

CHAPTER I

INTRODUCTION

This chapter discusses some topics related to background of the study, objective of the study, significance of the study, scope and limitation, hypothesis and definition of key terms.

1.1 Background of the Study

Language has many skills. Those are listening, speaking, reading, and writing. Listening and reading include to receptive skill because in these two skills the students just receive something that the students learned and got through listening and reading. Whereas, speaking and writing include to productive skill because it produces something that the students have learned it.

The students can get so many information, knowledge, and many advantages from reading. The students do not lack of background knowledge because reading invite them to know everything.

Zainotalia (2012) supported that through reading, the students will get many advantages such as the students can get more information, improve their knowledge, get the new ideas, and get pleasure. The aim of reading is comprehension, so by reading the students should be able to get the meaning, message, and information from the text. Reading skill is not only reading the text,

but also the students comprehend about what they have read. If the students do not have capability in reading, they will fail in examination and cannot follow the globalizations.

Beside listening, speaking, and writing, reading is very important skill that everyone needs this skill but, many ESL/ EFL learners do not interest in this skill because they think that reading skill is boring. Also, reading belongs to passive skill. The activities just read, so the students just interact with the text. The researcher know that case when the researcher got PPL, the researcher observed the weaknesses of the students when the researcher gave them the text and asked them to answer the questions, they felt difficulty to read it and to understand the meaning of the text. They were easy to get bored when the researcher asked them to read some texts, only some students who were interested in reading. So, it made the researcher difficult to do the learning process.

Based on the observation, the researcher find the problems in reading at 8th Grade of SMP Darul Islam Gresik, some of the students are lazy to read and get difficulty to find the main idea of the text. It may be caused by some factors such as, they do not know the meaning of the word and lack of vocabulary. So, in reading the text the students need much time to interpret the meaning in the text. Also, the teacher's ways of teaching English in the class is influenced them to study.

In this study, the researcher uses the Three Questioning Strategy in teaching reading comprehension because this strategy helps students easily to get the main idea through some steps such as; students must find the whole of the

main ideas, then find the two most important ideas according to them, and finally choose the right one. Kumoro and Nuraini (2011) have been used this strategy especially to help the students in reading lesson. This strategy useful for them because it has simple steps like the explanation above so, the researchers easy to taught the students. Also, this strategy make the students interact with the text and get an active role in interpreting the meaning of the text.

1.2 Statement of the Problem

Based on the background of the study, the problem that will be analyzed by the researcher is that:

Does three questioning strategy significantly influence student's ability in reading comprehension at eight grade in SMP Darul Islam Gresik?

1.3 Hypothesis

Based on the problem presented above, the hypothesis is formulated as follow:

There is significant effect of three questioning strategy in reading comprehension on descriptive text at 8th grade of SMP Darul Islam Gresik.

1.4 Objective of the Study

According to the problem statement above, the objectives of the study is to find out the significant influence of three questioning strategy on reading comprehension at 8th grade in SMP Darul Islam Gresik.

1.5 Significance of the Study

Significance of the study is divided into two types, those are theoretical significance and practical significance. It will be described below.

1.5.1 Theoretical Significance

Theoretically, the result of this study can improve students' reading comprehension on reading descriptive text. It will hopefully provide relevant information for educators about three questioning strategy and reading comprehension in similar context. It may be benefit to researchers and teachers who are willing to conduct a similar study in the future.

1.5.2 Practical Significance

The result of the study is expected to give significant input to:

a. Teacher

By knowing the effect of three questioning strategy on reading comprehension, the teacher considers to use three questioning strategy in teaching reading.

b. Students

For students, it is hoped that it can help students in learning English especially to improve students' reading comprehension and they will be able to improve their understanding on reading the text.

c. Next researcher

For the next researcher, this study can be useful to know the significant effect of three questioning strategy in students' reading comprehension and motivate to do research by using another strategy.

1.6 Scope and Limitation

In this study, the researcher will limit on the effect of three questioning strategy for reading comprehension on the eight grade of SMP Darul Islam Gresik which is the steps are the students must find three main ideas, select two most important from three main ideas, and find an idea as the most that cover the content of the text. The limitation of reading comprehension is students' reading comprehension on descriptive text which students can describe about people, animals, and things.

1.7 Definition of Key Terms

To make clear about this research, the researcher tries to define the meaning of some keys related to this research. They are three questioning strategy, reading comprehension, and descriptive text.

Three Questioning Strategy is the strategy to give students a chance to summarize some key ideas, the students must find three main ideas, select two most important from three main ideas, and find an idea as the most that cover the content of the text. It has three phases; in pre activity the students must activate their background knowledge by predicting the content of the texts, whilst-activity

the students need thinking about the question which the answer is outside the text, and post-activity the students need a feedback and review from their analysis of the texts.

Reading Comprehension is the level of Junior High School Students to understand about the meaning of the text that they have get it. It comes from inside their selves (their own background knowledge) or outside them (comes from study in the school and the way they learn). They can get from the text (written) or information that they ever heard (spoken).

Descriptive text is a text which focuses on the characteristic features of particular thing. It hopes that the students can describe the characteristics of the person, place, or thing and the students will know about the language structure from descriptive text.