

**THE INFLUENCE OF QUESTIONING STRATEGY  
ON STUDENTS' ACHIEVEMENT IN READING  
(A case Study at English Language Education  
Department of UIN Ar-Raniry)**

**THESIS**

Submitted by

**YULMALISA**  
NIM. 160203111

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN  
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## THESIS

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by:

**YULMALISA**  
NIM: 160203111

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education

Approved by:

Main supervisor,



Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.

Co-supervisor,



Fithriyah, S.Ag., M. Pd

Date : 20 / 07 / 2022

Date : 18 / 07 / 2022

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

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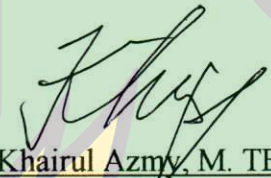
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Chairman,

Secretary,

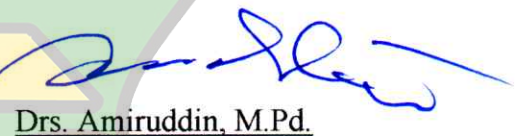
  
Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.

  
Khairul Azmy, M. TESOL.

Member,

Member,

  
Fithriyah, S.Ag., M.Pd.

  
Drs. Amiruddin, M.Pd.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*

  
  
Dr. Muslim Razali, S.H., M.Ag.  
NIP. 195903091989031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email [prodipbi.ar-raniry@gmail.com](mailto:prodipbi.ar-raniry@gmail.com), Website <http://ar-raniry.ac.id>

## SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Yulmalisa  
Nim : 160203111  
Tempat/Tgl.Lahir : Meulaboh/25 Juli 1997  
Alamat : Kajhu, Aceh Besar  
Judul Skripsi : The Influence of Questioning Strategy on Students' Achievement  
in Reading

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4EEAJX62532173

Yulmalisa

AR - RANIRY

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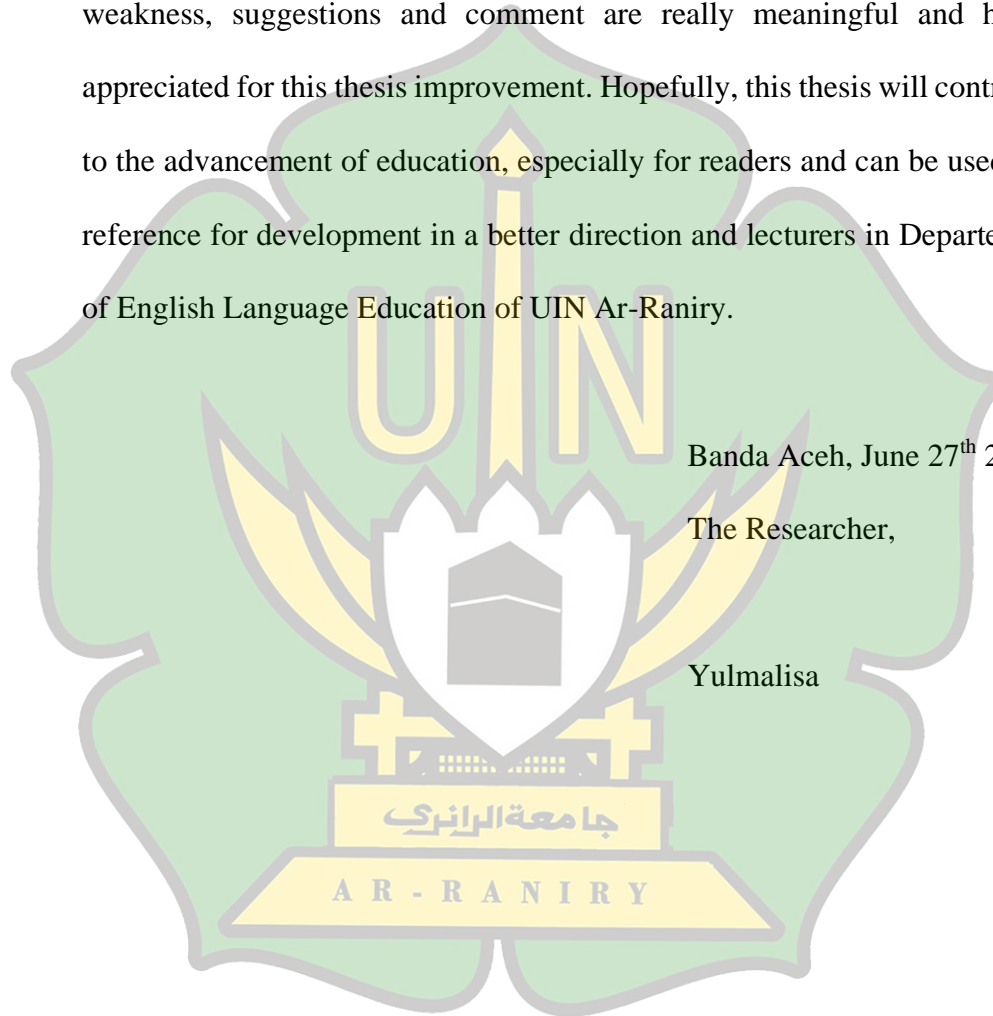
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Banda Aceh, June 27<sup>th</sup> 2022

The Researcher,

Yulmalisa

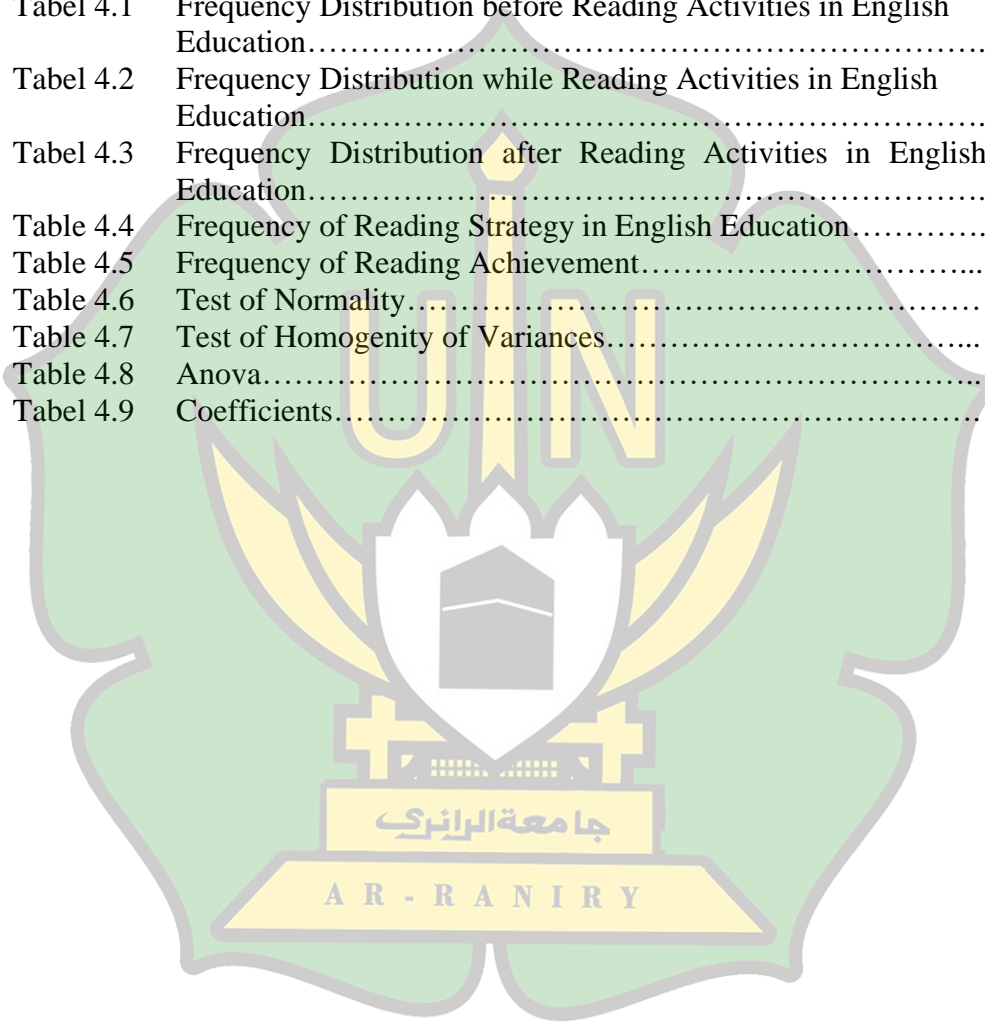


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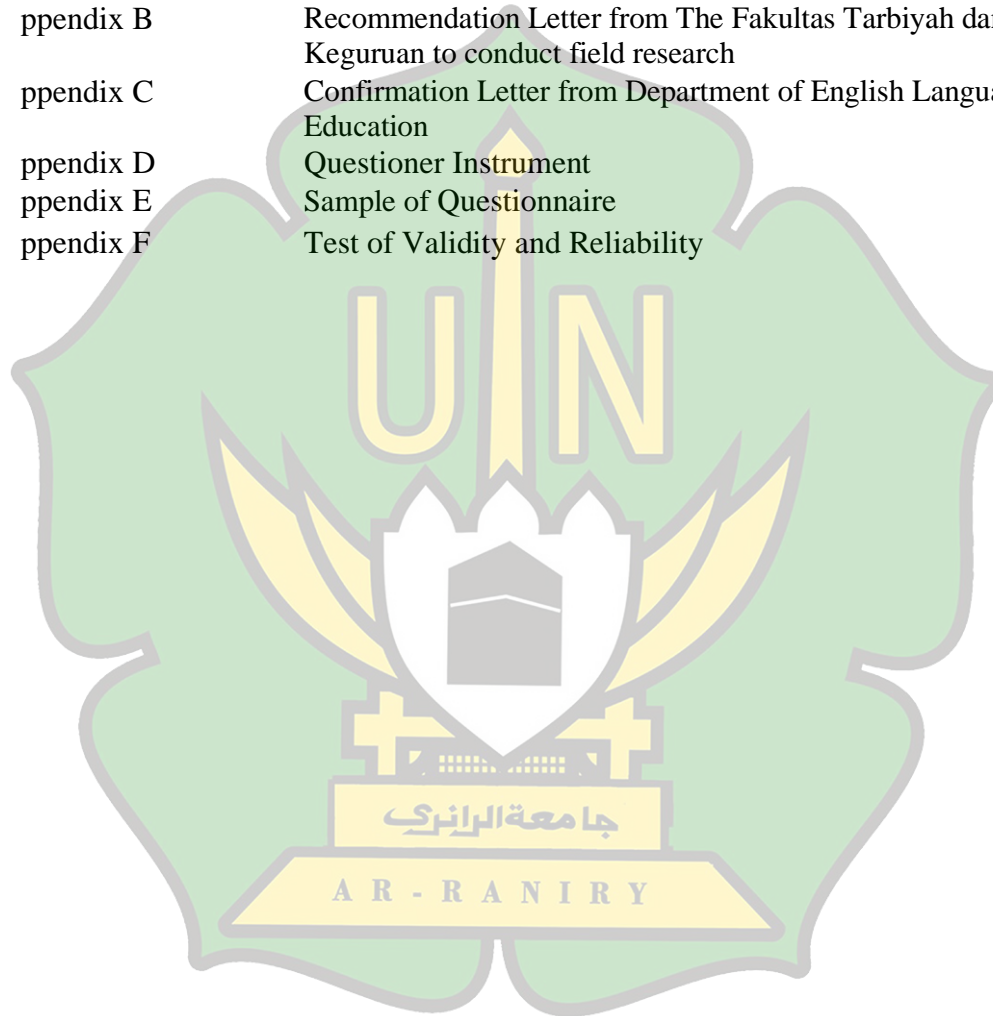
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## ABSTRACT

Name : Yulmalisa  
NIM : 160203111  
Faculty : Fakultas Tarbiyah dan Keguruan  
Major : Department of English Language Education  
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Co-Supervisor : Fithriyah, S. Ag., M. Pd  
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Questioning is a strategy that actively involves learners in reading text by asking questions before, during, and after reading. This study aims to determine whether there is questioning strategy influences students' achievement in reading. To achieve the aim, the researcher used a quantitative method with an ex post facto design in this research. In collecting the data, the researcher used the purposive sampling technique based on the criterion that they have implemented the strategy in reading a text. The participants were 100 students of the Department of English Education batch 2019 academic year at UIN Ar-Raniry Banda Aceh. The researcher used a questionnaire that consisted of 20 questions describing the characteristics of the questioning strategy. The data analysis in this study used univariate and bivariate analysis using the SPSS program. The finding of this research showed that the result of the null hypothesis ( $H_0$ ) is rejected because the SPSS calculation gets a p-value = .000. As is well known, the null hypothesis is rejected if the significance is less than 0.05, which means alternative hypothesis ( $H_a$ ) is accepted. Every additional 1% of students who use the questioning strategy will increase reading achievement by 1,008. The result explained that the questioning strategy influences students' reading achievement. It can be concluded from this research is students who have a questioning strategy have better reading achievement than those who have not.

## **CHAPTER I INTRODUCTION**

This part of the chapter describes the reason for conducting the research. It presents several points such as the background of the study, research question, research aim, significance of the study, and terminologies. The elaboration of each **point is explained in the following sections**

### **A. Background of the study**

Reading is one of the English skills needed to be mastered by students. Reading skills are essential for students in acquiring knowledge and new information. According to Charles (2007) reading combines information from a text with the reader's background experience to provide meaning. Furthermore, according to Hans & Hans (2015), students need to be deliberate, active, and interactive during the reading process to comprehend a reading content. Therefore, reading is a way of gathering information from texts, which will become knowledge for the readers (Grabe & Stoller, 2002).

According to Anderson and Anderson (2003) there are two main types of text: literary and factual. A literary text tells us about human experiences, usually in an imaginative way. Its purpose is to make the readers and listeners think, laugh, and cry. Elements of a literary text, such as pictures, facial experiences, etc., can be employed by the narrator to communicate the meaning. Example of literary texts is narratives, drama, novels, song lyrics, and response. The factual text presents information or idea. This type aims to inform, instruct, educate, or persuade the reader or listener. Examples of

factual text types are explanation, information report, discussion, exposition, recount, factual description, and procedure.

In addition, according to Howel and Nolet (2000) text and readers are two significant physical things in the reading process. Reading is an interactive process in which the reader analyses the text using code, context analysis, initial knowledge, language, and executive control strategies. In the educational aspect, reading activities do not only require the students to read the text but also require them to understand what they are reading.

In the reading process, many students usually face problems understanding and comprehending a text. English language students may have difficulty comprehending reading material. It may be false word identification and recognition, limited special comprehension, or poor oral reading. According to (Nuttal, 1983, in Melandita, 2019), students confront five common issues when reading in a language other than their own, mainly when comprehending the text. The code or alphabet symbol, vocabulary and sentence structure, cohesive devices and discourse markers, and problems beyond common sense and concepts are all examples of these issues. All of those problems are possible because Indonesian students' first language has a different form, sound, vocabulary, and structure from English. The same problems in Aceh, the students have some difficulties understanding a reading text. It happens because the students should recognize the content of the information that the author deliberately delivers during the reading process.

Moreover, in reading a text the students not only have to understand the meaning of each word in the text, but they also have to construct it to become meaningful material. So, when the students cannot construct the meaning and comprehend the text, it could be said that their reading activity is meaningless. Therefore, because of those problems, various reading strategies are needed to understand.

According to Gonen (2015) reading strategies are essential to help the reader comprehend the text in the act of reading. The implementation of special reading strategies enables more efficient use of time. Then, Grabe (2009) the strategic reader is aware of the effectiveness of their comprehension concerning reading goals and applying sets of appropriate strategies to enhance understanding of difficult texts. Also, Lien (2011) supported the argument that it is an effective way to solve reading problems students encounter while reading academic material. It implies that being a strategic reader helps the reader comprehend the text and handle the reading problems.

According to Zimmerman and Hutchins (2003) there are seven critical strategies for reading a text. Those strategies are: connecting, questioning, inferring, determining importance, synthesizing, monitoring comprehension, and Visualizing. One of the strategies that can help the students understand the reading text is the questioning strategy. Questioning builds students' interest in Reading. When they are excited about the text, they

want to know more about it by reading a lot in the reading process (Zimmerman & Hutchins, 2003). Adler (2001) stated that students are good at monitoring their comprehension and are conscious of when they do and do not comprehend what they are reading. It implies that students consider and control their reading. They might establish their reading purpose and preview the text before starting to read. While reading, they can monitor their understanding, altering their reading pace to match the text's difficulty and "correcting" any understanding issues. After reading, check their understanding of what they have read.

Some studies on the effect of self-questioning have been done by Safarpour et al. (2015) conducted a study on effect of the self-questioning strategy as a generative learning strategy on Iranian intermediate EFL learners' reading comprehension. The results showed that the use of the self-question strategy significantly influenced reading comprehension performance. In line with this study, another research focusing on effect of self-questioning strategy on EFL learners' reading comprehension development in Taiwan was conducted by Shang & Chien (2010). The results of this research demonstrate that self-questioning strategy training enhances students' reading comprehension significantly, especially for low-level students, and students have positive attitudes toward employing self-questioning strategy in their future reading activities.

Meanwhile, another relevant study was done by Ardiyanti (2020) to explore the influence of using self-questioning strategy towards students' reading comprehension in narrative text. This study measures a self-questioning strategy's influence on students' reading comprehension. The result shows the influence of using the self-question strategy on students reading comprehension of narrative texts in the ninth grade at SMPN 3 Bukit Kemuning. Another research focused on the effect of questioning strategy and students' motivation toward reading comprehension of narrative text at the eleventh grade social science conducted by Marzona and Astria (2019). The research results show that the questioning strategy can be used to teach reading comprehension at SMA Negeri 1 Talamau Pasaman Barat.

Regarding previous research, many strategies may be used to understand the reading text, but the researcher is only concerned with one strategy: the questioning strategy. The previous studies are similar to this research related to the strategy used in reading text. However, differences also appear, especially in different research samples, focus, topics, and methodology. Based on the description above, the researcher is interested in further researching whether there is a significant influence between questioning strategy and their achievement in reading.

## **B. Research Question**

There are several strategies for reading a text, and one of the strategies is the questioning strategy. Concerning the study's background, the

researcher formulated the problem of the study: does the questioning strategy influence students' achievement in reading?

### **C. Research Aims**

This study aims to determine whether questioning strategy influences students' achievement in reading.

### **D. Significances of Study**

Theoretically, the results of this research can be a reference for English teachers regarding the influence of questioning strategy on students' achievement in reading. The research can also be a reference for a researcher working on similar topics or themes, which can later enrich information in the literature related to questioning strategy. Meanwhile, practically, this research can enhance teachers' insight about strategies in reading and empower students' reading comprehension competence. Moreover, the researcher expected that the result of this research is to help students understand the role of questioning strategies in reading for students to become more active readers and understand reading texts faster.

### **E. Terminologies**

#### **1. Questioning strategy**

According to Harvey & Goudvis (2007) questioning is the strategy that encourages learners because when students ask questions, they try to explain their comprehension and give meaning to what they know. Zimmerman & Hutchins (2003), added that questioning builds students'

interest in reading. When they are excited about the text, they want to know more about the text by reading a lot in the reading process. Also, Tankersley (2003) argued that asking questions when reading is key to gaining good comprehension. In this study, the researcher would like to focus on the influence of the questioning strategy used by the students in understanding a reading text.

## **2. Reading Strategies**

According to Brantmeier (2002) the reading strategies are the understanding processes that readers use to make sense of what they read. Reading strategies also reveal how readers approach a task, interpret what they read, and do when they don't comprehend something (Amirian, 2013). Therefore, students need to apply strategies in reading to make students become more active readers and understand reading texts quickly.

## **3. Reading Achievement**

Brown (2004) stated that achievement is acquiring abilities or knowledge. The most common accomplishment is standardized success in developing learners' measured ability and knowledge at the grade level, usually by structured instructions, such as training or teaching in the classroom. Therefore, the achievement is something that someone has achieved effectively, particularly with their own afford and abilities. Achievement is one primary consideration in determining whether not successful teaching and learning programs. In this study, the researcher wants

to determine the influence of the questioning strategy used by students on their achievement in reading texts.





## CHAPTER II

### LITERATURE REVIEW

#### A. Reading

##### 1. Definition of Reading

According to Dahliana (2016) reading is one of major important skills that need to be mastered by language learners. It involves a complex process which includes not only physical activity but also emotional interest. In the other side, According to Deborah & Nancy (2004), reading are two-way of communication that uses written language or (text) symbols and communication between a writer and a reader. Then, Patel & Jain (2008), stated that reading extends someone's knowledge to seek the source of pleasure and information and learn the meaning. It conclude that reading is a process of knowing the written word.

According to Dean (2013) reading involves more than just seeing words, accurately pronouncing written words, and understanding the meaning of isolated words. Everyone should think and feel while reading. Reading entails looking at and pronouncing words in a text and comprehending all of the text's components. Grabe & Stoller (2002), stated that reading is the skill of constructing meaning from printed words and applying this information appropriately. It means that students must be able to interact with the reading materials and take on the meaning of each word to get the information they have read. One of the reasons individuals read is to obtain information. Also, Linse (2005) explains two mean reasons why people read. The first is for pleasure,

and the second is for information. Thus, reading for pleasure can be interpreted as reading without a burden or liability as a reading assignment in school. It is only for the enjoyment of each individual or hobby. While reading information refers to people's needs.

Reading is one of major important skills that need to be mastered by language learners. It involves a complex process which includes not only physical activity but also emotional interest. In reading, the readers need to understand the text to make this activity meaningful. For English language learners, reading has its own challenges considering that there are some aspects that need to be known in understanding the text. In this case, the understanding of grammar and vocabulary will help the learners to grasp the meaning of the context as well as the knowledge of recognition, content background knowledge, synthesization and evaluation, and metacognitive skills (Ediger, 2001, p.154).

Therefore, one language ability that is crucial for everyone, but especially for students, is reading. Students can expand their understanding of the concept of knowledge, improve their language abilities, and enhance their understanding of the information they acquire by engaging in reading. The students can read and understand the written text or reading material in this way.

## **2. Purpose of Reading**

Grabe and Stoller (2002) stated that there are seven purposes of reading which are reading to search for simple information, skimming, learning from a text, getting integrated data, searching for information needed for writing, and

getting integrated data to critique texts to achieve general comprehension. Comprehension is the ultimate goal in reading and is defined as "the understanding of what is being read." (Baker, 2008).

There are many reasons students read books or other materials, and some professionals provide specific reading goals based on their point of view. Mickulecky & Jefries (2004), suggested that regular pleasure reading could help students learn more. Students can improve their vocabulary, reading fluency comprehension, and writing through reading for pleasure. Furthermore, they can learn more and see examples of how people express themselves or write. Reading for information entails reading a variety of texts inability to discover new information.

According to Cahyono and Kusuma (2011) reading is understanding the content of the written text. The purpose of reading is as follows:

- a. Readers can distinguish between the events as they have been presented.
- b. They are aware of the presentation's chronology inside the specified sequence.
- c. The reader identifies the main idea of a paragraph.
- d. They must understand the denotative or prescribed meaning.
- e. They are aware of figurative language.

Meanwhile, Wiratno classified the purposes of reading into two kinds they are:

- a. Reading for general ideas

Readers who have this goal only know what is being discussed. They can concentrate especially on the opening or closing sentences of the paragraph.

b. Reading for locating specific information.

Readers with this purpose must read quickly to get more details.

Therefore, reading aims to improve students' reading skills to read English texts effectively and efficiently. They should have a particular goal in their minds and interpret it effectively and efficiently before interacting with the text. Reading a text aims to understand and obtain a great deal of students' knowledge.

## **B. Reading strategy**

### **1. Definition of Reading Strategy**

According to Gonen (2015) some elements are necessary for effective reading comprehension. One of them is the reading strategy. Reading strategies are crucial for readers comprehending the content as they read and implementing particular reading strategies to improve time efficiency.

According to Abbott (2006) reading strategies are "the mental operations or comprehension processes that readers select and apply to make sense of what they read". The term 'reading strategy' is a particular tactic the reader uses to understand the intended meaning. Study findings have found that good language learners do not immediately experience reading comprehension. It relies entirely on the deliberate use of the reading strategy. A good learner is aware of his strategy and why he uses strategies. They make more frequent use

of strategies than less active readers do.

Therefore, Grabe and Stoller (2002) stated that research on reading development has shown that good readers use strategies that poor readers do not. Reading strategies have been defined in different ways. It concluded that reading strategies are how readers understand the material. Reading strategies are crucial tools for enhancing understanding and overcoming reading challenges.

## **2. Kinds of Reading Strategy**

According to Zimmerman and Hutchins (2003) researchers identified the specific thinking strategies used by proficient readers in the 1980s. The research shows that reading is a dialogue between the reader and the text, with skilled readers maintaining ongoing internal discussion. The internal dialogue with oneself helps with comprehension and gives meaning to what has been read. Seven keys of reading strategies pinpointed what proficient readers do while reading. Recent studies, such as the seven keys of comprehension by Zimmerman & Hutchins (2003), have pinpointed successful readers' actions while reading. Literacy researchers have extracted from those studies and have agreed on the seven key strategies that encourage students to comprehend reading texts. Those strategies are: connecting, questioning, inferring, determining importance, synthesizing, monitoring comprehension, and Visualizing.

From the explanation above, the researcher focused on questions as a strategy in reading texts in this study. In the researcher view, asking questions

is one of the reading strategies students can use effectively. Therefore, somebody can apply the questioning strategy to all levels of education. Thus, middle and high school students can also use this strategy because asking questions is a simple activity that always happens in everyday life. Besides, asking questions also maintains reading comprehension.

### **3. Questioning Strategy**

According to Tankersley (2003) "questioning while reading is a key to developing good comprehension. Proficient readers question the content, the author, the events presented, the arguments, and the issues and ideas in the text". Then, Harvey & Goudvis (2007), stated that questioning is the strategy that encourages learners because when students ask questions, they try to explain their comprehension and give meaning to what they know. In conclusion, questioning is a strategy that actively involves learners in reading text by asking questions before, during, and after reading. In this case, the learners are not passive readers because they constantly question and answer their questions (Moreillon, 2007). Questioning builds students' interest in reading. When they are excited about the text, they want to know more about the text by reading a lot in the reading process.

According to Parman, Nurwahida, and Syam (2020) the questioning strategy effectively increases students' reading ability. It plays an active role in the learning process, such as increasing students' understanding and improving the function and purpose of reading. The use of questioning strategies increases performance, improves what students need and increases students' abilities in

reading skills, corrects deficiencies, and makes proper evaluations in reading. In research, the questioning strategy applied by students can direct students' thinking and develop independent thinking in reading comprehension, which increases students' reading achievement (El-Koumy, 2014).

### **3.1. The procedure of Questioning Strategy**

#### **1. Before reading**

Before reading, the first activity in the questioning strategy is preparing students to read texts, ensuring they get off to a good start. Before reading has several purposes; first, the students are motivated and build background knowledge on the text the students read. The students may have little or no knowledge of the text topic or have misconceptions before the reading phase. Second, students clarify their purpose for reading a particular text. The third is to help students understand the text's organization and content by perusing the headings, subheadings, table of contents, and so forth.

#### **2. While reading**

While reading activities help students monitor comprehension based on their goals for reading. Students must ask themselves, "Did I find what I was looking for?" If they have clear goals, they will determine their success while reading. In addition, students can use the structure of their text to help them find information based on their goals. When the students know what they are looking for and will do with the information later, they will evaluate their reading better.

#### **3. After reading activities**

After the reading is the last activity in the questioning strategy, they

can guide students in taking notes and coding specifics about the questions. If students have developed background knowledge for a text, set goals for reading, and monitored their understanding during reading, they must organize the information.

The readers frequently use the question below in using questioning as a reading comprehension strategy by (Harvey & Goudvis, 2007), those are:

1. Wonder.....
2. Who...? What....? Where.....? When....?
3. How come.....?
4. Why.....?
5. What does that mean?
6. What does that make you think of in your own life experience, another text, or the world?
7. Does that question make you think of other questions?

The questions above are often used before, during, and after reading strategy. The questioning includes who, what, when, where, and why, eventually helping students focus on the text. Then, these questions often keep students curious about reading activities before, during, and after reading. As a reading comprehension strategy, the questioning will apply very well for questions.

### **3.2 The Characteristics of Reader Questioning Strategy**

According to Debbie (2002) students who had questioning as their reading strategy have some characteristics. All of them can be indicated from

their questioning activity before, during, and after reading. Here are some characteristics of students who had questioning as their reading comprehension strategy, as follows:

1. Before reading, I am concerned with the author of the books I want to read.
2. I am concerned about the words on the cover of books I want to read.
3. I attempt to relate the pictures with the atmosphere on the book cover.
4. I attempt to relate the words with the picture on the book cover.
5. I ask a question about what will happen next in the text of the books I will read.
6. Before reading, I ask questions about where the story in the text or book will happen.
7. Before reading, I ask when the story in the text or book will happen.
8. Before reading, I always ask how the story in the text or book will happen.
9. Answering questions while I am reading eases me to comprehend the text.
10. I often find the answer to my questions when reading a text or book.
11. I believe there is a relationship between the title and the content of the books I am reading.
12. I can explain the book's content if I ask the question while reading.
13. I attempt to relate what I read with my knowledge before.
14. After reading, I attempt to relate the author's message with my opinion.
15. I attempt to answer the questions, but I can "t find the answers to my own opinion.

16. After reading, I conclude my reading.
17. After reading, I attempt to conclude the author's message reasonably.
18. Asking and answering questions involve me in the story of the text or book I have read.
19. I think the book's author has an important message that I must comprehend well.

Reading strategy is very important for all readers. Based on the characteristics mentioned above, the reader carries out several activities in this strategy; before, during, and after reading. Activities in the questioning strategy contribute to students' involvement in reading activities. Therefore, the characteristics above are beneficial to provide a brief overview of the questioning strategy for all readers. So, those characteristics can be different between questioning strategy and other strategies.

### **C. Reading Achievement**

According to Hornsby (2003) everyone has achieved success, especially by using initiative and abilities. Achievement is a significant factor in considering whether or not teaching and learning programs are effective. Also, (Smith & Robinson, 1980, as cited in Thresia, 2012) note that in achievement, especially in reading, students can understand, evaluate and use the knowledge and ideas they have learned through interaction with the reader and the author.

Thresia (2012) argued that reading achievement is the outcome of students' comprehension of texts and that such aspects could influence their reading strategies. Someone did a sure thing effectively and successfully, and it may assume that it is an achievement. The achievement addressed here is also students' achievement in Reading for Academic Purposes.

Hence, an achievement test is designed to gather information about a student's knowledge or ability in a specific area. An achievement test can also determine a student's strengths and weaknesses in a specific area.

#### **D. Hypothesis**

According to Creswell (2012) a definition of a statement in quantitative research is in which the investigator makes a prediction or a conjecture about the outcome of the relationship among attributes or characteristics. The assumption of the hypothesis is as follows:

In this research, there are two statistical hypotheses. They are:

1. Null Hypothesis ( $H_0$ )

$H_0$  = "Questioning strategy does not influence students' reading achievement."

Or,

2. Alternative Hypothesis ( $H_a$ )

$H_a$  = "Questioning strategy influences students' achievement in reading."

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

According to Aliaga and Gunderson (2002) quantitative research 'describes phenomena by gathering numerical data interpreted using mathematically based techniques (particularly statistics). In another concept Muijs (2004) quantitative research is essentially about gathering numerical data to define a specific phenomenon. Here the dependent variable is student achievement in reading, while the independent variable is questioning strategy.

This research is conducted by using an ex-post-facto design. Lammers and Badia (2005) an ex-post-facto research design, is a non-experimental design method that adopts several aspects of an actual experiment, mainly as it concerns the separation of groups and the analysis of data non-experimental. Also, According to Sukardi (2004) the Ex Post Facto design is a study conducted to examine events that have occurred and then look back to find out the factors that can cause these events. So, it can be said that Ex Post Facto research is a study where the independent variables have occurred when the researcher observes the dependent variable in a study. In this study, the attachment between independent and dependent variables has occurred naturally. The dependent variable is student achievement in reading, while the independent variable is the questioning strategy. The ex post facto design can be done if the researcher is sure that the treatment of the independent variable has occurred before.

## B. Research Participant

Creswell (2012) defines "a population as a group of individuals who have the same characteristic." The researcher considers population as the total of all the individuals who have specific characteristics appropriate for the research. The population in this study is the Department of English Language Education's students at UIN Ar-Raniry batch 2019.

The researcher used purposive sampling to select the participant. According to Arikunto (2010) purpose sampling is a sampling process by taking a sample that is not based on a level or area but based on a specific purpose. Purposive sampling is where the researcher chooses a selection depending on the needs of the study. Participants are determined based on the meaning of the sample. The participants are English Language Education's student's batch 2019 who took Reading for Academic Purposes. The students from batch 2019 were 163 students, and they were separated into six units. The researcher took 100 students as representatives' batch 2019. This sample has fulfilled the inclusion criteria that has been design by the researcher, which are:

- a. English language students' batch 2019 who already took reading for academic purpose.
- b. Students that had been applied a questioning strategy.

The reason behind choosing students who already took reading for academic purposes was that the researcher considered that these students were supposed to have higher proficiency levels in reading. To find out whether the students implemented the questioning strategy or not, the researcher write down

in the questioner form that students used questioning strategy or not. If they used that strategy, they can move to the next step but if they do not used the strategy, the application automatically cannot be continue to the next step and cannot be a participant. Therefore, based on the data questioner only 100 percentage students can be a participant.

### **C. The technique of Data Collections**

The researcher used the questioner and documentation to gather the data as follow:

#### **1. Questionnaire**

According to Brown (2001) questionnaires are any written instruments that provide respondents with a set of statements of questions. They may reply either by writing their answers or selecting from existing solutions. Here, the author indicated that the researcher could get the most natural response from the participants by questionnaire evaluation.

The researcher administered the questionnaire to the study sample in the third semester English Language Education student batch 2019 at UIN Ar-Raniry. The questionnaire consists of 20 items that describe the characteristics of questioning as a reading strategy. The questionnaire consists of three parts; before, during, and after reading. The scoring technique used in this questionnaire are arranged on a 5-point scale based on the Likert scale (Sugiyono, 2018).

Table 3. 1 Questionnaire Items based on Hidayati (2014)

**A. The Activities Before Reading**

No	Questions	SA	A	N	D	SD
1	I always pay attention to the title of the text I that will read.					
2	I always pay attention to the words on the front page of the text that I will read.					
3	I always ask the characters in the text that I will read.					
4	I always ask what will happen in the texts that I will read.					
5	I always ask where the story occurred in the text that I will read.					
6	I always ask when the story happened to the text that I will read.					
7	I always ask how the content of the text that I will read.					

**B. The Activities During the Reading process**

No	Questions	SA	A	N	D	SD
8	I always remember why the story happened in the text that I read.					
9	I always remember where the story is located in the text that I read.					
10	I always ask how to solve the problems in the text that I read.					
11	I always look for answers about what I ask during the reading process.					
12	Answering questions during reading makes me easier to understand the content of the text.					
13	I often find answers to the questions I ask during the reading process.					
14	In my opinion, the title and the content of the text that I read are related to each other.					
15	I can explain fill in the text when I ask during the reading process.					

### C. The Activities After Reading

No.	Questions	SA	A	N	D	SD
16	I always try to relate what I have read with my previous knowledge.					
17	I try to answer questions that I cannot answer with the knowledge I have.					
18	I always conclude what I have read.					
19	Asking and answering questions got me involved in the story.					
20	Engaging in the text makes it easier for me to understand the content of the text.					

Source: Hidayati, (2014)

Table 3. 2 Likert Scale

Option	Favourable	Unfavourable
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Source: Sugiyono (2018)

All of the scales consist of positive questions. The items in these instruments were written in English. This questionnaire was written on Google Form and distributed to all active students in the English Language Education batch of 2019 who already took reading for academic purpose courses through social media. The data will be processed to determine the influence of using the questioning strategy on student achievement in reading for academic purposes course.

## 2. Document of Reading achievement Score

The researcher gathered students' reading achievement based on the final reading score for the academic purpose subject. The writer did not administer a reading test to know the students' achievements. The writer documented students' reading achievement based on students' reading achievement subject, which was obtained from the Reading lecturer for academic purpose subject. Then the students' final score consists of students' formative score, middle test score, and final test score. Those scores were then calculated to be their final reading score for academic purposes subject.

### **D. Data Analysis**

In accordance with the type of research used, the data analysis includes univariate and bivariate. Thus, it can be explained as follows:

#### 1. Univariate analysis

Univariate analysis was done on each variable from the research results to explain or describe the characteristics of each research variable. In general, this analysis only produces the distribution of the frequency and percentage of each variable (Notoatmojo & Soekidjo, 2010). The variables to be studied are the students' Reading strategy and Reading achievement. The data has been analyzed descriptively using SPSS version 25 and is displayed in a frequency distribution so that an overview of the table form is obtained based on Reading Strategy and

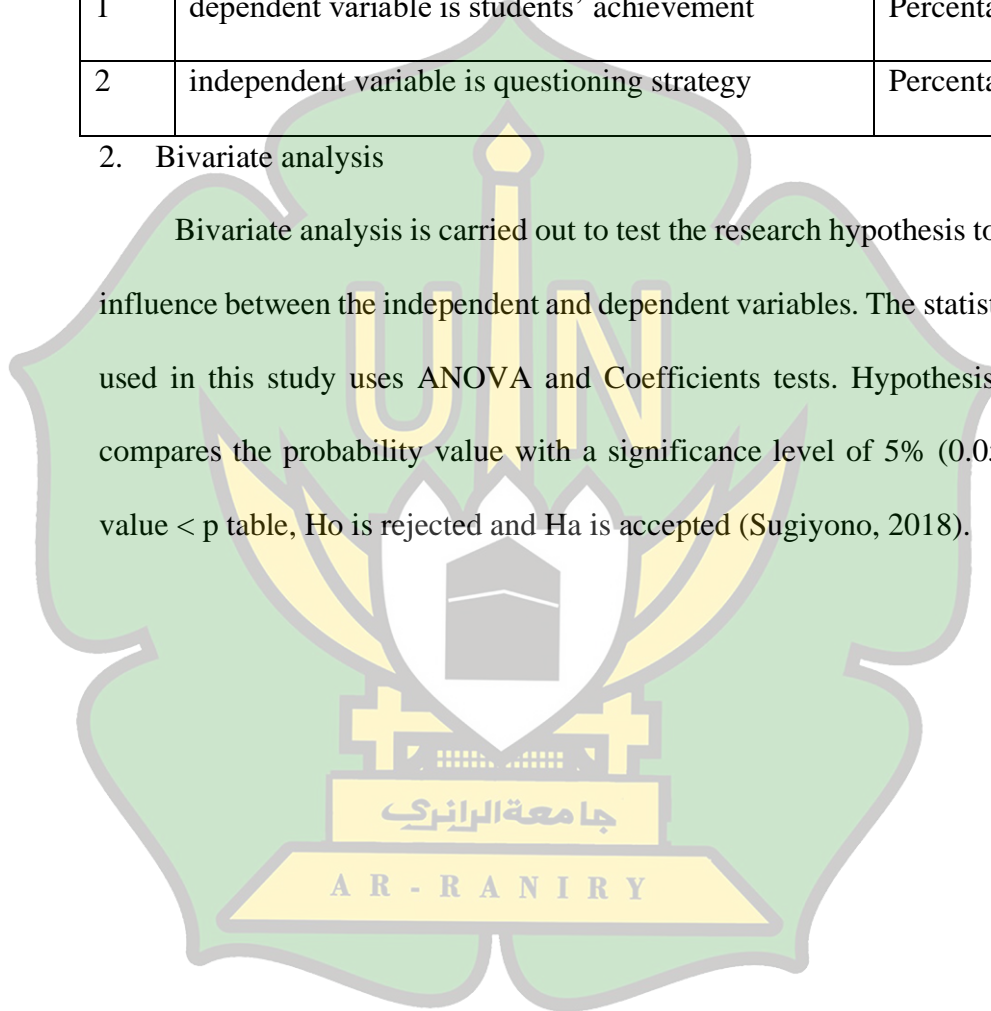
Reading Achievement. The presentation of each variable using tables and interpretations based on the results obtained are as follows:

Table 3.3. Characteristics of Respondents, Independent and Dependent Variables

No	Variable	description
1	dependent variable is students' achievement	Percentage (%)
2	independent variable is questioning strategy	Percentage (%)

## 2. Bivariate analysis

Bivariate analysis is carried out to test the research hypothesis to see the influence between the independent and dependent variables. The statistical test used in this study uses ANOVA and Coefficients tests. Hypothesis testing compares the probability value with a significance level of 5% (0.05). If  $p\text{-value} < p\text{ table}$ ,  $H_0$  is rejected and  $H_a$  is accepted (Sugiyono, 2018).



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Finding**

This chapter covers the research findings and discussion students' questioning strategy in reading achievement. The research data consists of questioning as a reading strategy as an independent variable and reading achievement as a dependent variable. The researcher used a questionnaire adapted from Hidayatis' (2014) to obtain the students' questioning strategy scores. The questioner distributed to all active students at the English Language Education Department, Faculty of Tarbiyah and Teacher Training, Ar-Raniry Islamic State University Banda Aceh. The questionnaire was conducted from December 5th to 26, 2021.

To determine the influence of questioning strategy on student achievement in reading, the researcher used two types of data analysis Univariate and Bivariate. The univariate analysis consists of the score of students reading strategy, frequency of reading strategy, reading achievement, frequency of reading achievement, and the assumption test. Then, the bivariate analysis consists of a normality test and a homogeneity test. Next, the researcher will report the linear regression results that tested the research hypothesis.

## 1. Univariate Analysis

### a. The score of students Reading Strategy

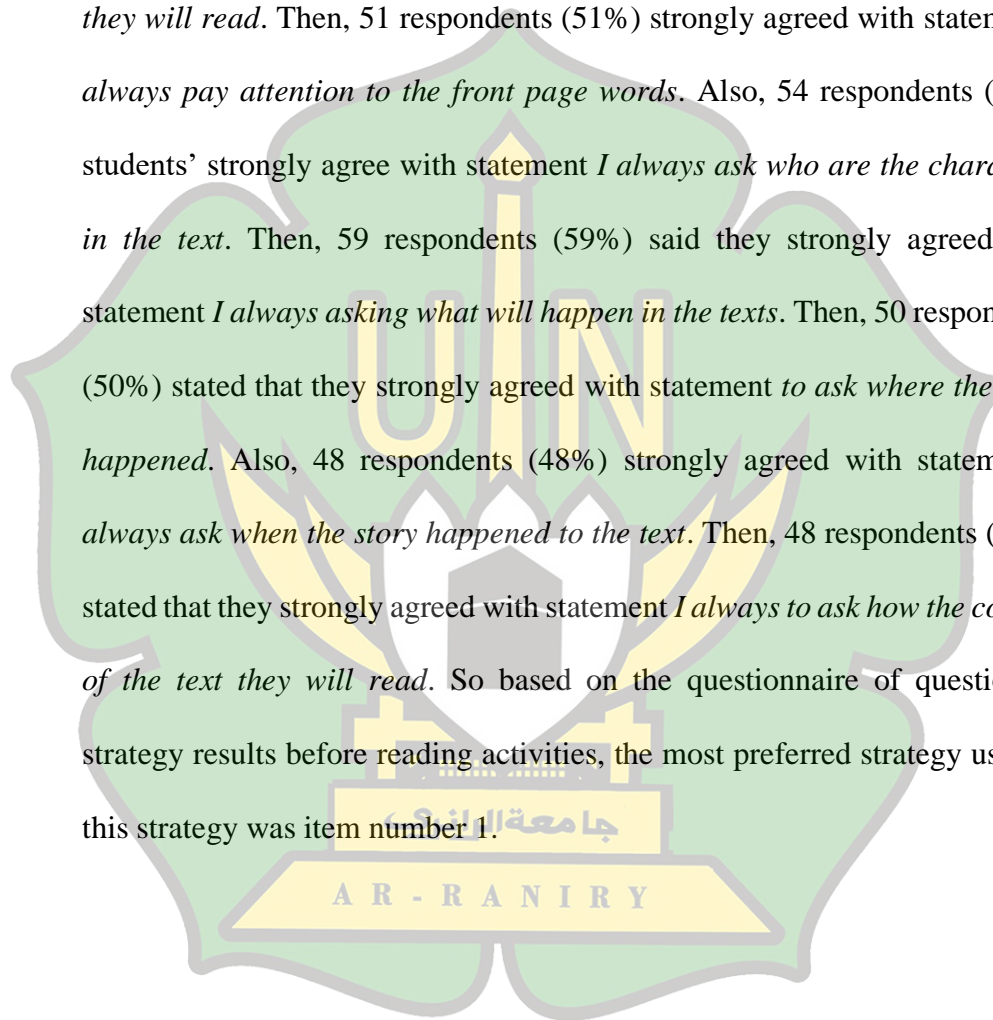
This section discussed the result of the questioner of questioning strategy in reading (before reading, while reading, and after reading activities).

**Tabel 4.1**  
**Frequency Distribution before Reading Activities in English**  
**Education Study Program Ar-Raniry State Islamic University (n=100)**

No	Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Percentage (%)
		f	%	F	%	F	%	f	%	f	%	
1	I always pay attention to the title of the text I will read.	0	0	0	0	5	5	24	24	71	71	100
2	I always pay attention to the words on the front page of the text that I will read.	0	0	2	2	5	5	42	42	51	51	100
3	I always ask who are the characters in the text that I will read	0	0	0	0	19	19	27	27	54	54	100
4	I always ask what will happen in the texts I will read	0	0	0	0	13	13	28	28	59	59	100
5	I always ask where is the story that happened in the text that I will read	0	0	2	2	15	15	3	3	50	50	100
6	I always ask when the story happened to the text that I will read	0	0	1	1	23	23	28	28	48	48	100
7	I always ask how the content of the text I will read	0	0	0	0	8	8	44	44	48	48	100

Source: (Processed Data, 2021)

According to table 4.1, the data showed that the majority of 100 respondents chose strongly agreed with the questionnaire statement items before reading activities. There were 71 respondents (71%) who strongly agreed with the statement *I always pay attention to the title of the text that they will read*. Then, 51 respondents (51%) strongly agreed with statement *I always pay attention to the front page words*. Also, 54 respondents (54%) students' strongly agree with statement *I always ask who are the characters in the text*. Then, 59 respondents (59%) said they strongly agreed with statement *I always asking what will happen in the texts*. Then, 50 respondents (50%) stated that they strongly agreed with statement *to ask where the story happened*. Also, 48 respondents (48%) strongly agreed with statement *I always ask when the story happened to the text*. Then, 48 respondents (48%) stated that they strongly agreed with statement *I always to ask how the content of the text they will read*. So based on the questionnaire of questioning strategy results before reading activities, the most preferred strategy used in this strategy was item number 1.



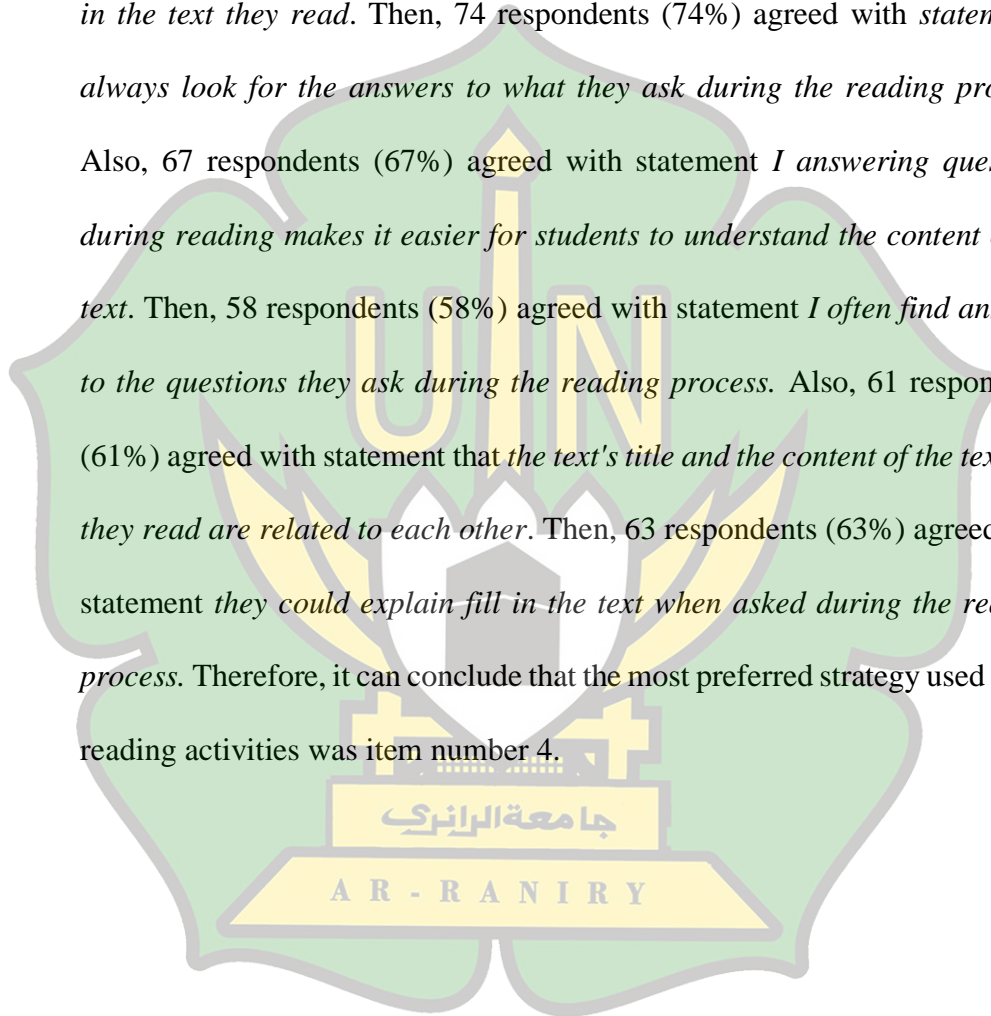
**Tabel 4.2**  
**Frequency Distribution while Reading Activities in English Education**  
**Study Program Ar-Raniry State Islamic University (n=100)**

No.	Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Percentage (%)
		F	%	F	%	f	%	F	%	f	%	
1	I always remember why the story happened in the text I read	0	0	0	0	14	14	48	48	38	38	100
2	I always remember where the story is located in the text, I read	0	0	2	2	5	5	63	63	30	30	100
3	I always ask how to solve the problems in the text that I read	0	0	1	1	20	20	60	60	19	19	100
4	I always looking for answers about what I ask during the reading process	0	0	0	0	9	9	74	74	17	17	100
5	Answering questions during reading makes it easier for me to understand the content of the text	0	0	0	0	8	8	67	67	25	25	100
6	I often find answers to the questions I ask during the reading process	0	0	3	3	11	11	58	58	28	28	100
7	In my opinion, the title of the text and the content of the text that I read are related to each other	0	0	0	0	4	4	61	61	35	35	100
8	I can explain fill in the text when I ask in the during the reading process	0	0	0	0	11	11	63	63	26	26	100

**Source: (Processed Data, 2021)**

Based on table 4.2 above, it can be seen that from the 100 respondents, the most chosen were agreed with a statement with the questionnaire items while reading activities. There were 48 respondents

(48%) who agreed with statement *I always remember why the story happened in the text they read*. Then, 63 respondents (63%) agreed with statement *I always remember where the story is located in the text*. Then, 60 respondents (60%) who agreed with statement *I always to ask how to solve the problems in the text they read*. Then, 74 respondents (74%) agreed with statement *I always look for the answers to what they ask during the reading process*. Also, 67 respondents (67%) agreed with statement *I answering questions during reading makes it easier for students to understand the content of the text*. Then, 58 respondents (58%) agreed with statement *I often find answers to the questions they ask during the reading process*. Also, 61 respondents (61%) agreed with statement that *the text's title and the content of the text that they read are related to each other*. Then, 63 respondents (63%) agreed with statement *they could explain fill in the text when asked during the reading process*. Therefore, it can conclude that the most preferred strategy used while reading activities was item number 4.



**Tabel 4.3**  
**Frequency Distribution after Reading Activities in English Education**  
**Study Program Ar-Raniry State Islamic University (n=100)**

No.	Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Percent age (%)
		F	%	F	%	F	%	f	%	f	%	
1	I always try to relate what I have read with the knowledge I have before	0	0	0	0	14	14	48	48	38	38	100
2	I try to answer questions that I can't find answers with the knowledge I have	0	0	2	2	5	5	63	63	30	30	100
3	I always conclude what I have read	0	0	1	1	20	20	60	60	19	19	100
4	Asking and answering questions got me involved in the story	0	0	0	0	9	9	74	74	17	17	100
5	Engaging in the text makes it easier for me to understand the content of the text	0	0	0	0	8	8	67	67	25	25	100

**Source: (Processed Data, 2021)**

Table 4.3 shows that from 100 respondents, the most chosen were agreed with the statement of the questionnaire items after reading activities. There were 48 respondents (48%) who agreed with statement *I always try to relate what they have read with the knowledge they have before*. Then, 63 respondents (63%) agreed with statement *to try to answer the questions that students cannot find answers to with their knowledge*. Also, 60 respondents (60%) agreed with statement *I always conclude what they have read*. Then, 74 respondents (74%) agreed with statement *to ask and answer questions involving them in the story*. Then, 67 respondents (67%)

stated that they agree with statement *engaging in the text makes it easier for them to understand the content of the text*. Therefore, it can conclude that from the questionnaire of after reading activities, the most preferred strategy used was item number 4.

#### b. Frequency of Reading Strategy

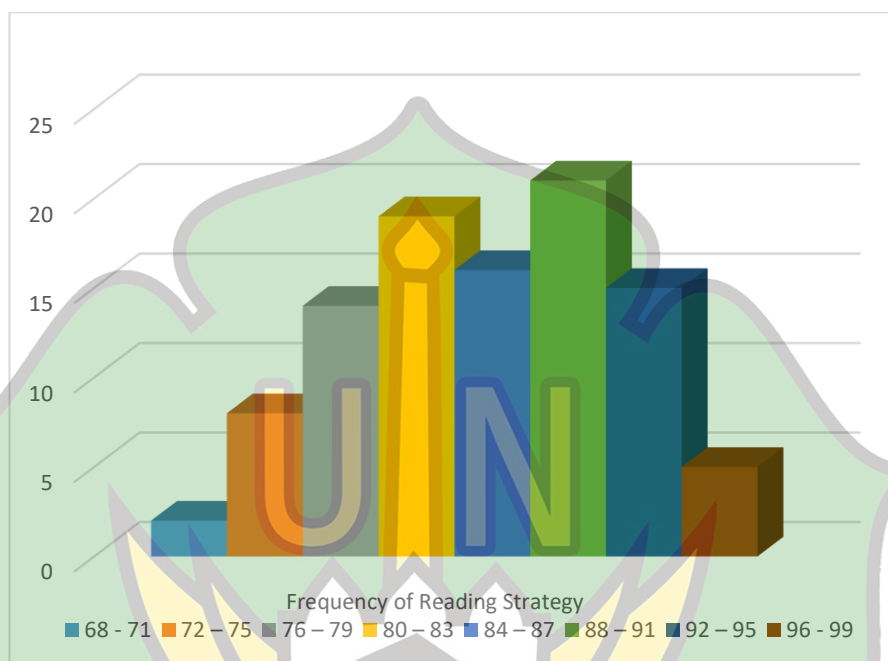
**Table 4.4**  
**Frequency of Reading Strategy in English Education Study Program**  
**Ar-Raniry State Islamic University (n=100)**

No.	Questioning Interval	Strategy	Frequency	Percentage (%)
1	68 – 71		2	2.0
2	72 – 75		8	8.0
3	76 – 79		14	14.0
4	80 – 83		19	19.0
5	84 – 87		16	16.0
6	88 – 91		21	21.0
7	92 – 95		15	15.0
8	96 – 99		5	5.0
<b>Σ100</b>				

**Source: (Processed Data, 2021)**

The table above shows the frequency and percentage of reading comprehension strategies from 100 students. There are (2.0%) of students who get 68-71 scores. There are only two students who get 68-71 scores in this percentage. Then (8.0%), students get a 72-75 score. There are (14.0%) of students who get 76-79 scores. On the other hand, there are (19.0%) of students who score 80-83. Then, (16.0%) students get score 72-75. Mostly, students gain

scores between 88-91 scores. It can prove with the biggest percentage (21.0%). It means that it is the score that students gain most. Meanwhile, (5.0%) students score 83-88. Hence, 7.5% of students get a 96-99 score.



**Frequency Distribution of Students Reading Strategy**

### c. Reading Achievement

Students' reading achievement is the score of Reading for Academic Purposes subject, which is obtained based on the documentation of the scores of the third-semester students of the English Language Education batch of 2019 who took Reading for Academic Purposes. The student batch of 2019 was 163 students, and the students were separated into six units. The researcher took 100 students as a representative's batch of 2019. The scores obtained were based on the score intervals set by the academic. In which:

1. A (91-100) = Excellent
2. A- (85-89) = Very Good

3. B+ (78-84) = Good
4. B (72-77) = Enough
5. B- (68-71) = Good
6. C+ (65-67) = Not Enough
7. C (60-64) = Bad
8. D (50-59) = Very Bad
9. E (0-49) = Failed

**d. Frequency of Reading achievement**

The score Reading for Academic purpose subject can be seen in Table 4.5 as follows:

**Table 4.5**  
**Frequency of Reading Achievement in English Education Study**  
**Program Ar-Raniry State Islamic University (n=100)**

No.	Reading Interval	Frequency	Percentage (%)
1	A	27	27
2	A-	18	18
3	B	29	29
4	B-	22	22
5	C	3	3
6	C-	1	1
		$\Sigma 100$	

In table 4.5, it is found that the majority of respondents got (B) value for reading achievement, then followed by (A) score of 27 people, (B-) value of 22 people, (A) value of 18 people, (C) value of 3 people and (C-) value of 1 person.

### e. The Assumption Test

#### 1. Normality test

The data normality test is used to determine whether the data in the study were normally distributed or not. This normality test was carried out using the SPSS Program with Kolmogorov-Smirnov Test. The hypothesis in the normality test is as follows:

- a) If Sig. > 0.05, it means the data distribution is normal.
- b) If Sig. < 0.05, it means the data distribution is not normal

**Table 4.6. Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Reading Strategy	.086	100	.068	.981	100	.156
Reading Achievement	.100	100	.016	.978	100	.086

#### a. Lilliefors Significance Correction

Hypothesis:

Ho: Data of X is normally distributed.

Ha: Data of X is not normally distributed (random)

Criteria of the test:

Ho is accepted if probability (sig.) > 0.05

Ha is accepted if probability (sig.) < 0.05

The result of the calculation shows that both of the sig (2-tailed) = .068 or (.068>0.05). Based on the test criteria above, it can determine that .068 is more significant than 0.05. It means that  $H_0$  is accepted. Therefore, the reading strategy data are normally distributed.

## 2. Homogeneity Test

In addition, this research also tested the homogeneity of the data. It is to determine whether the data variance is homogeneous or not. If the data is homogeneous, this indicates that the data have the same characteristics. This test uses Levene statistics as a homogeneity test technique. The homogeneity of variance test results using SPSS is presented as follows.

**Table 4.7. Test of Homogeneity of Variances**

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Reading Strategy	Based on Mean	.640	4	94	.635
	Based on Median	.658	4	94	.622
	Based on Median and with adjusted df	.658	4	73.255	.623
	Based on trimmed mean	.601	4	94	.663

Hypothesis:

Ho: The variance of the data is homogenous.

Ha: The variance of the data is not homogenous.

Criteria of the test:

Ho is accepted if p value (sig.)  $> 0.05$

Ha is accepted if p value (sig.)  $< 0.05$

The result of the homogeneity test from table 4.4 shows that p-value  $> 0.05$  in which the p-value based on mean .635 is more significant than 0.0 or (.635 $>0.05$ ). Ho is accepted, and Ha is rejected based on the test criteria above. In conclusion, the variance of the data is homogenous.

## 2. Bivariate Analysis

Then based on the normality test and homogeneity test, the results showed that the data is normally distributed, and the variance of the data is homogeneous. Therefore, the writer analyzed the data between the two variables using linear regression and F-test ANOVA and Coefficients in SPSS version 25 to see if the questioning strategy influenced students' reading achievement. Furthermore, based on the calculation of the SPSS Version, the following data were obtained:

**Table 4.8. Anova**  
**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4957.937	1	4957.937	751.246	.000 <sup>b</sup>
	Residual	646.763	98	6.600		
	Total	5604.699	99			

a. Dependent Variable: Reading Achievement

b. Predictors: (Constant), Reading Strategy

**Tabel 4.9. Coefficients**

		<b>Coefficients</b>			
		Unstandardized Coefficients	Standardized Coefficients		
Model		B	Std. Error	Beta	t
1	(Constant)	-2.718	3.132		-.868
	Reading Strategy	1.008	.037	.941	27.409

a. Dependent Variable: Reading Achievement

Description:

Constant (reading achievement)

Based on the table above, the constant value from Unstandardized Coefficients is -2,718, which means that if there is no reading strategy (X), the consistent reading achievement (Y) value is -2,718. Then, the regression coefficient value is 1.008, which means that for every 1% addition to the reading strategy (X) level, the reading achievement (Y) will increase by 1.008. So, it

concluded that reading strategy (X) positively affects reading achievement (Y). So the regression equation is  $Y = -2.178 + 1.008 X$ .

### 3. Hypothesis Testing

The Hypothesis testing was conducted to test the hypothesis, which states an influence questioning strategy on student achievement in reading using SPSS Version 25 for Windows, formulated as follows.

Hypothesis:

a. Null Hypothesis (Ho)

Ho = "Questioning strategy does not influence students' reading achievement." or

b. Alternative Hypothesis (Ha)

Ha = "Questioning strategy influences students' achievement in reading."

Afterward, the researcher used SPSS hypothesis testing based on the N. Sig (number of significance) to find the answer. As the result of the correlation in Table 4.7, the researcher gets N. Sig = 0.000. Before the researcher concludes the finding, these were the theories of hypothesis based on SPSS calculation:

The statistical hypothesis stated:

The statistical hypothesis stated:

- a. Ho accepted if N. Sig > 0.05 ( $\alpha=5\%$ ), which means Ha rejected

- b.  $H_0$  rejected if  $N. Sig < 0.05$  ( $\alpha=5\%$ ), which means  $H_a$  accepted.

Regarding the null hypothesis, this study reveals that the null hypothesis is rejected because the SPSS version 25 calculation shows Sig 0,000. As is well known, the null hypothesis is rejected if the significance is less than 0.05. Hypothesis testing concludes that  $N. Sig < 0.05$ , where  $H_0$  can be rejected. It means that reading strategy influence students' achievement in reading a text.

## **B. Discussion**

In this discussion, the researcher will explain the results of the research described above. The questioning strategy is used to determine how the influence of reading strategy on reading achievement. Based on the results of the study, it was found that there was an influence of reading strategy on reading achievement in reading text with significant  $N < 0.05$ . Every additional 1% of students who use the questioning strategy will increase reading achievement by 1,008.

This result above proves that the questioning strategy is a crucial element that can be used by students and facilitates students in solving problems in reading text and increases their motivation in the teaching and learning process (Macalister, 2011). Students in achieving excellent and satisfying reading scores. The questioning strategy applied to students can improve students' reading comprehension ability and motivate them in the reading performance process during the teaching and learning process, where

students become more active without being instructed by the teacher (Irawati, 2019).

In implementing the questioning strategy, students need to understand and apply the approach and stages in reading before, while, and after reading activities. This is in line with the opinion of (Adler, 2004, in Marzona & Astria, 2019), that explains that students who are good reading are students who can motivate themselves to find the purpose of reading. Before reading students look for organized ideas in text. In addition, while reading, students can pay attention to their understanding and speed in reading text. Then, after reading the students determine what is understood and what is not about their reading.

The questioning strategy is very effective in increasing students' reading ability. It plays an active role in the learning process, such as increasing students' understanding and improving the function and purpose of reading. The use of questioning strategies increases performance and improves what students need and increases students' abilities in reading skills, corrects deficiencies, also makes proper evaluations in reading (Parman, Nurwahida & Syam, 2020). In research, the questioning strategy applied by students can direct students' thinking and develop independent thinking in reading comprehension, which affects increasing students' reading achievement (El-Koumy, 2014).

The use of questioning strategy is also used in various universities or schools. This strategy is used as a solution to facilitate students in

understanding a reading. Like research conducted at Payame Noor University by Safarpour et al. (2015) in the country of Iran, it has been revealed that the strategy of self-question as a generative learning strategy for students of English in Iran as a foreign language (EFL) is used in the performance of student reading comprehension. The results showed that the use of self-question strategy had a significant influence on the performance of reading comprehension.

On the other hand, this researcher's findings are in line with the findings of research conducted by previous researchers, such as Ardiyanti (2020). The researchers found the similarity of focus on the strategies used by students in reading texts, namely the questioning strategy and the effect of these strategies on student achievement in reading subjects. Based on data analysis from previous research, it is stated that  $\text{Sig.} = 0.036$  and  $= 0.05$ . It means that  $H_a$  is accepted because of  $\text{Sig.} < = 0.036 < 0.05$ . So it can be concluded that using question and answer strategy influences students' reading comprehension in narrative texts.

Hence, in Wulandari's research (2017), the researcher explained that there was an influence of questioning strategy on reading comprehension, which means students who use the questioning approach enhanced students as learners to be active and involved with the text in reading.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter provides the conclusions and suggestions for this study. It consists of the data analysis and the result of the discussion summary. In addition, some recommendations are provided for the proposed research and recommend future work in this field.

#### **A. Conclusions**

Based on the research and data analysis results in the previous chapter, the questioning strategy is in the high category where there is a significant positive effect between the questioning strategy and their achievement in reading texts. The results of the hypothesis show that the researchers' results get a p-value = .000 where the significance is  $<.05$ , which means  $H_a$  (alternative hypothesis) is accepted. It can be concluded that the questioning strategy influences students' reading achievement.

#### **B. Recommendations**

##### **1. Lecturer**

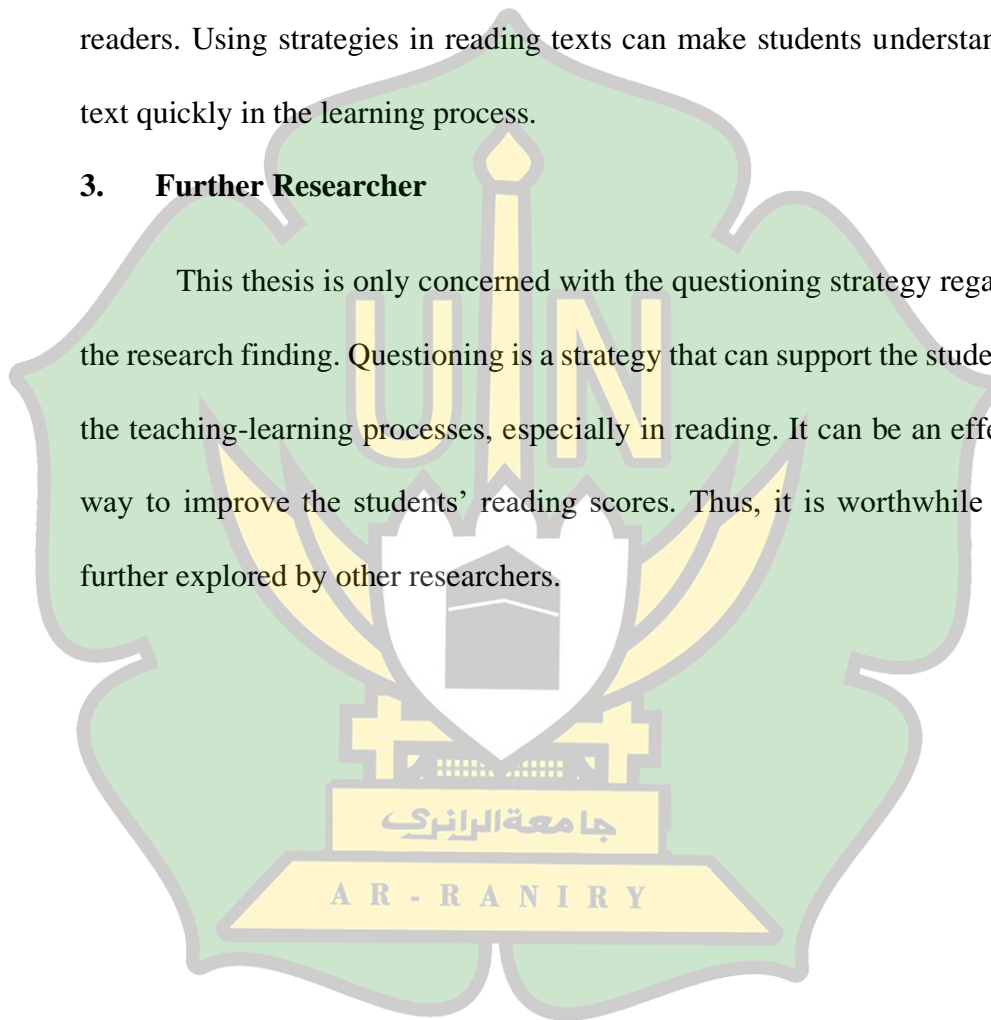
The researcher hopes to provide helpful information for the teaching and learning process of English, especially for a lecturer who teaches reading. This research shows that students who use strategies in reading can make it easier for lecturers in the teaching and learning process.

## 2. Students

In this study, the researcher expected that this research could be helpful for students because the result gives information to all English learners about the importance of reading strategy to help them be active readers. Using strategies in reading texts can make students understand the text quickly in the learning process.

## 3. Further Researcher

This thesis is only concerned with the questioning strategy regarding the research finding. Questioning is a strategy that can support the students in the teaching-learning processes, especially in reading. It can be an effective way to improve the students' reading scores. Thus, it is worthwhile to be further explored by other researchers.



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## APPENDICES

### Appendix A

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-7581/UN.08/FTK/KP.07.6/04/2021

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang :

- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :

- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
- Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
- Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Maret 2021

**MEMUTUSKAN**

Menetapkan  
PERTAMA :

Menunjuk Saudara:

1. Saiful Muluk, Ph.D	Sebagai Pembimbing Pertama
2. Fithriyah, M. Pd	Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Yulmalisa

NIM : 160203111

Program Studi : Pendidikan Bahasa Inggris


Judul Skripsi : The Influence of Questioning Strategy on Students' Achievement in Reading

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 16 April 2021  
An. Rektor

  
Muslini Razali

**Tembusan**

- Rektor UIN Ar-Raniry (sebagai laporan);
- Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
- Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
- Mahasiswa yang bersangkutan;
- Arsip.

## Appendix B



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-15994/Un.08/FTK.1/TL.00/10/2021  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
Kepala Prodi pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.  
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : YULMALISA / 160203111  
Semester/Jurusan : XII / Pendidikan Bahasa Inggris  
Alamat sekarang : Jl. Laks. Malahayati Gampoeng Kajhu Kec. Baitussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Influence of Questioning Strategy on Students Achievement in Reading*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 02 Juni 2022  
an. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 06 Januari  
2022

Dr. M. Chalis, M.Ag.

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## Appendix C



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Ruuf Kopelma Darussalam Banda Aceh  
Email pbi.0k@ur-raniry.ac.id Website <http://ur-raniry.ac.id>

**SURAT KETERANGAN**

Nomor: B-01/Un.08/PBI/TL.00/06/2022

Schubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-15994/Un.08/FTK.I/TL.00/06/2022 tanggal 01 April 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Yulmalisa  
NIM : 160203111  
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

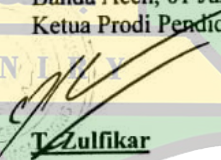
Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

*The Influence of Questioning Strategy on Students Achievement in Reading*

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 01 Juni 2022

Ketua Prodi Pendidikan Bahasa Inggris,

  
**T. Zulfikar**

## Appendix D

## Indicator of Questionnaire

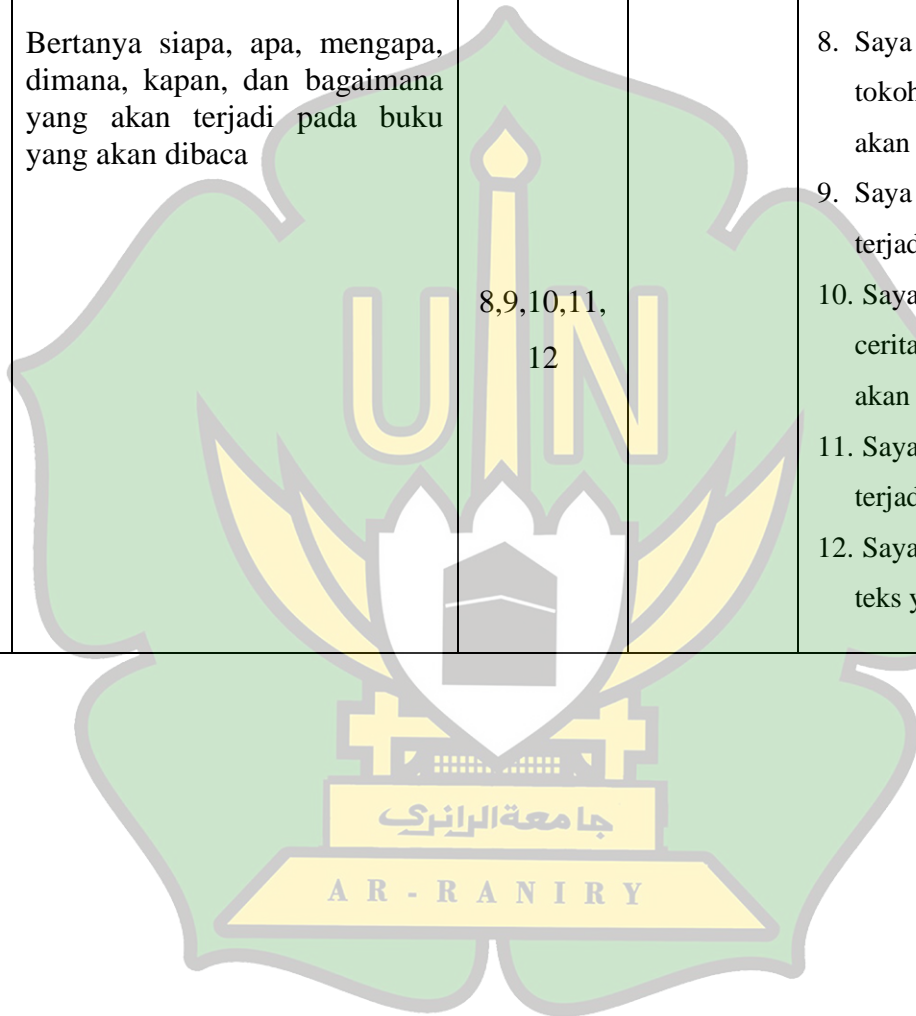
No	Reading Activities	Indikator	Questions Number	Total Questions	Questions
1.	Sebelum membaca	Mengamati siapa pengarang teks yang akan dibaca	1	1	1. Saya selalu memperhatikan siapa pengarang teks yang akan saya baca
		Mengamati judul teks yang akan dibaca	2	1	2. Saya selalu memperhatikan judul teks yang akan saya baca

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		Mengamati gambar dan kata-kata yang terdapat pada teks yang akan dibaca	3, 4	2	<p>3. Saya selalu memperhatikan gambar pada halaman depan teks yang akan saya baca</p> <p>4. Saya selalu memperhatikan kata-kata yang terdapat pada halaman depan teks yang akan saya baca</p>
		Mengaitkan gambar, kata-kata dan suasana yang terdapat pada halaman depan teks bacaan	5, 6, 7	3	<p>5. Saya selalu mengaitkan gambar yang terdapat di halaman depan teks dengan suasana yang ada di halaman depan teks tersebut</p> <p>6. Saya selalu mengaitkan kata-kata yang terdapat di halaman depan teks dengan gambar yang ada di halaman depan teks tersebut</p> <p>7. Saya selalu bertanya mengapa gambar dan kata-kata tersebut terdapat di halaman depan teks yang akan saya baca</p>

		<p>Bertanya siapa, apa, mengapa, dimana, kapan, dan bagaimana yang akan terjadi pada buku yang akan dibaca</p>	<p>8,9,10,11, 12</p>	<p>8. Saya selalu bertanya siapakah tokoh-tokoh yang terdapat dalam teks yang akan saya baca</p> <p>9. Saya selalu bertanya apakah yang akan terjadi dalam teks yang akan saya baca</p> <p>10. Saya selalu bertanya dimana letak cerita yang terjadi dalam teks yang akan saya baca</p> <p>11. Saya selalu bertanya kapan cerita yang terjadi pada teks yang akan saya baca</p> <p>12. Saya selalu bertanya bagaimana isi teks yang akan saya baca</p>
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2	Selama membaca	Mengingat dengan baik apa, siapa, mengapa, dimana, kapan, dan bagaimana yang terjadi pada teks yang sedang dibaca	13,14,15, 16, 17	5	<p>13. Saya selalu mengingat siapakah tokoh-tokoh yang terdapat dalam teks yang saya baca</p> <p>14. Saya selalu mengingat mengapa cerita tersebut bisa terjadi dalam teks yang saya baca</p> <p>15. Saya selalu mengingat dimana letak cerita yang terjadi pada teks yang saya baca</p> <p>16. Saya selalu mengingat kapan cerita itu terjadi pada teks yang saya baca</p> <p>17. Saya selalu bertanya bagaimanakah cara mengatasi masalah yang terdapat pada teks yang saya baca</p>
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		Menjawab pertanyaan-pertanyaan yang diajukan selama membaca berlangsung	18,19,20	3	<p>18. Saya selalu mencari jawaban mengenai apa yang saya tanyakan selama proses membaca</p> <p>19. Menjawab pertanyaan-pertanyaan selama saya membaca mempermudah saya dalam memahami isi teks</p> <p>20. Saya sering menemukan jawaban atas pertanyaan-pertanyaan yang saya ajukan selama proses membaca</p>
		Mengaitkan judul teks dengan isi bacaan dalam teks	21	1	21.Saya selalu mengaitkan judul teks dengan isi bacaan dalam teks
		Bertanya membuat saya dapat menjelaskan isi teks	22	1	22.Saya dapat menjelaskan isi teks ketika saya bertanya dalam proses membaca

3	Setelah membaca	Mengaitkan apa yang telah dibaca dengan pengetahuan yang dimiliki sebelumnya	23,24,25	3	<p>23. Saya selalu mencoba mengaitkan apa yang telah saya baca dengan pengetahuan yang saya miliki sebelumnya</p> <p>24. Saya mencoba mengaitkan apa yang penulis sampaikan dengan pendapat yang saya miliki</p> <p>25. Saya mencoba menjawab pertanyaan-pertanyaan yang tidak saya temukan jawabannya dengan pengetahuan yang saya miliki</p>
		Menyimpulkan apa yang telah dibaca	26, 27	2	<p>26. Saya selalu menyimpulkan apa yang telah saya baca</p> <p>27. Saya selalu menyimpulkan pesan yang disampaikan penulis dengan baik</p>

		<p>Merasa terlibat dalam cerita jika dapat bertanya dan menjawab pertanyaan-pertanyaan</p>	<p>28. Bertanya dan menjawab pertanyaan-pertanyaan membuat saya terlibat dalam cerita tersebut</p> <p>29. Terlibat dalam teks mempermudah saya dalam memahami isi teks</p>
		<p>Berasumsi bahwa setiap pengarang memiliki pesan yang disampaikan dalam teks</p>	<p>30. Saya selalu berasumsi bahwa pengarang cerita/buku yang saya baca memiliki pesan penting yang harus saya pahami</p>
		<p>Strategi membaca merupakan aspek penting dalam membaca</p>	<p>31. Menurut saya strategi membaca itu penting</p> <p>32. Strategi bertanya dalam membaca membantu saya menjadi pembaca yang baik</p> <p>33. Strategi membaca membantu saya mencapai tujuan membaca saya</p>

Appendix E

### Sample of Questioner

- Read carefully before answering

- Put a tick (X) on each question by choosing one of the answers that best suits you, with the following answer choices:

SS : Strongly Agree  
 S : Agree  
 N : Neutral  
 TS : Disagree  
 STS : Strongly Disagree

#### The Activities Before Reading

No	Questions	SS	S	N	TS	STS
1	I always pay attention to the title of the text I will read					
2	I always pay attention to the words on the front page of the text that I will read					
3	I always ask who are the characters in the text that I will read					
4	I always ask what will happen in the texts I will read					
5	I always ask where is the story that happened in the text that I will read					
6	I always ask when the story happened to the text that I will read					
7	I always ask how the content of the text I will read					

### The Activities During the Reading process

No	Questions	SS	S	N	TS	STS
8	I always remember why the story happened in the text I read					
9	I always remember where the story is located in the text I read					
10	I always ask how to solve the problems in the text that I read					
11	I always look for answers about what I ask during the reading process					
12	Answering questions during reading makes it easier for me to understand the content of the text					
13	I often find answers to the questions I ask during the reading process					
14	In my opinion, the title of the text and the content of the text that I read are related to each other					
15	I can explain fill in the text when I ask in the during the reading process					

### The Activities After Reading

No	Questions	SS	S	N	TS	STS
16	I always try to relate what I have read with the knowledge I have before					
17	I try to answer questions that I can't find answers with the knowledge I have					
18	I always conclude what I have read					
19	Asking and answering questions got me involved in the story					
20	Engaging in the text makes it easier for me to understand the content of the text					

## Appendix F

## Test of Validity and Reliability Instrument

## Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded <sup>a</sup>	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

## Reliability Statistics

Cronbach's Alpha	N of Items
.881	20

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### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
x1	80.20	45.192	.488	.876
x2	80.44	42.693	.683	.869
x3	80.51	42.071	.648	.869
x4	80.40	42.364	.686	.868
x5	80.55	41.806	.660	.869
x6	80.63	40.902	.714	.866
x7	80.46	42.978	.707	.868
y1	80.62	42.783	.674	.869
y2	80.65	44.836	.484	.876
y3	80.89	45.392	.389	.879
y4	80.78	46.961	.296	.881
y5	80.69	47.489	.195	.884
y6	80.75	44.088	.497	.875
y7	80.55	46.331	.357	.879
y8	80.71	45.359	.446	.877
z1	80.48	47.141	.244	.882
z2	80.64	47.162	.206	.884
z3	80.87	47.023	.305	.880
z4	80.83	46.122	.499	.876
z5	80.69	46.256	.394	.878