

Applying Questioning Techniques in Teaching Reading Comprehension to Increase Students' Reading Achievement

(A Quasi- Experimental Study at SMK Negeri 1 Indramayu West Java)

A THESIS

Submitted in partial fulfillment of the requirements for the
Master's Degree in English Education



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BANDUNG
2012**

APPLYING QUESTIONING TECHNIQUES IN TEACHING READING COMPREHENSION TO INCREASE STUDENTS' READING ACHIEVEMENT

Oleh

Jaya

S.Pd Unwir Indramayu, 2000

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Program studi Pendidikan Bahasa Inggris Sekolah Pasca Sarjana

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Juli 2012

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This is to certify that Board of Examiners has approved the thesis as the requirement of the Master's Degree in English Education

Board of Examiners:

Prof. A. Chaedar Alwasilah, M.A, Ph.D

Main Supervisor

Dr. Yoyo Surjakusumah, M.Pd

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DECLARATION

I hereby declare that this thesis entitled *Applying Questioning Techniques in Teaching Reading Comprehension to Increase Students' Reading Achievements* is completely the result of my own investigations. I am fully aware that I have quoted some statements and ideas from other sources, and all of which are properly acknowledged in the texts.

Bandung, July 25th 2012

The writer,

J A Y A

APPLYING QUESTIONING TECHNIQUES IN TEACHING READING COMPREHENSION TO INCREASE STUDENTS' READING ACHIEVEMENT

ABSTRACT

This study investigated the effect of applying questioning techniques in teaching reading comprehension. A quasi experimental design was chosen for this study since it did not select the participants randomly (as it is suggested in true experiment design). In this research, the students purposively selected for this purpose of this research.

The experimental group was exposed to the use of questioning techniques in all steps of reading activity, while of those techniques were not given to the control group. This study employed two comprehension test before and after the treatment in order to see the difference in achievement of the two groups. The subjects were also given a set of questionnaires to reveal their responses towards the use of questioning techniques. The data gathered was then carefully calculated by using t-test to identify whether there is a significant difference between the test scores of the two groups.

The result of this research proves that Applying Questioning Techniques is effective to be used to increase the students' reading achievement with the level of significance of 0.05 (α 0.05), the value of t-test is 12.55. It is higher than the t-table, 2.045. Meanwhile, at the control group with the same level the value of the test is 2.25. Although the value of t-test at the control group still higher than the t-table, the experimental group got higher than the control.

Given the fact that this research was conducted in a quasi-experimental design in a short time involving two groups, it is recommended that further research be conducted in a longer period, by using a true experimental design.

PREFACE

In the name of Allah SWT, the Most Gracious and the Most Merciful, Praises and thanks to Allah Almighty, the Lord of the universe. By His guidance and His blessing, the writer has completed his thesis. Shalawat and salam be always delivered to the prophet Muhammad SAW as his excellent idol in facing the vey hard struggle of life. The writer finally accomplished this thesis titled “Applying questioning techniques in teaching reading comprehension to increase students’ reading achievement”. This research has strived to find out whether applying questioning technique in teaching reading comprehension gives better impact to the students’ reading achievement, and to reveal the students’ responses towards the techniques.

The writer pays a great attention to the vocational school students’ reading ability since this skill is very important for facing their job. This research problem inspired that reading comprehension ability is very important for international communication and technology transfer. This research was conducted as a final assignment to pursue the master’s degree in English Education department. Hopefully, it may give some contributions to the development of knowledge especially on teaching reading comprehension.

Finally, the writer realizes that this thesis is still far from perfect. Therefore, some constructive comments, criticisms and suggestions will be very much appreciated.

Bandung, July 2012

Writer

ACKNOWLEDGEMENTS

Alhamdulillah robbil 'aalamin, Praise and thanks to Allah swt. the Lord of the universe. This thesis was finally accomplished after a long time of struggles. It would not have been completed without much help from other people. It is then, the writer's pleasure to acknowledge the following people for their best constructive contributions to his education and the thesis writing.

First of all, I would like to address my deepest gratitude and appreciation to my main supervisor Prof. A. Chaedar Alwasilah, M.A, Ph.D, and his co-supervisor Dr. Yoyo Surjakusumah, M.Pd. for their invaluable inputs, feedback, knowledge, spiritual supports, guidance, and suggestions during the process of supervision.

Secondly, I would like to express my sincere gratitude to all lecturers at Pascasarjana UPI, especially to Emi Emilia, M.Ed. Ph. D the chairperson of English Education Program, Prof. Aminudin Aziz, M.A. Ph. D and Iwa Lukmana, M.A, Ph. D who always give me spirits and inspirations to learn much, Bachrudin Musthafa, M.A, Ph. D who has given an excellent experience in teaching English poetry and other literature, and all lecture that the writer cannot mention. I am deeply indebted to all of them.

Third, his deepest gratitude was expressed to the chairperson of English Education Program of Wiralodra University, Bambang MK, and the Dean of Faculty of Teacher Training and Education Sciences, Aan Juhana Senjaya, M.M, M.Pd, to My "Ayah" DR. Suwardi, M.Pd who always gives me supports.

I am also grateful to Jen Jen Jaeni Dahlan, M. M.Pd the Headmaster of SMKN 1 Indramayu, Undang Supriyatna, M.A, the English teacher of SMKN 1 Indramayu and all students especially to XI Multi Media1, and Multi Media2 2011-2012 period, who have voluntarily involved as participants, for their kindness during the research process.

I would like to express my greatest appreciation to my classmates, Endi, Iskandar Dz, Nacep Asmara, Sri Fina Karlina, Taryanah, Sri Heppy Rahayu. You are all my best friends. To my family especially to my wife Romini, my sons Akhmad Shalahuddin, Winahyu Hening Praja S, and my pretty angel Fanny Tri Emilia Muharromah, who never give up praying and supporting my succeed. I deeply grateful to my mother, (the late Ibu Cayem), my father, (Bapak Madroman), my brothers in law, and all of my relatives who cannot be mentioned. It is to them that I dedicated this thesis.