

**AN UNDERGRADUATE THESIS**

**A STUDY OF SELF-QUESTIONING STRATEGY  
ON READING COMPREHENSION RESULT  
AT THE TENTH GRADERS OF MAN 1 METRO  
IN THE ACADEMIC YEAR OF 2014**

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English Education Study Program**



**STATE ISLAMIC COLLEGE (STAIN)  
OF JURAI SIWO METRO  
2014 M / 1435 H**

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**Presented As a Partial Fulfillment of the Requirements  
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**ABSTRACT**

**By :  
ENDANG KHOL ASNADEWI**

The primary goal of this research was to figure out the using of self-questioning strategy of the students' reading comprehension result. This research was conducted at MAN 1 Metro, Lampung Timur. The subject of this research was students of class X IPS 2 in academic year 2014. In this research, the researcher was used documentation and interview for data collection technique. The participants of this research are 15 students for getting the data of documentation. For interview, the researcher interviewing 10 students.

In this research, the researcher used Qualitative research. Before getting the final score of this research the researcher was taken the pre-survey data of the students' reading comprehension result before the teacher conducted self questioning strategy in learning process. It done to know is there the differences of students' achievement before and after teacher conducted this strategy.

The result of this analysis proof that students have the different score in reading comprehension result before the teacher conducted self-questioning strategy and after the teacher conducted self-questioning strategy. The frequency score of students before self-questioning strategy are : 2 Students got score 85-100, 5 students got score 75-85, and 8 students got score 65-75. While, the frequency score of students after self-questioning strategy are : 11 students got score 85-100, 4 students got score 75-85, and 0 students got score 65-75.

**STUDI TENTANG PENGGUNAAN STRATEGI SELF-QUESTIONING  
TERHADAP HASIL PEMAHAMAN MEMBACA SISWA MAN 1 METRO  
KELAS X TAHUN AKADEMIK 2014**

**ABSTRAK**

**Oleh :  
ENDANG KHOL ASNADEWI**

Tujuan utama dari penelitian ini untuk mengetahui bagaimna efek dari penggunaan strategy self-questioning terhadap hasil dari pemahaman membaca siswa. Penelitian ini dilakukan di MAN 1 Metro, Lampung Timur. Subjek dari penelitian ini adalah siswa kelas X IPS 2 pada tahun ajaran 2014. Dalam penelitian ini, peneliti menggunakan dua metode pengumpulan data, yaitu dokumentasi dan interview. Pada pengumpulan data dokumentasi peneliti mengambil data dari 15 siswa sedangkan pada data interview peneliti mengambil 10 siswa.

Penelitian ini adalah penelitian kualitative. Sebelum mendapatkan nilai akhir dari penelitian ini peneliti mengambil data pra-survey sebagai perbandingan apakah ada perbedaan dalam prestasi siswa sebelum dan sesudah guru mengaplikasikan strategy ini dalam proses pembelajaran.

Hasil dari penelitian ini membuktikan bahwa adanya perbedaan preastasi yang ditunjukkan oleh nilai berikut. Frekuensi nilai siwa sebelum menggunakan self-questioning strategy : dari 15 siswa 2 siswa mendapat nilai 85-100, 5 siswa mendapat nilai 75-85, dan 8 siswa mendapat nilai 65-75. Sedangkan frekuensi nilai siswa seteleh menggunakan self-questioning strategy adalah : 11 mendapat nilai 85-100, 4 siswa mendapat nilai 75-85, dan 0 siswa mendapat nilai 65-75.

## MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Meaning : “ Allah raises the ranks of those among you who believe and those who were granted the knowledge: ( Q.S Al-Mujadalah : 11)

“Successful comes to the one who tries to get it,  
But not for the one who only expects it”

## **DEDICATION PAGE**

“ I highly dedicate this ungraduate thesis to  
my beloved family and all whom I love”

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# CHAPTER I

## INTRODUCTION

### **A. Background of The Study**

In the context of English language teaching as a foreign language in Indonesia, the teaching and learning of reading is one of particular important. Reading is one of four basic skills that students should mastery. Reading helps students to obtain more knowledge. By reading, students also get something that never got before.

However, students still face many difficulties in understanding of English text when the students read the text. The students find out some problems in spelling the words and the students have lack to comprehend the text. It happens because understand English text the students need more concentration and need much time to translate into Indonesian language. Besides, the students are not fluent for reading and students have low motivation to read, so that for students who do not like reading will feel bored to read the text especially English text.

Instead of the problem above, the teacher should try an appropriate learning strategy for teaching to improve students' reading comprehension. This strategy hopes can make students comprehend the text easily and make students interest in their reading, so that the aim of learning is reached.

There are some essential strategies for teaching reading. One of the strategies is self-questioning strategy. Self-questioning is simply a process in

which students ask and answer questions while reading. Strategically asking and answering questions while reading helps students with difficulties engage with text in ways that good readers do naturally. This improving student's active processing of text and their comprehension.

Implementing new strategy for teaching reading can be a crucial thing to do, because if strategy is compatible for students, students will interest in learning. Self Questioning strategy is one of strategies that can be applied in teaching reading, it is important to do for teacher to teach because students who ask questions as they read can improve their comprehension, remember what students read, they can be active readers and students become better readers.

Based on data on December 11, 2013 in MAN 1 Metro the researcher found that most of tenth grade of students is categorized into low category. It can be seen from score of reading comprehension among 15 students is that 2 students included into high category for the score 85-75, 5 students are included into average category for the score 74-60, and 8 students are included into low category 59-35.

Based on explanation above, it shows the fourteenth of twenty five students have low in reading comprehension. It means that more than 50% students of eleventh grade of MAN 1 Metro have low in reading comprehension.

Therefore, the researcher want to conduct the research entitled: A Study of Self-questioning Strategy on Students' Reading Comprehension at Tenth Graders of MAN 1 Metro in the Academic Year of 2014.

**B. Focus of the study**

To get a good result of the study especially in Reading, the students need an appropriate strategy in learning process. It will give the positive effect so the students will be getting a good grade.

In line with the explanation above, hence the researcher focuses to research : “How is the students’ reading comprehension by using self-questioning strategy at the tenth graders of the MAN 1 Metro in the academic year of 2014”

**C. The Problem Limitation**

In this research, the researcher limited the problem only to study about self-questioning strategy on student’s reading comprehension at the tenth graders of Madrasah Aliyah Negeri (MAN) 1 Metro in the academic year of 2014.

**D. The Problem Formulation**

Based on the background above, the researcher formulates the problems as follows:

1. How far the effect of self-questioning strategy on students’ reading comprehension at the tenth graders of MAN 1 Metro in the academic year of 2014?
2. Is there any difficulty to conduct self-questioning strategy on students’ reading comprehension at the tenth graders of MAN 1 Metro in the academic year of 2014?

## **E. Objectives and Benefits of the Study**

### 1. Objective of the study

The primary goal of this research is:

- a. To know the strategies in reading comprehension section applied by teacher for teaching reading at the tenth grade of Madrasah Aliyah Negeri (MAN) 1 Metro in the academic year of 2014.
- b. To figure out what are the problems which are commonly faced by the students in Reading comprehension section of English text at the tenth grade of Madrasah Aliyah Negeri (MAN) 1 Metro in the academic year of 2014.

### 2. Benefit of the study

Overall, this research is expected to have the benefits for:

#### a. The students:

For the students, this research hopes to overcome the problems in reading comprehension section. So that students more interest and more comprehend the English text in reading section.

#### b. The teacher:

To help the teacher support the teaching process on reading by using an effective strategy.

c. Head Master of MAN 1 Metro :

For head master, this research hopes can be something to evaluate learning system in MAN 1 Metro, especially for teaching English.

d. Other Researcher:

This research is expected as contribution for other researches to conduct further studies.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Prior Research

Extensive research has already been done by Katayon Afzali.<sup>1</sup> The research by Katayon Afzali was a research about Self-Questioning entitled “*The Impact of Instructing Self-Questioning in Reading Literary Texts*”. In this research, investigated whether teacher’s modeling a questioning approach technique can be helpful to foster in students’ ways of asking appropriate question in order to be able to unravel the meaning of text independently or not. In this connection, this experiment indicated that use of well-designed comprehension question can be useful in helping students to generate their own question by paying attention towards various aspects of texts.

The result of this research shown that teaching this strategy can help improving participants’ comprehending literary text. This may be due to the fact that firstly, the students have gotten tired of the overused method of answering teacher generated question and this method has sounded new and interesting to them. Secondly, students’ initial question often can tend to additional question and deeper.

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<sup>1</sup> Afzali, Katayon, International Journal of Linguistics: *The Impact of Self-questioning in Reading Literary Texts*, Vol.4, No.2 : 2012

On the other research, Hui-Fang Shang and I-Ju Chang-Chien also done the research about self-questioning strategy by the title “*The Effect of Self-Questioning Strategy on EFL Learners’ Reading Comprehension Development*”.<sup>2</sup> In this research shown that self-questioning strategy is useful to enhance students’ reading comprehension because it can help students’ pay more attention to the content of the text, generate higher order questions, enhance metacognition, and activate prior knowledge.

Based on the above prior research, in this section the researcher interested in conducting the present research by studying self-questioning strategy on students’ reading comprehension at eleventh grade of MAN 1 Metro in the academic year of 2013/2014.

## **B. Theoretical Review**

### **1. The Concept of Reading**

Etymologically, the word “reading” in oxford learners’ pocket dictionary is derived from the word “read” that can be defined as follows: to look at and understanding the meaning of written or printed words or symbol, to go through written of printed words or symbol silently or loudly

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<sup>2</sup> Shang Hui-fang, The International Journal: “*The Effeccct of Self-Questioning Strategy on EFL Learners’ Reading Comprehension Development*”, I-Shou University, Taiwan: 2010

to other and to discover or find out about somebody or something by reading.<sup>3</sup>

According to Sanggam Siahaan, Reading is a skill of reader or a group of reader for interpreting new news that the writer transfer.<sup>4</sup> The new news can get from many kinds of the reading text. The text which readed is depend on reader like because it can influence reader to interprete the topic of the text.

Albert Josiah states that reading is an outcome of the interaction betwixt the insight of graphic symbols that represent language and the readers' language skill, cognitive skill and understanding of the words.<sup>5</sup>

While, according to Albert and Edward reading is interpret the symbols especially spoken symbols through interact between conception symbols of graphic to obtain symbol of meaning.<sup>6</sup> Meanwhile reading is the process of thinking, conducting that is the substance of overpowering energy, allocating time, paying attention, continuing concentration, consequently, before reading the text a fast decree must be occupied; otherwise frustration can go to the readers' feel.

Based on the explanation above, the researcher concludes that reading is an activity by the reader to get the information or what the writer

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<sup>3</sup> A S Hornby, *Oxford Advanced Learner's Dictionary*, ( New York : Oxford University Express, 1995), p.968

<sup>4</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.3

<sup>5</sup> Albert Josiah Haris, *How to increase Reading Ability*, ( United States of America: The Alpine Press,1984), p.12

<sup>6</sup> Ibid, p.12

wants to send or realize in printed symbol. By finding the new words the students will memorize it. As the effect the students will increase their comprehension especially in English.

#### **a. Model of Reading**

Etymologically, the word “model” in Oxford Advanced Learner’s Dictionary can be defined as a system used as a basis for pattern.<sup>7</sup>

There are three models of reading as follows:

##### 1. Top-Down Model

In the top-down model the readers’ prior knowledge, cognitive and linguistic competence play key roles in the construction of the meaning. It’s processing in which the reader draw on their own intelligence and experience to understanding the text.

##### 2. Bottom-up Model

The bottom-up model is the model of reading which suggests that a reader read the words, and sentence and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary and syntax.<sup>8</sup>

While, Thomas SC farrell classify three models of reading, they are:

##### 1. Top-Down Model

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<sup>7</sup> Martin H. Manser. *Oxford Learner’s Pocket Dictionary*, (New York: Oxford University Press). p.749

<sup>8</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Fransisco State University, 2000), second edition, p.299

Top-down model is the model of reading where the reader use prior knowledge to undrerstand and to get the main idea of the text. It usually used by advance level.

## 2. Bottom-Up Model

Bottom-up model is the model of reading which usually use by beginner level. In this model the reader use the dictionary to understand the text. Different from advance level who using prior knowledge to comprehend the whole of the text.

## 3. The interactive Model

The interactive model argues that both top-down and bottom-up occur when a person reads a text.<sup>9</sup>

To make the process of reading be interesting, any some stages that must be followed by learners. There are three stages to make reading more realistic and interesting, as follows:

### a. Pre-Reading

This stage is to prepare the learners for what they are going to read.

This is achieved by having the learners think, write and discuss everything they know about the topic.

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<sup>9</sup> Thomas S.C Farrell, *Planning Lessons for a Reading Class*, (Singapore: SEAMEO Regional Language Center, 2002), p. 1.

b. During-Reading

This stage is to help the learners understand the text. The important stage is note taking which allows the learners to a range new vocabulary, important information, detail and to summarize information and record their reaction and opinion.

c. Post-Reading

This stage offers the chance to evaluate students' adequacy of interpretation. It focuses on a wide range of questions that allow for different interpretation. Bloom's taxonomy provides an excellent range of simple to complex question and activities that are perfect.<sup>10</sup>

**b. The Factors Influencing Reading**

In processing of reading have some factors that influence or this activity Aebersold & field have compiled a list of factors that influence reading:

1. Cognitive development and learning style orientation at the time of beginning second/ foreign language study.
2. Language proficiency of first language.
3. Metacognitive knowledge of first language structure, grammar and syntax.

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<sup>10</sup> Bambang Eko Sugianto, *Teaching English as Foreign Language*, p.39-40

4. Language proficiency in a second/ foreign language, students need to have attained certain levels of proficiency in the second language in order for their reading to improve.
5. Degree of different between the first language and second language (writing system, rhetorical structures, appropriate strategies).
6. Cultural orientations attitudes towards text and purpose for reading.<sup>11</sup>

## 2. The Concept of Reading Comprehension

Before explaining the concept of reading comprehension, the researcher will explain some definitions of comprehension based on some experts.

Etymologically, the word “comprehension” based on Oxford Advanced Learner’s Dictionary is defined as: the power of understanding and an exercise aimed at improving or testing one understands of a language (written or spoken).<sup>12</sup>

Gillet, Jean Wallace and Temple Charles state that comprehension involves prior knowledge, knowledge of text structure and an active search for information.<sup>13</sup> The simplest definition of comprehension understands new information in light of what we already know.

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<sup>11</sup> Thomas S.C Farrell, *Op.cit*, p.5

<sup>12</sup>

A S Hornby, *op.cit.*, p106

<sup>13</sup> Gillet, Jean Wallace and Temple Charles. *Understanding Reading Problems Assessment and Instruction, Fourth Edition*, (USA : Herper Collins College Publishers), p.34

Based on the explanations, the researcher made a conclusion that comprehension is a reading process which requires delicate information, understanding and interpretation from reading material and students can understand it with their background knowledge and experience.

Furthermore some experts stated the different definition of reading comprehension. Mohammad Reza Ahmadi states that reading comprehension is a mixture of the readers' cognitive and metacognitive procedure, which a reader has to create inference on the context of text or at the end of story by using information diverse source.<sup>14</sup>

Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.<sup>15</sup> Good reading comprehension is able to understand the information and develop it appropriately.

Meanwhile, Jeremy Harmer argued that "reading for general comprehension is skill that includes only the main points of the text. The reader is not looking for specific points, but rather for whatever is necessary to get an overall understanding of the text".<sup>16</sup> It can be concluded that the reader will understand whole of the text if need right information in the text.

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<sup>14</sup> Mohammad Reza Ahmadi, Journal of Studies in education : *Reciprocal Teaching Strategy as an Important Factor of Improving Reading Comprehension*, Vol. 2, No.4 : 2012, p.159

<sup>15</sup> Brown H. Douglas, *op.cit*, p.306

<sup>16</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Longman : Cambridge.1991), p.206

But, if reader doesn't need the important information which reader wants to know the reader only comprehend the main topic of the text.

Janette States that a reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of the text types).<sup>17</sup>

While, Harris and Sipay state that reading comprehension is the result of the interaction among the reader's perception of the graphic symbol that represent language, linguistic skill, cognitive skill, and knowledge of the world.<sup>18</sup>

Moreover, R. Karen Harris and Steve Graham explain that reading comprehension is the process of constructing the meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluently.<sup>19</sup> In order word reading comprehension is the process to construct the meaning from a text that a reader read to get knowledge.

Based on quotation above, it is obvious that reading comprehension is the activities that require the reader understand the total meaning of the

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<sup>17</sup> Janette K. Klingner, et al, *Teaching Reading Comprehension to Students With Learning Difficulties*, (USA : The Guilford Press, 2007), p.8

<sup>18</sup> Albert J Harris and Edward R Sipay, Op cit p.444

<sup>19</sup> R. Karen Harris and Steve Graham. *Teaching Reading Comprehension To Students with Learning difficulties*. (The Guilford Press: New York.2007), p.2

reading text. The important of learning reading comprehension is to increase the pleasure and effectiveness of reading comprehension skill.

#### **a. Strategies for Reading Comprehension**

Reading strategies refer to how readers make sense of what they read and what they do when they do not understand something in a text. The fluent readers use the following strategies for comprehending a reading passage, as follows:

##### 1. Activating Prior Knowledge

In this case the teachers can play a crucial role in seeing that the reader's knowledge about the topic is built up so that they can successfully comprehend a new text.

##### 2. Predicting

Prediction creates anticipation and gets students thinking about previous experiences they many have had about the topic before they read about.

##### 3. Skimming

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting idea.

##### 4. Scanning

The purpose of scanning is to extract specific information without reading through the whole text.

5. Guessing meaning of unknown word using contextual clues

Students need to guess the meaning of a word, they don't know while reading a text because they have dictionary or they are in examination type situation.

6. Identifying topic and main idea

Mikukecky suggests that students practice this skill in a developmental sequence from simple to more complex cognitive task. For example: the sequence of exercise includes the following:

- a. Finding the topic from a list of words
- b. Recognizing the topic of a paragraph
- c. Identifying the main idea of the passage.

7. Use of question

Another important strategy good readers' use is questioning. Asking questions before reading and passing questions. While reading are reading strategies that have been identified as being affective by fluent readers of English.<sup>20</sup>

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<sup>20</sup> Thomas Sc Farrel, Op.cit, p.30-.38

From the quotation above, it can be inferred that strategy in reading comprehension is extremely crucial for the reader to understand the meaning of the text.

## **b. Levels of Reading Comprehension**

Reading comprehension has different levels. Burns et al divide reading comprehension as follows:

### 1. Literal Comprehension

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higher level understanding. Recognizing stated main ideas, details, causes and effects, and sequence is the basis of literal comprehension, and thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important.

### 2. Interpretive Comprehension

Interpretive comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Reader makes inferences based on their schemata. It is important to realize that children have less prior knowledge than adults and do not make inferences spontaneously; even they possess the necessary schemata or background knowledge.

### 3. Critical Reading

Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important.

#### 4. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just critical reading does, and it also requires them to use their imaginations.<sup>21</sup>

### 3. The Concept of Self Questioning Strategy

#### a. Definition

Silvester Draaijer and Jaap Boter state that Self-questioning is a learning strategy which focuses on knowledge acquisition and concept comprehension by the learner generating questions.<sup>22</sup>

According to Deshler and Schumacher, the self-questioning strategy is mostly applied to the learning of reading passages.<sup>23</sup> This expert is not

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<sup>21</sup> <http://sibungsuinred.blogspot.com/2012/03/levels-of-reading-comprehension.html>,  
November, 8 2012

<sup>22</sup> Draaijer Silvester and Boter Jaap, *Questionbank: computer supported self-questioning* (Loughborough University, 2005)

<sup>23</sup> *ibid*

explain the specific definition, but insist that self-questioning is strategy which often use in learning process of reading.

Self-questioning is simply a process in which students ask and answer questions while reading. Strategically asking and answering questions while reading helps students with difficulties engage with text in ways that good readers do naturally. This improving student's active processing of text and their comprehension.<sup>24</sup>

According to Robert Algozzine self-questioning is the going concern process of asking question before, during and after reading that are use by the reader to understand the text.<sup>25</sup> The question posed are based on clues that are found in the text and are generated spark curiosity that focuses the reader's attention on investigating, understanding and connecting to the text.

Moreover, Festus E. Obiakor explain that self-questioning strategy is a set of steps that student's follows to generate, think about, predict, investigate, and answer questions that satisfy curiosity what is being read.<sup>26</sup>

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<sup>24</sup> Shang Hui-fang, The International Journal: “ *The Efficct of Self-Questioning Strategy on EFL Learners’ Reading Comprehension Development*”, (I-Shou University, Taiwan:2010).

<sup>25</sup> 23 Robert Algozzine,Dorothy J. O'Shea,Festus E. Obiakor, *Culturally Responsive Literacy Instruction*.

<sup>26</sup> ibid

Based on the definitions above, the researcher conclude that self-questioning strategy is an activity of asking and answering question by the reader while reading to understand the text.

**b. Steps of Self-Questioning Strategy**

There are some steps for using the self-questioning strategy that should do by the reader. It will help the reader easy to do this strategy. Some of those strategies are:

1. Follow the clues which the readers read

In the first step, the readers start reading, and they look for clues that can help they create their questions. The author often uses the first sentence of a passage or paragraph to give them clues about its meaning.

2. Make some questions

It means that after the readers find a clue and start wondering about it, they say one or more questions to their selves. When the readers ask a question, be sure to ask about information they haven't learned already. This make the reader want to read more, so that they can find the answer to their question. There are seven types of questions that we will use to start:

- a. “Who” Questions: might be used when you wonder about a person. For example, “Who will the passage be about?”
  - b. “What” Questions: might be used when you wonder about a thing- something that is not a person. Example, “What is he carrying in his backpack?”
  - c. “Where” Questions: this type of a question is about a place. For example, “Where is the boy going?”
  - d. “When” Questions: use when you wonder about time. For example, “When is the swamp monster going to pop out again?”
  - e. “Why” Questions: use when you are wondering about the reason for something or the cause of something. For example, “Why did he do that?”
  - f. “Which” Questions: use when there are two choices, and you wonder which one will happen. Example, “Which road will she take?”
  - g. “How” Questions: use this type of question when you wonder how something is going to be done or how someone is going to get something done. Example, “How is she going to get to the top of that cliff?”.
3. Keep predictions in mind.

It means that the readers guess what the answers to their questions might be. Example, if their question is “What does this girl look like?”, what

might the reader predict or guess that she look like?”. The readers guess needs to contain information that the author hasn’t given them yet.

4. Identify the answer.

It means that the reader read some more, always keeping their question and prediction in mind. As they read, they look for and find the answer to their question. Example, after they’ve asked their selves, “What does the girl look like?” and they’ve made some predictions, they might find in the next few sentences that she has brown hair, brown eyes, and is wearing a purple raincoat.

5. Talk about the answer.

It means that the readers first think about the answer and then compare it to their prediction. Decide whether their prediction are wrong or right. Then the readers put the answer in their own words. It means the reader talk about the answer for their question to their selves.

**c. Categories of Question and Typical Classroom Question Word**

According to Elizabeth Shaunessy there are several types of questions, they are :

1. Knowledge question

Knowledge question use for eliciting factual answer, testing recall, and recognition of information. Common question words: *list, define, tell, identify, show, describe, select, label, collect, examine, and reproduce.*

## 2. Comprehension question

In this category, the student should interpreting and extrapolating question and answer about the text that they read. Common question words: *summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, and extend.*

## 3. Application question

In application question, the reader applying the information heard or read to new situations. Common question words: *apply, calculate, demonstrate how, solve, illustrate how, modify, relate, change, classify, experiment and discover.*

## 4. Analysis question

It is breaking down into parts, relating parts to the whole. Common question words: *distinguish, diagram, chart, plan, deduce, arrange, separate, outline, classify, contrast, compare, differentiate, categorize.*

## 5. Synthesis question

In the synthesis question, the reader combining elements into a new pattern.

Common question words: *compose, integrate, modify, rearrange, plan, combine, design, create, invent, formulate, prepare, generalize and rewrite.*

## 6. Evaluation question

In this category, the reader making a judgment of good and bad, right or wrong, according to some set or criteria, and stating why. Common question words: *evaluate, rate, defend, dispute, decide which, select, judge, grade, verify, and choose why.*<sup>27</sup>

#### **4. Questioning Strategy for Interactive Teaching Reading**

In learning process, the initiation of interaction by the teacher is the most important key for creating an interactive language classroom. However the teachers' style is the load is on teacher to provide the stimuli for continued interaction. These stimuli are important in the inception stage of classroom lesson as well as throughout lesson.

One of the best manners to develop teachers' role as initiator and sustainer of interaction is to develop a repertoire of questioning strategies. Appropriate questioning in an interactive classroom can fulfill a number of different functions:

- a. Teachers' question will give students the encouragement and occasion to produce language comfortably without having any risk initiating themselves. It's very scary for students to have initiate conversation or topics for discussion. Appropriately pitched question can give more

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<sup>27</sup> Shaunessy Elizabeth: *Questioning Strategies for Teaching the Gifted*, ( Prufrock Press, Inc).

uncertain students an affective “green light” and a structured opportunity to communicate in their second language.

- b. Teachers’ question can serve to initiate a chain reaction of student interaction among themselves. One question may be all that is needed to start a discussion. Without the initial question, however students will be unwilling to initiate the process.
- c. Teachers’ question give the instructor immediate feedback about students’ comprehension. After posing a question, a teacher can use the students’ response to diagnose linguistic of the content difficulties. Grammatical or phonological problems areas.
- d. Teachers’ question provides students with opportunities to find out what they think by hearing what they say. As they are nudged into responding to question about, say, a reading or a film, they can discover what their own opinions and reaction are. This self discovery can be especially useful for a prewriting activity.<sup>28</sup>

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<sup>28</sup> Brown H. Douglas , *Op.cit*, P.169



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Type and Characteristic of Research

This research is qualitative. Qualitative research is the research that expresses the whole phenomenon by describing it with non numeric language in the context and scientific paradigm.<sup>1</sup> This research applied one of the research qualitative approaches namely case study. Creswell states that case study is kind of qualitative research which the researcher detail analysis a program, an event, an activity, a process, or one or more individuals.

Case study is one of the categories of qualitative research which has some characteristics. Creswell states that there are eight characteristic of research. First, the research takes place in natural setting. The researcher conducts the research directly to the site of participants. Second, it uses multiple methods. The researcher using some methods such as observation, interview, and documentation to collect the data. Third, it applies emergent design. In other words, the data collection process may change based on the situation and participant, and the researcher learns the best site about the central phenomenon of interest. Fourth, fundamentally interpreted.

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<sup>1</sup> Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M), *Pedoman Penulisan Karya Ilmiah*, STAIN Jurai Siwo Metro, 2010, p.20

The researcher making interpretation of the data. Fifth, it analyze social phenomena. The qualitative research has more complex view of social phenomena. Sixth, bound with values. It means that this research should be connected with the context and meaning where the research takes place and the research should followed the roles where s/he conducts the research. Seventh, it uses complex reasoning. The researcher uses interactive thinking to analyze the problem. Eighth, use one or more strategies. The qualitative research may use one or more strategies for guide the research. <sup>2</sup>

Meanwhile, Donald Ary also states there are six characteristic of Qualitative research. First, the research should deal with context and meaning. Second, it takes place in natural setting. Third, it uses descriptive data. Fourth, the instrument of the research which uses is human. Fifth, this research is uses one or more strategies. Sixth, it uses inductive analysis. <sup>3</sup>

## **B. Data Resource**

In the qualitative research there is no population as data resource, but usually called social situation consisting of three elements such as place, actors and activity. Lincoln and Gulba state that “naturalistic sampling is, then, very different from conventional sampling. Its purpose is to maximize information,

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<sup>2</sup> John W.Creswell. . *Research Design*.(USA : Sage Publication, Inc. 2003). The second edition. P.181

<sup>3</sup> Donald Ary, *et.al.*, *Introduction to Research in Edition*, ( Canada : Thompshon higher education, 2006), seventh edition, p.453-454

not to facilitate generalization.”<sup>4</sup> Data source of qualitative research may also use written documents to gain an understanding of the phenomenon under the study. The terms document here refers to broad range of written, physical, and visual materials, including what other authors may term artifact.

There are two types of source in this research, they are primary and secondary sources. Firstly, primary source will be applied by collecting the result of the students’ reading comprehension by using self-questioning strategy. Secondly source are the books which relevan with this research and the profil of MAN 1 Metro.

### **C. Collecting Data Technique**

Before collecting the data, the researcher has to determine the sample technique. In this research the researcher used the purposive sampling technique. For gathering the data the writer uses some instruments. The instruments that are used in conducting research as follow:

#### **1. Observation**

The researcher took field notes on the behavior and activities of individuals at the research site. In this case the researcher directly organized observation in the field research. The researcher will take the data of the Tenth grade

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<sup>4</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif R&D*, Penerbit Alfabeta, Bandung, 2009, p.219.

students' reading test result from English teacher of MAN 1 Metro to be analyzed.

## **2. Documentation**

The researcher will collect several documents to support the research. Documentation is one way that uses a writing source for public documents (e.g., news-paper, minutes of meeting, official reports) or private document (e.g., personal journals and diaries letters e-mails). The researcher chooses the students' formal document those are the students' reading comprehension result of self-questioning strategy of Tenth grade of MAN 1 Metro.

## **3. Interview**

Interview is a dialogue among people or group intended. In interview, the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interview with six to eight interviewees in each group.<sup>5</sup> The researcher has to conceptualize the project, establish access and make contact with participants, interview them, transcribe the data, and then work with the material and share what he or she has learned.

In this case, the writer will use structured interview that uses prepared questions about reading and self-questioning strategy.

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<sup>5</sup>

John W.Creswell, *Research Design Qualitative Quantitative and Mixed Methods Approach*, Sage Publication, New York, 2002, p.188.

Based on the statement above, the researcher gathers the data from Observation, documentation, and interview from students' reading comprehension result.

#### **D. Analysis Data Technique**

Analyzing the data of this research might have several components. The process of data analysis involves preparing the data for analysis, reading through all the data, applying coding process, description, representation, and interpretation. The researcher applied the six steps proposed by Creswell. They were:

1. The researcher organized and prepared the data from analyzing. For this step, the researcher would conduct the research by interviewing a number of students in English class.
2. Analyzing all the data. The researcher analyzed all the collected data and understanding the whole reading comprehension by using self-questioning strategy.
3. Coding process. From the result of the second place above, the researcher would make some categories of the finding result. The categories involve the use of self-questioning strategy on students' reading comprehension.
4. Using the coding process to generate the description of the setting or people as categories or themes for analysis. In this step, the researcher would describe

about the result of the students' reading comprehension at the Tenth grade students.

5. Conveying the descriptive information. It is discussion that mentions description information about each participant.
6. Interpreting all the data as the last steps on data analysis. The researcher interprets the result of the research after all steps are finished. The researcher would present a list of the data to classify data according to type.

#### **E. Approach**

Research approach is the problem solving strategy of the research which is done to arrange the field fact and field summary for understanding, explaining, and managing the condition of the research. In this research, the researcher will apply case study. Case study is when the writer explores in depth a program, an event, an activity, a process or one or more individuals. The essential procedure of the case study method is to take account of all relevant aspects of one or one thing or situation, employing as the unit for study an individual, an situation, a community or any group considered as a unit. The complex situation and combination of factors involved in the given behavior are examined to determine the existing status and to identify the casual factors operating.



## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. A Brief History of MAN 1 Metro

MAN 1 Metro was established since year 1951. Firstly, this school named Sekolah Persiapan Institut Agama Islam Negeri (SPIAIN) Metro. It established because enthusiasm Moslem Society of Lampung Tengah to have a school that equivalent with SLTA which has characteristic of Islam. MAN 1 Metro is located on Jl. Lembayung, 38B Banjarrejo, Batanghari, Lampung Timur, Lampung.

In 1978, this school becomes Madrasah Aliyah Negeri (MAN) Metro Lampung Timur based on recommendation letter of the minister education on November 30, 1978. In the year 2005, MAN 1 Metro Lampung Timur got rating as the first achievement school in Lampung province.

The headmaster who led MAN 1 Metro are:

1. Hi. Sanuri, BA : year 1982 - 1992
2. Machrudi : year 1992 – 2005
3. Drs. H. Moh. Luthfie' Aziz HF : year 2005 – until now

MAN 1 Metro has vision and mission as follows:

1. Vision

“ Make an existence of People Source Capacity which have strong faith, noble moral and master of science and technology”.

2. Mission

The mission f MAN 1 Metro are:

- a. Applying the process of education and learning which balanced between build of faith and moral with mastery of science and technology.
- b. Increasing professionalism of staff education appropriate with progress of period and education demand.
- c. Realizing MAN 1 Metro as a center of education and development science and technology which Islam nuance that can be guide for other institutes.

**Table 1**

**The data of educator and official of MAN 1 Metro**

No	Teachers' s and officers' s status	Educational Background				Sex		Total
		SLTA	D1/D2/D3	S1	S2	M	F	
1	Teacher (PNS DEPAG)	-	-	35	6	24	17	<b>41</b>
2	Teacher (PNS DPK)	-	-	4	-	1	3	<b>4</b>

3	<i>Teacher (Honorer)</i>	-	-	13	-	7	6	<b>13</b>
4	<i>Employee (PNS)</i>	3	-	-	-	3	-	<b>3</b>
5	<i>Employee (Honorer)</i>	2	1	4	-	2	5	<b>7</b>
<b>TOTAL</b>		<b>5</b>	<b>1</b>	<b>46</b>	<b>6</b>	<b>37</b>	<b>30</b>	<b>68</b>

## **B. General Description of Research Data**

In this part, the researcher describes the data that used as primary source and secondary source. The data is gotten by observation, documentation and interview result. In observation result of this research, the researcher observe the learning process in the class of the tenth grade students. For the documentation result the researcher used the descriptive text as instrument. The students have to answer the multiple choice of the question on their worksheet. In this process, the students also make prediction and answer about the topic of the text.

While, for the interview result the researcher interviewing 10 of students in the class. Regarding to the object of this research, the researcher analyzed the students' reading comprehension products of the tenth grade Students of Man 1 Metro

## **C. Data Analysis Result**

For data analysis result, the researcher used three kinds of data collection technique, they are :

### **1. Observation Analysis Result**

In this part, the researcher will explain first how this research done by the researcher. The researcher observed about the condition about the class and learning process. In pre-activities, the teacher doing apperception and informing the competence that will be achieved to the students.

In while-activities, the teacher do the learning process by conducting the self-questioning. The steps of learning process are : before the teacher ask the students to do their worksheet the teacher gave the picture which suitable with the text for students. After the teacher showed the picture, the teacher ask the students to make predictions and answer in their mind, then the teacher gave the text to the students and ask them to answer the quuestion of the text. Next, the teacher ask students to analyze their aswers of their predictions.

Furthermore, in post activities the teacher doing a reflection/making summary of the lesson by involving the students' participation and ask the students to continue their study at home.

### **2. Documentation of Reading Analysis Result**

To get the data of students' reading analysis result the researcher asked the data from the teacher and analyze the result. Beside that, the researcher also analyze the using of self questioning strategy that was conducting by the teacher in the class. The students' worksheet in this research is multiple choice.

Based on the activity above, the researcher found that student 1, student 2, student 3, student 4, student 6, student 8, student 10, student 12, student 13, student 14 and student 15 get the correct answers of all questions. It means that 9 students got the score 100 for their answers.

Furthermore, student 5, student 7, student 9, and student 11 have one mistake in their answer. It means that 4 students get score 80 for their question. Beside answer the question, all of students also make predictions at least 5 questions in their mind. From the result of make a prediction can be known that the students can be active reader by using their prior knowlede to make predictions in their mind.

The result of students' score and students' predictions can be seen from the table below.

## **Table 2**

### Total of students' prediction of descriptive text

<b>No</b>	<b>Student</b>	<b>Total Prediction</b>
1	Student 1	<b>6</b>
2	Student 2	<b>7</b>
3	Student 3	<b>11</b>
4	Student 4	<b>7</b>
5	Student 5	<b>6</b>
6	Student 6	<b>11</b>
7	Student 7	<b>7</b>
8	Student 8	<b>11</b>
9	Student 9	<b>11</b>
10	Student 10	<b>10</b>
11	Student 11	<b>11</b>
12	Student 12	<b>10</b>
13	Student 13	<b>8</b>
14	Student 14	<b>8</b>
15	Student 15	<b>5</b>

Based on the data above, it was shown that the majority of students can be active reader by used their prediction. It proven to be where all of students make predictions in their mind at least 5 predictions.

**Table 3**

**Students' score of reading descriptive text**

<b>No</b>	<b>Range</b>	<b>Frequency</b>	<b>Precentage</b>
1	85-100	11	73,33 %
2	75-84	4	26,67 %
3	65-74	-	-
<b>Total</b>		<b>15</b>	<b>100 %</b>

Based on the data of documentation above, it can be inferred that self-questioning strategy gave the good effect for the students, because all of students got the high score on their worksheet.

### **3. Interview Analysis Result**

Beside do the documentation from the students' worksheet the researcher also do the interview to get the data analysis. The researcher conducted interview toward ten students of the tenth grade on August 25<sup>th</sup>, 2014. The interview include of 10 questions related to reading and self-questioning strategy.

The first question is "What do you know about reading?" several responses are presented as follows : student 1 stated that reading is activity to read about some text or paragraph. Student 2 stated that reading an activity which do to get some information. Student 3 stated that reading is the activity to relax our mind. Student 4 stated that reading can make us improve our knowledge. Student 5 has same answer with student 4. Student 6 said that reading is an activity that can

make me enjoy. Student 7 said that reading is activity than can be done wherever and whenever. Student 8 stated that reading is important ways to get the knowledge. Student 9 said that reading is important activity in my life, because from reading I can get more knowledge. Student 10 stated that reading is the activity that can make me get something that never I got before.

The second question is “Among the four language skills which one do you like best ? give your reason?” several responses are presented as follows : student 1 stated reading, because reading is simple ways than other. Student 2 stated reading, because I can get information from reading. Student 3 reading and writing, because my hobby is writing, so I can get the inspiration of my writing from read something. Student 4 reading, because it most important and everlasting rather than. Student 5 reading n speaking, because it is important skill. Student 6 and student 7 have same answer they are reading, because reading is their hobby. Student 8 said listening, because we do nothing where we listen about something. Student 9 reading and listening. Student 10 reading and speaking, because from reading we can get some information, then we can share it by speaking.

The third question is “ Do you ever make the prediction about the text that you read? How many prediction?” all of participants stated they ever, students make five predictions or more.

The fourth question is “Do you know about self questioning strategy? How about this strategy?” several responses are presented as follows : student 1 stated yes, I know, this strategy is interesting for me. Student 2 stated I know, by

using this strategy the English learning is more amazing. Student 3 stated I know, it is amazing way for study. Student 4 said I know because this strategy ever done by our teacher. Student 5 said certainly I know, I like this strategy very much because it is not make me bored. Student 6 said I know, sometimes I like this strategy if I have good mood. Student 7 said I know, make a prediction is the one of the steps which I like. Student 8 said I know, but I am not interested in this strategy. Student 9 and student 10 said that they know and they have the same answer that self questioning strategy is the interesting way for them.

The fifth question is “ do you find the difficulties on reading by using self-questioning strategy?” several responses are presented as follows : student 1 said that there is no difficulties, it easy to do. Student 2 firstly the teacher teach by this strategy I really interested in it. Student 3 said that I find the difficulty because I lack in my vocabulary. Student 4 and student 5 have same answer that they confused with this strategy. Student 6 stated that there is no difficulty for me. It is easy to do for me. Student 7 said that I do not find the difficulties. Student 8 I really like this strategy and I do not find the difficulties. Student 9 and student 10 said that they have difficulty when they make a prediction, because I have low vocabulary.

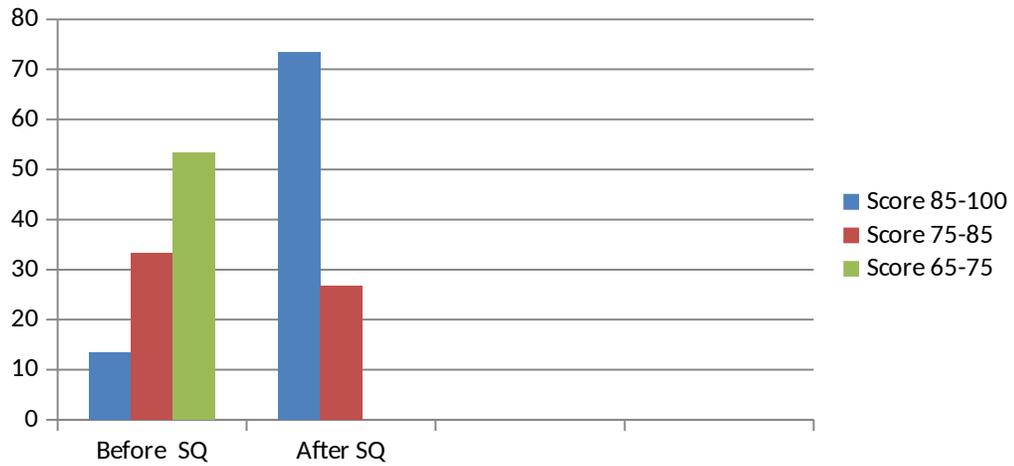
Based on the result of interview above, it can be conclude that the majority of students have not difficulties on reading by use self-questioning strategy. But some students have one difficulty for them to make a prediction because of

vocabulary. Students who have difficulty on reading by using self questioning strategy are lack in vocabulary.

The researcher seen from the result of interview that self-questioning strategy is acceptable for the students because the majority of students enjoyed the reading and the students got the good score on their reading worksheet when the teacher teach them by self-questioning strategy.

The result of this analysis proof that students have the different score in reading comprehension result before the teacher conducted self-questioning strategy and after the teacher conducted self-questioning strategy. The frequency score of students before self-questioning strategy are : 2 Students got score 85-100 ( 13,33% ), 5 students got score 75-85 ( 33,33% ), and 8 students got score 65-75 (53,33%).

While, the frequency score of students after self-questioning strategy are : 11 students got score 85-100 ( 73,33 % ), 4 students got score 75-85 (26,67 %), and 0 students got score 65-75 (0%). The frequency of reading comprehension result can be displayed in chart as follows :



**Figure 1** : *The frequency of students' reading comprehension result before and after use self-questioning strategy*

Based on the chart above, it can be seen that there is significant achievement of students before and after the teacher conducted self-questioning strategy. After the students done their reading comprehension by self-questioning strategy students got the better score than before.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter covers the conclusion and suggestion based on the finding and discussion of the data analysis.

#### **A. Conclusions**

In line with the results of the data analysis and discussion, the researcher comes to this following conclusion:

1. There is significant difference on students' reading achievement before and after being taught self questioning strategy, this could be identified from the pre-survey score and the test of self-questioning strategy on students reading comprehension result. So, it can be said that there is the significant effect of self questioning strategy on students' reading comprehension.
2. Based on the result of questionnaire, it is found that the majority of students have not difficulties in self questioning strategy, but there are some students who have difficulty when they make predictions. The difficulty is students have low vocabulary for making predictions.

#### **B. Suggestion**

Referring to the conclusion above, some suggestions can be listed as follows:

1. English teachers are recommended to apply self-questioning strategy as an alternative technique in teaching reading using descriptive text because it can help the students in comprehending the text easier. In addition, it can be used to increase the students' reading achievement and it can be used to guide the students to be more critical in terms of making good questions related to the text based on the clues given.
2. In self-questioning, when the teacher implements it, all students should generate their own questions. It must be emphasized that the structure of students' questions is not the main point. The point is the question itself. The teacher must train the students how to make good questions. The teacher should choose appropriate material based on the students' level because self-questioning technique will work if the students have background knowledge about the text.
3. Other researchers can conduct other kinds of text by using this strategy on different levels of students. It can be applied in university students.

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## **CURRICULUM VITAE**



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