

A Descriptive Study On Questioning Skill In Past Tense Of The Seventh Grade Students At SMP NU Al-Amnan Bangorejo

Dian Agustria Islami¹, Wulan Wangi², Wiwin Indarti³

^{1,2,3} English Educational Department, Language and Art Faculty, PGRI University of Banyuwangi
Email: diantoroarik07@gmail.com

Abstract

The design of this research was descriptive quantitative study. The researcher used reading test as the instrument to get the research data. Population of the research was taken from the seventh grade students of SMP NU Al-Amnan Bangorejo 2015/2016 Academic Year, because there is only one class of the seventh grader. Based on the result of the test, the percentage score of the seventh grade students at SMP NU Al-Amnan Bangorejo are 60% students categorized as poor, 36% students categorized as good and 4% student categorized as excellent. One student who got the perfect score test had no difficulty in making interrogative sentences both using Verb₂ and Tobe₂. Nine students who got the good category in percentage of students reading test score having problems on the using Tobe₂ (*was* and *were*) and have to add (*-ed*) in regular verb form and no (*-ed*) in irregular verb form. The rest of the 15 students who got poor category, facing problems on making interrogative sentences use Verb₂ and Tobe₂. Moreover, based on the researcher observation during the test, the rest 15 students did not do the tests independently.

Keyword: Mobile Legends; Vocabulary

A. Introduction

Language plays an important role in human life. Language used to communicate to each other. One of the most important languages in the world is English. English is important because it is the only language that truly links the whole world together. Most people in the world agree with what Alexander V Sandoval claims in his essays, "English becoming the world's language of the 21st century". English is the current lingua franca of the international bussiness, technology, aviation, diplomacy, and tourism. In an increasingly globalized and interconnected world, the importance of English cannot be overstated (Thanky, 2014:211). In educational world, lecturers can absorb and master all of English knowledge more, so they could teach it well and the student can join it well too (Thanky, 2014: 212). English function as a means of developing students' knowledge in science, technology, art and culture, especially in competency of English language skill. English is taught to integrate within the fours skills, such as: reading, speaking, writing and listening.

At a certain point, students will encounter a challenging text, and they have to apply the necessary skills consciously and strategically in order to comprehend. The

reading skills such as decoding, scanning, skimming, paraphrasing, questioning and so forth, they help the thinking processes that students need to develop in order to comprehend standard English effectively (Mikulecky, 2011:40).

Interrogative sentences are generally used to perform speech acts of directly asking a question or making a request, but they are also used to convey such speech acts indirectly. Interrogative is a term used in grammar to refer to features that form questions. Thus, an interrogative sentence is a sentence whose grammatical form indicates that it is a question. This applies particularly to languages that use different inflected verb forms to make questions.

Grammar is a rule of language which is used to construct and build a sentence with the utterances. Generally, grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Grammar includes simple present tense, simple past tense, future tense and many more tenses. The researcher focused the study on simple past tense which is very simple and basic form to teach the seventh grade of junior high school. The researcher does the research to measure the students' questioning skill in past tense of the seventh grade at SMP NU Al-Amnan Bangorejo 2015/2016 Academic Year.

B. Review of Literature

1. Reading Skill

Reading is an active process that requires a great deal of practice and skill. Students should often practice in reading to gain reading skills. Students have to master skills in reading because without it students will have problems in understanding and finding the main point of what they read. Reading is a complex process made up of several interlocking skills and processes (Tankersley in Wawryk 2003:32). The reading skills applied before, during, and after reading.

Reading skill is the cognitive processes that a reader uses in making sense of a text (Mikulecky, 2011:39). A reader needs to decode words in a passage in order to comprehend what they read. Mikulecky (2011:40) stated that the reading skills below foster the thinking processes that students need to develop in order to comprehend Standard English effectively. Reading skills mentioned as previewing, predicting, scanning, questioning, skimming, summarizing, reading faster, and many more. Yet, the researcher just focused on questioning skill. The researcher described and introduces some of them in the paragraph below.

Previewing is a high-speed reading skill; Predicting in some ways it is difficult to separate from previewing. However, while previewing primarily focuses on identifying text features, predicting focuses on the possible content of a text. And while previewing is a pre-reading skill, predicting needs to occur both before and during reading; Scanning is a high-speed reading skill that is used for locating specific information; Questioning is asking questions about the text in an inner dialogue with the author. Questioning plays a role of learning strategies, because more students want to ask questions, students' understanding about the material is increasing.

In fact, there are many reading skills which have been mentioned yet. Nevertheless, the researcher wants to do a research only focused on questioning skill. Everybody has to master the reading skill in order to understand

information from it as efficiently as possible, catch the idea or information in paragraph or text like what has been stated before and reading skill will help the students to develop the other English skill such as listening, speaking and writing.

2. Questioning Skill

Gathering information is a basic human activity. Everyone in this world needs information about something. Information is used to learn, to help solving problems, to aid in decision making processes and to understand each other more clearly. Questioning is the key to gaining more information and without it interpersonal communications can fail. Questioning is fundamental to successful communication, everyone asks and is asked questions when engaged in conversation (Hornby, 2005: 1235).

In the learning process, students are asked to be involved actively in a lesson. To measure how they involved actively in class, they have to ask question more. Students' questioning is an essential part of instruction in that it allows teachers to monitor student competence and understanding as well as increase thought-provoking discussion. It is important to present students with questions that encourage reasoning and that allow them to draw from their prior knowledge rather than accepting "yes or no" responses.

Questioning is asking questions about the text in an inner dialogue with the author (Mikulecky, 2011: 40). Questioning skill help the student to develop students' interest and motivate to become actively involved in lessons, develop students' critical thinking skills and inquiring attitudes, assess achievement of instructional goals and objectives and stimulate students, and pursue students' knowledge on their own. Questioning skill is explored and ideas are offered about how this skill can be used in the classroom to reach beyond the teacher's manuals to develop higher quality student thinking (Critelli & Tritapoe, 2010:2).

Celce-Murcia and Larsen-Freeman (2010) and Biber et al. (2010) classified questions on the basis of their forms into four major types: yes/no question, tag question, and alternative question, Wh-questions (i.e., interrogative sentence).

Types of the questions may help the students to improve understanding a text or passage. Students may use the appropriate types of questions to make a question for help the students understanding the text. The researcher focused on interrogative sentences. The researcher described the students' questioning skill especially on the making interrogative sentences.

3. Simple Past Tense

Each language has many differences of structure depend on the culture and habitual action. According to Fries (2005:29) structure is the meaning carried out by the form of arrangement of words which has meaning. It is true, but sometimes we should realize that are not at all of the arrangement words have a meaningful. Even, sometimes they have meaningless. Hence, Indonesian structure is not same with English structure. Indonesian structure uses the same verbs to express the events in the different time. On the other hand, English have many verbs (irregular and regular verbs) that used in different time.

Ebrahimi and Rahimi (2013:2) stated that ideally, in learning English students should be evaluated not only based on their mastery of language skills; listening, speaking, writing and reading, but also language components such as: vocabulary and grammar. Based on two statements above, as one of the language components, especially grammar has to be learnt for students to master of the language well. In fact, many students still get problem in learning grammar especially in using tenses correctly. Commonly, most of students thought that grammar is difficult thing to learn. Hence, to solve the problem English teachers should arrange a way to find the suitable technique, so it can help students in mastering, understanding and memorizing of grammar lesson that has been taught, especially in simple past tense.

Past tense is a change verb form in English that explain an events or condition has happened in the last time, to elaborate a something which happen in past time, in English language use the different verb (Riyanto, 2003: 69). The simple past tense appears with many functions, the first is to express action that has done or happened in the past time (certain time); second, express habitual in past time; the last is express the action that is done clearly in past time (certain time).

C. Research Method

1. Research Design

In analyzing the collected data, quantitative research method employed. The researcher used descriptive quantitative study. Descriptive quantitative study describes a collected data without making generality conclusion. The research conduct in a population and using descriptive statistic to analyze the data (Sugiyono, 2011:147). The researcher measure students' questioning skill on the making interrogative sentence in past tense of the seventh grade at SMP NU Al-Amnan Bangorejo in 2015/2016 Academic Year.

2. Research Area

Purposive method is selecting research area based on specific purpose. Purposive method is used to determine the research area. In this research, SMP NU Al-Amnan Bangorejo is chosen as research location. The location of SMP NU Al-Amnan Bangorejo is in the south of Banyuwangi city, it is about 60 kilometers from PGRI University of Banyuwangi. The school is located in Pesanggaran street No.66 Kebondalem-Kebonrejo-Bangorejo-Banyuwangi, 68487. There are three classes in this school, one class of the seventh grade, one class of the eighth grade, and one class of the ninth grade. The total number of the students in every class is 25 students. This school applying two semester, they are first semester and second semester. Each semester take six months in learning process including the final assessment. The facilities in this school are three classes for each grade, one computer room with thirteen computers, and one teacher room. There are 12 teachers and 7 office staff, and there is one English teacher.

3. Research Respondent

The researcher used population method to determine the respondent because there is only one class of the seventh grade at SMP NU Al-Amnan

Bangorejo. There are 25 students in a class. They are 11 males and 14 females.

4. Data Collection Method

The researcher used reading test as the instrument. The researcher asked the students to make five interrogative sentences in simple past form from a short story text. In collecting the data, students given an interesting and famous short story text and they have to make five interrogative sentences in past tense using Verb₂ and Tobe₂.

The researcher used rubric of reading assessment for scoring the result of the students' reading test and then the students' score calculated to the category of percentage score formula.

Table 1. Rubric of the Reading Assessment

| No. | Descripton | Score |
|-----|---|-------|
| 1. | <i>Accurate grammar and content</i> | 20 |
| 2. | <i>Accurate content, inaccurate grammar</i> | 10 |
| 3. | <i>Inaccurate grammar and content</i> | 5 |
| 4. | <i>No response</i> | 0 |

(Source: Zaim, *Asesmen Otentik*. 2013:49)

To accurately evaluate what the students have learned, an assessment method must examine every student's collective abilities. The first one is *accurate grammar and content*, it means that the student use correct grammar and the content of the answer contains very complete information; second is *accurate content and inaccurate grammar*, it means that the content of the students' answer contains complete information but use incorrect grammar; the third is *inaccurate grammar and content*, it means that the student use incorrect grammar and the content of the answer contains little information; and the last is *no response*, it means that the student do not answer the questions.

Table 2. The Category of Percentage Score

| Power Grade | Category |
|---------------------|-----------------|
| 86-100 | Excellent |
| 71-85 | Good |
| 56-70 | Poor |
| 26-55 | Bad |
| Less than 25 | Very bad |

(Source: *Testing English as a Second Language*, 2011:28)

5. Data Analysis Method

In order to know the results of the students' questioning skill on interrogative sentences in past tense, the researcher accounted the student's score of reading test, and finding the percentage of the students' score test. According to Harris (2011:28) data analysis uses formula as follow:

$$\sum = \frac{n}{N} \times 100\%$$

Notes:

- \sum = The percentage of students score test
 n = Total of students with equal score
 N = Total of students in the class

D. Finding and Discussion

The result of students' reading test was analyzed from the test which has been collected to the researcher on making interrogative sentences in past tense form from a short story text. The result of the students' reading test shows pretty clear differentiation within the highest score and the lowest score. The highest score is 100 and the lowest score is 60, but mostly the students get score 60-75. The reading test results showed the first is 4% (1 student) who got score 100 with score range 86-100 and can be called excellent category; second is 36% (9 students) who got score in score range 71-85, 5 students got score 75, 3 students got score 80, 1 student got score 85 and can be called good category, and the last of the rest 60% (15 students) who got score between 56-70, 6 students got score 60, 5 students got score 65, 4 students got score 70 and can be called poor category. The researcher scoring the students' questioning skill on interrogative sentence in past tense used the rubric of reading assessment, and then the score calculated to percentage formula. The students' percentage score concluded to the category of percentage score to find out the final search.

Based on the result of the reading test, the reading test score showed that 4% students do the test optimally, 36% students do the test pretty good enough, and the rest 60% students do the test not optimally. One student who got the perfect score test, had no difficulty in making interrogative sentences both using Verb₂ and Tobe₂. 09 students who got the good category in percentage of students reading test score having problems on the using Tobe₂ (*was* and *were*) and some of Verb₂ form because most of the students did not bring the dictionary. The rest of students who got poor category score test, facing problems on making interrogative sentences use Verb₂ and Tobe₂. Based on the researcher observation during the test, the rest 15 students did not do the tests independently. Most of the interrogative sentences from the rest 15 students showed that most of them do not know when Tobe₂ (*was* and *were*) match with the correct subject. It means not all the students in the second grade of SMP NU Al-Amnan Bangorejo proficient in simple past tense, just a few students can make the questions correctly and the rest of them had difficulty to make the questions correctly.

E. Conclusion

In general conclusion, it could be described that the seventh grade students of SMP NU Al-Amnan Bangorejo in 2015/2016 Academic Year showed the first is 4% (1 student) who got score 100 with score range 86-100 and can be called excellent category; second is 36% (9 students) who got score in score range 71-85, 5 students got score 75, 3 students got score 80, 1 student got score 85 and can be called good category, and the last of the rest 60% (15 students) who got score between 56-70, 6 students got score 60, 5 students got score 65, 4 students got score 70 and can be called poor category (See Table 2).

F. Acknowledgement

The researcher is sure this thesis would not be completed without the helps, supports, and suggestions from several parties. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing thesis. Finally, the researcher greatly hopes that this will be useful for the reader and thanks a lot of all your helps. May God bless you. Aamiin.

G. References

- Arikunto, S. 2002. *Prosedur Penelitian*. Jakarta: PT Rineka Cipta.
- Brunner, Judy Tilton. 2011. *I don't Get It: Helping Students Understand What They Read*. Maryland: Rawman & Littlefield Publisher, Inc.
- Critelli, A. & Tritapoe, B. 2010. Effective Questioning Techniques to Increase Class Participation. *Journal of Student Research*, 2 (1): 1-7.
- Ebrahimi, N.A. & Rahimi, A. 2013. Towards a more Efficient EFL Reading Comprehension Classroom Environment: The Role of Content and Critical Reading. *Journal of Language Applied Studies*, 2 (7): 1-15.
- Frajzyngier, Z. 1985. Interrogative Sentences in Chadic: Reconstruction and Explanation. *Journal of West African Languages*, 15 (1): 57-72.
- Hyman, Ronald T. 2008. Questioning for Improved Reading. *Journal of Education*, 307-309.
- Jackie F.K, Lee. 2012. Teaching Hong Kong L2 Learners WH-Questions Using a Learning Study Approach. *The Journal of Asia TEFL*, 9 (1):171-197.
- Mc Kenna & Michael, C. 2002. *Help for Struggling Readers: Strategies for Grades 3-8*. New York: The Guilford Press.
- Mikulecky, Beatrice S. 2011. *A Short Course in Teaching Reading*, (2nd Ed.). New York: Longman Publishing.
- Riyanto, S. 2003. *Gateway: English for Active Communication*. Yogyakarta: Pustaka Pelajar.
- Setto, Theodorus, 2013. *A Descriptive Study on the Use of Short Story to Develop Reading Skills*. Unpublished thesis. Banyuwangi: University PGRI Banyuwangi.
- Sugiyono. 2011. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Terenjo T. Lourentine. Et al. 2012. *A Study on the English Teachers' Implementation of Questioning Skill*. Unpublished thesis. Pontianak: Tanjungpura University.



- Thanky, P. 2014. The Importance of English and Communication Skills for Technical Professional. *International Journal of Scientific Research*, 3 (4): 211-212.
- Tim Penyusun. 2014. *Pedoman Penulisan Ilmiah Proposal dan Skripsi*. Banyuwangi: Universitas PGRI Banyuwangi.
- Wyatt, M. 2012. Issues in Supporting the Teaching of Reading in English as a Second Language to Arabic-Speaking Children. *Journal of English Language and Linguistics*, 12 (2): 146-162.