THE APPLICATION OF QUESTIONING STRATEGY IN PRE-READING ACTIVITIES ON TEACHING READING COMPREHENSION AT THE EIGHTH OF SMP NEGERI 1 RAO UTARA, KABUPATEN PASAMAN

A Thesis

Submitted as Partial Fulfillment of Requirements to Obtain Strata 1 Degree in English Education Section

By:

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ABSTRACT

Ezi Rahmi, Nim 2311.054. "The Application of Questioning Strategy in Pre-reading Activities in Teaching Reading Comprehension at the Eighth Grade in SMP NEGERI 1 Rao Utara, Kabupaten Pasaman" A Thesis, State Islamic Institude (IAIN) Bukittinggi.

The research was done because the researcher found that students have some problems in reading comprehension. Based on the observation, the English teacher at the Eighth Grade in SMP NEGERI 1 Rao Utara, Kecamatan Rao, Kabupaten Pasamanhad applied the questioning strategy in pre-reading activity. However, the students' understanding is still low, even though the theory said that applying the questioning strategy can improve students' understanding in reading. Hence, the research was done to analyze the applying of questioning strategy in pre-reading activities by the English teacher on teaching reading comprehension at the eighth grade in SMP NEGERI 1 Rao Utara, Kecamatan Rao, Kabupaten Pasaman.

Setting of this research was descriptive qualitative research. The data was collected by doing observation and interview. The English teacher who teaches at the eighth grade was the key informant. Besides, six students from the eighth grade students were chosen by using snowball sampling technique as the supporting informants. The observation sheet and interview guide were arranged based on the research indicators in applying the questioning strategy. Those indicators were gotten from the theory and formulated into the research indicatorsof applying questioning strategy in pre-reading activities in teaching reading comprehension. The data were analyzed by using flow model Miles and Huberman (reduction data, display data and verification). Each indicators from observation and interview result were analyzed and interpreted in well language.

The research result found that the teacher used five steps in applying questioning strategy. Those are (1) Asking question to the students, (2) Pausing, (3) Call the students by name to answer the question, (4) listened to the students' answer, (5) Emphasizing to the correct answer. Moreover, the teacher used five from seven characteristics of good question in pre-reading activities, those are: (1) The sentences is short and clear, (2) The purpose is clear or not too general, (3) Each question focus on one problem, (4) The language is familiar for the students, (5) Is does not implied double interpretation. Furthermore, the purpose of applying questioning strategy in pre-reading activities can be felt by the students. The students say that they can comprehend the reading material better when the teacher applies this strategy. The question type used by the teacher in pre-reading activity. Those are (1) Display Question and (2) Referential Question. From the analysis result, it can be concluded that the teacher applied five steps of questioning strategy in pre-reading activities on teaching reading comprehension and in pre-reading activity teacher used display question and referential question.

Key words : Questioning Strategy, Pre-reading and Reading Comprehension

ABSTRAK

Ezi Rahmi, Nim 2311.054, Judul Skripsi "Penerapan Strategi Bertanya Pada Kegiatan *Pre-Reading* DalamPengajaran *Reading* di Kelas Delapan di SMP NEGERI 1 Rao Utara, Kabupaten Pasaman", Program Study Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Kependidikan IAIN Bukittinggi.

Penelitian ini dilatarbelakangi oleh beberapa permasalahan siswa dalam pembelajaran *reading*. Berdasarkan hasil pengamatan, peneliti menemukan bahwa guru telah menerapkan strategi bertanya dalam kegiatan *pre-reading*. Namun pemahaman siswa terhadap materi *reading* masih kurang, meskipun teori menyebutkan bahwa strategi bertanya dapat meningkatkan kemampuan siswa dalam memahami materi. Oleh karena itu, peneliti melaksanakan penelitian di SMP NEGERI 1 Rao Utara, Kecamatan Rao, Kabupaten Pasaman untuk menganalisis penerapan strategi bertanya dalam kegiatan *pre-reading* oleh guru bahasa inggris dalam mengajar *reading*.

Penelitian ini menggunakan metode deskriptif kualitatif. Pengumpulan data dilakukan dengan melakukan observasi dan wawancara. Informan kunci pada penelitian ini adalah guru bahasa Inggris yang mengajar dikelas 8. Disamping itu, 6 orang siswa dari kelas 8 yang dipilih dengan menggunkan teknik *snowball sampling* menjadi informan pendukung dalam memperoleh data. Lembaran observasi dan wawancara disusun berdasarkan indikator dalam pengaplikasian strategi bertanya dalam kegiatan *pre-reading*. Indikator- indikator tersebut diperoleh dari berbagai teori diformulasikan menjadi indikator penelitian. Dengan menggunakan metode analisa data Miles dan Huberman (reduksi data, display data dan penarikan kesimpulan), tiap-tiap indikator hasil penelitian dari observasi dan wawancara dianalisis dan di interpretasikan.

Berdasarkan data dari lapangan ditemukan bahwa dalam menerapkan strategi bertanya dalam kegiatan *pre-reading*, guru menggunakan lima langkah, yaitu (1) Guru memberrikan pertanyaan kepada semua siswa, (2) Guru memberikan waktu untuk memikirkan jawaban dari pertanyaan guru, (3) Guru menunjuk siswa tertentu untuk menjawab pertanyaan yang diajukan, (4) guru mendengarkan jawaban yang diberikan oleh siswa, (5) Guru memberikan penekanan pada setiap jawaban yang diberikan siswa. Disamping itu, guru menggunakan lima dari tujuh ciri-ciri pertanyaan yang baik, yaitu (1) Pertanyaan singkat dan jelas, (2) Tujuan pertanyaan jelas, (3) Pertanyaan focus pada satu masalah, (4) Bahasanya dikenal oleh siswa,(5) Pertanyaanya tidak mengandung tafsiran ganda. Kemudian, tujuan dari pengaplikasian strategi bertanya dalam kegiatan *pre-reading* ini dapat dirasakan oleh para siswa sehingga mereka menjadi lebih mudah dalam memahami materi yang diberikan guru dalam pengajaran *reading*.Jenis pertanyaan yang digunakan guru dalam kegiatan *pre-reading* yaitu (1) *Display Question*, (2) *Referential Question*.Berdasarkan hasil analisis dapat disimpulkan bahwa guru menerapkan lima strategi bertanya pada kegiatan *pre-reading* dalam pengajaran *reading* dan dalam kegiatan *pre-reading* guru menggunakan *Display Question* dan *Referential Question.*

Kata kunci: Strategi bertanya, *Pre-Reading* dan pemahaman membaca.

ABSTRAK

Ezi Rahmi, Nim 2311.054, Judul Skripsi "Penerapan Strategi Bertanya Pada Kegiatan *Pre-Reading* DalamPengajaran *Reading* di Kelas Delapan di SMP NEGERI 1 Rao Utara, Kabupaten Pasaman", Program Study Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Kependidikan IAIN Bukittinggi.

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Kata kunci: Strategi bertanya, *Pre-Reading* dan pemahaman membaca.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the English skills which is needed to be mastered by all of language learners in order to have a good proficiency in English. Reading is a good starting point to develop other language skills. Through reading, language learners can enrich their knowledge since reading is the process to interpret someone's ideas, thoughts, or feelings in written form. If the learners have lots of knowledge, it will be easy for them to develop their other language skills, such as: listening, speaking, and writing. Hence, reading is very important to be mastered in order to support the development of other English skills. As the result, it becomes one of the goal in learning English.

Reading becomes one of the language learning goals. Students have to be able to master reading skill in order to achieve one of the language learning goals, that is developing students' reading skill. As the result, integrated with other skills, reading activity is often performed in English learning in order to guide the students to have the good English skills.

Related to the reading activity, comprehension becomes its main goal. When doing reading activities, the students need to comprehend the reading passages. The successful readers are the readers who can achieve the comprehension goal. As insisted by Anderson in Nunan, "The goal of

reading is comprehension."[1] It means that the readers do not only simply recognize of the individual words, but also interpret the meaning of the text by combining the readers' understanding and the background knowledge related to the reading text. Furthermore, comprehension can also be defined as a finding the deep meaning either the explicit or the implicit meaning of a reading text. A good reader is supposed to be able to identify the meaning of a text which is clearly mentioned in the text, or even finding the implicit meaning in the text which can be understood by doing the deep and complete understanding of the whole matters related to the text.

By achieving the main goal of comprehension, the students can also achieve the specific purposes of the reading activity. Generally, the purposes of reading are divided into two main reasons: instrumental reason and pleasure reason.[2] First, the students can do the reading activity for instrumental reason that in order to get some information from the reading text. Then, the purpose of reading is for pleasure, where the students read the reading text in order to get such entertainment or enjoyment. However, the students can also combine these reasons or purposes in one reading activity. In contemporary practice, teaching reading divides into three parts, the pre-reading, while-reading and post-reading stage each of which has it own particular aim and procedure. Every stage have a different

[1] David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill, 2003), p. 68

[2]Jeremi Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), p.200

strategies and activities. It means each activity will use different strategy in language learning specially in teaching reading, Lewin divides pre reading into four parts, prepare, first adre, repair and share. Pre-reading activities are defined as prepare activities which is " it is prerequisife for constructing meaning an any subject on any topic."[3] So, pre-reading as a step before is reading started which students are asked to make anticipation about the text.

Pre-reading stage means activities that are used with the students prior to the actual reading material, Lynne stated the pre-reading activities is to activate students prior knowledge by drawing from their past experience or helping them to develop background knowledge.[4] By these activities, it is hoped that students can provide with required background knowledge that will be needed to have a better comprehension when try interact with a passage. In conlusion, pre-reading activities can help the students more familiar with the topic, vocabulary or complex structures in the passage.

In this case, teacher play a role to help srudents comprehend the text. One of the strategies that can be used by the teacher as an effort to achieve students' reading comprehension is the usage of questioning strategy in pre-reading activity. As stated by Hill and Flynn, questions are used at the beginning of a lesson to help students access and activate

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[3] Larry Lwein, *Paving The Way in Reading and Writing: Strategies an Activity to Support Strunggling Students in Grade 6-12*.(San Fransisco: Josey Bass, 2003), p. 18

[4] Lynne T. Diaz Rico, Teaching English Learner: Strategies and Method,(United States of America Person Education,2004), p.153

background knowledge and connect that knowledge to new learning.[5] Its means, when the teachers are used question before teach the real material some students will comprehend the material quickly because the student will connect the knowledge with the new information. Furthermore, the questioning strategy can give the chance to all of students in class interact each other in learning process.

Based on the preliminary research at SMP NEGERI 1 Rao Utara, Pasaman Regency through doing observation and interview, it was found found two main problems. First, the teacher was difficult to make students interested in reading and impacted students' understanding although in this case the teacher used questioning strategy to help them in comprehending the text. Second, Some students were still difficult to understand the text. It was supported by the observation that the researcher did. It was also found that some students didn't pay attention when the teacher explained the material in the front of the class because they were lack of vocabulary. Finally, they were not interested in reading comprehension. Most of the students were passive in the classroom.

Based on view above, it is scientific reason to conduct a research about the questioning strategy in pre-reading activities. The research focus on "The Application of Questioning Strategy in Pre-reading Activities on Teaching Reading Comprehension at the Eighth Grade of SMP NEGERI 1 Rao Utara, Kabupaten Pasaman"

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[5] Jane D. Hill, Katleen M Flynn. *Classroom Interaction That Work With English Language Learners*, (Virginia USA: Alexandria 2006), p 44

B. Problem and Focus of the Research

Based on the background of the problem above, there are some problems found:

1. The teacher was difficult to make students interested in reading and impacted students' understanding although the teacher used questioning strategy to help them in comprehending the text.
2. Some students were still difficult to understand the text. It was supported by the observation that the researcher did. The researcher found that some students didn't pay attention when the teacher explained the material in the front of the class because they were lack of vocabulary. Finally, they were not interested in reading comprehension. Most of the students were passive in the classroom

Based on the problem mentioned above, this research is focused on the application of questioning strategy in pre-reading activities on teaching reading comprehension and what are types of question used by the teacher in apply the questioning strategy in pre-reading activities on teaching reading comprehension at the eighth grade of SMP NEGERI 1 Rao Utara, Pasaman Regency.

C. Research of Question

The problem of the research is formulated into the following question:

1. How does the teacher apply the questioning strategy in pre-reading activities on teaching reading comprehension at the eighth grade of SMP NEGERI 1 Rao Utara, Pasaman Regency.
2. What are types of question used by the teacher in apply the questioning strategy in pre-reading activities on teaching reading comprehension at the eighth grade of SMP NEGERI 1 Rao Utara, Pasaman Regency.

D. Purpose of the Research

The main purposes of this research are:

1. To find out how the teacher applies the questioning strategy in pre-reading activities on teaching reading comprehension.
2. To find out what are types of question used by the teacher in applied the questioning strategy in pre-reading activities on teaching reading comprehension.

E. Significance of the Research

The researcher supposes that the research finding might be useful for:

1. For English teacher, it can be useful information in using strategy for teaching reading in classroom because the questioning strategy is assumed as a good strategy to make the students become active in learning process.

2. For the students, it is expected that the students can find solution to their problems in improving reading comprehension by using this technique.
3. For the other researcher it is expected that this research to enrich the development of the reading comprehension and can be a source for the next research.

F. Definition of Key Term

There are some terms used in this research which are:

1. Question strategy is the strategy which is done to elicit students answer, comment and understanding.
2. Display question is the answer known by the teacher and used to elicit recall of information from student.
3. Pre-reading activities is the activities that can hlp the students more familiar with the topic. Vocabulary or complex structures in the passage.
4. Reading comprehension is an activity of the students to understand and find out the important information from a written text.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. Definition of Reading Comprehension

Reading comprehension is an essential skill for learners of English as a second language. According to Jannete and Klingner, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency[1]. In addition, Gordon adds that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.[2] It can be conclude that reading comprehension is highly complex process that involves many interactions between readers and what they bring to the text.

In addition, it is not only a process to understand the text and to get the meaning of what you have read but also to entertainment for the readers. It is also a process in understanding the symbol by comprehending the meaning and then assimilating the idea on a passage. So, reading comprehension is the ability in getting ideas or information from the text.

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[1]Janette. K Klingner, *Teaching Reading to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p. 2

[2] Gordon Wainwright, *How to Read Faster and Recall More*, (United Kingdom: How To Content, a division of How To Books Ltd, Spring Hill House, Spring Hill Road,2007), p.35

Reading comprehension involves; recognizing the script of a language, deducing the meaning and use unfamiliar vocabulary, understanding information that is stated explicitly, understanding implications not explicitly stated, understanding relationships within sentences, understanding relationships between the parts of a text. Then, the readers need to recognize and analyze text that they have to focus on getting the meaning or good information from the text.

2. Principle of Teaching Reading

In teaching reading, a teacher has to know the principles of teaching reading in order to guide the teacher to teach reading appropriately. Nunan says that there are principles for teaching reading. They are:

1. Exploit the reader's background knowledge

   Background knowledge includes all of the experiences that a reader brings to a text such as life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second works, and cultural background and knowledge.

2. Build a strong vocabulary base

   Recent research emphasized the importance of vocabulary to successful reading.

3. Teach for comprehension

   In reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading.

4. Work on increasing reading rate

   One great difficulty in the second language reading classroom is that even when language learners can read, much of their reading is not fluent.

5. Teach reading strategies

   Students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching them how to do this should be a prime consideration in the reading classroom.

6. Encourage readers to transform strategies into skills

   Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic.

7. Build assessment and evaluation into your teaching

   Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be including in the reading comprehension.

8. Strive for continuous improvement as a reading teacher

   The quality of the individual teacher is integral to success of second/foreign language readers.[3]

Based on the explanation above, it can be concluded that through these principles of teaching reading, the teacher will be able to develop the students' ability in comprehending a text.

3. Pre-reading Activities

1. Defenition of Pre-reading Activity

Pre-reading is a step before reading started which students asked to make anticipation about the text. Lwein states that pre-reading is prerequisite for contructing meaning in any subject on any topic.[4] Moreover, Silbertein states pre- reading activities createed which occurs before the students read the whole passage or text.[5] Before students read any text, teacher can direct their attention to how a text is organized. It could be away to help the students to comprehend the text easily.

In conclusion, pre-reading activity is a activity which is held before main reading activity. This activity usually is held in order to brainstrom students' knowledge which is connected with the text. This activity has function as the media before the main reading process happens to helps students comprehend text easily.

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[3]Nunan David, *Practical English Language Teaching*..., p. 74-77

[4] Larry Lwein, *Paving The Way in Reading and Writing: Strategies an Activity to Support Strunggling Students in Grade 6-12*.(San Fransisco: Josey Bass, 2003), p. 18

[5] Sandra Silberstein, *Technique and Resources In Teaching Reading* (New York: Oxpord University Pers, 1994), p. 44

2. Steps of Pre-reading Activity

In a step of pre-reading activity, Hadfield propose three simple reading activity they are:[6]

a. Lead in, before reading the text introduces the learner to the topic and focuses their attention. Ask the learner question about their personal experiences related to the topic. The teacher give topic and ask their opinions about the topic and describe it.

b. Read and respon, the teacher ask the students to read just on the beginning and the end of the text and look rapidly through a text to find specific information.

c. Follow up, give the learners the opportunity to practices the other language skill using material from the reading text.

Based on steps above, it can be concluded the pre-reading activity has many steps based on Hadfield.

3. Activating Background Knowledge

Reading comprehension can be significant enhanced if background knowledge can be ctivated by asking questions, making predictions, and soon. If students are reading on unfamiliar topic, teacher may need to begin the reading process by building up background knowledge.

There are some definitions of background knowledge, according to Nunan, background knowledge includes all of the

[6] Jill Hadfield and Charles Hadfield, *Simple Reading Activities*, (New York: Oxford University Press,2000),p.2

experience, knowledge text how text can be organized rhetorically, and knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge.[7] Then, when the students read a text, they bring all of their background knowledge and experience and combine them together to comprehend the text in other word, by recalling their background knowledge, students can comprehend the text effectively.

According to Moreillon, background knowledge is what the reader brings to the reading event, understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information.[8]

Pre-reading is the teacher spends some time introducing a topic, encouraging skimming, scanning, predicting and activating schemata so that students can bring the best of their knowledge and skills to a text w hen they have been given a chance to "ease into" the passage. The strategy can be used in this stage is activating and building background knowledge.[9]

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[7] David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill, 2003), p. 74

[8] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: American Library Association, 2007), p. 19

[9] Deyuan Bao and Gao Yufen, *Reading in Three Stages*, (Hebei University of Economics and Bussines:2006), p. 125 (Journal)

Reading comprehension research tells us that the students benefit in three main ways from having an introduction to the topic of an informational text before they begin to read First, an introduction helps students to recall any information that they m ay already know about the topic, either from personal experience or other reading. If the students keep this knowledge in mind as they read, they increase their opportunities to make sense of information they find in the text. An introduction may also bring to mind cultural factors that help the m understand the new material, thus enhancing comprehension. Second, getting the students to start to think about the topic should increase their interest in the topic and there by motivate them to read the text. Third, if the introduction activity is conducted in English, it will also review or introduce the relevant vocabulary for that topic.

4. Questioning in Pre-reading Activities

a. Definition of Questioning

Questioning is the activity which cannot be separated in every learning process. It is one of the most popular modes of teaching. Almost all of teacher ask questions in the class every day. Teacher use questions more than other activity. They are central to such strategy as recitation, review, discussion, inquiry, and

problem solving.[10] Hence, questions can help to review essential content in a subject.

Besides, Scarino stated that "questioning is a central part of developing interactive language in the classroom".[11] In classroom setting, teacher's questions are defined as stimulate that convey to students the content elements to be learned and directions for what there are to do and how there are to do it. So, teacher questions that ask students to think actively and develop their thinking.

Questioning is the way of teacher to manage the class, make the classroom situation become meaningful and encourage the students' participation. Moreover, questioning is a strategy that can give positive effect for the students such as improve their thinking ability, raise their curiosity, guide them to decide the answer, and focusing their attention to the topic that discuss.

b. Type of Question

To develop variety in questioning, the teacher need to know what kind of question they commonly ask. Types of question can be seen on its' aim, the level of difficulty and students' comprehension. Hence, Bloom in Charles divides the types of questions into six types based on cognitive level. Which are:[12]

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[10]Wilen, William.W, *Questions, Questioning Technique and Effective Teaching*, (Washington D.C:National Education Association, 1987), p.11

[11]Scarino Angela and Anthony J. Liddecoat, *Teaching and Learning Language: A Guide*, (Australia:Goverment, 2009), p. 42

[12]Charles C Bonwell and James A. , *Active Learning; Creating Excitement in the Classroom*. Washington, DC: Office of Educational Research and Improvement(ED), 1991), p. 24

1. Knowledge: identification and recall of information

   This is the lowest level of questions and requires students to identification and recall of information. Knowledge questions usually require students to identify information in basically the same form it was presented. The question words: who, what, where, when, how and etc. (describe)

2. Comprehension: organization and selection facts and ideas

   Simply stated, comprehension is the way in which ideas are organized into categories. Comprehension questions are those that ask students to take several bits of information and put them into a single category or grouping. These questions go beyond simple recall and require students to combine data together. The question words: (retell, discuss and explain)

3. Application: use of facts, rules and principles

   At this level, teachers ask students to take information they already know and apply it to a new situation. In other words, they must use their knowledge to determine a correct response. The question words: (interpret, apply, use and demonstrate).

4. Analysis: Separation of a whole into component parts

   An analysis question is one that asks a student to break down something into its component parts. To analyze requires students to identify reasons, causes, or motives and reach

conclusions or generalizations. The question words: (compare, contrast, examine and analyze)

5. Synthesis: Combination of ideas to form a new whole

   Synthesis questions challenge students to engage in creative and original thinking. These questions invite students to produce original ideas and solve problems. There's always a variety of potential responses to synthesis question. The question words (compose, construct, design, predict)

6. Evaluation: development of opinions, judgments or decisions

   Evaluation requires an individual to make a judgment about something. The teacher asked to judge the value of an idea, a candidate, a work of art, or a solution to a problem. When students are engaged in decision-making and problem-solving, they should be thinking at this level. Evaluation questions do not have single right answers. The question words (judge, appraise, evaluate, assess).

Furthermore, Sanjaya suggests four types of question based on its' aim. Those are compliance question, rhetorical question, prompting question and probing.[13]

1) Compliance Question

[13]Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulim Berbasis Kompetensi*, (Jakarta: Kencana, 2008), p. 158

The compliance question contains command element to get the student's attention for doing something. This question is focus on getting students' act.

E.g., Teacher: Can you show me your homework?

2) Rhetorical Question

The rhetorical is not used to get the student's answer. However, the question comes from the teacher then the teacher itself answer it. The purpose is to strengthen the explaind of material while learning process continues.

E.g., Teacher: Why the people need to learn English?

Student: Because people need English to communicate in largest scope.

3) Prompting Question

The prompting question guides the student's thinking process by expecting that the students can repair and find the accurate answer than before.

E.g., Teacher: Why do people have to learn English?.

Students: Because English is the international language

Teacher: What is make English the international language?.

Students: (silence)

Teacher : Because almost of the people in the world using English to communicate each other. So,

what is make English become international language?

4) Probing Question

The probing question stimulate students in increasing the quality and quantity of their answer. Moreover, this question is important to improve student's speaking ability.

E.g., Teacher: Why do people have to learn English?

Students: Because English is the international language.

Teacher: So, what is the relationship between English and international language?

In addition, Walter suggest two types of question based on the students' comprehension explained below namely; display question and referential question.[14]

1. Display Question

This question is designed to elicit student's background knowledge and to check the student's basic comprehension. This type of question tends it limit the student's engagement and only provide little opportunity for the students in negotiating meaning or providing comprehensible input, besides teacher are already knew the student's answer.

E.g., What does....mean?

[14]Teresa Walter, *Teaching English Language Learners*, (New York : Longman,2004), p.32

2. Referential Question

This question requires the students to refer their own background knowledge or related experiences, opinion, and to explain or clarify. This question is more empower because it also requires that students to engage their self in language interaction.

E.g., What do you think about....?

In conclusion, display question is used to check the student's basic comprehension while the referential question is used to engage student's background knowledge. Moreover, those are types of question are suitable for pre-reading activities.

Based on the three expert who mentioned about questioning strategy in pre-reading activity. It can concluded that there are two question types of question can activated students' background knowledge.

c. The Steps of Questioning Strategy used by the Teacher on Pre-reading Activity

Questioning facilitates small group in a discussion. The teachers have to know the way to ask question well and when the question asked and what kind of question to pose. The teacher should show her expression and warming when asking the question. This expression could encourage students to sense, guess and finally encourage them in thinking and arguing.

The steps of questioning are:[15]

1. Asking the question

   The teacher states the question clearly to the entire of the class hence all of the students can think about their own answer. If the question complicated, it can be rephrased.

2. Pausing

   Pausing is important to get student have time to think. One of the teaches weaknesses is their impatient in waiting student's answer. Consequently, the teachers answer their own question that make the question become meaningless.

3. Calling the students by name

   Students should be randomly selected to answer question, so that all of the students can formulate their own answer.

4. Listening to the answer

   A good technique that can be used by the teacher to ensure that the students are listening attentively is by asking another learner to respond to the answer give.

5. Emphasizing the correct answer

   When the teacher gets the correct answer from the students, the teacher could ask probing question to have the respondent's response clarified, support a point, or to extent their thinking.

Finally, by following those steps in applying questioning in

[15] Nasreen Husain, A.i. (2003), *Helping EFL/ ESL Students by Asking Question Quality Question*, (online), http://Islj.org/Techniques/Husain-Question.html, retrieved on Desember 4, 2016

reading session, the teacher can exactly applied in strategy well. The strategy have to be followed step by step, started from asking question to emphasize the correct answer in order to achieve the purpose of the question which given.

d. The Criteria of Good Question on Reading Session

The good question which will be asked by the teacher to the students should has some characteristic. It is important to make the students completely understand with the question later than they can answer it well. The characters of good question are:[16]

1. The sentence is short and clear
2. The purpose of question is clear
3. The question focuses on one problem
4. Encouraging student's thinking
5. Vocabulary is familiar for students
6. The answer expected is not only yes or no
7. The question does not imply double interpretation.

By these characteristics, the question which is given to the students to make them easy to understand it. The seven characters are should be included in the question.

[16] Sardiman, *Interaksi Dan Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grovindo Persada, 2004), p. 214

B. Review of Related Studies

To support this research, these are the relevant studies conducted by researcher. The first one was held by Ilva Wahyuni. R (2012) conducted the research under the title" The Application of Questioning Strategy in Pre-Listening Activities on Teaching Listening Comprehension at the Seventh Grade in SMPN 4 Bukittinggi. The result of this the research shows that the teacher applies the questioning strategy in pre-listening activity in teaching listening comprehension well enough.

The second by Leny Mahdalena (2007) conducted a research under title" The Effect of Questioning on the Reading Comprehension Achievement of the Second Grade Students at SMA-2 Jekan Raya Palangkaraya ". She found that questioning has a significant effect on the student's comprehension achievement.

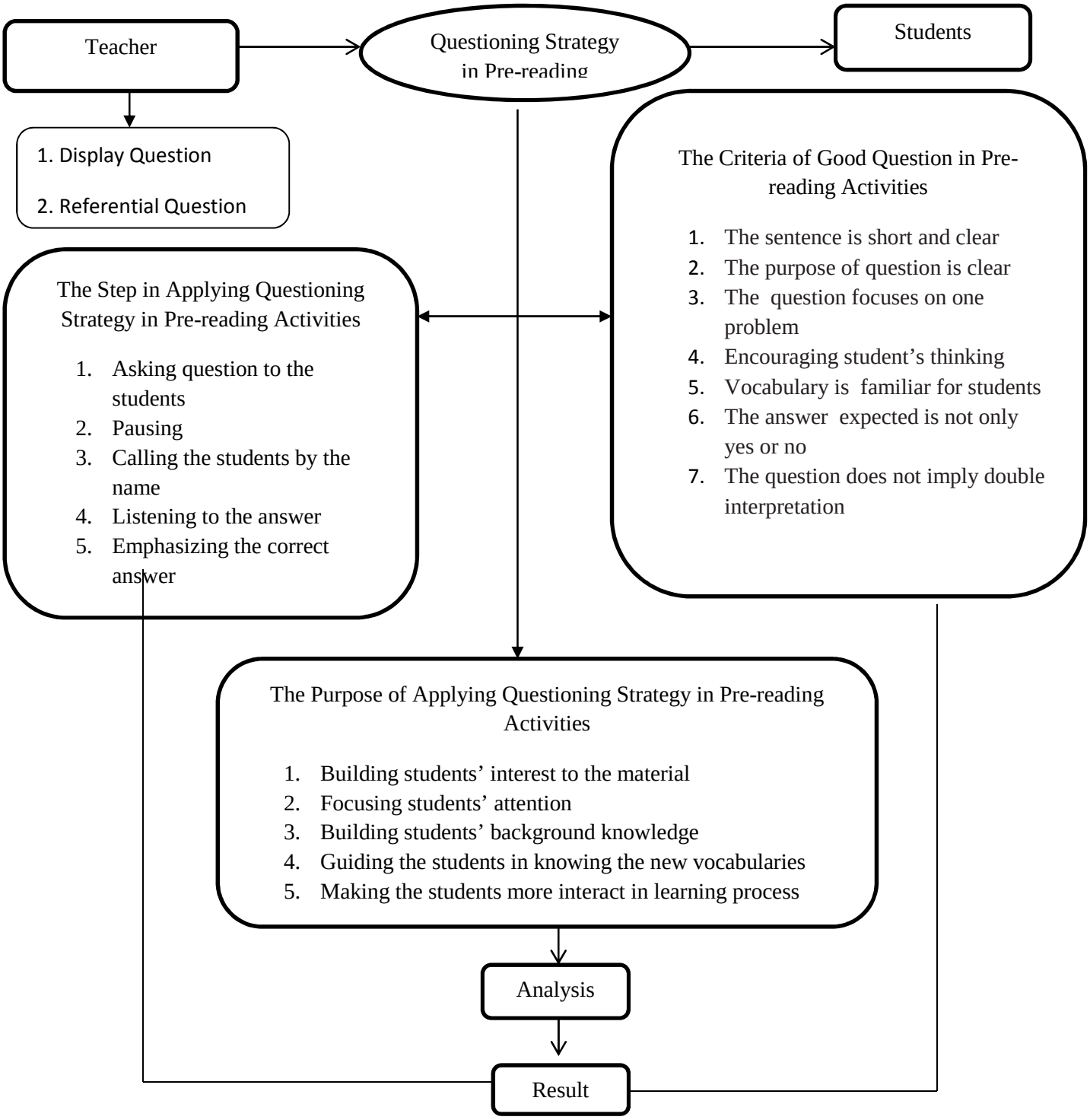
Based on the previously study above, the researcher will conduct a research about the use of the questioning strategy by the teacher on reading session. The similarity between the previous researches and this research is about the strategy that used by the teacher on reading session.

There is difference between this research and previous research. The previous research is focused on the effect of using basic questioning strategy in listening session, while this research is focused on analyzing the application of questioning strategy in reading session. So, the previous research is used treatment in doing research, while this research is not. So, in this research, the teacher has use questioning strategy and the researcher

will analyze the application of the strategy.

C. Conceptual Framework

This research conducted based on the following conceptual framework:



Based on the chart above, the questioning has six steps, which are: Asking question to the students teacher used display and referential question steps of questioning strategy: Pausing, Calling the students by the name, Listening to the answer and Emphasize the correct answer. The steps have be followed by the teacher in applying the questioning strategy in pre-reading activities in teaching reading comprehension. Besides, the questioning which are used by the teacher must have the seven characteristics, which are: The sentence is short and clear, The purpose of question is clear , The question focuses on one problem, Encouraging student's thinking, Vocabulary is familiar for students, The answer expected is not only yes or no and The question does not imply double interpretation.

Moreover, applying the questioning strategy in pre-reading activities has six purposes, which are: Building students' interest to the material, Focusing students' attention, Building students' background knowledge, Guiding the students in knowing the new vocabularies and Making the students more interact in learning process. Analysis result is got by analyzing the steps, the characteristic of the questioning that are used by the teacher and the purposes in applying this strategy, in order to know the application questioning strategy in pre-reading activity in teaching reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

In this research the researcher used descriptive qualitative research design. Sukmadinata states that descriptive research is a research method used for describing the phenomenon existing that is taking place in this time or in the past[1]. The purpose of the research is to describe the phenomenon existing in field in order to get the information. Gay states that typical descriptive studies are concerned with the assessment of attitudes, opinions, demographic information, conditions, and procedures[2]. The research is aimed to analyze how the teacher applies questioning strategy in pre-reading activities on teaching reading comprehension.

The researcher conducted this research at the eighth grade of SMP NEGERI 1 Rao Utara, Pasaman Regency. In this school, the teacher has questioning strategy in teaching reading. Based on the observation, in this school, the researcher found the problem about the students' interest in reading.

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[1]Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan,* (Bandung: Remaja Rosdakarya, 2009), p. 54

[2]L.R. Gay, *Educational Research,* (Singapore: Merill Publishing Company, 1990), p.189

B. Informant of the Research

The informant is a person who will give the information.[3] The informant is chosen in order to researcher could take information about the data of the research. The informant must be persons who have desired information and are likely to be willing to give it.[4] The informant was chosen by using snowball-sampling technique. The snowball-sampling technique is a technique that is used to choose the informant based on the first instruction. In this technique, the researcher chose one or two persons at first. Later then, if the researcher thinks that two persons is not enough to be interviewed, the researcher search other person who is expected can complete the information which is sought on the other word, the researcher stop to look for informant after the data is saturated.

The English teacher who teaches at the eighth grade at SMP NEGERI 1 Rao Utara, Pasaman Regency is the key informant in this research. The researcher chooses the English teacher who teach at the eighth grade because the factual problem in this research is found on the students in that class. Moreover, several students at the eighth grade at the school are the supporting informant in getting the supporting data for the research.

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[3]SuharsimiArikunto, ProsedurPenelitian: SuatuPendekatanPraktik, (Jakarta: RinekaCipta, 2006), p. 145

[4]L.R Gay, *Educational Research*, ...p. 196

C. Technique of Data Collection

Technique of data collection is the way how the data that is important in conducting this research is collected. To collect the data in this research, the researcher did the observation and interview

1. Observation

The observation is the step that is done by the teacher to collect the informant about the teacher realization in teaching English. Observation is the way to collect the data by observing the activity, which could be about the process of teaching in classroom, students learning and many others. The researcher use non-participant observation where the researcher did not participate in the activity which goes on. Gay states that in non-participant observation the observes is in the outside looking in and does not interact with, or affect the object of the observation.[5] It means the researcher is not directly involved in the situational to be observed.

Moreover, observation guide was the instrument in doing observation, it was arranged with the name of observes, place of observation, time, and items of observation. The researcher gave checklist to each item in observation sheet. The camera was also used in the observation to documented the activity. Moreover, the researcher uses the construct validity to test the validity of the data

[5]L.R. Gay, *Educational Research*, (Singapore: Merill Publishing Company, 1990), p.189

that was got from the observation. The researcher constructed the indicators for observation to the expert such as English lecturer for measuring the validity.

The researcher observed the English teacher in teaching process in the classroom in four times at the eighth grade of SMP NEGERI 1 Rao Utara, Pasaman Regency. The focus of the observation is the applying questioning strategy in pre-reading activities on teaching reading comprehension.

2. Interview

Interview is the way to collecting the data where the researcher will get the information more clearly from the informant in interpreting the situation and phoneme. Gay states that is interview is appropriate for asking the question which cannot be structured into a multiple choice.[6]The interview is done by asking some question to the informant orally face to face. The researcher used semi structured interview. The purpose of semi structured interview is to find the problem by asking interviewer opinions and ideas openly.[7]The English teacher and some students at the eighth grade of SMP NEGERI 1 Rao Utara, Pasaman Regency. interviewed about the questioning strategy that teacher used in pre-reading activities in teaching reading comprehension.

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[6]L.R. Gay, *Educational Research,* (Singapore: Merill Publishing Company, 1990), p.189

[7]Sugiyono, *Metode Penelitian Pendidikan*: *Pendekatan Kuantitatif , kualitatif dan R&D* (Alfabeta: Bandung,2009), p. 233

English teacher who teaches at the eighth grade interviewed about the questioning strategy that he applied. As the supporting informant, several students at the eighth grade are interviewed about their opinion about questioning strategy that used by the teacher in pre-reading activity in teaching reading comprehension. Moreover, interview guide was the instrument in doing interview which consist of the question items asked and a researcher to write the answer that is got from the informant. The researcher also use camera, tape recorder, and notebook to complete the instrument in interview. In this research the researcher used inodesian language in interview sheet for help the informant to giving answer and information to collecting the data.

D. Technique of Data Analysis

Data analysis is steps aimed to analyze data that have been collected to get the conclusion. In technique of data analysis, the researcher used flow model technique of Miles and Huberman. The procedure of flow model are reducing data, display data, and conclusion drawing and verification.[8]

1. Reducing data

   Reducing data is a process of implication, abstract and transference the unripe which collected in field note matrix as data summarizing, reducing data means summarize, select, focus on

[8]Sugiyono, *Metode Penelitian Pendidikan*: *Pendekatan Kuantitatif , kualitatif dan R&D* (Alfabeta: Bandung,2009), p. 246

important thing and reduce unnecessary things. In reducing stage, the data is analyzed for getting the important thing.[9] The data that have been reduced will give the clear view and make the data collection become easier for the researcher. Finally, the data is organized to make it more systematic in order to get valuable conclusion.

2. Display data

   Display data is the way to present the data by showing the informant from the reduction activity. By displaying the data the researcher will be easier to understand about what is happening in research situation based on what have been already understand before.[10]The informant which is get from interview and observation is gathered organized based on the research problem. Later than, the data will be represented in the table or chart to make it easier to comprehend. From display data the researcher will be drawn the temporary conclusion for verification.

3. The conclusion in this research could be a new finding that is never happened before. The finding is a kind of description or view about an object that is unclear enough.[11] However, if the conclusion

[9]Sugiyono, *Metode Penelitian Pendidikan*: *Pendekatan Kuantitatif , kualitatif dan R&D* (Alfabeta: Bandung,2009), p. 247

[10]Sugiyono, *Metode Penelitian Pendidikan*: *Pendekatan Kuantitatif , kualitatif dan R&D* (Alfabeta: Bandung,2009), p. 249

[11]Sugiyono, *Metode Penelitian Pendidikan*: *Pendekatan Kuantitatif , kualitatif dan R&D* (Alfabeta: Bandung,2009), p. 252

support by valid evidence. It means, that the conclusion is credible.

After collecting and analyzing the data it was analyzed by using analyzed descriptive technique. It means that the data is analyzed by explaining the delineation of the situation which is researched in narrative explanation. [12] On the other word, the data is not presented in numeral but the result of the research is presented in appropriate language completed by the valuable conclusion.

E. Triangulation

Triangulation is important and powerful use to establish the credibility of qualitative research. The researcher combined some techniques to collect the data. Sugiyono states "Triangulation can be defined as a technique of data collection which combines various techniques of data gathering and data sources that already exist".[13] The use of triangulation means the researcher not only gathers the data, but also checks the credibility of the data. In this research, the researcher only used two kinds of data triangulation. They were interview compare with the observation during teaching in the classroom.

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[12]Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), p.39

[13]Sugiyono, *Metode Penelitian Pendidikan*: *Pendekatan Kuantitatif , kualitatif dan R&D* (Alfabeta: Bandung,2009), p. 241

CHAPTER IV

FINDING AND DISCUSSION

In this part, the researcher describes the finding and discussion about the application of questioning strategy in pre-reading activities on teaching reading comprehension at the eight grade of SMP NEGERI 1 Rao Utara, Pasaman Regency and what are types of question used by the teacher in pre-reading activities on teaching reading comprehension. The finding describes about the data from the observation and interview. Meanwhile, the discussion describes about several point that should be discussed from the result of this research.

A. Finding

This research was done at the eighth grade of SMP NEGERI 1 Rao Utara, Pasaman Regency. It was started from 8 January to 15 January 2018. The data of this research was taken by doing the observation and interview. The observation was done during four meetings in VIII B. VIII B class was chosen because the English teacher thinks that the students in this class can represent the characteristic of all students in VIII grade at the school. VIII B consists of 20 students.

The researcher interviewed the English teacher who teaches in VIII grade and six students from the VIII grade in collecting the data. The students were chosen by using the snowball sampling technique. The English teacher was interviewed about the application of questioning strategy in pre-reading activities in teaching reading comprehension. The

researcher asked about 18 questions based on the research indicators (see appendix 1). The question is about the step of applying the questioning strategy, the characteristic of the question that is used and the purpose of applying this strategy in pre-reading activities in teaching reading comprehension.

Meanwhile the students were asked about six questions from the researcher' indicators (see appendix 1). The indicators of the questions from were about the purposes of applying questioning strategy in pre-reading activities in teaching reading comprehension. Interviewing the students was done to know whether the purpose of applying this strategy could be felt by the students.

1. The Steps in Applying Questioning Strategy in Pre-reading Activities in Teaching Reading Comprehension

The data in applying the steps of questioning strategy in pre-reading activities in teaching reading comprehension were gotten by doing observation during four meetings and interview from the teacher. Those data will be described below:

The first step in applying the questioning strategy in pre-reading activities is asking the question to all of the students in entire of the class. The teacher said that the questioning should be asked to the entire of the class to make all of the students have the same change

to answer the question.[1] Based on the observation during the reading class, the teacher always asked the question to the entire question (see appendix 2).

The second step is pausing. According to the teacher, the time is given because not all the students have ability to directly answer to the question given.[2] Based on the observation, the teacher only do pausing in two meetings (see appendix 2)

The third step is calling the students by name. The teacher said that we should ask the students to raise their hand if they know the answer because they usually know exactly the answer.[3] From the observation that have been done during four meetings, the teacher only called the students by name in two meetings (see appendix 2)

The fourth step is listening to the students' answer. The teacher said that it is important as the appreciation. Moreover, if the answer is incorrect, the teacher says "thank you" and ask another students to answer the question again. The purpose of saying "thank you" is to make them do not feel down in front of their friends.[4] By getting this compliment, they think that they do not need to feel shame. Based on the observation, the teacher listened the to the students' answer, but the

[1] Mr. Abdul Rahman S.Pd, English Teacher, Personal interview, January 8th 2018
[2] Mr. Abdul Rahman S.Pd,..., January 8th 2018
[3] Mr. Abdul Rahman S.Pd,..., January 8th 2018
[4] Mr. Abdul Rahman S.Pd,..., January 8th 2018

teacher did not make sure that other students were listening to their friends' answer in three meetings (see appendix 2)

The fifth step is emphasizing the correct answer by saying a compliment. The teacher said that compliment such as " very good" and " thank you" is to appreciate their answer and to make the students who gives the incorrect answer can realize that his answer is incorrect.[5] The students who gives incorrect answer can directly realize his answer because the teacher is only says "thank you" for his answer. Based on the observation, during four meetings, the teacher always gave the compliment to every student who gave the correct answer (see appendix 2)

2. The Criteria of Good Question in Applying Questioning Strategy in Pre-reading Activities in Teaching Reading Comprehension

The data of characteristic of good question in applying of questioning strategy in pre-reading activities in teaching reading comprehension were gotten by doing observation during four meetings and interview from the teacher. Those data will be describes below:

The first characteristic is the question should short and clear. According to the teacher, the short and clear question will be easier to be understood by the students.[6] Based on the observation in four

[5] Mr. Abdul Rahman S.Pd,..., January 8th 2018
[6] Mr. Abdul Rahman S.Pd,..., January 8th 2018

meetings, the teacher questions were always short and clear (see appendix 2)

The second characteristic is the purpose of question that is given by the teacher is clear or not too general. The teacher said that if the idea of the question clear and too general, it would swerve from the topic that should be discussed.[7] Another is to make the topic discussion keep focus to the material. The observation result during four meetings that has been done by researcher also agrees with the teachers' statement (see appendix 2)

The third characteristic is the question should be focused on one problem. According to the teacher, one of the characteristic of good question is it has focus on one problem. The observation result during four meetings that has been done by the researcher also agrees with the teachers' statement (see appendix 2)

The fourth characteristic is the question should encourage students' thinking effectively. The teacher said the question for pre activity should not difficult, because pre activity is only an exploration and introduction before starting discuss the material.[8]Based on the observations, the teacher only gave the question which encouraging students' thinking in one meeting (see appendix 2)

The fifth characteristic is the answer expected is not only yes/no answer. The teacher said that not all of the students could give the

[7] Mr. Abdul Rahman S.Pd,..., January 8th 2018
[8] Mr. Abdul Rahman S.Pd,..., January 8th 2018

other types of question such as the answer from WH-Question.[9] Some students who have low achievement in English lesson will feel difficult to answer the question if the question is only about WH-Question. At least those students still can give the answer even though it is only yes/no answer. Based on the observation result, the other type question only asked in other two meetings (see appendix 2)

The sixth characteristic is question' language or vocabulary has to be familiar for the students. The teacher said that, it is important to make them easier to understand the question and can give the correct answer.[10] Based on the observations during in reading class, the teacher always asked the question with the vocabulary which is for the students (see appendix 2)

The seventh characteristic is the question does not imply double interpretation. According to the teacher, the question have to be clear hence the students will not feel confuse to answer.[11] The question is in English, so it has to be clear for them. The observation result during four meetings that has been done by the researcher also agrees with the teachers' statement (see appendix 2)

[9] Mr. Abdul Rahman S.Pd,..., January 8th 2018
[10] Mr. Abdul Rahman S.Pd,..., January 8th 2018
[11] Mr. Abdul Rahman S.Pd,..., January 8th 2018

3. The Purposes of Applying Questioning Strategy in Pre-reading Activities in Teaching Reading Comprehension

In this section the data were gotten by doing interview. The interview is done to the English teacher and six students eight grade of SMP NEGERI 1 Rao Utara, Pasaman Regency. Those data will be described below:

The first purpose of applying questioning strategy in pre-reading activities in teaching reading comprehension is to build students' interest to the material. The teacher said that it is important to make the students feel interest to the material, because they can accept the lesson well.[12] The students said that if the teacher ask the same question at the beginning of the class, the learning process would be interesting.[13]

The second purpose of applying this strategy is focusing student's attention. The teacher said that by giving some question in pre activity, the effective condition could be created.[14] The students said that, when the teacher asks some question, the students who make noise can keep silent directly, and listen to the teachers' answer.[15]

The third purpose of applying this strategy is to build students' background knowledge. The teacher said that the students will not feel too difficult to accept the material if they have some knowledge in their

[12] Mr. Abdul Rahman S.Pd,..., January 10th 2018
[13] Dela Safitri, VIII Grade Students, personal interview, January 10th 2018
[14] Mr. Abdul Rahman S.Pd,..., January 10th 2018
[15] Hamizah Hikmah, VIII Grade Students, personal interview, January 10th 2018

mind about the material.[16] According to the students, they can have some expectation about the material that is going to be discussed after the teacher asks some question related.[17]

The fourth purpose of applying questioning strategy in pre-reading activities is to motivate the students in learning. The teacher said there are many things that make the students have low motivation in starting learning, such as after being tired after get sport class.[18] The students said that if they were asked first, they would motivate to know more.[19]

The fifth purpose in applying questioning strategy in pre-reading activities is to review and introduce new vocabularies. The teacher said that, introduce the new vocabularies is important in every English classes especially reading, because English is a foreign language for us.[20] The students said that after the teacher asks about some vocabularies, she does not know yet and remember some vocabularies that she knows before.[21]

The six purpose in applying this strategy is to make the students to more interact in the class. According to the teacher, asking some question can be the best way to elicit the students who do not want to

[16] Mr. Abdul Rahman S.Pd,..., January 10th 2018
[17] Junita, VIII Grade Students, personal interview, January 10th 2018
[18] Mr. Abdul Rahman S.Pd,..., January 10th 2018
[19] Mustiza Nikmah, VIII Grade Students, personal interview, January 10th 2018
[20] Mr. Abdul Rahman S.Pd,..., January 10th 2018
[21] Rahmadhani, VIII Grade Students, personal interview, January 10th 2018

speak and interact in the class.[22] However, one of the students said that she is rarely answering the question and interact because she does not really understand the question.[23]

The reseracher also describes the finding and discussion about waht are types of question used by the teacher in pre-reading activities on teaching reading comprehension. The finding describes about the data from the observation.

The data in what are types of question used by the teacher in pre-reading activity on teaching reading comprehension were gotten by doing observation dduring four meetings.

The first steps in applying the questioning strategy in ore-reading activities on teaching reading comprehension is asking question to all of the students in entire of the class. based on interview before the teacher said that the questioning should be asked to the entire of the class to make all of the students have the same change to answer the question. In this time the teacher used two types of question in pre-reading activities. There are display question and referential question. Because in pre-reading activity the teacher spend some times introducing a key word, concept. Or stimulate a discussion.

Otherwise, Pre-reading is the teacher spends some time introducing a topic, encouraging skimming, scanning, predicting and activating schemata so that students can bring the best of their knowledge and

[22] Mr. Abdul Rahman S.Pd,..., January 10th 2018
[23] Rahmat Fauzi , VIII Grade Students, personal interview, January 10th 2018

skills to a text when they have been given a chance to “ease into” the passage. Based on the the observation during four meetings on the reading class the teacher only used display type on three meetings (see apendix 2)

Referential question is the require the learner to provide information, give an opinion, explain or clarify. This question also requires the students to refer their own background knowledge relate experiences. Baased on the observation during the reading class the teacher gave the students saveral display question type in three meeting(see appendix 2)

It can be conclude that the teacher used display question and referential question type to activate students background knowledge in pre-reading activity on teaching reading comprehension.

B. DISCUSSION

After the explaining the data analysis of this research. There are some points that should be discussed from each indicator in this research

1. The Steps in Applying Questioning Strategy in Pre-reading Activities in Teaching Reading Comprehension

First item is asking the question to all of students in entire the class. It is done to make the students feel that there are same in front of the teacher. Furthermore, differential feeling from the students should be avoided by the teacher in teaching process. All of the students should have the same change in answering the teachers’ question.

Second item is pausing or several times for the students to think about the question' answer. The time that is given is not more than 10 second because the question in pre activity is not a difficult question. The time is to give the students to formulate their answer.

Third item is calling the students by name in answering the question. In two meetings, the teacher did not call the students by name, but he asks the students who knows the answer to raise their hand and answer the question. If there are some students who never try to answer the question, the students will be chosen randomly. According to the theory, the students should be called by name randomly without asking the students who knows the answer to give the answer first. It is done to make sure that all off the students able to provide their own answer.[24]

Fourth item is listening carefully to the students answer and make sure other students are also listening. It should be done in order to make the students can appreciate their friends' answer. From the researches' finding, the teacher did not apply this step utterly. The teacher did not ask other students to pay attention to their friends' answer. Hence, some students make noise and make the classroom become not conducive for learning.

Fifth item is emphasizing the correct answer. The teacher only gave the emphasizing by giving the compliment to the students.

[24] Nasreen Husain, A.i. (2003), *Helping EFL/ ESL Students by Asking Question Quality Question*, (online), http://Islj.org/Techniques/Husain-Question.html, retrieved on Desember 4 , 2017

However, giving the emphasizing is should make the students able to extend their thinking by add some question relate.[25] Emphasizing the correct answer is only to make the students feel that they answer is appreciated.

It can be concluded that, the teacher did not apply all of the steps for applying the questioning strategy agree with the theory, mentioned in the second chapter which proposed by Hussain. Other two steps, calling the students by name and listening to the correct answer while make sure other students listening to their friend were not apply utterly. The steps should be applied utterly starts from asking question to emphasizing the correct answer in order to have the students can have good answer, and achieve the purpose of the question which is given.

2. The Criteria of Good Question in Applying Questioning Strategy in Pre-reading Activities in Teaching Reading Comprehension

The first characteristic is the question should short and clear. From the researches' finding, the teacher always gave the short and clear question to the students. As the result, the students were not too difficult to give answer because the students can understand the question easily.

[25] Nasreen Husain, A.i. (2003), *Helping EFL/ ESL Students by Asking Question Quality Question*, (online), http://Islj.org/Techniques/Husain-Question.html, retrieved on Desember 4 , 2017

The second characteristic is the question is not too general. The specific idea of each question will not make the topic swerve. Another reason is to make the topic of discussion keep focus to the material.

The third characteristic is the question should be focused on one problem. From the researches' finding the teachers' question always focused on one problem. By having one problem in each question the students will not confuse to give the answer. Were not to encouraging the students' thinking.

The fourth characteristic is the question should encourage students' thinking effectively. From the researches' finding, the teachers' question were not to encouraging the students' thinking. The time is also become the consideration in choosing the question because if the question is difficult, it will spent much time in pre activity. However, if the question is encouraging the students' thinking the purpose of applying this strategy could be achieve more effectively. As stated by Sanjaya in the second chapter, the question is also to make the students to improve their thinking ability.[26]

The fifth characteristic is the answer expected is not only yes/no answer. From the researches' finding, the teachers' question were still expected yes/no answer. It is because not all of the students are able to answer the other types of question which need the explanation answer

[26] Wina Sanjaya, *Pembelajaran Dalam Implementasi kurikulum Berbasis Kompetensi* (Jakarta: Kencana, 2003), p.158

such as WH-Question. However, Hussain says that in applying questioning strategy yes/no question should be avoided because it only requires a single word or a very brief response.[27] If the students' response were only a single word, they would not be able to extend their answer.

The sixth characteristic is the question's language or vocabulary has to familiar for the students. From the researchers' finding, the teacher was always give the question in familiar vocabulary. It makes the students dont feel too difficult in understanding the question and giving the answer.

The seventh characteristic is the question does not imply double interpretation. The teacher pays attention to this characteristic because English a foreign language for the students. Therefore, the question should have clear idea.

In conclusion, the teacher only applied five from seven characteristics of good question in applying this strategy. Moreover, the teacher did not use other two characteristic utterly. The question that used were not always encouraging the students thinking, because pre activities is an exploration and introduction to the material. The

[27] Nasreen Husain, A.i. (2003), *Helping EFL/ ESL Students by Asking Question Quality Question*, (online), http://Islj.org/Techniques/Husain-Question.html, retrieved on Desember 4 , 2017

question only have to be short, simple, clear and relate to the reading material that will be discussed.

3. The Purposes of Applying Questioning Strategy in Pre-reading Activities in Teaching Reading Comprehension

The first purpose of applying questioning strategy in pre-reading activities in teaching reading comprehension is to build students' interest to the material. The teachers' question has to be interested for the students. Hence, their attention will be focus to start the lesson. As stated by Darn that question can generate students' interest.[28] However, there are only five students from six that have been interviewed can feel this purpose.

The second purpose applying this strategy is focusing students' attention. The effective condition have to be created because usually before starting the class, most of the students are often make noise. The question which related to the material make them try to look for own answer. However, there are only four students from six that have been interviewed own feel this purpose.

The third purpose of applying this strategy is to build students' background knowledge. The students' background knowledge in the seventh grade can be elicited when the teacher apply this strategy. After

[28] Steve Darn et.al, A.i (2010), Teaching English Asking Question (online), http//www.teachingenglish.org.uk/rticle/asking:question/teachingEnglish/british Council/BBC.html , retrieved on 11 january, 2018

having some expectation they students accepted the lesson early. In this part, five from six students admitted that they could have a good expectation before reading to the material.

The fourth purpose of applying the questioning strategy in pre-reading activities is to motivate the students in learning. Being tired and inspirit can cause the students have low motivation to continue the learning. The teacher has to be able to make the students to keep motivate because motivation is the key for the students in the learning. In this part, there is only one from six students did not motivate.

The fifth purpose of in applying questioning strategy in pre-reading activities is to review and introduce and introduce new vocabularies. Reviewing vocabularies is important because the students could have ever known the vocabularies relate to the material. The teacher can remind the students about it in questioning. In this part, five from six students admitted that they could be reminded about some vocabularies when the teacher asked them some question before reading.

The six purpose of this strategy is to make the students more interact in the class. As stated by Darn that questioning can encourage the students' participation in interact in classroom situation.[29] From the

[29] Steve Darn et.al, A.i (2010), Teaching English Asking Question (online), http//www.teachingenglish.org.uk/rticle/asking:question/teachingEnglish/british Council/BBC.html , retrieved on 11 january, 2018

research finding, we can see that not all of the students can interact by applying this strategy because of low understanding about the question.

It can be conclude that the students can feel the good purpose in applying this strategy. There is only one from six students that cannot fell it utterly. It proves by looking to the interview result from six students that represent the seventh grade students. Although, two of the students from six do not feel the second purpose of applying this strategy, other students can feel all of the purpose of this strategy that has been applying by the teacher.

The question type teacher used in pre-reading activities are display question and referential question. Because, in pre-reading activity the teacher spend some times to introducing a key word, concept or picture stimulate of discussion to comprehendd the text. Display question is used to check the student's basic comprehension while the referential question is used to engage student's background knowledge.[30]

[30] Teresa Walter, *Teaching English Language Learners*, (New York : Longman,2004), p.32

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research' question about the application of questioning strategy in pre-reading activities in teaching reading comprehension and what are types of question used by the teacher in pre-reading activities on teaching teaching reading comprehension . It can concluded that in applying the questioning strategy in pre-reading activities in teaching reading comprehension, the teacher the teacher did not apply all the steps agree with the theory which are proposed by Hussain. Asking question to the students, pausing, calling the students by name, listening to the answer, and emphasize the correct answer. Other two steps, calling the students by name and listening to the correct answer while make sure the other students listening to their friend were not apply utterly.

The teacher only used five from seven characteristics of good question in applying this strategy. The question that used were not always encouraging the students' thinking. It is done to make the students do not feel too difficult, confuse and to spend much time to answer the question. The question only have to be short, simple, clear and relate to the reading material that will be discussed, because pre-reading activities is the exploration and introduction activities.

The purpose of applying the questioning strategy in pre-reading activities in teaching reading comprehension can be felt by the students. The students feel that they can comprehend the reading material better, if the teacher asks them some question relate to the material that is going to be discussed.

Based on the observation in four meetings the teacher used display and referential to activated students' background knowledge. In conclusion, display question is used to check the student's basic comprehension while the referential question is used to engage student's background knowledge. Moreover, those are types of question are suitable for pre-reading activities.

Those researches' result are found, after doing four times observation in teaching reading comprehension process and interview with the English teacher and six students at VIII Grade of SMP NEGERI 1 Rao Utara, Pasaman Regency.

The researches' result about what are types of question used by the teacher in pre-reading activity on teaching reading comprehension. The teacher at the eight grade of VIII of SMP NEGERI 1 Rao Utara, Pasaman Regency used display question and referential question in pre-reading activity to activate students' background knowledge.

B. Suggestion

Based on the finding above, it had been proved that the questioning strategy in pre-reading activities in teaching reading comprehension is apply well by the English teacher to VIII Grade students in SMP NEGERI 1 Rao Utara, Pasaman Regency and the teacher used display to check the students' basic comprehension while the referential question is used to engage students' background knowledge. Moreover, the students can feel the application of this strategy by having better comprehension about reading material. As could be seen on the result of the research, the researcher would like to propose several suggestions below:

1. It is expected that the English teacher could consider and apply the questioning strategy in pre-reading activities in teaching reading comprehension as a teaching strategy to achieve the students' learning goals.

2. This research is expected to be an input or consideration for many people in educational section and English education institute.

3. Since this research is only beginning research, further research is expected to be done to see other findings that have not been covered by this research.

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Appendix: 1

The Research Guidelines

Title: **The Application of Questioning Strategy in Pre- Reading Activities on Teaching Reading Comprehension at Second Grade in SMP NEGERI 1 Rao Utara, Kecamatan Rao, Kabupaten Pasaman**

Variable	Sub Variable	Indicator	Observation	Interview for the teacher	Interview for the students
The application of questioning strategy in pre-reading activities on teaching reading comprehension	1. The steps in applying questioning strategy in pre-reading activities on teaching reading comprehension	1. Asking the question to the students 2. Pausing 3. Calling the students by name 4. Listening to the answer 5. Emphasizing to the correct answer	1 2 3 4 5	1 2 3 4 5	
	2. The character of good question in applying question strategy in pre- reading activities in teaching reading	1. The sentences is short and clear 2. The purpose is clear or not too general 3. Each question focus on one problem 4. Encouraging students' thinking 5. The answer which is expected is not only yes or no 6. The language is familiar for the students	6 7 8 9 10 11	6 7 8 9 10 11	

		7. Is does not implied double interpretation	12	12	
	3. The purpose of applying questioning strategy in pre-reading activities on teaching reading comprehension	1. Building students' interest to the material 2. Focusing students' attention 3. Building students' background knowledge 4. Motivating the students 5. Guiding the students in knowing the new vocabularies 6. Making the students more interact in learning process		13 14 15 16 17 18	1 2 3 4 5 6

1

[1]Nasreen Husain, A.i. (2003), *Helping EFL/ ESL Students by Asking Question Quality Question*, (online), http://Islj.org/Techniques/Husain-Question.html, retrieved on Desember 4 , 2016

[1]Sardiman, *Interaksi Dan Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grovindo Persada, 2004), p. 214

[1]Sardiman, *Interaksi Dan Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grovindo Persada, 2004), p. 214

Appendix: 2

OBSERVATION RESULT

Item	Aspect	Teacher's Activities in Teaching Reading								Description
		Observation 1		Observation 2		Observation 3		Observation 4		
		YES	NO	YES	NO	YES	NO	YES	NO	
1	1. Asking the question to the students	√		√		√		√		
	2. Pausing	√		√		√		√		
	3. Calling the students by name	√			√	√			√	
	4. Listening to the answer	√		√		√			√	
	5. Emphasize to the correct answer	√		√		√		√		
2	6. The sentences is short and clear	√		√		√		√		
	7. The purpose is clear or not too general	√		√		√		√		

	8. Each question focus one of problem	√		√		√		√		
	9. Encouraging students' thinking	√			√		√		√	
	10. The answer which is expected is not only yes or no		√	√		√			√	
	11. The language is familiar for the students	√		√		√		√		
	12. Is does not implied double interpretation	√		√		√		√		

Appendix: 3

Interview Result

1. Apakah Bapak memberikan pertanyaan kepada siswa-siswa dalam kegiatan pre-reading dalam pengajaran reading?

   Answer: Ya, Pertanyaan diajukan secara merata keseluruh siswa agar setiap siswa mempunyai kesempatan yang sama untuk menjawab pertanyaa-pertanyaan tersebut. Hal ini dilakukan agar siswa tersebut tidak merasa di beda-bedakan antara yang pintar dan yang lambat dalam menjawab pertanyaan. Kemudian ini juga bertujuan agar siswa duduk di posisi belakang juga tidak merasa terasingkan.

2. Apakah Bapak memberikan waktu bagi siswa untuk memikirkan jawaban tentang pertanyaan yang diajukan dalam kegiatan pre-reading saat proses pengajaran reading?

   Answer: Ya, waktu diberikan supaya siswa bisa memikirkan jawaban dari pertanyaan tersebut, karena tidak semua siswa dapat langsung menjawab pertanyaan yang diajukan. Namun waktu yang diberikan juga tidak terlalu lama. Waktu paling lama diberikan kira-kira 10 detik, karena pertanyaan yang diberikan dalam kegiatan *reading* bukanlah pertanyaan yang terlalu sulit.

3. Apakah Bapak menunjuk salah satu siswa untuk menjawab pertanyaan yang diajukan pada kegiatan pre-reading dalam proses pengajaran reading?

   Answer: Tidak, karena setelah mengajukan pertanyaan kita lihat dulu siswa mana saja yang bisa menjawab dengan meminta mereka untuk tunjuk tangan terlebih dahulu. Kemudian kita minta mereka mejawab pertanyaan tersebut. Tetapi jika ada beberapa siswa tertentu yang tidak pernah mau mencoba menjawab maka setiap siswa akan dipilih secara acak untuk menjawab pertanyaan. Hal ini untuk membuat setiap siswa mampu mempersiapkan jawaban pada setiap pertanyaan dan berinteraksi dengan baik pada saat belajar.

4. Bagaimanakah cara Bapak mendengarkan jawaban yang diberikan oleh siswa?

   Answer: Pada saat siswa memberikan jawabannya, kita harus mendengarkan dengan baik. Kita juga harus memastikan agar teman-temannya yang lain juga mendengarkan jawaban yang diberikan. Hal ini agar mereka merasa jawaban yang mereka berikan dihargai. Jika jawaban yang mereka berikan salah, janganlah langsung disalahkan. Kita berikan reward dengan mengucapkan "*thank you*", dengan diberikan ucapan tersebut agar mereka tidak merasa *down* dan malu di depan teman-temannya. Kemudian minta siswa lain untuk menjawab kembali pertanyaan tersebut sehingga ditemukan jawaban yang benar.

5. Apakah Bapak memberikan penguatan pada jawaban yang diberikan oleh siswa tersebut jika jawaban dari pertanyaan itu benar?

   Answer: Ya, hal ini dilakukan agar siswa yang lain mengetahui pastu jawaban yang benar dari pertanyaan tersebut. Penekanan dapat dilakukan dengan mengulangi jawaban yang diberikan atau memberikan pujian seperti" *very good, thank you atau excellent"* pujian diberikan untuk menghargai jawaban yang diberikan yang dapat merangsang siswa lain untuk memberikan jawaban dengan tepat.

6. Apakah pertanyaan-pertanyaan yang Bapak berikan pada kegiatan pre-reading tersebut singkat, padat dan jelas?

   Answer: Ya, karena pertanyaan yang singkat dan jelas akan lebih mudah dipahami dan dijawab oleh siswa.

7. Apakah pertanyaan-pertanyaan yang Bapak berikan dalam kegiatan pre-reading tersebut harus jelas atau tidak terlalu umum?

   Answer: Ya, karena jika tujuan dari pertanyaan tersebut terlalu umum, dikhawatirkan akan rancu dan membelok dari materi yang akan diajarkan. Atau bisa saja jika terlalu umum akan membuat proses tanya jawab jadi keluar dari topic yang akan dibahas.

8. Apakah pertanyaan-pertanyaan yang Bapak berikan dalam kegiatan pre-reading tersebut hanya focus pada satu masalah saja?

Answer: Ya, karena salah satu ciri- ciri pertanyaan yang baik adalah hanya focus pada satu masalah sehingga tidak meragukan bagi siswa. Dengan memberikan satu permasalan pada tiap-tiap pertanyaan , siswa tidak akan merasa bingung dalam memberikan jawaban.

9. Apakah pertanyaan-pertanyaan yang Bapak berikan dalam kegiatan pre-reading tersebut mendorong siswa untuk berfikir?

   Answer: Ya, kita harus membuat siswa terdorong untuk berfikir agar mereka ikut berpartisipasi dalam kegiatan ini. Karena pertanyaan pada kegiatan *pre-reading* hanya eksplorasi dan pengantar sebelum memulai membahas materi.

10. Apakah pertanyaan-pertanyaan yang Bapak berikan dalam kegiatan pre-reading tersebut tidak hanya mengharapkan jawaban ya atau tidak?

    Answer: Tidak, karena banyak jenis pertanyaan yang bisa diajukan dalam kegiatan ini seperti menanyakan pendapat dengan menggunakan W-H Question. Pertanyaan jenis ini tidak hanya mengharapkan jawaban ya/tidak. Namun terkadang pertanyaan tersebut dirasa sulit untuk dijawab oleh seorang siswa, maka pertanyaan dengan jawaban ya/tidak juga dapat digunakan.

11. Apakah pertanyaan-pertanyaan yang Bapak berikan dalam kegiatan pre-reading tersebut bahasanya dikenal dengan baik oleh siswa secara keseluruhan?

Answer: Ya, karena kosakata yang kita gunakan pada saat bertanya dalam bahasa inggris hendaklah menggunakan kosakata yang sering mereka dengar dalam bahasa inggris. Jika kosa kata yang digunakan sulit atau tidak familiar bagi siswa. Maka besar kemungkinan siswa tidak akan mampu menjawab pertanyaan.

12. Apakah pertanyaan- pertanyaan yang Bapak berikan pada kegiatan pre-reading tersebut tidak menimbulkan tafsiran ganda?

    Answer: Tidak, pertanyaan- pertanyaan yang berikan dalam bahasa inggris harus jelas agar siswa tidak merasa bingung menjawaban pertanyaannya.

13. Apakah Bapak menerapkan strategy bertanya pada aktivitas pre-reading bertujuan untuk menarik perhatian siswa pada materi yang akan diajarkan?

    Answer: Ya, biasanya sebelum memulai pelajaran siswa dikelas sering ribut. Jadi pertanyaan diberikan untuk menarik perhatian siswa agar siswa dapat menerima pelajaran dengan baik.

14. Apakah Bapak menerapkan strategy bertanya pada aktivitas pre-reading bertujuan untuk memfocuskan perhatian siswa pada materi yang akan diajarkan?

    Answer: Ya, memberikan pertanyaan- pertanyaan pada kegiatan awal untuk menciptakan kondisi yang efektif untuk memulai belajar.

15. Apakah Bapak menerapkan strategy bertanya pada aktivitas pre-reading bertujuan untuk membangun background knowledge atau pengetahuan dasar siswa?

    Answer: Ya, kita perlu memstikan juga apakah siswa tersebut membaca materi yang akan diajarkan dirumah. Kemudian kita tanyakan kembali diawal pelajaran , sehingga mereka memiliki pengetahuan dasar atau ilmu mengenai materi yang akan diajarkan agar tidak terlalu sulit bagi mereka untuk menyerap materi yang akan dijarkan.

16. Apakah Bapak menerapkan strategy bertanya pada aktivitas pre-reading bertujuan untuk memotivasi siswa?

    Answer: Ya, karena banyak hal yang membuat motivasi siswa menurun dalam belajar bahasa inggris

17. Apakah Bapak menerapkan strategy bertanya pada aktivitas pre-reading bertujuan untuk memperkenalkan kosa kata baru yang dapat dalam materi?

    Answer: Ya, karena bahasa inggris bahasa asing bagi kita. Setiap materi baru yang akan diajarkan akan lebih baik jika kita memperkenalkan kosakata baru dengan bertanya. Namun, tidak hanya dengan memperkenalkan kosakata baru, tetapi juga untuk mengingatkan para siswa.

18. Apakah Bapak menerapkan strategy bertanya pada aktivitas pre-reading bertujuan untuk membuat siswa lebih berintekrasi dalam proses pembelajaran?

    Answer: Ya, karena beberapa siswa tentu ada yang kurang mau berinteraksi atau berbicara pada saat belajar jika mereka tidak ditanya terlebih dahulu. Bertanya merupakan cara yang baik untuk memancing siswa agar mau berbicar dan berinteraksi di dalam kelas.

` NOTE

Interviewee/Teacher : Abdul Rahman, S.Pd

Interviewer : Ezi Rahmi

Appendix: 4

Interview Sheet for Students

1. Apakah anda merasa tertarik belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya, kalau tidak ditanya-tanya dulu sebelum masuk kelas kemateri pelajaran kita jadi ada gambaran mengenai materi yang akan dibahas.
2. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading ketika pengajaran reading dapat memfokuskan perhatian pada materi reading yang diajarkan?
   Answer: Ya, karena sebelum belajar biasanya kelas sering ribut. Setelah dltanya baru bisa focus untuk mulai belajar lagi
3. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading membuat anda memiliki dugaan terhadap materi reading yang akan diajarkan?
   Answer: Ya, kalau ditanya dulu kita jadi tau sedikit soal materi yang akan dibahas.
4. Apakah anda merasa termotivasi belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya, karena pertanyaan yang diberikan oleh guru cukup menarik
5. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading membuat anda terbimbing mengenali kosa kata atau pola kalimat dalam bahasa inggris?
   Answer: Ya, karena banyak kosa kata yang belum diketahui kadang ada kosa kata yang diketahui cuma lupa guru mengingatkan kembali
6. Apakah anda merasa tertarik untuk berintekrasi dalam belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya, kalau bisa menjawab pertanyaan

NOTE

Interviewee/ Student :

Interviewer :

Interview Sheet for Students

1. Apakah anda merasa tertarik belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya, setelah ditanya kita jadi tidak bingung dengan materi yang akan dibahas.
2. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading ketika pengajaran reading dapat memfokuskan perhatian pada materi reading yang diajarkan?
   Answer: Ya, karena kalau kita masih ribut pertanyaan yang diberikan oleh guru bisa membuat semua anak-anak di kelas menjadi diam
3. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading membuat anda memiliki dugaan terhadap materi reading yang akan diajarkan?
   Answer: Ya, karena setelah ditanya kita jadi tau dengan materi yang akan dibahas dan bisa mengira- ngira
4. Apakah anda merasa termotivasi belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya. Karena pertanyaan yang diberikan oleh guru menarik dan gampang untuk dijawab materi readingnya jadi tidak terlalu sulit dan menyenangkan
5. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading membuat anda terbimbing mengenali kosa kata atau pola kalimat dalam bahasa inggris?
   Answer: Ya, karena pertanyaannya banyak mengandung kosa kata baru dalam bahasa inggris
6. Apakah anda merasa tertarik untuk berintekrasi dalam belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya. karena pertanyaannya jelas, menarik dan tidak sulit jadi kita sering jawab

NOTE

Interviewee/ Student :

Interviewer :

Interview Sheet for Students

1. Apakah anda merasa tertarik belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya. Belajar reading susah jadi kalau ditanya dulu jadi agak menarik
2. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading ketika pengajaran reading dapat memfokuskan perhatian pada materi reading yang diajarkan?
   Answer: Tidak
3. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading membuat anda memiliki dugaan terhadap materi reading yang akan diajarkan?
   Answer: Tidak
4. Apakah anda merasa termotivasi belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Tidak
5. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading membuat anda terbimbing mengenali kosa kata atau pola kalimat dalam bahasa inggris?
   Answer: Tidak, Karena saya jarang ikut menjawab pertanyaan Karena tidak terlalu paham
6. Apakah anda merasa tertarik untuk berintekrasi dalam belajar reading melalui pertanyaan yang diberikanoleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya, tapi tidak terlalu karena bahasa inggris itu susah

NOTE

Interviewee/ Student :

Interviewer :

Interview Sheet for Students

1. Apakah anda merasa tertarik belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Tidak, Karena pertanyaannya dalam bahasa inggris, sudah dimengerti
2. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading ketika pengajaran reading dapat memfokuskan perhatian pada materi reading yang diajarkan?
   Answer: Tidak
3. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading membuat anda memiliki dugaan terhadap materi reading yang akan diajarkan?
   Answer: Ya, Karena pertanyaannya berhubungan dengan materi
4. Apakah anda merasa termotivasi belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya, kalau tidak ditanya-tanya dulu saya malas untuk mulai belajar
5. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading membuat anda terbimbing mengenali kosa kata atau pola kalimat dalam bahasa inggris?
   Answer: Ya, Karena pertanyaannya banyak mengandung kosa kata baru dalam bahasa inggris
6. Apakah anda merasa tertarik untuk berintekrasi dalam belajar reading melalui pertanyaan yang diberikanoleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya, Karena pertanyaannya Tidak susah

NOTE

Interviewee/ Student :

Interviewer :

Interview Sheet for Students

1. Apakah anda merasa tertarik belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya, Karena kalau ditanya2 dulu, kita jadi tau materi yang akan dibahas
2. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading ketika pengajaran reading dapat memfokuskan perhatian pada materi reading yang diajarkan?
   Answer: Ya
3. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading membuat anda memiliki dugaan terhadap materi reading yang akan diajarkan?
   Answer: Ya, Karena kita jadi dapat gambaran lewat pertanyaan2 guru
4. Apakah anda merasa termotivasi belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya, kalau sudah ditanya kita jadi semangat untuk tau lebih lanjut
5. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading membuat anda terbimbing mengenali kosa kata atau pola kalimat dalam bahasa inggris?
   Answer: Ya
6. Apakah anda merasa tertarik untuk berintekrasi dalam belajar reading melalui pertanyaan yang diberikanoleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya, Karena pertanyaannya Tidak susah

NOTE

Interviewee/ Student :

Interviewer :

Interview Sheet for Students

1. Apakah anda merasa tertarik belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya
2. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading ketika pengajaran reading dapat memfokuskan perhatian pada materi reading yang diajarkan?
   Answer: Ya, kadang2
3. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading membuat anda memiliki dugaan terhadap materi reading yang akan diajarkan?
   Answer: Ya, Karena pertanyaannya berhubungan dengan materi
4. Apakah anda merasa termotivasi belajar reading melalui pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya
5. Apakah pertanyaan yang diberikan oleh guru dalam aktivitas pre-reading dalam pengajaran reading membuat anda terbimbing mengenali kosa kata atau pola kalimat dalam bahasa inggris?
   Answer: Ya, Karena k0sa kata dalam bahasa inggris banyak yang Tidak diketahui atau lupa, setelah ditanya guru Bisa ingat kembali
6. Apakah anda merasa tertarik untuk berintekrasi dalam belajar reading melalui pertanyaan yang diberikanoleh guru dalam aktivitas pre-reading dalam pengajaran reading?
   Answer: Ya, Karena guru sering memita saya untuk menjawab

NOTE

Interviewee/ Student :

Interviewer :

Appendix. 5

The Schedule Of The Reserach

No	Day/Date of the Research	Time	Class
1	Monday/ January 8th 2018	13.00-14.20	VIII. B
2	Wednesday/ January 10th 2018	07.30-09.00	VIII. B
3	Tuesday/January 11th 2018	09.55-10.15	VIII. B
4	Monday/January 15th 2018	13.00-14.20	VIII. B

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Gurun Aur Kubang Putih Kabupaten Agam, Sumatera Barat | Telp. (0752) 33136 Fax. (0752) 22875
Website : http://ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

Nomor : In.15.1/PP.07/24/1690/2017 Bukittinggi, 15 November 2017
Lamp : 1 (satu) lembar
Hal : **MOHON IZIN OBSERVASI**

Kepada Yth :
Bapak/ Ibu Kepala Sekolah **SMP N 1 Rao Utara**
di
Tempat

Assalamu'alaikum Wr.Wb

Dalam rangka mencari pokok permasalahan dalam pengajuan judul skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Bukittinggi, kami harapkan Bapak/Ibu bersedia memberi izin melakukan observasi bagi mahasiswa :

Nama : Ezi Rahmi
NIM : 2311.054
Semester : XIII
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : The Application of Questioning Strategy in Pre-Reading Activities on Teaching Reading Comprehension

Demikian permohonan ini kami sampaikan, dengan harapan Bapak/Ibu kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Dekan,

Dr. H. Nunu Burhanuddin, Lc, M.Ag
NIP. 19730510 200012 1 002

PEMERINTAH KABUPATEN PASAMAN
DINAS PENDIDIKAN
SMP NEGERI 1 RAO UTARA
Jln. Rao-Gn. Manahan Koto Rajo Km.12 (Kode Pos 26353)

SURAT KETERANGAN
Nomor :800/ 102/SMP.1- 2017

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Rao Utara dengan ini menerangkan bahwa :

Nama	: **EZI RAHMI**
Tempat/Tgl Lahir	: Bukittinggi, 14 September 1993
Kartu Identitas	: 2311.054
Pekerjaan	: Mahasiswa
Alamat	: Tapus Kecamatan Padang Gelugur Kabupaten Pasaman
Judul	: " The Application of Questioning Strategy in Pre-Reading Activities on Teaching Reading Comprehension at the Eight Grade of SMP N 1 Rao Utara"
Tempat	: SMP Negeri 1 Rao Utara

Bahwa nama tersebut diatas telah selesai melakukan observasi awal di SMP Negeri 1 Rao Utara.
Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebaik-baiknya.

Koto Rajo, 21 November 2017
Kepala,

PEMERINTAH KABUPATEN PASAMAN
DINAS PENDIDIKAN SMP N 1 RAO UTARA

Hj.ERNIZAR,S.Pd
NIP.196807211992122001

PERMOHONAN VALIDASI

Kepada Yth,

Bapak/ Ibu:

Di

Tempat

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan di bawah ini:

Nama : Ezi Rahmi

Nim : 2311.054

Fakultas/ Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Judul skripsi : The Application of Questioning Strategy in Pre-Reading Activities on Teaching Reading Comprehension at The Second Grade of SMPN 3 Sungai Pua

Pembimbing : 1. Reflinda, S.S.,M. Pd

2. Febria Sri Artika, S.S.,M.Pd

Dengan ini mengajukan permohonan kepada Bapak/ Ibu, kiranya berkenan melakukan validasi istrument yang saya susun.

Demikianlah permohonan ini diajukan kepada Bapak/ Ibu, kiranya dapat mengabulkannya. Atas pertimbangannya terlebih dahulu saya ucapkan terimakasih.

Bukittinggi, Desember 2017

Saya yang bermohon,

Ezi Rahmi
Nim: 2311.054

Diketahui oleh :

Ketua jurusan

Dr. Veni Roza, S.S.,M.Pd
NIP:198401052009122003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih Kab.Agam - Sumatera Barat - Telepon / Fax : (0752) 22875
Website : www.ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

29 Desember 2017

Nomor :B-3925/In.26.1/PP.07/12/2017
Lamp. : 1 (Satu) rangkap
Hal : **Mohon Izin Penelitian**

Yth : Bupati Pasaman
CO. Ka.Kan Kesbangpol Pasaman
di-
Tempat

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini :

Nama	:	**Ezi Rahmi**
NIM	:	2311054
Jurusan	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Application Of Questioning Strategy In Pre-Reading Activities On Teaching Reading Comprehension At The Second Grade Of SMPN 1 Rao Utara
Lokasi Penelitian	:	SMPN 1 Rao Utara
Waktu	:	Desember s/d Januari 2018

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

Wassalam,
DEKAN

Dr. H. Nunu Burhanuddin, Lc, M.Ag
NIP. 197305102000121002

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Nomor : B-3915/In.26.1/PP.02.3/12/2017

TENTANG

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Surat permohonan mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. Ezi Rahmi, NIM .2311054 tanggal 27 Desember 2017 perihal permohonan penerbitan SK Pembimbing Skripsi.

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing.

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing I dan Dosen Pembimbing II.

Mengingat :

1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301)
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859)
3. Keputusan Presiden Nomor 181 Tahun 2014 tentang Pendirian Institut Agama Islam Negeri (IAIN) Bukittinggi
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI.

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan **"The Application Of Questioning Strategy In Pre-Reading Activities On Teaching Reading Comprehension At The Second Grade Of SMPN 1 Rao Utara.**

KEDUA : Menunjuk Saudara :

1. Nama : Reflinda, SS.,M.Pd
   NIP : 19690729 199903 2 002
   Pangkat/Gol.Ruang : Penata Tk.I (III/d)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING I

2. Nama : Febria Sri Artika, M.Pd
   NIP : 19800201 200912 2 002
   Pangkat/Gol.Ruang : Penata (III/c)
   Bidang Keahlian Pokok : Writing
   Sebagai Dosen : PEMBIMBING II

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

DITETAPKAN DI BUKITTIINGGI
Pada tanggal : 29 Desember 2017
Dekan,

Dr. H. Nunu Burhanuddin, Lc, M.Ag
NIP.19730510200012100[illegible]

PEMERINTAH KABUPATEN PASAMAN
KANTOR KESATUAN BANGSA DAN POLITIK
Jalan Jend. Ahmad Yani Telp. (0753) 20588 Lubuk Sikaping 26313
e-mail : kesbangpolpasaman@gmail.com

REKOMENDASI
No. 200/ 167 / Kesbangpol-2017

TENTANG IZIN PENELITIAN

Kepala Kantor Kesatuan Bangsa dan Politik atas Nama Pemerintah Daerah Kabupaten Pasaman, setelah mempelajari Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Bukittinggi Nomor:30/In26.1/PP.06/12/2017 Tanggal 29 Desember 2017 Hal: Permohonan Izin Penelitian dengan ini memberikan rekomendasi kepada :

Nama	:	EZI RAHMI
NIM/No.BP/NPM	:	2311.054
Jurusan	:	PBI
Jenjang	:	S.1
Kegiatan	:	Penelitian
Waktu	:	Desember s/d Januari 2018
Tempat Penelitian	:	SMP N 1 Rao Utara
Dalam Rangka	:	Penyelesaian Skripsi
Judul Penelitian	:	" The Application of Questioning Strategy In Pre-Reading Activities on Teaching Reading Comprehension at the Eight Grade of SMP N 1 Rao Utara"

Dengan ketentuan sebagai berikut :

1. Tidak boleh menyimpang dari topik dan tujuan Penelitian
2. Dalam melakukan Penelitian, yang bersangkutan hendaklah menunjukkan surat-surat keterangan yang berhubungan dengan itu, serta melaporkan diri sebelum dan sesudah penelitian kepada pemerintah setempat.
3. Mematuhi semua peraturan yang berlaku dan menghormati adat istiadat serta kebiasaan masyarakat setempat.
4. Bila terjadi penyimpangan dan pelanggaran terhadap ketentuan tersebut di atas, maka surat rekomendasi ini akan dicabut kembali.
5. Mengirimkan hasil Penelitian kepada Bupati Pasaman Cq. Kantor Kesatuan Bangsa dan Politik Kabupaten Pasaman.

Demikian Rekomendasi ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Lubuk Sikaping, 08 Januari 2018

An. Kepala Kantor Kesbangpol
KASI PMA

SYAHRUL, SE
NIP. 19630502 198603 1006

Tembusan disampaikan kepada Yth :
1. Bupati Pasaman (sebagai laporan)
2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Bukittinggi
3. Kepala Dinas Pendidikan Kab. Pasaman
4. Kepala SMA Negeri 1 Padang Gelugur
5. Yang Bersangkutan
6. Arsip

PEMERINTAH KABUPATEN PASAMAN
DINAS PENDIDIKAN
SMP NEGERI 1 RAO UTARA

Jln. Rao-Gn. Manahan Koto Rajo Km.12 (Kode Pos 26353)

SURAT KETERANGAN

Nomor :800/126/SMP.1-2018

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Rao Utara dengan ini menerangkan bahwa :

Nama	: **EZI RAHMI**
Tempat/Tgl Lahir	: Bukittinggi, 14 September 1993
Kartu Identitas	: 2311.054
Pekerjaan	: Mahasiswa
Alamat	: Tapus Kecamatan Padang Gelugur Kabupaten Pasaman
Judul	: " The Application of Questioning Strategy in Pre-Reading Activities on Teaching Reading Comprehension at the Eight Grade of SMP N 1 Rao Utara"
Tanggal	: 08 Januari s/d 15 Januari 2018
Tempat	: SMP Negeri 1 Rao Utara

Bahwa nama tersebut diatas telah selesai melakukan Penelitian di SMP Negeri 1 Rao Utara

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebaik-baiknya.

Koto Rajo, 16 Januari 2018

K e p a l a,

PEMERINTAH KABUPATEN PASAMAN
DINAS PENDIDIKAN SMP N 1 RAO UTARA

Hj.ERNIZAR,S.Pd

NIP.196807211992122001

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini Guru Bahasa Inggris kelas VIII SMP NEGERI 1 Rao Utara, Kecamtan Rao, Kabupaten Pasaman, menerangkan bahwa:

Nama : Ezi Rahmi

Nim : 2311.054

Jurusan : FTIK (Fakultas Tarbiyah Ilmu Keguruan)

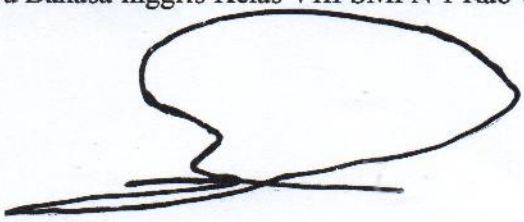
Program Study : Pendidkan Bahasa Inggris

Menerangkan telah melakukan wawancara dengan saya untuk penulisan karya ilmiah yang berjudul "The Application Questioning Strategy in Pre-reading Activities in Teaching Reading Comprehension at the Eighth Grade in SMP NEGERI 1 Rao Utara, Kecamatan Rao, Kabupaten Pasaman"

Demikian surat keterangan ini diberikan kepada yang tersebut diatas untuk dapat dipergunakan seperlunya.

Rao Utara, Januari 2018

Guru Bahasa Inggris Kelas VIII SMPN 1 Rao Utara



(Abdul Rahman, S.Pd)

SURAT KETERANGAN WAWANCARA

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Rao Utara, Januari 2018

Siswa Kelas VIII SMPN 1 Rao Utara



(Dela Safitri)

SURAT KETERANGAN WAWANCARA

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Rao Utara, Januari 2018

Siswa Kelas VIII SMPN 1 Rao Utara

(Junita)

SURAT KETERANGAN WAWANCARA

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Rao Utara, Januari 2018

Siswa Kelas VIII SMPN 1 Rao Utara

(Mustiza Nikma)

SURAT KETERANGAN WAWANCARA

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Rao Utara, Januari 2018

Siswa Kelas VIII SMPN 1 Rao Utara

(Hamizah hikmah)

SURAT KETERANGAN WAWANCARA

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Rao Utara, Januari 2018

Siswa Kelas VIII SMPN 1 Rao Utara

(Rahmaddhani)

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini Siswa kelas VIII SMP NEGERI 1 Rao Utara, Kecamatan Rao, Kabupaten Pasaman, menerangkan bahwa:

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Rao Utara, Januari 2018

Siswa Kelas VIII SMPN 1 Rao Utara

(Rahmat Fauzi)

CURRICULUM VITAE (CV)



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Nama Ibu	**: Zulmiwati**
Education	**: SD M Bangun Raya**
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	: SMA N 1 Padang Gelugur
	: IAIN Bukitinggi

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KARTU BUKTI KONSULTASI BIMBINGAN SKRIPSI
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NIM : 2311 054
JURUSAN : Pendidika Bahasa Inggris
DOSEN PEMBIMBING : 1. Reflinda. S.S. M.pd
2. Febria Sri Aritika S.S. M.pd

NO	Hari/ Tanggal	Hal yang dikonsultasikan		Hari/ Tanggal	Hal yang dikonsultasikan	
		Pembimbing 1	Tanda Tangan		Pembimbing 2	Tanda Tangan
1	Jumat 15/10 2016	Bimbingan Judul Bab I		Jumat 17/9/2016	bimbingan Judul bab I	
2	Jumat 28/10/2016	CHAPTER I Background of the Problem		Selasa 11/10/2016	Bab I Background of the Problem	
3	Senin 07/11/2016	Background of the Problem Formulation of the Problem		Rabu 12/10/2016	Background of the Problem theory grammar	
4	Senin 18/12/2017	CHAPTER II add theory grammar		Kamis 01/12/2016	add theory bab II	
5	[illegible] 17/02/2017	Bab III Research qualitive interview		kamis 02/03/2017	bab II conception framework	
6	Jumat 26/01/2018	Abstract Bab III abstrak diberikan interview		kamis 09/11/2017	bab III Research qualitive	
7	Senin 29/01/2018	Abstrack Bab III Research qualitive		Kamis 16/11/2017	bab III grammar	
8	Jumat 02/02 2018	ACC For munaqasah		Jumat 15/12/2018	bab III Revisi diberikan interview	
9				Senin 22/01/2018	abstrack grammar abstrak Judul	
10				23/01/2018	abstrack bab V bab III grammar	

Bukittinggi, 02 Januari 2018
Dekan FTIK

Dr. H. Nunu Burhanuddin, Lc., M.Ag
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