

## **IMPROVING STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH QUESTION GENERATION STRATEGY**

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**Abstract:** This study was aimed to find out whether or not there was a significant difference in reading comprehension achievement between students who were taught by using the Question Generation strategy and that of those who were not. In conducting the study, question generation strategy was used in the experimental group, but the control group did not get any treatment. Sixty students were assigned in two groups, with 30 students in the experimental group and the other 30 students in the control group. Reading comprehension tests was used in collecting the data. Data were analyzed using a t-test. The findings of the study showed that the question generation strategy could improve students' reading achievement better than and those who were not. Therefore, the question generation strategy was helpful to aid students to understand the reading text.

**Keywords:** *question generation strategy, reading comprehension achievement*

### **INTRODUCTION**

Reading, one of the English skills is crucial to be studied and mastered by students. As stated by Peni and Sartika (2019, p.113), the students' skill in reading is very

necessary because by having the reading skill, the students will be able to improve their knowledge and explore the world.

Gebre and Dila (2016, p.97) also add that reading influences our lives

because it is a part of students' everyday activities that one can hardly think of a life without reading. In this modern era, reading plays its importance as an essential skill for students of the language. Reading becomes the most crucial determinant in building an individual's vision that shapes his or her personality and that makes him or her get closer to others. Imani and Farahian (2016, p.19) state that one of the most important skills among other skills of second or foreign language learning is reading.

Furthermore, Shehu (2015, p. 93) mentions four factors that make the learners faced difficulties to understand the reading text. First, vocabulary or new words; students have a great obstacle to understanding the message of a passage. Second, retention; students have problems

memorizing all information they just recite. Third, lack knowledge of extensive reading; students do not recite much or nothing. Four, text type; students are lack of understanding the type of text they recite. Novia and Nery (2019) also explore that the students found it was challenging to understand the topic, content, and generic structure from each genre.

Since most students have problems in reading comprehension, a question generation strategy is an alternative way that can be applied to assist students to comprehend the passage. According to Khansir and Dashti (2014, p. 38), question generation strategy is students' action to generate exam question based on the reading context, applying many kinds of questions, such as multiple-choice, matching, short answer, true-false, and

fill-in-the-blank formats or word puzzles. By using the question generation strategy, students always interact with the passage, thereby it can improve students' comprehension and recall. Ultimately, it can increase students' skill in asking a question during reading builds the foundation for questioning in general, and the basis for lifelong learning.

Moreover, Yeh and Lai (2012, p.1154) say that to ensure the quality of the question, this strategy has been proposed. Using pre-question, students will pay attention to learning material targeted so that they do repetition that can increase their knowledge. Besides, question generation systems assist students learning by giving the context of learning and forms of evaluation which can be used to judge students' performance quickly.

Based on the previous discussion, the writers tried to do a research entitled "Improving Student's Reading Comprehension Achievement through Question Generation Strategy to the Eighth Graders of SMP PGRI Pedamaran."

## **METHODOLOGY**

In conducting the study, an experimental research method with a quasi-experimental design. All the eighth graders of SMP Pedamaran in the academic year of 2018/2019 consisted of 180 students were chosen as the population. In selecting the sample, the writers used the purposive sampling method. The samples were selected because of having similar criteria in terms of the teacher of English and average English score in their report. A flip of a coin was used

to determine the sample. Consequently, class VIII.1 was selected as experimental group and class VIII.2 was selected as control group.

The data were collected using a written test, that was multiple-choice about narrative text. The tests consisting of pretest and posttest were given to samples. Finally, a t-test analysis was applied to analyze the data.

## **RESULTS AND DISCUSSION**

The result of statistical analysis on the experimental group showed that students' mean score of the posttest (81.87) was higher than students' mean score in the pretest (50.43) and the value of the  $t_{obtained}$  (20.78) was higher than critical value  $t_{table}$  (2.04). It meant that students'

understanding in reading got increase after being treated using the Question Generation strategy. The progress was made by the students because the Question Generation strategy supported students to identify some types of questions so that they could know the location of the answer. Besides, students could recognize the text structure easily to obtain specific information from the passage.

The result of statistical analysis on the control group showed that students' mean score in the posttest (50.90) was higher than students' mean in the pretest (30.97) and the value of  $t_{obtained}$  (12.45) was higher than the critical value of  $t_{table}$  (2.04) and  $\alpha_{value}$  (0.00) was lower than  $p_{value}$  (0.05). It could be said that there was also an improvement in the students' achievement in the control group.

However, this improvement was lower than the improvement made by the students in the experimental group.

The result of independent sample t-test showed that mean score of the posttest after the treatment in the experimental group by using Question Generation strategy was 81.87, while the mean scores of the control group which did not use Question Generation strategy were 50.90 and the value of  $t_{obtained}$  (16.91) was higher than critical value of  $t_{table}$  (2.00) and  $p_{value}$  (0.00) was less than  $\alpha_{value}$  (0.05). It could be concluded that there was a significant difference in reading comprehension achievement between the students who were taught by using the Question Generation strategy and that of those who were not.

Furthermore, Question Generation Strategy aided students'

attention to identify the main information of the reading text. It is supported by Yeh and Lai (2012, p.1154) who explain that Question Generation confirms the level of the question. Pre-question supported students to focus on studying the learning material by asking the questions. In conclusion, the Question Generation strategy was one alternative strategy that was good and interesting to use in teaching reading comprehension because the Question Generation strategy helped comprehend the text which guided students step by step to understand the content of the text, especially narrative text.

## **CONCLUSION**

The result of posttest between the experimental and control group

was compared, it was found that  $t_{obtained}$  (16.9%) was higher than  $t_{table}$  (2.00) and  $p_{value}$  (0.00) was less than  $\alpha_{value}$  (0.05). It meant that the null hypothesis ( $H_0$ ) was rejected and consequently the alternative hypothesis ( $H_a$ ) was accepted. It indicated that the students who were taught reading using Question Generation strategy could improve students' comprehension in reading narrative text.

Furthermore, the Question Generation strategy was able to enlarge students' reading skill in narrative text. This strategy helped students to enrich their knowledge and to get gist statements from what they read. Besides, during applying Question Generation strategy, the students followed every step in every

meeting. Consequently, students' reading comprehension improved.

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