

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 ($\alpha 0.05$), 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.