

**THE EFFECTIVENESS OF USING QUESTIONING  
STRATEGY IN STUDENT'S READING COMPREHENSION  
AT MTs NEGERI BANDUNG**

**THESIS**



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THE STATE INSTITUTE OF ISLAMIC STUDIES (IAIN)  
TULUNGAGUNG  
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**THESIS**

Presented to

The State Institute of Islamic Studies of Tulungagung in partial fulfillment of the  
Requirements for the degree of Sarjana Pendidikan Islam in  
English Education Program



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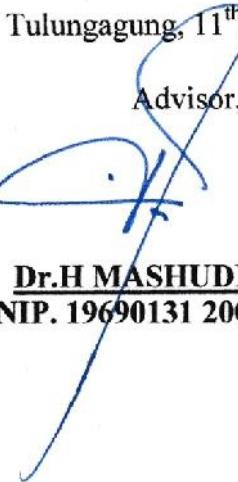
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FACULTY OF TARBIYAH AND TEACHER TRAINING  
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## ADVISOR'S APPROVAL SHEET

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## **MOTTO**

*“Tiada doa yang lebih indah selain doa agar skripsi ini cepat selesai”*

## **DEDICATION**

After finishing this thesis, I want to dedicate this thesis to:

1. My Father Noorchotib, my mother Eny Fuji Hidayati and my sister Siti Baroroh Barid Thank for Support, Motivation also love n affection that never ending. Diegie love you.....
2. To My Beloved....thankz for your Motivation, Support, Love.....
3. My close friends @ziefia ziefia ziefia, @Dewi Lutfi, @Kapid Sikopadkapid, @Lismia Damai, @Dawn Jm, @Harier Carier, @Juang Eko , @Metha Kartika, who change this beautiful life to be more beautiful
4. All the member of C.I.A who I love
5. Everyone who has never given up.

## **DECLARATION OF AUTHORSHIP**

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Hereby the writer fully declares that this graduating paper is composed by the writer himself, and it does not contain material written or having been published by other people's idea except the information cited from the references.

The writer is capable of accounting this graduating paper if in the future this graduating paper is proved of containing other ideas, or in fact, the writer imitates the other graduating paper. Likewise, this declaration is made by the writer and the writer hopes that the declaration can be understood.

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## **ABSTRACT**

Andigi, Kahfi. Registered Student. 3213103038. 2014. The Effectiveness Of Using Questioning Strategy In Students' reading comprehension At MTs N Bandung.Thesis. English Education Program, Faculty of Islamic Education State Islamic Institute (IAIN) of Tulungagung. Advisor: H. Mashudi, M.Pd.

**Key words:** Effectiveness, Questioning strategy, and Reading comprehension.

Dealing with learning English, students are always faced by English reading text at school. But they have some problems within. The students got difficulties if teacher does not build their background knowledge at the beginning about the text. To acquire the students reading comprehension is needed to stimulate the students mind and corrective feedback. Thus, study researcher will try to apply questioning strategy. This study aims at finding out the result of the students' reading comprehension in eighth grade students of MTs Negeri Bandung through classroom questioning strategy.

The objectives of the researcher are: to know how the score of students reading comprehension who were taught before using questioning strategy, to know how the score of students reading comprehension who were taught after using questioning strategy and to know significant the students' score of reading comprehension using questioning strategy.

The researcher used quantitative approach in the experimental research and used test technique. The population in this research is the eighth grade students of MTs Negeri Bandung in academic year 2013/2014. The researcher took 80 students from 261 students as the sampling. The researcher compares two groups of sample and gives them pre-test before treatment and post-test after the treatment. This research shows results as follow: first, teaching reading recount text by questioning strategy is more effective than teaching reading recount text comprehension without questioning strategy to improve students" reading comprehension. Second, The result of the research in this study is the mean score of the post-test from the experimental group is higher (70,2) than post-test from control group (65,2). So, based on the explanation above, the researcher concludes that using of questioning strategy is effective in reading recount text comprehension than students who are taught without using of questioning strategy. The score of t-test is 8.123 and the score of the score of t table is 1.668.. It means that the score of t-test is higher than score of t-table. So, it can be conclude that teaching through questioning is effective than without using questioning strategy.

## ABSTRACT

Andigi, Kahfi. Registered Student. 3213103038. 2014. The Effectiveness Of Using Questioning Strategy In Students' reading comprehension At MTs N Bandung.Thesis. Jurusan Pendidikan Bahasa Inggris, Institut Agama Islam Negeri (IAIN) Tulungagung. Advisor:Dr. H. Mashudi, M.Pd.

**Kata Kunci:** Strategi Bertanya, Pemahaman Membaca, dan Quasi experimental.

Berkenaan dengan pembelajaran bahasa inggris, para siswa selalu dihadapi dengan teks berbahasa inggris di sekolah, tapi ada permasalahan dalam hal itu. Para siswa mengalami kesulitan jika guru menyuruhnya membaca, contohnya, mereka sulit untuk memahami tentang inti dari teks tersebut dan guru tidak membangun pengetahuan siswa tentang bacaan pada saat awal. Untuk memperoleh siswa-siswa paham dengan teks bacaan dibutuhkan rangsangan di dalam otak dan tanggapan yang benar. Oleh karena itu, dalam penelitian ini, peneliti akan mencoba mengaplikasikan questioning strategy. Penelitian ini bertujuan untuk mengetahui hasil dari pemahaman bacaan siswa.

Tujuan dari peneliti adalah: untuk mengetahui bagaimana skor siswa pemahaman bacaan yang diajarkan sebelum menggunakan questioning strategy, untuk mengetahui bagaimana skor siswa pemahaman bacaan yang diajarkan setelah menggunakan questioning strategy dan mengetahui nilai siswa signifikan membaca pemahaman menggunakan questioning strategy.

Peneliti menggunakan pendekatan kuantitatif dalam penelitian eksperimental dan teknik tes yang digunakan. Populasi dalam penelitian ini adalah siswa kelas 8 MTs Negeri Bandung pada tahun ajaran 2013/2014. Peneliti mengambil 80 siswa dari 261 siswa sebagai sampling. Peneliti membandingkan dua kelompok sampel dan memberi mereka pre-test sebelum treatment dan post-test setelah treatment. Penelitian ini menunjukkan hasil sebagai berikut: pertama, mengajar membaca teks recount dengan mempertanyakan strategi lebih efektif daripada mengajar membaca teks recount pemahaman tanpa questioning strategy untuk meningkatkan siswa pemahaman bacaan. Kedua, Hasil penelitian dalam penelitian ini adalah nilai rata-rata post-test dari kelompok eksperimen lebih tinggi (70,2) dibandingkan post-test dari kelompok kontrol (65,2).Jadi, berdasarkan penjelasan di atas, peneliti menyimpulkan bahwa penggunaan questioning strategy efektif dalam pemahaman membaca teks recount dibandingkan siswa yang diajar tanpa menggunakan questioning strategy. Nilai t-test adalah 8,123 dan skor skor t tabel adalah 1,668. Ini berarti bahwa nilai t-test lebih tinggi dari skor t-tabel. Jadi, dapat disimpulkan bahwa mengajar melalui questioning efektif dibandingkan tanpa menggunakan questioning strategy.

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The writer realizes that this research is far from being perfect. Therefore any constructive criticism and suggestion will be gladly accepted

Tulungagung, 11<sup>th</sup> July 2014

The writer

Kahfi Andigi

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