

CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, research questions, research variables, aims of the research, research significance, definition of terms frequently used, and the organization of the thesis.

1.1 Background of the Study

Reading is an important tool to reach other skills. For instance, to understand text books, the students need to have satisfying ability in reading. Due to the importance role of reading skill for the students in the future, they need to be prepared well.

Questioning is always considered a valuable tool to stimulate students learning. Teachers, therefore, are being encouraged to use appropriate questions to activate students' prior knowledge, as well as to actively engage them in the exploration and transformation of knowledge (Bomengen, 2010).

The use of questioning techniques in teaching reading comprehension classroom, and getting the students to answer questions is one way for the teacher to get access to what is going on in their minds. As Nuttall (1996) states,

wrong answers are often particularly illuminating, because they can suggest where the misunderstanding arises. And right answer may be right by accident, which is why the teacher needs to probe into the reasons for them (Nuttall, 1996: 181)

Dealing with answers and the key role of the teachers then not just the type of questions, but the way they are used, is crucial (Nuttall, 1996).

Some studies have indicated the importance of questioning techniques in learning process. For example, Wartono (1990) found that the students taught using questioning techniques have better achievement than those were not. In addition, Barnette, Orletsky, Sattes, and Walsh (1995), showed that providing students time to think after asking a question improve the students involvement and success. Furthermore, Hussain (2003) concluded that good questions can increase learning quality.

All these studies showed the importance of questioning techniques in learning process. However, there has not been a lot of research investigating this area especially in the context of reading comprehension. This study was accordingly conducted for these purposes.

1.2 Research Questions

This study was conducted to find out the answers to the following research questions:

- (i) Can the use of questioning techniques increase students' reading comprehension achievement?
- (ii) What are the students' responses towards the implementation of teaching reading comprehension through questioning techniques?

1.3 Research Variable

There are three variables in this study, one independent variable and two dependent ones. The independent variable is using questioning techniques in teaching and learning process of reading comprehension, and the dependent

variables are the students' activities and students' reading comprehension achievement.

1.4 Aims of the Research

Based on the research problems, the research aims are proposed:

- 1.4.1 To find out the influence of questioning techniques used by the teacher in teaching reading towards students' reading comprehension achievement.
- 1.4.2 To find out the students' responses towards the implementation of questioning techniques in teaching and learning process.

1.5 Research Significance

With regard to the significance of the study, this research has the potential significance to the theory, educational, and professional practice.

Theoretically, this study is expected to provide new insight and alternative literature for teachers in teaching English reading comprehension.

Regarding the second potential study, these research findings expected to provide teachers with an alternative solution to help students' difficulties in reading comprehension.

Finally, it is expected that this study can provide teachers with varieties of using questioning in teaching reading. In addition, this study will provide

school principals with information about what assistances and facilities needed in the learning process of teaching reading comprehension.

1.6 Definition of the Terms

This part elaborates the key terms frequently used in this study. The elaboration is aimed for giving definition to avoid misunderstanding and limiting the use of the terms, and understanding the context in which the terms being used (Creswell, 1994).

1. Questioning: Giving questions on reading text and all about things relate to the topic and answered by the students.
2. Convergent Questions is the kinds of questions strategy to encourage student responses to converge or focus on a central theme (Orlich, 1985).
3. Divergent questions: To evoke and elicit longer students' responses. Thus, if the teacher wishes to evoke several different responses from the students reply will be typically longer than a response to a convergent question (ibid).
4. Evaluative Questions is the kinds of question strategy that has a built-in evaluating or judgmental set of criteria. When one asks 'why' something is good or bad, an evaluation question is being raised (ibid).

5. Questioning Techniques in Teaching and Learning Reading

Comprehension is the questioning used as Nuttall (1996: 183-190) proposes to support and assist for maintaining the teaching and learning process, particularly teaching and learning reading comprehension and not intended to test.

6. Reading comprehension is the process of deriving meaning from connected text that involves words knowledge or vocabulary as well as thinking and reasoning, taking meaning to text in order to obtain meaning from the text (William, 1998; Turner cited in Alexander, 1998)

7. The classroom interaction is the interaction between teacher and learners, and amongst the learners in the classroom (Tsui, 2001).

1.7 The Structure of This Thesis

This thesis contains five chapters. The subsequence chapters are presented as follows:

Chapter II discusses the review of related literature underpinning this study, which includes the nature of reading, reading comprehension, teaching reading comprehension, questioning techniques, function of questioning, questioning and, how to apply these techniques in teaching and learning particularly teaching and learning reading comprehension. Chapter III constitutes the methodological aspects of this thesis, which include research design used, data collection and data analysis. Chapter IV elaborates the data presentation and

data analysis which covers the findings and discussions of how questioning techniques improve students' reading comprehension. This chapter also discusses students' responses towards the application of questioning techniques. Finally, chapter V presents the conclusion of the study as well as some possible suggestions for conducting future research in the area of questioning techniques in teaching reading comprehension.