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Jurnal Ilmiah Pendidikan, Humaniora, Sains, dan Pembelajarannya

Upaya Peningkatan Hasil Belajar Melalui Motivasi dan Model Pembelajaran Matematika di SMP Swasta Masyarakat Damai Gunungsitoli
Amin Otoni Harefa

Pemberdayaan Perempuan di Indonesia
Berliana Siagawati Waruwu

Pendekatan Analisis Wacana: Sosiolinguistik Interaksional
Edison Sihombing

Karacter-karakter Guru yang Baik
Efinora

Sikap Profesional Guru dan Dosen dalam Menjalankan Profesinya
Famahato Lase

Pendidikan Karakter Melalui Tradisi Lisan
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Sikap Kritis dalam Wacana Pojok Kompas "Mang Usil"
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Memilih Usaha Kecil dan Pengembangannya
Sriwahyuningsih

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Improving Reading Comprehension Skills of the Second Semester Students of the English Department in IKIP Gunungsitoli by Using Self Questioning Strategy
Yasminar Amaerita Teluamabanua
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IMPROVING READING COMPREHENSION SKILLS
OF THE SECOND SEMESTER STUDENTS
OF THE ENGLISH DEPARTMENT IN
IKIP GUNUNGSILOTI BY USING
SELF QUESTIONING STRATEGY

Oleh
Yasminar Amaerita Telaumbanua*

Abstract: This study examines how self-
questioning strategy can improve reading
comprehension skills of the second semester
students of the English Department students in
IKIP Gunungsitoli.

Kata Kunci: reading comprehension, self
questioning strategy

PENDAHULUAN
Teaching English in IKIP Gunungsitoli has vision and
mission as the other institutions in Indonesia. The vision
is melahirkan lulusan yang berakhlaq dan berbudi
pekerti luur yang mampu menguasai ilmu pengetahuan
dan teknologi dan memiliki kecakapan berkomunikasi
dalam bahasa Inggris baik lisan maupun tulisan. The
mission consists of three points namely membina akhlak
dan budi pekerti mahasiswa yang peka terhadap
lingkungan sekitarnya dengan menciptakan suasana yang
kondusif dalam dunia kampus dan mahasiswa yang
berkepribadian baik; menanamakn ilmu pengetahuan
dan teknologi kepada mahasiswa dengan mengajarkan
ilmu pengetahuan dan teknologi yang dinamis; dan
menanamakn kecakapan berkomunikasi dalam bahasa
Inggris baik lisan maupun tulisan dengan motivasi dan

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Tidak Tetap di IKIP Gunungsitoli
berperan secara langsung dalam pengajaran dan pendidikan kreativitas mahasiswa. In other words that in its vision, IKIP Gunungsitoli produces graduates of high moral principles and characters who master science and technology and have a good command of English both oral and written. To achieve the vision, IKIP Gunungsitoli in its three missions: building students’ moral and character and sensitizing them to their local environment by creating conducive situation in the campus; implanting science and technology to the students by teaching dynamic SciTech; and implanting capability of communication in English both oral and written with motivation and have a direct role toward students’ instruction, education, and creativity.

The English Department students in IKIP Gunungsitoli are obliged to take Reading subject based on the syllabus designed that consists of Reading I, Reading II, Reading III, and Extensive Reading. In Reading I, the students need to understand exactly what is stated in texts to receive the author’s literal message (literal comprehension); Reading II is taught to the students in order that they are able to understand what is not directly stated in texts (inferential comprehension), while the students need to evaluate their comprehension to texts (critical comprehension) when learning Reading III. Extensive Reading is learned by the students after they have passed on Readings I, II, and III.

There are some kinds of texts offered in the syllabus of Reading I at the second semester in IKIP Gunungsitoli such as descriptive, narrative, report, and recount which must be comprehended by the students. This course is designed to provide the students with the opportunity to improve their English reading proficiency; enlarge their vocabulary and provide them with better insight into various English texts (e.g. descriptive, narrative, report, and recount) in which the objective of
the course is the students have the practical knowledge on comprehending English texts (e.g. descriptive, narrative, report, and recount) as well as answering the questions provided in the texts and reporting the reading texts in written and oral forms based on their own understanding.

When the writer was an S1 student in IKIP Gunungsidoto, she was taught by a Reading lecturer who still used the conventional technique, which was the teacher-centered teaching. The students were listening to the lecturer and following what he instructed. Basically he asked the students to read a text (e.g. narrative text) then allowed them to raise their questions (e.g. What does the title mean?, What does the sentence mean?, What is the meaning of this word?, May we use English dictionaries?, How can we find main idea?, How can we understand this text?) and then answer the available questions in the text. At the end of the subject, he asked the students to answer the questions one by one orally. This often made students confused because of different answers provided by the students. The answers were indicated correct if many students had the same answers. This habit developed from time to time that made the students unable to have good comprehension when getting new and other texts. It made the students unable know how to state correct answers since the students felt doubtful of his previous teaching in deciding on the correct answers of the questions. The lecturer never explained to them good ways of finding the answers of the questions to increase their comprehension.

Successful readers ask themselves questions throughout the reading process. For beginning readers, they need modeling and practice to learn how to do this. In the reading process while applying Self-Questioning Strategy, the readers are recommended to activate some levels of thinking to increase comprehension.
(Buehl, 2007). The levels of thinking begin from remembering, understanding, applying, analyzing, evaluating, and creating. It is very useful to train levels of thinking (e.g. remembering, understanding, applying, analyzing, evaluating, and creating) for the students who are in the beginning level. The beginning level here refers to the level where one firstly knows the written language, or one who begins learning other languages, or one who will read or one who learns a certain book in schools that contains some sections or phases. Briefly stated, the more they practice to ask questions by applying the levels of thinking, the more they have critical thinking to get more comprehension of what in the text is about.

Some studies have shown that the scores of poor comprehender (e.g. less than 64) on inferential comprehension questions improved when they were taught one or some combinations of the following skills: activating their background knowledge, making predictions, asking and answering questions, looking for clues in the text, making connections between prior knowledge and information in the passage, and attending to text structure (Flood, 1984). We can say that all these phases are steps for students to answer all their raised questions and get answers. These phases can happen before, during and after reading.

Pudiyono (1993) examined the effectiveness of student-generated questioning with respect to reading comprehension. Students of IKIP Muhammadiyah Purwokerto were investigated randomly. He found in his research that there was a positive effect of student-generated questioning to improve the students' ability in reading comprehension.

Cheung (1995) searched the effects of self-questions on comprehension and inference processing in Anglo-Chinese school using narrative texts. He trained
the students by developing self-awareness of how comprehension was progressing that helped them to check their understanding by raising self-questions. The students spent little or no time on the practice of metacognition and comprehension monitoring strategies. Of the research, the students could reach a deeper level of comprehension with drawing on their cognitive resources to make inference while reading. As a result he concluded that there was significant difference in the levels of self-questions generated in while test and post test between the above-average and below-average ability trained groups.

Ofir and Lea (1997) investigated the effects of children's questioning at the kindergarten level. The numbers of the students were 93 children from 7 kindergartens randomly assigned as the research subject. Active processing and metacognitive, and a conventional control group were used to facilitate questioning. On the research, the result shown that children's questioning gave effects to enhance achievements in the quality of story comprehension.

Dunlap (1999) examined the effects of Self-Questioning on comprehension of expository text and development of content writing with second grade students in a Midwestern, urban elementary school of approximately 850 students. The total number of the students was 19 persons with ages 7 to 9. The students came from different ethnic where 2 Hispanic males, 5 Hispanic females, 1 Vietnamese male, 1 Vietnamese female, 1 Cambodian male, 1 Laotian male, 1 African-American male, 1 African-American female, 1 biracial male, 3 Caucasian males and 2 Caucasian females. The results of his research indicated using Self-Questioning Skills as a pre, during, and post reading strategy is effective to increase comprehension of expository text.
Repeated modeling and practice with Self-Questioning Strategy was successful with the students.

Janssen (2002) examined Self-Questioning as a means of enhancing students' understanding of texts, especially literary texts. He did the research to the upper grades of today's secondary schools. Results indicated that students could be trained to ask questions during reading and that such training might lead to significant gains in reading comprehension and recall. In other words, there was a large body of educational research revealing beneficial effects of Self-Questioning Instruction on students' reading comprehension.

All the previous studies above were different in terms of places, subjects, years and designs with the writer's research problem. However, here is one similarity that it is to improve the readers' skills in reading comprehension.

In line with the problem, the theories of the use at Self-Questioning Strategy, and in line with the previous studies above, it can be stated that Self-Questioning Strategy is very important to improve the ability in reading comprehension. Thus, the writer is interested in investigating how Self-Questioning Strategy can improve reading comprehension skills of the second semester students of the English Department in IKIP GunungSitioli.

Related to the background of the study, the problem can be formulated in the following question "How can Self-Questioning Strategy improve reading comprehension skills of the second semester students of the English Department in IKIP GunungSitioli? This study is aimed at improving reading comprehension skills of the second semester students of the English Department in IKIP GunungSitioli by using Self Questioning Strategy.
RESEARCH METHOD
This study was designed as collaborative action research as it was adjusted to its aim at improving the English Department students' skills in reading comprehension by using the Self-Questioning Strategy. The collaborative action research was done in classroom; therefore this was said as classroom action research. Some reasons why the teacher-researcher chose the collaborative action research were based on problem of the study found by the teacher-researcher in Reading I class. First, it was very difficult for the students to comprehend English texts (e.g. Narrative texts) since the reading lecturer focused on teacher-centered teaching; second, the students' scores in preliminary studies in answering questions either their own questions or the writer's questions provided in the text were low; and Self-Questioning Strategy had been proved by some experts in the previous studies that it could improve reading comprehension skills. On the bases of the three reasons found in the preliminary studies, the teacher-researcher needed to implement the strategy to improve reading comprehension skills of the second semester students in Reading I class to solve the problem. Therefore it was conducted by the teacher-researcher who acted as a practitioner and needed a collaborator that was a Reading I lecturer who served as the observer who worked together with her. With the help of the teacher-collaborator, the teacher-researcher could arrange the implementation of the strategy well besides the teacher-collaborator could examine the action to be modified or imitated. The study was done systematically by collecting data on everyday practice and analyzing it in order to come to some decisions about what our future practice should be (Schmuck, 1997 & Wallace, 1998).
RESEARCH FINDINGS AND DISCUSSIONS

Teaching Reading Comprehension Using Self-Questioning Strategy in Cycle 1

The teacher-researcher organized the teaching reading comprehension using Self-Questioning Strategy based on the planning arranged in advance. She began implemented the action, observed to evaluate the teaching-learning process with the help of her collaborator, and reflected it to see the positive effects of using the strategy in reading comprehension. The first cycle was conducted in three meetings.

The teacher-researcher used one reading text entitled 'Matters of the Heart' for the first, second and the third meeting. At the end of the third meeting, she distributed a new text entitled 'Friendship' to the students to know and see the positive effects of the application of the strategy on the students' reading comprehension skills. In the following section, the teacher-researcher described the whole activities in Cycle 1.

The Student's Improvement in Reading Comprehension Skills

The student's improvement in reading comprehension skills was got from self-questioning answering table and evaluation progressive checklist (See Appendices 8j-k) done by the teacher-researcher. It was administered at the end of each cycle as the training for them and evaluation of the application of the strategy by distributing a new text for them. The teacher-researcher scored the students' works based on the scoring guide (See Appendices 9c1-c2) supported by questioning and comprehension rubrics (See Appendices 9a-b). The detailed of the students' scores for the first text was presented in Appendix 13a. From the total number of students, the students who proposed their
own questions and answered them correctly were only 12 persons or 40%, 26.6% or 8 persons who proposed their own questions and some of their questions were not answered, and 33.3% or 10 persons who proposed their own questions without answers. The next result of the students' work to answer the questions provided in the text showed that 16.7% or 5 persons were categorized in very good comprehension, 23.3% or 7 persons were indicated in good comprehension, 33.3% or 10 persons were involved in fair comprehension, and the number of the students who were involved in poor comprehension were 8 persons or 26.6%. Their levels of comprehension could be decided on the basis of the obtained scores by the students and since the required questions provided in the text had been based on the six levels of thinking to reach the whole levels of comprehension.

Based on the results of the students' work during the teaching-learning process for three meetings in Cycle 1 and the result of their reading comprehension at the end of the cycle done at home, it could be concluded that the reading comprehension skills of the students could be improved through the implementation of Self-Questioning Strategy. However, it was still unsuccessful since the three meetings in Cycle 1 had not met the criteria of success yet. Therefore, the teacher-researcher had to conduct Cycle 2 to achieve the expected criteria.

Teaching Reading Comprehension Using Self-Questioning Strategy in Cycle 2

The teaching reading comprehension using Self-Questioning Strategy was reorganized by the teacher-researcher. It was re-conducted in Cycle 2 based on the weaknesses found in Cycle 1. The implementation of the action, observation to evaluate the teaching-learning process with the help of her collaborator, and reflection
were done to see the positive effects of using the strategy in reading comprehension. The second cycle was conducted in three meetings. One reading text entitled 'Angels for One Another' used for the first, and the second meeting while the third meeting, the teacher-researcher trained the students with a new narrative text, entitled 'The Day Anna Kadutski Learnt to Drive'. In the following section, the teacher-researcher described the whole activities in Cycle 2.

The Reflection on the Students' Improvement in Reading Comprehension Skills

The analysis of the students' improvement in reading comprehension skills was done based on the students' work during the teaching-learning process in Cycle 2 and the result of their reading comprehension when training them in meeting 3. On the basis of the students' work during the implementation of the strategy resulted that there was the improvement from meeting 1 to meeting 3. In meeting 1, they could create the all types of questions based on the six levels of thinking and answered them to have the highest comprehension. In meeting 2 all the questions provided in text could be answered and most of the answers were correct in which the questions were prepared based on the six levels of thinking to reach the highest comprehension. They could apply their thinking levels (e.g. remembering, understanding, application, analysis, synthesis, evaluation or creating). The students in groups could answer the questions cooperatively and interactively. They helped each other. While in meeting 3, in the result of the students' reading comprehension skills, the improvement was achieved. It could be seen through the new text done by the students in which all them could proposed their own questions and answered them. Questions in the text were also answered. Based on the calculation, there were 8 students or 26.6%
achieving very good comprehension, 12 students or 40% achieving good comprehension, 6 students or 20% reaching fair comprehension, while 4 students or 13.3% were still in poor comprehension. From the total number of the students, all the students could propose their own questions although some of their own questions were not answered. Some of them also proposed their own questions only in literal and interpretive comprehension levels, but the majority of them proposing based on the six levels of thinking. In the following part, the results of the findings in Cycle 2 were described in detail.

The Student's Improvement in Reading Comprehension Skills

The student’s improvement in reading comprehension skills was obtained from Self-Questioning-Answering table and evaluation progressive checklist (See Appendices 8u-v) done by the teacher-researcher. It was administered in meeting 3 as the training for them and evaluation of the application of the strategy by distributing a new text for them. The teacher-researcher scored the students' works based on the scoring guide (See Appendices 9c1-c2) supported by questioning and comprehension rubrics (See Appendices 9a-b). The detailed of the students' scores for the second text was presented in Appendix 13b. From the total number of students, the students who proposed their own questions and answered them correctly were 14 persons or 46.7% and 16 persons or 53.3% who proposed their own questions and some of their questions were not answered. It could be said that all the students could propose their own questions and answered them. The next result of the students' work to answer the questions provided in the text showed that 26.7% or 8 persons were categorized in very good comprehension, 40% or 12 persons were indicated in good comprehension, 20% or 6 persons were involved in
fair comprehension, and the number of the students who were involved in poor comprehension were 4 persons or 13.3%. Their levels of comprehension could be decided on the basis of the obtained scores by the students and since the required questions provided in the text had been based on the six levels of thinking to reach the whole levels of comprehension.

Based on the result of the students' work during teaching-learning process for three meetings in Cycle 2 and the result of their reading comprehension when training them at the latest meeting, the teacher-researcher could take a conclusion that the reading comprehension skills of the students could be improved through the implementation of the implementation of Self-Questioning Strategy. It was successful in Cycle 2 since it had met the criteria of success. Finally, the teacher-researcher stopped the action.

Discussions
Self-Questioning Strategy was a newest strategy for the second semester students of the English Department in IKIP Gunungsidoli had given a significant improvement in reading comprehension skills. Since this study was applied to improve reading comprehension skills, the teacher-researcher discussed how it improved the students' reading comprehension skills. Self-Questioning Strategy could be applied before, during, and after reading by creating questions. It guided the students' comprehension to reading texts (Hartmann, 2002).

In Before-Reading Self-Questioning Strategy, the teacher-researcher asked the students might proposed questions as a way of getting ready to read texts, then During-Reading self-Questioning Strategy they might ask questions as a way of thinking about what they were reading and connecting with the writer as well as
answering the previous questions. In After-Reading Self-Questioning Strategy, the teacher-researcher revisited the students to ask questions and generated questions about what was read, helped them to answer the questions and confirmed what was learnt from the author. Moreover, they could answer their own questions or the writer's questions either implicitly or explicitly (Hartmann, 2001) and the teacher-researcher believed Hartmann's statement since she proved it in the implementation of the strategy.

The teacher-researcher applied the strategy in two cycles with different techniques. In Cycle 1, the teacher-researcher focused on the Before-Reading SQS in meeting 1, During-Reading SQS in meeting 2, while in meeting 3 was After-Reading SQS by inviting the students proposed their own questions related to a narrative text and deciding on their questions level. In Cycle 2 was different. Three types of the SQS were combined in meeting 1 to make the students more understood by telling and explaining to them the levels of thinking, questioning, and comprehension since the students' scores in Cycle 1 had not met the criteria of success yet although there was any improvement since the students' scores in Cycle 1 was better than the students' scores in the preliminary study (See Table 4.1 and Table 4.2). The levels of thinking, questioning, and comprehension were explained to the students from the lower to the upper levels. This functioned to draw the students into the learning process from the very beginning of a class session or term (Cotton, 2004) as Dunlap (1999) and Buehl (2007) described in Bloom's Taxonomy.

After conducting Cycle 2, the teacher-researcher found that there was a significant improvement since the students' scores in that cycle had met the criteria of success and better than Cycle 1 (See Table 4.3 and Table 4.4). The totality of the comparison among the students' scores was presented in Appendix 13c. On the bases of
the teacher-researcher' findings, the advantageous of the strategy had been proved as Hartmann: 2005 says that the strategy improved their long time retention of knowledge and skills, related to the students' memory in remembering the knowledge after thinking aloud by raising questions, could improve the students' comprehension by applying and transferring knowledge and skills that they had got, improved attitude and motivation. The teacher-researcher when implementing the strategy saw that the students were very motivated. Besides, the strategy also stimulated interest into new subjects, ideas, and challenges, Cotton (2004). This could be proved when one of the second semester students supported by other students suddenly said that 'I am very interested in this strategy. I just realize that this is a way of thinking as university students.' From his statement, Buehl (2007) has stated it that asking questions and thinking aloud make and train the students to be critical readers so they can be more highly valued by society.

Before the students really understood the strategy, the teacher-researcher found that many students proposed questions which did not match to the topic discussed. But when understanding covered the students' mind about the strategy, the students began to assume responsibility as readers for asking relevant questions of written texts. That made the students knew what was necessary to be asked in relation to the text as Buehl's statement in 2007.

However, the teacher-researcher applied the three types of the strategy in order that the students could really understand what the strategy function in reading comprehension. It was on the contrary to the previous research done by some other researcher such as Cheung (1995), Singhal (2001), Rose (2001), and Jansen (2002) who only applied During-Reading SQS and the students' comprehension could be better. Other
researchers, Ofir and Lea investigated the strategy by facilitating a conventional control group questioning. The teacher-researcher did not use a conventional control group or not to facilitate them in the study. Although it was not used, the teacher-researcher arranged the students in groups when implementing the strategy in Cycle 2 in meeting 2 with an aim at helping other students who were absent in the previous meeting to know what they had learnt and what they were going to learn in that meeting. Another thing the teacher-researcher found in the research that the questions proposed in the upper levels by the students based on the data, it might not be answered correctly or no answers. It could be stated that it was on the contrary with the theory which said the higher questioning levels using the higher thinking levels, the deeper comprehension the readers get. However, the teacher-researcher did not refused the theory above since the teacher-researcher was aware that the students were still in the process of comprehension when asking the questions.

At last, the teacher-researcher stated that Self-Questioning Strategy could improve the reading comprehension skills in narrative texts.

CONCLUSIONS AND SUGGESTIONS

Conclusions
The implementation of Self-Questioning Strategy to improve reading comprehension skills of the second semester students of the English Department in IKIP Gunungsditoll was successful. On the basis of the research findings, some conclusions could be described as follows to answer the research question which was formulated in the problem of the study in Section 1.2.

First, the implementation of Self-Questioning Strategy can improve reading comprehension skills of the
second semester students of the English Department in IKIP Gunungsidoli. There were two cycles since the students’ scores in reading comprehension skills in Cycle 1 had not achieved the criteria of success yet although there was improvement from the students’ scores in the preliminary study to the students’ scores in Cycle 1.

In the preliminary study, the students’ scores were 0 to 100 in proposing and answering their own questions; while in answering the writer’s questions, the students’ scores were 42.3 to 94.1. The majority of the students’ comprehensions were fair and poor or 76.6% from the total numbers of the students in answering the writer’s questions. Besides, in answering their own questions, 66.7% from the total numbers of the students got good and very good comprehension but the majority of their own questions referred in unsatisfactory and basic levels.

When proposing their own questions in Cycle 1, 56.7% the students’ scores (e.g. 80.0 to 100) were good and excellent, but the majority of the questioning levels were still in unsatisfactory and basic. Either the result of the students’ scores (e.g. 12 to 63.5) in answering their own questions (43% from the total students) or the result of the students’ scores (e.g. 61.2 to 71.8) in answering questions provided in the text (59.9% from the total students) compared to the criteria of success, the result of the students’ scores had not achieved it yet since the majority of the students were still in fair and poor comprehensions. Fair means that the students have difficulty understanding the concepts in which the students completes the tasks with some major errors and many minor errors; and poor indicates the students do not understand the concepts in which the students fail to complete the task.

Cycle 2 achieved the criteria of success and improved the students’ reading comprehension skills. Either the result of the students’ scores in answering
their own questions or questions provided in the text compared to the criteria of success, had achieved it since the majority of the students were in very good and good comprehensions or 66.7% from the total students. The students' scores were 78.8 to 94.2. Looking at their proposed questions in Cycle 2, 79.9% students' scores (e.g. 80.0 to 100) were good, very good and excellent, supported the majority of the questioning levels were in the whole levels of comprehension. In other words, good indicates the students demonstrate a moderated understanding of the concepts in which the students completes the task with some major errors and some minor errors; very good describes the students demonstrate a strong understanding of the concepts. They complete the task with only a few major errors and a few minor errors. Excellent indicates the students demonstrate a full of understanding of the concepts. They complete the task with no major errors. Therefore, the teacher-researcher stopped not to continue to the next cycle.

Second, the second semester students of the English Department in IKIP Gunungsitoli in the preliminary study only 26.6% from the total students who could propose their own questions by using remembering and understanding levels of thinking and able to answer the unsatisfactory and basic questions provided in the text to reach literal and interpretive comprehensions. Then, in Cycle 1, 100% or all the students proposed questions but only 66.7% who answered (e.g. 40% answered correctly, 26.6% answered but some without answers). Referred to the writer's questions, the majority of the students answered the unsatisfactory and basic questions to reach literal and interpretive comprehensions. Finally, in Cycle 2 all the students could propose their own questions in the all levels of thinking and questioning to reach the whole levels of comprehensions and also answered the writer's
questions. The majority of the students could reach them, although 33.3% more could not do it. In this finding, it could be stated that the higher questions, the more difficult for the students to answer them when they did not have any understanding to the questions so that the students got difficult to comprehend the text. However, they were still in the process of comprehension.

Third, since the implementation of Self-Questioning Strategy consisted of three types namely Before-During-After-Reading Self-Questioning Strategy; they were applied in three meetings in Cycle 1. Before-Reading Self-Questioning Strategy was implemented in meeting 1. The activities consisted of three phases; they were pre-teaching-learning activities, whilst-teaching-learning activities, and post-teaching-learning activities. The pre-teaching-learning activities were focused on asking the students any strategy they used to comprehend texts and whether they asked questions before, during and after reading the texts. In the whilst-teaching-learning activities, to the students were explained the Self-Questioning Strategy and focused on Before-Reading Self-Questioning. The students were trained to practice the strategy by activating the students’ prior knowledge by asking questions related to pictures. In this session, the students were trained to propose their own questions and wrote on the white board related to the topic of narrative text. Then, the students were invited to answer their own questions by using their prior knowledge. Their own answers were written on white board and their notebook. Finally, in the post-teaching-learning activities beside the students asked questions, the conclusion of the material was taken. In meeting 2 in Cycle 1, the three phases of the teaching-learning process were also conducted. In the pre-teaching-learning activities, the students’ memory was recalled to tell the previous topic. During-Reading
Self-Questioning Strategy was explained in the whilst-teaching-learning activities. The students read a new narrative text as they needed and underlined the words/phrases/sentences that related to their previous questions and compared to their previous answers. The students were guided to find and decide the correct answers in discussion session. In the post teaching-learning activities, the conclusion of the material was taken after the students understood the material they learnt. The three phases of teaching-learning activities were also done in meeting 3 in Cycle 1. In the pre-teaching-learning activities, the students mentioned the previous topic. After explaining After-Reading Self-Questioning Strategy, the students were trained to practice it. The students were asked to create their own questions based on the text read. Their questions were written on the white board and on their notebook. They answered their own questions and also the writer’s questions in the text. The students were guided to find the correct answers both their own questions and the writer’s questions. At last, in the post-teaching-learning activities the students were distributed a new narrative text to practice the three types of Self-Questioning Strategy at home after taking a conclusion of the material.

In Cycle 2, the implementation of Self-Questioning Strategy was different with the first cycle. In the first meeting in Cycle 2, the students were asked to tell their experiences in learning narrative texts in Cycle 1 as the pre-teaching-learning activities. In whilst-teaching-learning activities, the students’ prior knowledge was activated by asking questions related to pictures. All types of questioning levels were explained to them from the low till the up levels based on the six levels of thinking to reach the whole levels of comprehensions. The students wrote the correct answers. Finally, a conclusion was taken based on the
material learnt by the students in the post-teaching-learning activities. In the second meeting, as usual the students were asked to tell the previous topic in the pre-teaching-learning activities. Then, the students were made into groups to discuss the answers of the previous questions in the previous meeting, also the writer’s questions. The students were guided to find and decided the correct answers while applying the levels of thinking. All correct answers were written on their notebook. This activity was done in whilst-teaching-learning activity. To close the whole activities, the conclusion of the material was told to the students. Since the students understood how to apply the strategy, in the third meeting in Cycle 2, the students were reminded the previous topic in opening the class as the pre-teaching-learning activities. In whilst-teaching-learning activities, the students did a new narrative text. They proposed questions and answered them, also the writer’s questions in the whole levels of questioning to reach the whole levels of comprehensions by applying the whole levels of thinking. They were monitored during the activities. Their paper was collected to be checked. Finally in the latest meeting, the students told what they had learnt from the text. The obtained scores shown that the majority of the students could answer the questions correctly.

Finally, the strategy was very useful for the students in improving their reading comprehension skills. Using the strategy before, during, and after reading, it helped them to activate their prior knowledge, apply their levels of thinking and questioning to achieve the levels of comprehension. In addition, they were trained to think aloud critically to be effective, critical, and creative readers since their own questions were focused on the written text they read.
Suggestions

In reference to the findings in this research, the teacher-researcher gives suggestions to the students, English lecturers, Chair of the English Department, Dean of Language and Culture Education Faculty and to IKIP Gunungsitoli.

For the students, suggested to apply the strategy not only in the classroom but also outside wherever they are reading. They can apply the strategy whatever text types they want to read and comprehend. Before-During-After Reading Self-Questioning Strategy is very useful to help them in improving their comprehension to texts.

The English lecturers are suggested to train the other students using the strategy either in improving reading comprehension or other skills (e.g. listening, speaking, and writing).

Chair of the English Department and Dean of Language and Culture Education Faculty are also suggested to monitor all the English lecturers’ activities (e.g. Reading lecturers) in teaching-learning process conducted in the classroom so that whatever problem happens in the teaching-learning process (e.g. teacher-centered teaching) can be solved by offering any kinds of teaching strategies such as Self-Questioning Strategy which focuses on the students-centered.

The last, the teacher-researcher suggested to the institution to support any other researchers do other researches using the strategy in a similar study on the other skills for the improvement of the teaching English in IKIP Gunungsitoli of the English Department students.

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