

“...bahawa meskipun sains itu sendiri adalah sesuatu yang sah, tetapi peranan, fungsi dan aplikasi sains telah menjadi tidak sah. Malah merbahaya akibat ketiadaan ilmu yang lebih tinggi martabatnya yang dengannya sains perlu diintegrasikan...juga akibat kehancuran nilai kekudusan dan kerohanian alam tabii.”

Pendekatan OBE dalam proses P & P adalah satu peluang bagi para pendidik di IPT untuk merangka teknik pengajaran yang berkesan sesuai dengan cabaran dunia pendidikan mutakhir masakini yang dipenuhi dengan krisis nilai manusia. Pendekatan OBE yang menyusun atur hasil pembelajaran secara sistematik melalui hasil pembelajaran yang terperinci memudahkan para pendidik untuk memasukkan nilai-nilai spiritual yang bersesuaian. Kaedah berhubung pendidikan insaniah seharusnya bersumberkan seperti yang telah digariskan oleh Allah SWT dalam Al Quran serta Hadis Rasulullah SAW demi mendapat hasil manusia yang seimbang dari segi JERIS.

Peranan para pendidik adalah untuk meningkatkan tahap pengetahuan ilmu berkenaan nilai spiritual agar ianya dapat diaplikasikan ke dalam proses P & P dalam usaha untuk memenuhi erti pendidikan sebenarnya, juga sebagai peningkatan kualiti diri ke arah mengamalkan nilai-nilai spiritual dalam kehidupan seharian.

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Generating Questions Strategy for Teaching Reading Comprehension Skill

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Abstract

Reading skill is an important skill for English language students in today's world. It holds up the development of student's ability in understanding the valuable information of a certain text. Therefore, the teachers or lecturers is expected to choose and to teach strategies of reading, for instance generating questions. It deals with improving student's knowledge, understanding, and memory of what they have read. The objective of research is to find out whether generating questions strategy can increase the ability of students to comprehend the English reading skill. The population of research is the fourth semester students of English Department. The sample size is 29 students who were selected by purpose sampling technique. The method used is quasi-experimental method by using one group pre-test and post-test design. The data are analyzed by using t-test, namely paired sample test, at the significance level α 0.05. The research finding shows that generating questions strategy has effect on the English reading comprehension. It means that the application of generating questions strategy can increase students' skill on the English reading comprehension.

Keywords: generating questions strategy, reading comprehension

INTRODUCTION

Reading is an important skill for learners of English as a second language or a foreign language. For most of these learners it is an urgent skill to master in order to ensure not only in learning English, but also in learning in any content class where reading in English is forced. Thus, it is meant that with strengthened reading skill, learners will make greater progress and development in all other areas of learning.

In relation to this target, it can not be denied that the English department students, Faculty of Letters and Culture, Gorontalo State University must have competences in English because they are the English teachers to be. Therefore, there are some subjects programmed by the English Department to fulfill this expectation. One of subjects are reading skill that distributed to some subjects, namely reading skill one, reading skill 2, and reading skill 3. Wholly, the competency are hoped to the students of learning reading skill is that the students are encouraged to be able read the text both intensively and extensively that is provided in the scientific reading and non-scientific reading. It is demanded the students to use cognitive and metacognitive aspects.

For cognitive aspects, students are expected to have some knowledge including knowledge relating to the language itself (linguistic) as vocabulary, grammar, sentence previously existing of knowledge of meaning, and sociocultural knowledge. Hedge (2003: 189) states that there are at least six types of knowledge to help someone make sense of text: (1) syntactic knowledge (2) morphological knowledge, (3) general world knowledge, (4) sociocultural knowledge, (5) topic knowledge, and (6) genre knowledge.¹ Whereas, in the view of metacognitive aspect, students as readers should be able to use reading strategies such as activating prior knowledge by using prediction, note taking, generating questions, making inferences and summary. Thus both cognitive and metacognitive simultaneously help students understand the reading process. The opportunities of accommodating the two aspects described above, are certainly to need the role of the English lecturers when he or she teaches reading skill.

In the scene of two aspects above, a researcher as a lecturer found some students who has problems in understanding the text. Mostly the learners attend to the reading course, they begin to think of questions in terms of answering the lecturer questions than asking and answering their own. This case probably tends to make students boring because their creativity is not empowered optimally, notably fostering their metacognitive skill. In other words, the students do not increase students' abilities to ask their own questions or to think critically. Therefore, One alternative solution is focussed to solve the students problem in understanding the text, especially for teaching the subject of reading skill is to apply Generating Questions Strategy (GQS). From this research, the problem can be described " can Generating Questions Strategy can increase the ability of students to comprehend the English reading skill?

¹Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), h.189

The concept of Reading skill

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.² In the view point of understanding the meaning, Moreillon give definition of reading as making meaning from print and from visual information. Reading is an active process that requires a great deal of practice and skill.³ Thus, reading is dealing with a process of understanding the meaning text.

The activity of reading, notably reading in English, needs skill. The reader who reads must have both the knowledge of language or cognitive skill and comprehension strategies or metacognitive strategies. Reading comprehension strategies are tools that skillful reader use to solve the comprehension problem they encounter in text.

Morreillon quotes the theory as stated by Zimmermann and Hutchins (2003) who identify seven reading comprehension strategies, namely : (1) activating or building background knowledge; (2) using sensory images; (3) questioning, (4) making predictions and inferences; (5) determining main ideas; (6) using fix-up options; and (7) synthesizing. Those strategies are encouraged to build up students' comprehension on English reading text. Therefore, the focus of research deals with with specific reference to questioning. In this case, a research would like to apply generating question strategies for teaching reading skill to the students of English Department.

Generating Questions Strategy and Teaching Reading

The activity of providing questions is commonly conducted by the lecturer in the teaching and learning process or in conducting assesment. In teaching English reading skill, questioning is an important characteristic of assessing reading comprehension. It is a tool of extending understanding of what was read. However, many questions are generated by lecturers not to foster students' ability to ask their own questions or to think critically. The lecturers tend to provide questions after reading, and they even do not give chances to the learners in asking their own questions or to think critically. Rather, the lecturer uses questions based on a textbook. Thus it probably demotivated students in attending the reading course in classroom.

One way of overcoming demotivated students in reading is to give a chance them to generate questions in order to guide them of having habitual activity to think critically. Generating questions is important to help students engage with the text, monitor their understanding, remember what they've read and connect what they are learning to what they already know.⁴Whereas, generating questions strategy involves requiring students to read a specific assignment, create questions designed to elicit information from the passage, and answer their questions, to encourage them to read more actively and helps them to focus their attention on key ideas⁵ Thus, it can be concluded that generating questions can be seen from two sides of advantages, namely from both lecturer and learners sides. For lecturer, generating questions strategy helps him or her to deepen reading comprehension of text and to teach and to provide allotment of time for learners to ask and answer their own questions.

Some suggested ways of teaching reading skill by using Generating Questions Strategy (GQS) are as follows:

Before reading :

- a. Ask learners to think about the text (the story of text), e.g what clues does the tittle/subtitle reveal, what information do you know from the topic? Etc. This situation is exactly referes to activity preview and predict.

During reading

- a. Distribute a certain reading text and ask them read the selected text.
- b. Lecturer gives model the questioning process, such us give several questions either orally or in written. Guide learners to give one or two questions and they dicuss together .
- c. Teach learners when and how readers ask themselves questions as they read;
- d. Learners practice by generating questions, either in individually, peers, or groups. Learners generate questions in three steps : before, during and after reading. The questions using the 5 Ws and an How : " Who," " What," "Where," "when," and " Why,"- "How." Questioning must also be practiced with texts in content areas for which students are often asked to answer literal, inferential, and evaluative questions.⁶

²David Nunan, *Practical English Language Teaching* (Singapore:McGrawHill, 2003), h.68.

³Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*(USA: American Library Association, 2007), h.10.

⁴Janette Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (USA: The Guilford Press, 2007), h. 112.

⁵www.Roanestate.edu/qep/links/learning_strategies/generating_questions.pdf. Retrieved 13th September 2013.

⁶Judi Moreillon, op.cit. p. 62

After Reading

- a. Ask learners to share the content of the text by using using situation of question and answer. Each student or peer, or group of students presents his or her questions to partners or small group members and give feedback.

RESEARCH METHODOLOGY

The research was conducted at the Department of English Education of the Faculty of Letters and Culture, Gorontalo State University in the 2012/2013 academic year. The population was the fourth semester students of English Department. The sample size is 29 students who were selected by purpose sampling technique. The treatment was conducted 10 meetings.

The method used was quasi-experimental method by using one group pre-test and post-test design. Steps of conducting research was to give pre-test, conducting treatment in which the researcher taught reading skill by applying Generating Question Strategy for ten meetings, and giving post test. The data collection used objective text, notably multiple choice type (31 items). Some indicators of the mastery of vocabulary context, topic, main idea, implicit meaning, explicit meaning, organizational information, inferences and conclusion. The quality of test used calibration of validity and reliability. The data are analyzed by using t-test, namely paired sample test, at the significance level α 0.05.

RESULT AND DISCUSSION

This part discusses about the result and the discussion of research. As stated before that testing of hypothesis used using t-test, namely paired sample test, at the significance level α 0.05. This is used to test the effect of Generating Questions Strategy (as independent variable) and reading comprehension skill (as dependent variable). The following table show the result of t-testing calculation.

Tabel 1. The result of –t testing calculation

n	df	\bar{d}	S_d	t_{count}	t_{list}
29	28	12,689	2,588	26,38	2,05

Note:

n = the numbe of sample

df = degree of freedom

t_{count} = The value that is obtained by calculating of t-test analysis

t_{list} = The value that is obtained by looking at the table of t-distribution at the the significance level α 0.05.

By looking at the table above with dealing with testing of hypothesis, it is obtained that t_{count} is 26,38 with the degree of freedom $(n-1) = 28$ at the the significance level α 0.05, while the value of $t_{list} = 2,05$. The criteria of hypothesis verification is H_1 accepted if $t_{list} < t_{count}$. Based on the resut of calculation, this means that H_0 is rejected. It means, there is effect of Generating Questions Strategy on the students' ability in English reading comprehension. It means that the application of generating questions strategy can increase students' skill on the English reading comprehension on the English reading comprehension.

The application of Generating Question Strategy is regarded as one of alternative ways for helping students to undertand the content of reading. The activity of learners read a certain of English text before, during and after reading that is facilitated and guided by lecturer notably in the classroom can help them clarify their own developing understanding. The learners try to read English reading text by using cognitive and metacognitive skills. Consequently, they will be easy to understand the meaning of text.

The expectation of this case also have already done by the English department students when they attended the subject of reading skill 3. The researcher gave chance them to generate questions of texts by managing various ways, such as, in group, pairs, and individuals, among before, during, and after reading.

Questions to use before reading reading dwaling with some points, such as activate specific topic, a prior knowledge, author knowledge, organization knowledge. Then Questions to use during reading refers to monitor of level of comprehension, and the questions after reading refers to giving responses related to make connection, read between and beyod the lines, etc. The questions using the 5 Ws and an How : "Who," "What," "Where," "when," and " Why,"- "How."

The application of this strategy motivated students to learn reading, especially their willingness to generate questions, either individually or group. They are able to remember what they've read and connect what they are learning to what they already know. The learners are able to collaborate with their classmates and they are also to

share the questions type in classroom. In the view of psychological factors, the learners show self-confidences, responsibility, independent learners, etc.

THE LIMITATION OF RESEARCH

Trully, this research has some limitation or weaknesses. They are as follows: Firstly, the result of this research is only to study about the reading comprehension skill which has closely related to the generating comprehension strategy of reading skill. Therefore, there are still several options that can be selected as control variable Secondly, the sample in this research is only used one sample that is 29 students. Therefore, the result of this research is generalized to the subject of research. From this research the researcher hopes to the further researcher to take two classess (experimental class and control class).

CONCLUSION

Reading is not an easy skill to be comprehended in a short way. Many learners who comprehend reading text use many kainsd of strategy to the ceratin text. One of reading strategy to help students understand reading is to use Generating Question Strategy. This strategy are going to enhance awareness of their own cognitive processes and be able to generate questions independently as they are reading on their own.

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