
**THE CORRELATION BETWEEN TYPES OF QUESTIONS MASTERY
AND READING TEXT ABILITY AT FIRST GRADE OF ENGLISH DEPARTMENT
INSTITUT PENDIDIKAN TAPANULI SELATAN IN 2021/2022 ACADEMIC YEAR**

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Abstract

The purposes of this research wereto find out : 1) the extent of the students' types of questions mastery at thefirst grade students of English Department Institut Pendidikan Tapanuli Selatan 2) the extent of students; reading ability at thefirsrt grade students of English Department Institut Pendidikan Tapanuli Selatan 3) whether there is a significant correlation between types of questions mastery and reading ability at the firsrt grade students of English Department Institut Pendidikan Tapanuli Selatan. The population of this research was the firsrt grade students of English Department Institut Pendidikan Tapanuli Selatan. The population of this study consisted of 42 students. So, the sample was42 students. The method of the research is descriptive method. Thus for collecting data, the writer used multiple choice as the instrument. In analyzing the data, the writer use r product moment formula. The result was found that the data calculation or r_{xy} is 0.631. While $r_{table}0,374$. It means r_{xy} is higher than r_{table} . On the other words ther is a significant correlation between students' types of questions mastery and their reading ability at the first grade students of English Department Institut Pendidikan Tapanuli Selatan 2021/2022 academic year. Therefore the research was accepted.

Key words : Types of Questions Mastery, Reading Text Ability

1. INTRODUCTION

Questioning plays an important role in the classroom. We know that questions usually come from the teacher to the students. However, the ability to ask significant questions are important skill for students, as well as teachers, to possess, since it is an important key to effective learning. By asking questions, they will be involved in teaching learning process.

Currently many students still lack of participation in asking questions during the class activities. There was very little participation from students. Few students spontaneously raise questions and comments on lecture material are rare. There are many students who are actively thinking about the content but are very reluctant to speak up.

Students perform best when answering question of factual recall, which was the type of question that their teacher asked most often. This means that students do best when they have learned and practiced. Otherwise, in reading comprehension, students may also generate their own questions.

The researcher has observed the teaching learning process on the seventh grade students at the firsrt grade. During activities in the classroom, there were very few of students participate in asking questions orally. Moreover, if there were some students asked questions, it was only about asking the word recognition. Some studies even have found that low level factual questions are preferable to more complex or abstract questions.

In fact, majority of students are having difficulties in understanding English include reading text. The researcher also finds the problem in understanding reading text. It can be seen from their mark that is still low. Majority (> 70%) of the students at the first grade have mark 60 in reading subject. By this survey, the researcher sees that their subject achievement is far from the expectation.

The researcher decided to take the The First Grade Institut Pendidikan Tapanuli Selatan class students because it was expected that in teaching learning process, they would participate actively in Reading subject. It might be predicted that were some aspects that make the students were lack of participation in asking questions in class activities. For example, they are afraid in generating questions because of thinking about the structure or grammar, so that they are shy to ask questions orally if they made a mistake in making the sentence.

a. Types of Questions Mastery

According to Nurhadi(2004: 46) "Questioning is a strategy used actively by the students to analyze and explore ideas". The spontaneous questions asked by the students can be used to stimulate the students to think, discuss, and speculate. For students, questioning is an important thing in studying to find information, confirming what have known and directing their attention to the aspects they have not known.

Next, Morgan(2004 : 124) said that "teacher often asked students to generate questions in response to the reading they did, but teacher soon realized that most of her students did not have any better sense of how to formulate a question that she did at their age. At least, not the kinds of questions that one associates with deeper intellectual inquiry. Furthermore, she also said that students tend to see questioning as a process of closing down, rather than opening up".

Based on the explanation above it can be conclude that types of questions is the strategy actively

used by the students to get information, ask questions because they want to know, test, confirm, direct, judge, clarify, focus and avoid misunderstanding. Questions help learning because they make us think about what it is we want to know about what we are reading or studying. They give a purpose to our learning because a person with a question is a person with a purpose.

b. Reading Text Ability

Gabe (1999 : 176) said that reading ability is the ability to draw meaning the printed page and interpret the information appropriately. Nuttal (2000 : 115) states that "reading is getting out of the text, as possible, the message that writer puts on it". There are seven purposes for reading, such as to search for information, to skim quickly, to learn from the text, to integrate information needed for writing, to critique text, and for general in comprehension.

By observing the explanation, it may be concluded that reading text ability is a competence to understanding a text that that is read or process of constructing meaning from a text and the reader can find out the informations given by the writer in the written form.

2. METHODOLOGY

The location of this research was at The First Grade Students of English Department Institut Pendidikan Tapanuli Selatan. The process of this research will be done for three months from February 2021 up to May 2022. The research is conducted by using descriptive design and correlation method. It was intended to test and prove a hypothesis by giving an observation to the sample.

Nazir(1998: 63) states that "descriptive method is a method of researching the status of human being group, an object, condition test, a thinking of the descriptive research that is describing, accurate view about the facts, the genres as well as the relationship between phenomena nouns which are researched".

Suharsimi Arikunto (2006 : 94) said that correlation is a research to know there is a correlation or not between X variable and Y variable.

The population of this research was The First Grade Students of English Department Institut Pendidikan Tapanuli Selatan. There were only 42 students of the first grade students English Department Institut Pendidikan Tapanuli Selatan. Therefore, the researcher used total sampling in deciding the sample of this research.

A research must have a good instrument and valid. Suharsimi Arikunto (1999 : 164) said that instrument of the research is a tool or facility which is used by the researcher in collecting data in order to get the easier process and better result, in brief definition, complete and systematic so it will be easier to be analyzed. The instrument of this research is a test they are multiple choice which consist 20 items and the highest score is 100 point and the lowest score is 0 point each variables. Thus for analyzing the data, the writer used product moment formula by Pearson.

3. RESULT

After tabulating the data, it was found that the result of the data calculation or the value of r_{xy} is 0.613. If this result is compared with the value of r_{table} on the table degree of freedom (N-nr), it shows that $30 - 2 = 28$, and it is shown that the value of 28 in the 5 % significant is 0.374. So, the phenomena shown that $r_{xy} = 0.613 > 0.374 = r_{table}$. It means that the value of r_{xy} is higher than r_{table} value.

The fact above showed that the hypothesis of this research H_a is accepted, it means that there is a significant correlation between students' types of questions mastery and their reading ability at the first grade students of English Department Institut Pendidikan Tapanuli Selatan in 2021/2022 academic year.

CONCLUSION

After finishing all process of conducting of this research, below are some conclusions that have been taken :

- The students types of question mastery of the first grade of English Department Institut Pendidikan Tapanuli Selatan is categorized enough, it is based on their average. Their reading ability is also categorized enough with average.
- The hypothesis of this research is accepted because the value of r_{xy} is higher than r_{table} value.
- There is a significant correlation between types of questions mastery and reading ability at the first grade students of English Department Institut Pendidikan Tapanuli Selatan.

4. IMPLICATION

Based on the conclusions above, it implicates that the types of question mastery is not only factor that may related with the students reading ability. The reading ability and types of question mastery of the students need to be improved by supplying complete facilities of English study and practicing the reading ability at school, at home and somewhere places. The conclusion show that there is a correlation between both variables analyzed is an absolute decision.

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