THE INFLUENCE OF LEARNING QUESTION-ANSWER TECHNIQUE ON STUDENTS’ COMPETENCE IN READING TEXT AT THE FIRST YEAR STUDENTS OF SMPN 3 LEMAH SUGIH- MAJALENGKA

A THESIS

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ABSTRACT

LIA ISTIFAIYAH : “THE INFLUENCE OF LEARNING QUESTION-ANSWER TECHNIQUE ON STUDENTS’ COMPETENCE IN READING TEXT AT THE FIRST YEAR STUDENTS OF SMPN 3 LEMAHSUGIH-MAJALENGKA”

Question-answer technique is one of some techniques in teaching and learning especially in reading text comprehension. The students demanded to be able to read and comprehend the content of the reading texts. But in English lesson, especially in reading comprehension at SMPN 3 Lemahsugih-Majalengka, they still have many problems that must be overcome. Most of the students feel difficult to understand the content of the reading texts and become passive in learning.

The aims in this research are to know the application of learning question-answer technique become more active to the students, to know the students’ competence in reading text and to know the positive and significant influence of learning question-answer technique on students’ competence in reading text at the first year students of SMPN 3 Lemahsugih-Majalengka.

In this research, the method used is a quantitative one. The place of the research in SMPN 3 Lemahsugih-Majalengka and began to do research on Mei-July 2012. Because the population at the first year students of SMPN 3 Lemahsugih-Majalengka more than 100, so the researcher take 25% from 164 (total population) are 41 students. To know the students’ competence in learning question-answer technique, the writer presented the test to students and to find out the quantitative data of result of test on reading by the students who are taught with question-answer technique, the writer used the formula of Product Moment by Pearson to analysis the data and T count formula to know the hypothesis of this researcher is weather refused or accepted.

The result of correlation coefficient between the Learning question-answer technique and the students’ competence in reading text is 0.88 as positive correlation. The value of \( r_y \) is 0.88 > 0.304 or \( r_y \) > n. It means that the value is bigger than value in the table at significant degree 5%, with value of DC is 77%. The value of “t” with df = N-2 or 41-2 = 39 is 11.43 and the value of “t” distribution in significant 5% is 2.02. So, the value of “t” is bigger than “t” distribution in table (t count > t table), it means significant value. So, Ha is accepted and Ho is rejected. In order to word, there is positive and significant correlation between the learning question-answer technique on students’ competence in reading text at SMPN 3 Lemahsugih-Majalengka 2012-2013 with correlation coefficient value is 0.88, it means that is high correlation, because it’s between 0.71-0.90.
PREFACE

In the name of Allah The Most Gracious, The All Merciful and Beneficent, all the praises and thanks to Allah. The Lord of the universe. Whose blessing are completed the righteous dads. Peace, blessing and grace of Allah are upon the last prophet Muhammad, and upon his mother, prophet and messengers and upon his family, his companion and followers until the day of resurrection.

Certainly, that which Allah’s will, there is no strength save in Allah, a power belonged wholly to Him. By His mercies and guidance, was able to complete this thesis. May He strengthen faith to Him and endow with knowledge and wisdom, and pardon and forgive failings and weakness.

In addition, in this occasion the writer should be like to extend his heartfelt gratitude and thank due to:

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Cirebon, 2012

The Writer.
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CHAPTER I
INTRODUCTION

A. The Background of The Problem

Language is a means of communication. People use it principally as a tool for doing thing: to ask question, make comments, give direction, offer greeting and perform other ordinary verbal actions in daily life. There are some definitions of language. One of them is that language is a system of arbitrary vocal symbols by means which a social group co-operates (Bloch and Tragger in John Lyons book, 1981:04).

H.G. Widdowson (2004:12) states that language is a system of arbitrary vocal, symbol which permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact.

According to Kamus Besar Bahasa Indonesia:

Language is 1. Articulated system of sound symbol (produced by the organs of speech) which are arbitrary and conventional used as a means of communication to express feelings and ideas; 2. Word used by a nation (ethnics, groups, countries, region, etc.).

Talking about language, there are some language for communication, one of them is English. English as an international language is used by the people in the world. In Indonesia, English still become the first foreign language. In our country, English is introduce and studied by students from the elementary school until the university level.
In learning any language, we must master language skill. There are four language skill that must be mastered by the learner, namely; listening skill, reading skill, speaking skill and writing skill. Reading is one of the major skills involved in language learning. Henry Guntur Tarigan (1990:13) states that “Language skill (language art, language skill) in any school curriculum involves: listening skill, speaking skill, reading skill and writing skill”.

From statement above, it is clear that reading is important for the learner. It is agreement with Al-Qur’an in Surat Al-Alaq (1-5).

آقرأ وَلَدَىٰ آلاَقَ مَنَّا الْإِنسَانَ عَلِيًّا قُلْ أَقْرَأْ لَا بَلْ قَالَ أَقْرَأْ ﴿۱﴾

“Read in the name thy Lord who created. Created men from a blood clot. Read that Lord is beneficial. He taught by pen. Taught man why he knew not”.

From the words of God, we understand that reading is an obligation for us. Because Allah SWT. gives the first revelation to prophet Muhammad to read, read and read until three times. So, we as the members of religious community of Muhammad must follow him and must always read Al-Qur’an, books, and so on.
Most of Indonesian students, especially the students of junior high school often find some problems in reading and comprehending reading text. They often make mistake when they speak, read, and write English. It is predictable that they are influenced by their native language that is their first language.

We need some techniques in teaching reading comprehension one of them is question-answer technique. Through this technique, the student will be enthusiastic to learn English in the process of teaching and learning comprehension and it will be increase their motivation in the process of teaching and learning English.

Therefore, the students demanded to be able to read and comprehend the content of the reading texts. But in English lesson, especially in reading comprehension at SMPN 3 Lemahsugih-Majalengka, they still have many problems that must be overcome. Most of the students feel difficult to understand the content of the reading texts. The students become passive in learning and they only depend on the teacher. The teacher is active but students’ ability in language cannot increase. Consequently, the students fell bored and lose interest in studying English.

It cannot be denied that beginners of junior high school student get some problems in discussing their lesson. At the result of the preliminary research at the forest year students of SMPN 3 Lemahsugih-Majalengka. In comprehending the reading text, the students often encounter some problems in the application of spelling or improving vocabulary in English.
So, through question-answer technique, it is more effective and efficient to be done by the teacher in the process of teaching and learning English. They are always given exercise that must be answered by themselves. This case is also becoming the writer’s interest to do research in this school and becoming the reason to give the title of this thesis is, “The Influence of Learning Question-Answer Technique on Students’ Competence In Reading Text at The First Year Students of SMPN 3 Lemahsugih- Majalengka”.

B. Identification of The Problem

1. Field of the research

   Field of the research in this thesis is method of teaching.

2. The kinds of the problem

   The kinds of the problem from this thesis is unclear between students’ responses to the application of question-answer technique in reading text.

3. The main of the problem

   The main problem of this thesis is to describe the students’ competence in learning question-answer technique of reading text.

C. The Limitation of The Problem

   The writer will limit the problems in the influence of question-answer technique during the process of teaching and learning reading text are:
1. The students’ application of question-answer technique in learning reading;

2. The students’ learning achievement result in reading skill.

D. The Questions of The Research

1. How is the achievement of learning question-answer technique at the first year students of SMPN 3 Lemahsugih-Majalengka?

2. How is the students’ competence in reading text at the first year students of SMPN 3 Lemahsugih-Majalengka?

3. Is there any positive and significant influence of learning question-answer technique on students’ competence in reading text at the first year students of SMPN 3 Lemahsugih-Majalengka?

E. The Aims of The Research

This research has three aims, namely:

1. To know the application of learning question-answer technique;

2. To know the students’ competence in reading text;

3. To know the positive and significant influence of learning question-answer technique on students’ competence in reading text.
F. The Use of The Research

The research product hoped to be able to:

1. Increase the developing of language learning, especially in increasing the students’ competence in reading comprehension;
2. Understand the question-answer technique of the students to read the text;
3. Increase the way reading of the students in finding the answer the question of the texts.
BIBLIOGRAPHY


