In experimental group, the students were given treatment using self directed questioning strategy. In the first time when the researcher taught the students in the experimental group, the students felt confused to follow the learning process of reading comprehension in narrative text. But, according to procedure of self directed questioning strategy proposed by Walker (1992, p. 223-224), the teacher models some steps of self directed questionig strategy with another short passage of narrative text as an example. In other words, the researcher showed how the strategy was going on. So, from that example, the students could adapt and follow the learning process of narrative reading text by using self directed questioning strategy although the researcher got some problems in managing and inviting the students to participate the learning process using self directed questioning strategy well. By the time, after third meeting, the students could follow and enjoy the learning process of narrative reading text which is taught by using self directed questioning strategy. Students could answer the questions of reading comprehension well at the fourth to tenth meeting although at the first to third meeting, the students still felt difficult to answer the questions of reading comprehension. In the begining of treatment, the students were passive in joining the learning process, but after the students

understood and could follow the learning process of narrative reading text, they became more active than before.

Before the students were given treatment, the students of experimental group were given prettest, during did the prettest, the students felt difficult, hard, and confused to did the questions of pretest. The result of pretest was not satisfying for them and the teacher. The students could not get the high score. So that, the students were given the treatment. Then, after treatment, the researcher gave the posttest to the students. The result of posttest showed the significant difference from the result of pretest. The students got higher score than pretest score. It showed that self directed questioning strategy was able to help the students improved their reading skill especially in narrative text. According to Walker and Mohr (1985, p. 20), the self directed questioning strategy significantly improves the text implicit comprehension for the low-verba; ability group and helps students to look for important information that fit their model meaning.

Next, for control group, the students were given pretest and posttest only without treatment. But, during the researcher taught narrative reading text in the experimental group using self directed questioning strategy, the students in control group were taught by the teacher of English at SMP Muhammadiyah 1 Palembang. The result of pretest of control group was better than the result of pretest in experimental group, the students in control group got higher scores than pretest scores in experimental group. So that the researcher chose class VIII.A as a control group. But, the result of posttest in control group was not better than result of posttest in experimental group. The students in control group got lower scores

of posttest than posttest scores in experimental group. It was because the students in control group were not taught by using self directed questioning strategy. So, there was no significant difference from students who were not taught by using self directed questioning strategy, the students were only taught by teacher of English in their school. It was intrepreted that self directed questioning strategy can motivate the students in learning narrative reading text and make students who were passive in learning narrative reading text become more active as well as they enjoyed the learning process of narrative reading text well. It is related to Sang and Chang-Chien (1996, p.1) who explain that self-questioning is an effective strategy to enchance students' reading comprehension because of three essential components including active, metacognitive, and schema processing. Self-questinoning strategy can enhance significantly students' reading comprehension.

CHAPTER V

CONCLUSSION AND SUGGESTIONS

In this chapter, the writer draws some conclusion and suggestions based on the findings and interpretation in the previous chapter.

5.1. Conclusion

Based on the result of data analysis and intrepertation, it could be concluded that there was a significant difference on the eighth grade students' in reading comprehension score after taught using self directed questioning strategy and teacher's method at SMP Muhammadiyah 1 Palembang. The students' posttest scores who were taught using self directed questioning strategy were higher than students' posttest scores who were taught using teacher method in that school. It could be seen from the data obtained in measuring significant difference in this study by using independent sample t-test. Then, there was significant improvement from the students pretest and posttest scores in experimental group who were taught using self directed questioning strategy. Before accepting the treatment of self directed questioning strategy, the students were difficult to do the

pretest, they needed much time to do the prestest well, so that most of students got low scores. After the students accepted the treatment, they could be better in doing the posttest than pretest. It could be seen that the studenst were easier in doing posttest after they got the treatment of self directed questioning strategy.

Finally, the writer conclude that the self directed questioning strategy is good strategy to teach reading narrative text at the eighth grade students. This strategy can improve the students in learning narrative reading text.

5.2. Suggestions

Based on the conclusion, the writer offered some suggestions for the teacher of English, especially the teacher of English who teaches at SMP Muhammadiyah 1 Palembang, the students and the next researcher.

For the teacher of English, the teacher must be able to choose the most appropiate strategy in teaching reading. The teacher can use the self directed questioning strategy to help the students to develop their reading ability.

For the students, the students can use self directed questioning strategy to help them to comprehend their narrative reading text. Besides that, they must develop some aspects which can help them comprehend the reading text, such as vocabulary and grammar.

Finally, in the next researcher can use this study for the theoritical reference and use the larger sample to represent the whole junior high school. m

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