

CHAPTER I

INTRODUCTION

This chapter will be discuss background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study, definition of key terms.

1.1 Background of the Study

Reading is one of the difficult skills to mastery because we not only can read better but also understand the content of the text. Otherwise, teaching reading is very important because with reading, the teacher will know the result of achievement and the successful of their students. The students will be able to read and understand the meaning of the text well if they could mastery reading. According to Duke, Nell K. & Pearson P. David (2002) Good readers construct, revise, and question the meanings they make as they read. So, they not only can read well but also can understand the content of the text and understand the mean of the text.

Meanwhile, there are some students feel confuse in reading. It can be happened by some reasons like: they feel difficult to understand the text because of less vocabulary or the text is too difficult to understand. Based on Anthony, M. Helene & Raphael, E. Taffy (1987) Student's difficulty with

content area material may be attributed to the type and level of the text, to readers' insufficient background knowledge, or perhaps to students' general lack of ability. This condition will make the students have a difficulty in reading. Here, most of teacher use some strategies to teach reading to make the students enjoyable with the material of reading and it will help the students can mastery reading well.

One of the strategy that used by some teachers is teaching questioning strategy. In this strategy, the teacher will guide the students by giving some questions related to the text that given before because with giving questions, it will help the teachers know the student's understanding of the text and it will make the students can understand well the text and can remember the mean of the text easily. According to Raphael, T.E., & Au, K.H. (2005) teacher use teacher questioning language to help students learn to use strategies effectively. The question answer relationship technique actively engages students in the questioning process and teaches students that questions often require different sources of information in order to answer them (Jones Jennifer and Leahy Susie 2006).

Based on Bomengen, Monica (2010) Questioning is a strategy that readers use to engage with the text. Questioning techniques help the reader to clarify and comprehend what he is reading. Bomengen, Monica (2010) also stated that Effective questioning should be practiced before, during, and after reading. It will help them more understand the text and can explore their background knowledge. The statements above also supported by Johnson &

Pearson (1978) good readers pose questions before, during, and after reading. It is effective ways to gains the students' understanding. According to Raphael, T.E. (1982) questioning can be given to the students by asks students to infer the demands of the questions before they begin to read. It teaches them to identify types of questions and to determine the sources of information in the text to answer questions.

In the other hands, there are two models of questioning that given by the teacher. Based on Raphael, T.E. (1982) also found that very young children could distinguish between questions that were within the text, whether direct or indirect, and those that were outside it. So, the students will able to understand the content of the text easily and can answer the question whether the answers are direct in the text or from their opinion. In the other developing, Raphael also developed his research about questioning strategy. Based on Raphael, T.E. (1986), the teacher's questioning strategy divides questions into two broad categories: In the Book questions and In My Head questions. Those questions will be different and the answer could be in the text or they can answer it by their background knowledge.

In the other opinion about questioning strategy as state on Tompkins, G.E. (2004) in Kinniburgh, Leah H. & Prew, Sandra S. (2010) If answers are In the Book, the questions will be of a literal type because the answers are "right there" in the text. If the questions are In My Head, inferential questions have been posed, and the readers must use their own background knowledge

to compose answers that require information not found in the text. So, it will be different ways of giving and answering the question.

From the statements above, the researcher tries to conduct this research to analyze the way of teacher implement teacher questioning strategy and the problem faced when implementing teacher questioning strategy.

1.2 Statement of the Problem

From the background above, the researcher has two statements of the problems, they are:

1. How does the teacher implement questioning strategy?
2. What does teacher's problem to implement questioning strategy?

1.3 Purpose of the Study

From the statements of the problems above, the researcher has purposes:

1. Explaining the way how the teacher implements questioning strategy.
2. Explaining the problem of implementing questioning strategy that used by the teacher.

1.4 Significance of the Study

The result of the study is hoped to give benefits from theoretical and practical aspect.

1. Theoretical Significance

- a. It is expected that the result of this research will generate idea on the teaching reading in Junior High Schools by using teacher questioning strategy.
- b. It is expected that the result of the study will give contribution to the theory of the strategies in teaching reading.

2. Practical significance

Practically the research results are expected to give contribution to:

- a. It is expected that the use of teacher questioning strategy can be a good way for students in learning reading. So, the students can enjoy the material and improve their reading skill.
- b. It is hoped that the result of the study can give the information related to the teaching reading using teacher questioning strategy.

1.5 Scope and Limitation of the Study

In this study, the writer makes scope and limitation. So, the scope of this study is focused on teaching questioning strategy in descriptive text and concern on right there (explicit text) and think and search (implicit text) questions because this text is given by the teacher in the first semester and in

the first reading class. So, the researcher chooses descriptive text in order to analyze the implementation of teacher questioning strategy in reading text.

Meanwhile, the limitation of this study focused to one of teacher who teaches in grade eighth and students in grade eighth C at SMPN 2 Semanding.

1.6 Definition of Key Term

Following discussions with search terms, the review can be identified the following terms to identify theories:

- Reading Comprehension is the ability of the students to understand descriptive text, and catch the meaning of the text. So, they can answer some questions which the answers are in the text or based on their background knowledge that related to the topic.
- Teacher Questioning Strategy is a strategy that given by the teacher to the students with giving some questions related to the descriptive text whether it is explicit or implicit questioning in order to make sure whether the students can understand the topic well.
- Descriptive text is a kind of text that has a purpose to describe about something or someone.