

## **CHAPTER I**

### **INTRODUCTION**

In this introduction part, the writer explains the seen-term of sub chapters of the study. Those are the background of study, the statement of problem, the objectives of study, the limitation of the study, the significance of the study, scope and limitation, and also the definition of key terms.

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

In learning language, learner should master all of language skills. English skill is divided into 4 skills such as listening, speaking, reading, and also writing. One of the skills is reading, reading is one of essential skills that should be mastered by every English learner. Because by reading, the readers try to understand about the idea or the information that the writer wanted to deliver. Mastering reading will help the students to understand and even comprehend well about the language. Mastering reading will help the students to build their other abilities because having good reading comprehension means that the students know the vocabulary, grammar, and the message conveyed.

In a reading section in the school students become readers of the text. They have to understand about the information that is delivered by the writer. Mastering reading is also important for students to help them for preparation final examination, because reading also becomes a part of final examination. Because of the important of learning it, the teacher should be success enough in leading the students mastering the text well.

In fact, sometimes students feel bored when they face reading text and they feel hard to understand the content of the text. According to Hamra & Syatriana (2013, as cited in Candra, 2014) found some reasons EFL students feel reading is difficult, they are lack of vocabularies, learning support, knowledge of words, phrases, paragraphs, and text application of reading strategies, reading skills and reading interest, reading amount, reading motivation, and pronunciation difficulties. Because of these difficulties Indonesian learners need help in mastering reading.

Although in learning reading learners sometimes face many difficulties, but learning it still should be mastered. It is important to consider how the learners are able to develop this skill. In the classroom activity, teachers play important role in the teaching and learning process in developing the students skill. N’Namdi (2005) said that a teacher should be able to have clear learning objectives, the scope, sequence of a reading program and lead them to achieve those things. But, it is not only for teaching learning in reading subject but it is also important to do by the teacher who teaches other subject.

Not only for the learner who face many difficulties in learning reading, but sometimes teachers also face many difficulties in teaching learning process. According to A.B. Prabowo K.A and Alfiyanti (2013) said that sometimes the students are still confused to understand the teacher’s explanation in English, so the consequence of this case is the students do not keep attention to the lesson because they feel English is difficult to be

understood. Beside that Matra, S.D. (2014) said that a good teaching learning process does not only put the teacher as a main source but also involves the students in the process. Because of those opinions teachers should find out the appropriate ways that can make the students enjoy the class and guide the students to develop and maintain the student's achievements especially in reading.

There are many ways that can be used by the teacher in teaching learning process, one of the way that can be used by the teacher is questioning strategy. Yen & Lam (2018) said that question and answer is viewed as the most common form of communication between teachers and students in the classroom. William (1986, pp. 8-9) stated two major purposes according to Rose (1860) the purposes of teacher questions are determining the students understanding of the lesson and having students apply facts using critical thinking skills, beside that William also mentioned some other related purposes: (1) stimulating student participation; (2) reviewing the previous materials that they have studied; (3) to know the student abilities; (4) to know the student's progress; (5) determining which teaching learning objectives that have been achieved.

William (1986, pp. 21) said that between the teacher questioning's frequency and student learning are positively related. Ryan and Dunkin (1973) as cited in William (1986, pp. 21) found that the achievement of their fifth and sixth grade classes can be influenced by the higher level questions. Many researchers have shown that teacher questioning can give a high

influence to the students ability because of between teacher questioning and students learning are influencing each other. Sri, Gabby and Novia (2017) provided that teacher questioning strategy helps the students improving students' engagement in the classes. These previous study proves that there is a significance relation between the use of teacher questioning and students learning.

The previous study about the impact of teacher questioning that is done in Saudi Arabia by Mona Yousef Al-ahrani & Abdullah Al-Bargi (2017), their study examined the effect of questions on creating interaction in EFL and it is a discourse analysis. They used a group of intermediate-level English students at the English Language Istitute (ELI) of Saudia Arabian University. The data sources of the study is using video-recorded and data gathered was transcribed and this research proved that there is some question types can give a significant improving to the classroom interaction.

The focus of this study is to investigate the implementation of teacher questioning to improve the student's reading achievement. Based on the curriculum, there are several text types, one of the text types is narrative text. because according to Pathan (2012, as cited by Novitarina) narrative stories can attract the student's attention more than any other normal passage and the stories can improve students' interpretative abilities and expand the language awareness of the students.

Actually question has many types. According to Bloom (as cited by Sarlita, 2014) question is divided into 6 points, they are: Knowledge,

Comprehension, Application, Analysis, Synthesis, and Evaluation. But based on Brown opinion, there are 2 question types only such as lower order cognitive questions and higher order cognitive questions. Here the researcher use the type of question by Brown. The researcher observes the implementation of teacher questioning to improve the student achievement in reading. Brown (1975, as cited in Sarlita, 2014) defined this is a question that creates correct single answer. Cotton (2001) lower cognitive questions are those questions which ask to the students merely to recall verbatim or in student's words material previously read or thought by the teacher. Lower order question is used to recall the previous lesson that they have learnt. So it will be appropriate if this type is implemented to improve reading skill. Because the teacher's question about the text that they have read. If the answer is true it means that they understand but if the answer is false the teacher can lead the students to be correct so it can increase their understanding.

The researcher observed the first class at MA Al-Huda. The researcher chose to observe the first grade students because they have just graduated from junior high school so it would be useful for them, it would add their knowledge and it helped them to face English subject in senior high school. Beside that the reason of the researcher chooses that school because in that school especially for the students of first grade, the English ability of the students is still lack.

## **B. The Statement of the Problem**

Based on the background study, the writer formulates a research question. It is “how can the implementation of Teacher Questioning improve reading achievement of the first grade students of MA Al-Huda Kediri?”

## **C. The Objectives of The Study**

This study is aimed at improving reading achievement of the students of MA Al-Huda by using Teacher Questioning. This research is done because the students face many difficulties in improving their reading skill. Sometimes they cannot get the point/main ideas of the text that they have read. Because of these difficulties the researcher wants to practice teacher questioning strategy to help the students develop their reading skill, in order to improve the reading achievement in the school.

## **D. The Significance of The Study**

This research is expected to inform to the teacher, students, and the next researcher.

### 1. for the teacher

For the teacher they can know that teacher questioning can help the students to improve their achievement in reading. By using the teacher questioning teacher can manage the class to be more active. Because by giving questions by the teacher to the students can improve the activeness of the class.

2. for the students

For the students they can be aware about the important of questioning in learning process. This technique can train the students to reach the goal (improving student's achievement in reading).

3. for the next researchers

The next researcher gets general knowledge that teacher questioning can improve the student's reading achievement. On the other hand, this study can be used as a source for the next research.

### **E. The Scope and Limitation**

The subject of this study is limited to the students of first grade in MA Al-Huda. The reasons of the researcher chose the first grade students because they had just graduated from junior high school so it will be useful for them, it will add their knowledge and it can help them to face English subject in senior high school. Beside that the reason of the researcher chooses that school because in that school especially for the students of first grade, they have less English ability. The writer choose narrative text as material because according to Pathan (2012, as cited by Novitarina) narrative stories can attract the student's attention more than any other normal passage and the stories can improve students' interpretative abilities and expand the language awareness of the students. So, the researcher used this story to attract the student's attention to the lesson and the moral message can build the personalities of the students. Additionally, narrative text can help to focus the reader's

attention and it also can build personal connection of the reader.

## **F. Definition of key terms**

### **a. Teacher Questioning**

Lee (2018) said Questioning is a signal stimulus which can cause student's reaction. According to N'Namdi (2005, pp. 62) in the reading class questioning means a dialogue which happens between teacher and pupils about the text being read, it takes place during the class time. Many researchers have shown that teacher questioning can give a high influence to the students achievement and they believed that questioning is a vital component to help the student to achieve their goals in learning. According to Kerry (2002, as cited in Lila, 2006) Questions is important in teaching and learning process, because children's achievement and their level of engagement depend on the types of questions that the teachers use in a classroom Teacher questioning is a dialog which happens between teacher and students in the classroom according to the lesson at that time.

### **b. Reading**

Reading is an important skill in learning language especially learning English. A good reading skill will be able to make a great progress in student's achievements. Having a good reading skill will help the students to understand main ideas and guessing vocabulary from the content of the text that they have read. N'Namdi (2005) said that a teacher should be able to have clear learning objectives, the scope,



sequence of a reading program and lead them to achieve those things. But, it is not only for teaching learning in reading subject but it is also important to do by the teacher who teaches other subject. To increase the student's achievement in reading, teachers need to find a strategy in order to help the students achieve the goals.

**c. Narrative Text**

A narrative text is a text type with complication or problematic events and it tries to find the resolutions to solve the problems. Narrative text has moral message inside that can be useful to daily life. An important part of narrative text is the narrative mode. Narrative text is a type of text which has been employed since the very old times throughout the history. Even if time and cultural differences have caused various changes, narrative text genre has elements, which can be determined in a concrete manner and also people have the same expectations in terms of text structure (Coşkun, 2005).