

CHAPTER I

INTRODUCTION

This chapter the researcher presents some points related to this research. They are include background of the research, formulation of the research problem, purpose of the research, significance of the research, scope and limitation of the research, definition of key term and organization of the research.

A. Background of the Research

Reading is important skill in learning English. Reading is the most important activity in any language class. Reading is not only a source of information but also help the students to get more knowledge. Anderson in Manzo (1995:10) states that reading is a process of constructing meaning from written text. Reading is a communication process, so students can communicate effectively with the materials or with main idea of the writer. By learning reading students will get a lot of information and ideas which can enrich the students' vocabulary and knowledge. Reading is important because it does not only give a lot of information but also pleasure and joy.

Reading is most useful and important skill for people. According to Harmer (1980:68), reading is useful for the other purpose: any exposure to English (provide students understand it more or less) is good thing for language students. It means that reading is an important activity for expanding knowledge of the language. Reading texts also provide opportunities to study language: vocabulary, grammar,

punctuation, and the way we construct sentences, paragraphs and texts. Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

In teaching reading, students are expected to be able to understand and analyze the content of the reading. However, unfortunately, students have problems in understanding reading comprehension, especially in English. Factors that cause the problem of lack of reading comprehension are lack of reading practice, lack of focus, lack of vocabulary, laziness in reading, fear of making mistakes and lack of motivation.

Based on researchers' observations at SMP Muallimin Wonodadi Blitar on October 16th 2023, some students felt unable to express their meaning and were afraid of making mistakes. Students also lack vocabulary in English. On the other hand, students are less active in class because of a lack of motivation, which makes them lazy and unfocused when teaching reading comprehension.

To overcome this problem, teachers need new alternative teaching methods to improve students' reading comprehension skills. There are many techniques that can be applied to improve students' reading comprehension. Researchers consider solving problems using classroom teaching with a questioning strategy.

This condition motivates the researcher to conduct Classroom Action Research (CAR) to improve students' ability in reading comprehension using questioning strategy. Questioning is always considered a valuable tool to stimulate students learning. Teachers 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.

Questioning is an important technique and it is one of the most popular modes of teaching for the act of asking questions has the potential to greatly facilitate the learning process. According to Frazee and Rose (1995: 241), questioning is the oldest and common teaching technique and it is fundamental to outstanding teaching.

Based on the reason above, the researcher is interested in conducting a research by entitled **“Improving The Eighth Grade Students’ Reading Comprehension Ability By Using Questioning Strategy at SMP Muallimin Wonodadi Blitar.”**

B. Formulation of the Research Problem

Based on the background of the research, the research problem of this research is formulated as, “How can the Reading Comprehension Ability of Eighth Grade at SMP MUALLIMIN WONODADI BLITAR be Improved by Using developed Questioning Strategy?”

C. Purpose of the Research

Based on the research problem, the purpose of this study is formulated as, ”To Know How can the Reading Ability of Eighth Grade at SMP MUALLIMIN WONODADI BLITAR be Improved by Using the developed Questioning Strategy.”

D. Significance of the Research

The findings of this study are expected to give contribution for the teacher, the students, and the other researcher. These contributions could be mentioned as follows:

1. For the teacher

Through this research, the researcher aims to provide valuable insights that can contribute to the advancement of English Education, particularly in the realm of reading instruction, by implementing the questioning strategy.

Furthermore, the researcher anticipates that educators will consider utilizing this medium as an innovative approach to teaching English, specifically in the context of reading teaching.

2. For the students

Employing the Questioning Strategy in a fun manner enables students to assess their English proficiency while also serving as a motivational tool to enhance their reading skills.

3. For the other researcher

The aspiration is that the outcomes of this research can serve as suitable sources of reference for their future research endeavors, offering valuable scientific advantages.

E. Definition of Key Term

1. Reading Comprehension

Reading comprehension is acquiring information from context and combining disparate elements into a new whole.

2. Questioning Strategy

Questioning is the types of questions teachers ask stimulate the various types of thinking that students engage during reading.

F. Organization of the Study

1. CHAPTER I: Introduction. It consists of background of the research, formulated of the research problem, purpose of the research, significance of the research, limitation of research, definition of key term and the organization of the research.
2. CHAPTER II: Review of Related Literature. It includes: definition of reading, types of reading, techniques in teaching reading, definition of reading comprehension, types of reading comprehension, definition of questioning strategy, types of questions, and purposes of question.
3. CHAPTER III: Research Method. It covers of research design, setting and subject of the study, procedure of the study, observing and reflecting.
4. CHAPTER IV: Finding and Discussion.
5. CHAPTER V: Conclusion and Suggestion.