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An Ethnography Research in Extensive Reading Course: Self – Questioning Strategy on Reading Comprehension Process

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Abstract:
This study aims to get an in-depth understanding of the self-questioning strategy on reading comprehension process. The reading skill is essentially complicated by many things, not just pronunciation, but also involving visual, thinking, psycholinguistic, and metacognitive activities. Research subjects are students of a fifth credits at the English Education Program UIN Raden Intan Lampung. Research design is qualitative research by using ethnography method. Qualitative research with ethnography method is intended to explain the cultural aspects of the implementation of self-questioning strategy in students' reading process of fifth credits in English education study program, UIN Raden Intan Lampung. The research found a unique cultural theme, namely, the use of self-questioning strategy in the process of reading comprehension of students with a pattern of activities that are interrelated and affect. The form of self-question in the process of understanding the reading of students is characterized by the many types of questions generated by students during the process of reading comprehension.

Keywords: self-question, reading, comprehension, extensive reading, ethnography, cognitive, metacognitive

1. Introduction

The reading skill is essentially complicated by many things, not just pronunciation, but also involving visual, thinking, psycholinguistic, and meta-cognitive activities. As a process of thinking, reading includes word recognition activities, literal comprehension, interpretation, critical reading, and creative understanding. Reading as a process perceptual, meaning this process contains a social stimulus of meaning and interpretation based on experience about the stimulus and the response that connects meaning with the stimulus or the symbol.

According to Alderson (2000: 12) states that reading is generally seen as an activity that consists of decoding and understanding. Decoding activity refers to word recognition activities whereas comprehension activities consist of activities to parse sentences, to understand sentences in discourse, to construct discourse structures, and to integrate what is understood from discourse by what the reader already knows.

Reading is one of the language skills that need to be developed in foreign language learning especially in learning English before other language skills. The above statement relates to the number and development of technologies such as print media, social media, and so forth in the various languages used in the media, so that reading activities in connection with the acquisition of information and knowledge in important positions.

The ability to understand the text that read is one of the prerequisites in the acquisition of information in an effort to broaden the horizons, understand the concept, self-development as part of the improvement of human resources. Thus, it is not surprising that the development of foreign language skills especially in English should be given special attention. The ability to understand English texts, especially for students has become a necessity because the various references and lecture materials printed in English. From the description above shows the two main contributions in reading the information acquisition and use of information. The acquisition of information is an effort to enrich themselves with knowledge and skills while the use of information related to the application of knowledge and skills in the context of professional development, hobby, or scientific writing as well as instructions on the use of certain equipment.

Reading in this case is a preliminary process that acts as a guide, because at the time of reading, students can disclose information. Although in practice, not all students have a high level of reading comprehension even though they are reading in

a calm and relaxed atmosphere. Stages of reading in English, students should read by using their second language, although it can lead to complex conditions in reading activities, because of the variety of backgrounds that students have.

In this study, focused on the Extensive Reading course in the five semester students in particular, because it has a unique and varied both in learning and in learning activities so that it will bring up and reveal new things in every activity that students do.

Extensive Reading course is aim to develop reading habits and positive attitude of students in reading. In this course, the reading material is adapted to the reading material that the student has and / or the reading material provided by the lecturer. The reading material has been adapted to the level of literacy and reading levels of student, in principle in this course more emphasized on what has been read by students and reading comprehension of the students. Extensive Reading courses have an important role in developing students' critical thinking skills in higher education. According to Grabe in Day and Bamford (1986: 35) that is... discovery and creative thinking are emergent processes where the mind, almost of itself, makes non-obvious connections and relations between previously independent domains of knowledge in the mind person.... Which means that the findings and creative thinking is a process of thinking that comes from thinking itself and create relationships in the realm of knowledge before.

However, the observations of the researchers show that the ability to understand English texts is still inadequate. The existence of various complaints from lecturers, especially lecturers reading to the students of low ability, who have problem in understanding the English text, is an indicator that the course has not been achieved. This shows the gap between the teaching objectives and the results achieved. The gap raises the question of why students still difficulty in have understanding the text, even though it has been trained and equipped with various strategies of understanding the text with sufficient time allocation. Whether the lecturer has been teaching well, does the material and level of difficulty of the text fit the appropriate level, whether the student has a good basics or reading strategy, whether the student has sufficient vocabulary to understand English texts, does the student have a habit of spending time to read, or reading habits of students who less use linguistic ignorance and experience and insight about the theme of the text being read? Factors on how to teach, and the relevance or appropriateness of the material to student maturity can be easily detected or identified through teaching tools or documents created by teachers but the reading habit factor and what happens in a person's mind while reading is still a mystery that needs to be solved.

Based on the above explanation, reading skill especially in reading comprehension of English is an important skill that must be mastered by learners or students in learning activities and / or in reading activity, besides other skill abilities. With the ability to read students will be easier to express ideas, provide solutions to a problem, and so that they will succeed in lectures and life. Likewise, the ability is a provision for success in his life, for example succeeding in the world of journalists, analysts, and so on.

Here is a general uniqueness based on the initial observations of researchers on students of fifth semester in English education courses, Tarbiyah Faculty and Teacher Training, UIN Raden Intan Lampung. First, students have low reading interest level, this picture is seen in every classroom, classroom corner even to the central library, faculty library, study program library is not so many students who read, they have a habit of reading or borrowing books only when they have academic assignment given by lecturers of course subject; secondly, the students have very low literacy in reading, so that when the students present the material does not have much of the ideas discussed, this problem is a problem for all students this is due to low reading interest so that their literacy is very limited; thirdly, students do not have vocabulary according to their level of knowledge so at the time of reading comprehension they have difficulties in understanding the meaning, purpose, purpose of the author, and so on.

As Mackey (2015) points out in an educational genius article that the amount of vocabulary for adults depends on the level of education, ranging from 10,000 for people who do not attend college, up to 150,000 for a scientist, while the average student has about 60,000-100,000 words. Fourth, students often use strategies when reading; namely skimming strategy, scanning, self-questioning. Skimming is a quick way of reading to get a general idea in the text, in this strategy the reader will see something specific or get an idea generally before he or she is interested to read more deeply (Grellet, 1999: 2-25). Scanning is a reading technique used by readers to find basic information without reading the text as a whole, usually readers simply see the title, table of contents, and so forth (Grellet: 1999: 12).

Furthermore, self-question is an effective strategy used by students during the process of reading comprehension, according to Schumacker et.al in Shang & Chien (2010: 42), Self-questioning strategy is designed to help students effectively understand complex reading demands. According to King, self-questioning strategy is proposed that the focus of questions-generated strategy is to let readers' attention fully concentrate on major concepts of the texts, and then to analyze the content with the prior knowledge and to do evaluation during the process of questioning and answering. If readers cannot correctly answer the questions which they generate, it means that readers do not understand the content of the text clearly and deeply. Therefore, through self-questioning use, readers could be aware what they have already known or not after reading. From these two opinions, it can be concluded that the self-question strategy has helped the students in understanding a text and the questions that have been produced can make the reader understand the text content of the reading material, for this reason researchers deepen about the strategy of self-question in the process of understanding readings that occur in students.

Self-questioning is also attributed to the active process of understanding indicated by the ongoing process of the questions and answers during reading (Singer & Haldorson, 1996: 1-38). The opinion seems to have something to do with

Anderson's findings of student-generated research aid that mentions student questions as one of the discussions that helps students to use their understanding of learning materials. In a previous study was Singer's research in his research, he categorized research based on hypotheses on the division of strategies for improvement and comprehension of reading tests. Singer has divided the hypothesis into three categories. The first, related to input stimulus; the second, consent with the centralization of the mediation process on the learning procedure that became the center for the development of cognitive processes for encoding, storing, dan retrieving information; and the third category, centered on output products. (Singer, 1978: 901-908)

This study focuses on the types of questions generated by students in the implementation of self-questioning strategies in the process of reading comprehension in the fifth credits of English Education, Tarbiyah Faculty and Teacher Training, UIN Raden Intan Lampung.

Based on the above background, the researcher attempts to reveal the implementation of self-question strategy in the process of reading the semester five students reading, English Education Study Program; is the self-question an effective strategy in the process of reading comprehension? What kind of questions do students produce when they are reading? On the basis of these questions, the researcher is interested to reveal the implementation of self-questioning strategy in the process of reading comprehension as an effort to find input in improving the performance of reading comprehension lecture especially in English Education and will be useful for educators especially lecturers or teachers in determining approach and the appropriate method of presenting the reading material.

2. Method

The purpose of this study is to get an in-depth understanding of the research focus of the self-question strategy in the process of reading comprehension on the fifth credits English Education program at UIN Raden Intan Lampung. In-depth understanding is detailed in the specific purpose of the types of questions generated by students in the activities of self-question on the process of reading comprehension.

This research was conducted at UIN Raden Intan Lampung, Tarbiyah Faculty and Teacher Training, English Education Study Program in fifth credits. The background of this research is the activity of students' fifth credits of English Education Study Program, Tarbiyah Faculty and Teacher Training, UIN Raden Intan Lampung, which is located at jl. letkol. H. Endro Suratmin Sukarame, Bandar Lampung City. In general, activities that occur in the place is the academic activity is the interaction between lecturers and students, self-development activities, or other activities campus starting from 7.15 pm up to ± 16.00 pm. While in particular, the background of this research is a self-question strategy in the process of reading comprehension of students' fifth credits in English Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Raden Intan Lampung.

In accordance with the research objectives that have been disclosed above, this research uses qualitative approach with ethnography method. Qualitative approach with ethnography method is intended to explain the cultural aspects that exist in the implementation of self-questioning strategy in the process of understanding the reading of students' the fifth semester, English Education Study Program, Tarbiyah Faculty and Teacher Training, UIN Raden Intan Lampung. Ethnography is a method of social science research. This study strongly believes in personal closure, experience, and participation, not just observation, by researchers trained in ethnographic art. These ethnographers often work in multidisciplinary teams. The focal point of his research may include intensive study of culture and language, field or single domain, or combination of historical methods, observations, and interviews. According to Spradley the meaning of ethnographic research "… is the work of describing a culture. The essential core of this activity aims to understand another way of life from the native point of view." (Spradley, 1979: 3) Which means that ethnographic research is a study that attempts to explain the cultural aspect from the point of view of actors.

The procedure of this study refers from Spradley (1979: 45-217), which includes 12 steps, as follow; a) locating an informants, b) interviewing an informants, c) making an ethnographic record, d)asking description question, e) analyzing ethnographic interview, f) making a domain analysis, g) asking structural question, h) making taxonomic analysis, i) asking question contrast, j) making a componential analysis, k) discovering culture theme, l) writing an ethnographic.

Research data consist of syllabus, teaching material, Reading Log, recording of learning course Extensive Reading activities, recording of self-question strategy activity in learning process, photo of learning activity, and other relevant documents related.

Sources of data are the results of observation, field notes, interviews, and recording of self-question strategy activities in the process of reading comprehension. While the collection of data sources in this study is to use purposive sampling technique, is the sampling is based on the choice of research on what aspects and who is focused on when a particular situation and currently continuous throughout the study, sampling is purposive depending on the objectives of the focus being studied. The subject of this research is student of fifth credits in English Education, Tarbiyah Faculty and Teacher Training, UIN Raden Intan Lampung.

The techniques and procedures for collecting data in this study will be explained as follows: a) Participant Observation; Participatory observation was conducted to collect the necessary data related to the implementation of self-questioning strategy in the process of reading comprehension in the fifth semester, English Education Study Program, UIN Raden Intan Lampung, b) Interview Technique; Interview conducted to collect data about self-question strategy in reading

comprehension process, this interview is done to students and lecturers, lecturer interview is done only to complete data of data researcher there is a student having special advantages in following Extensive Reading course, c) Document Technique and Recording; in this case, the researcher collects data from source written, that is documentation which can be result of Reading log weekly, or Reading Log of final lecture, syllabus of Extensive Reading course, and student writing result.

Procedure of data analysis is to be described in detail; 1) Domain Analysis; a general and thorough overview of the object of research or social situation. 2) Taxonomy Analysis; describes the selected domains in more detail to know the internal structure. 3) Component Analysis; to look for special or specific features on each internal structure by contrasting elements. 4) Cultural Theme Analysis; to look for relationships between domains and overall relationships, which will then be expressed in terms of themes tailored to the focus and sub-focus of the study.

3. Results

Based on the result of the studies have been described, in this section will explain some of the findings, domain analysis, taxonomic analysis, component analysis, and analysis of cultural themes.

3.1. Domain Analysis

Domain analysis is collected data that is field, observation, and descriptive interviews that generate list of identified domains. In connection with the findings of domains that need to be investigated further, namely the type of questions that you produce by students in the activities of self-question in the process of reading comprehension.
Sheet of domain analysis results Types of questions generated by students in self-questioning strategies during reading comprehension process.

Sheet	Domain Analysis	
Semantic Relation	Including/Similar	
Form	X is included/similar Y	
Example	An extensive reading is a reading activity that includes /types of reading based on its purpose	
Term/Domain Details	Semantic Relation	Term/Cover Term
This type of cognitive question can help students to understand the reading material that has been given by lecturers of Extensive Reading course.	Is kind of	Type of self-question question in the process of reading comprehension
This type of meta-cognitive question can help students to understand the reading material that has been given by lecturers of Extensive Reading course.	Is kind of	Type of self-question question in the process of reading comprehension
This type of cognitive question – meta-cognitive can help students to understand the reading material that has been given by lecturers of Extensive Reading course.	Is kind of	Type of self-question question in the process of reading comprehension

Table 1: Types of Questions Generated by Students in Self-Questioning Strategies

3.2. Taxonomy Analysis

The results of this taxonomic analysis are derived from a number of focused questions as guidelines for structural interviews. The list of focused interview questions, observation data and structural interviews. Findings Types of questions generated by students are obtained from observations, and student documents about the types of questions generated by students of the fifth semester on self-question activities in the process of reading comprehension.

The type of self-question generated by students is a question based on the grouping of self-questions into two categories, namely the types of cognitive and metacognitive questions, it can be explained that the questions include self-question results for types of cognitive questions that can help the research subject to understand the reading material that has been given to them, self-question is a type of metacognitive question that has assisted directly and assisted them in the process of thinking and focus, and the type of cognitive-metacognitive question has also helped the research subject to understand the reading material, and at the same time, is able to control their thinking process. When the percentage is written, it can be said that the type of self-question in the form of cognitive questions, metacognitive questions, a combination of types of cognitive and metacognitive questions.

Here are the types of cognitive questions that constitute a message of action. Single / literal, inferential, evaluation, reorganizational, and personal questions are first provided, then the student goes on with the type of double questions (a combination of two types of questions) and three types of questions (a combination of three types of questions). Furthermore, metacognitive and cognitive-metacognitive type questions have been described. It is specifically stated that the self-question

consists of literal questions, inferential questions of personal questions, literal-inferential questions, literal-reorganizational questions, inferential-reorganizational questions, inferential-evaluative questions, inferential-reorganizational-evaluative questions, metacognitive questions, evaluative-metacognitive questions, and literal-reorganizational-metacognitive questions.
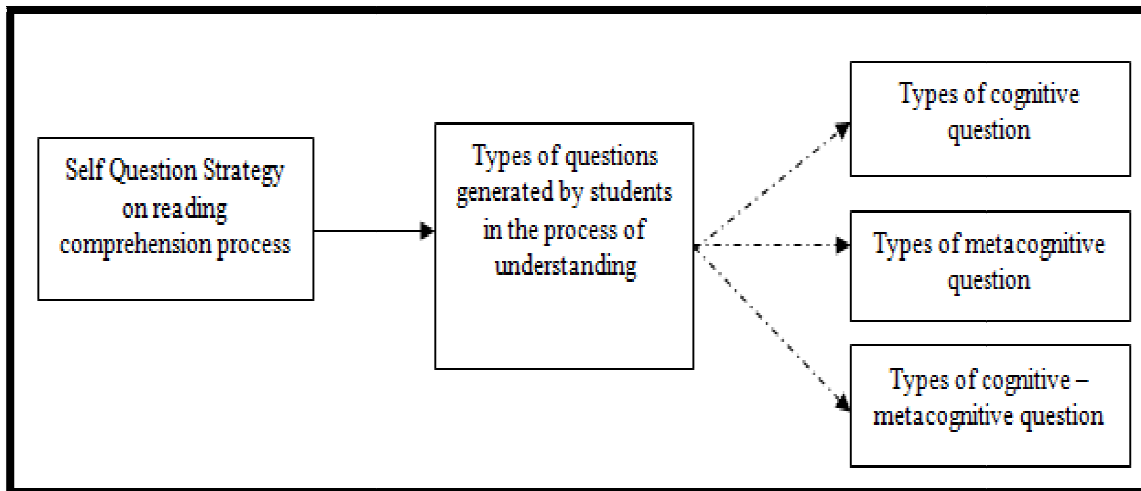

Figure 1: Type of Questions Generated by Students in the Process of Reading Comprehension

3.3. Component Analysis

As has been described in the research findings, the types of questions that have been produced in self-questioning activities consist of cognitive, cognitive, combinations, metacognitive, cognitive-metacognitive questions. Each type will be discussed in the following sub-section.

3.3.1. Types of Cognitive Questions

There are several types of cognitive questions resulting from two research subjects in self-questioning activities, namely, literal, inferential, and personal questions. Two other types of questions are the type of reorganization and evaluation, which results in other cognitive combinations or meta-cognitive questions. The combination does not mention clearly in the description of the theoretical framework from previous studies. However, the findings of the study seem to support the possibility of combining different types of cognitive-cognitive or cognitive - meta-cognitive (hybrid question) questions even if they do not receive theoretical explanatory support perfectly. Research as a preliminary research and exploration introduces new findings to be studied and further verification.

3.3.2. Combination of Cognitive Questions

Students' self-question activities have resulted in a combination of cognitive questions that are literal, inferential, reorganizational, evaluation or can be drawn as literal-inferential, literal-reorganizational, inferential-reorganizational-evaluation). Literal-inferential questions have been formed when students first search for textual information but have failed to find the information, so they retrieve the relevant knowledge they have in their permanent memory to ask, answer, debate, clarify, confirm, and so on.

3.3.3. Types of Metacognitive Questions

There are three metacognitive questions that have been generated by students and include for this type of understanding in monitoring. Monitoring of questions for understanding has been generated when students make conscious experiments to monitor their understanding or the process of their lack of comprehension while reading. Two other types of questions are not visible because the two research subjects may use different activities to provide planning and evaluation of the effectiveness of reading. From several interviews, they stated explicitly that they were very unfamiliar with the activities directly to generate questions for themselves as they read, and they pointed to the act of use on planning their activities in reading or they repeated their reading (rereading) when the process thinks they are not effective.

3.3.4. Type of Combination of Cognitive – Metacognitive Questions

There are two types of combinations of cognitive-metacognitive questions generated by students, namely, the types of evaluation questions, metacognitive, literal, reorganizational or can be described in the discussion of the results of this study are metacognitive, literal-reorganizational-metacognitive.

Thus, it can be concluded that in this activity there are some questions that students do when doing self-question in the process of reading comprehension, as follow:

No	The Type Of Question Generated
1	Cognitive
2	Literal
3	Inferential
4	Personal
5	Reorganizational
6	Evaluative
7	Metacognitive

Table 2: Types of Self-Question Generated

3.4. The Result of Cultural Theme Analysis

In this research, the theme is related to cultural theme. Cultural themes are used as an expressed or implied cognitive principle that occurs over and over again in a number of domains and will form a link between the whole sub-systems of cultural significance. (Spradley, 1979: 185-186).

In the analysis of cultural themes in this study is to find the relationship between the domain and the overall relationship, which will then be expressed in the form of themes tailored to the focus and sub-focus research. After subsequent component analysis, the theme of cultural analysis is done to find out holistically the cultural background that is being observed and researched.
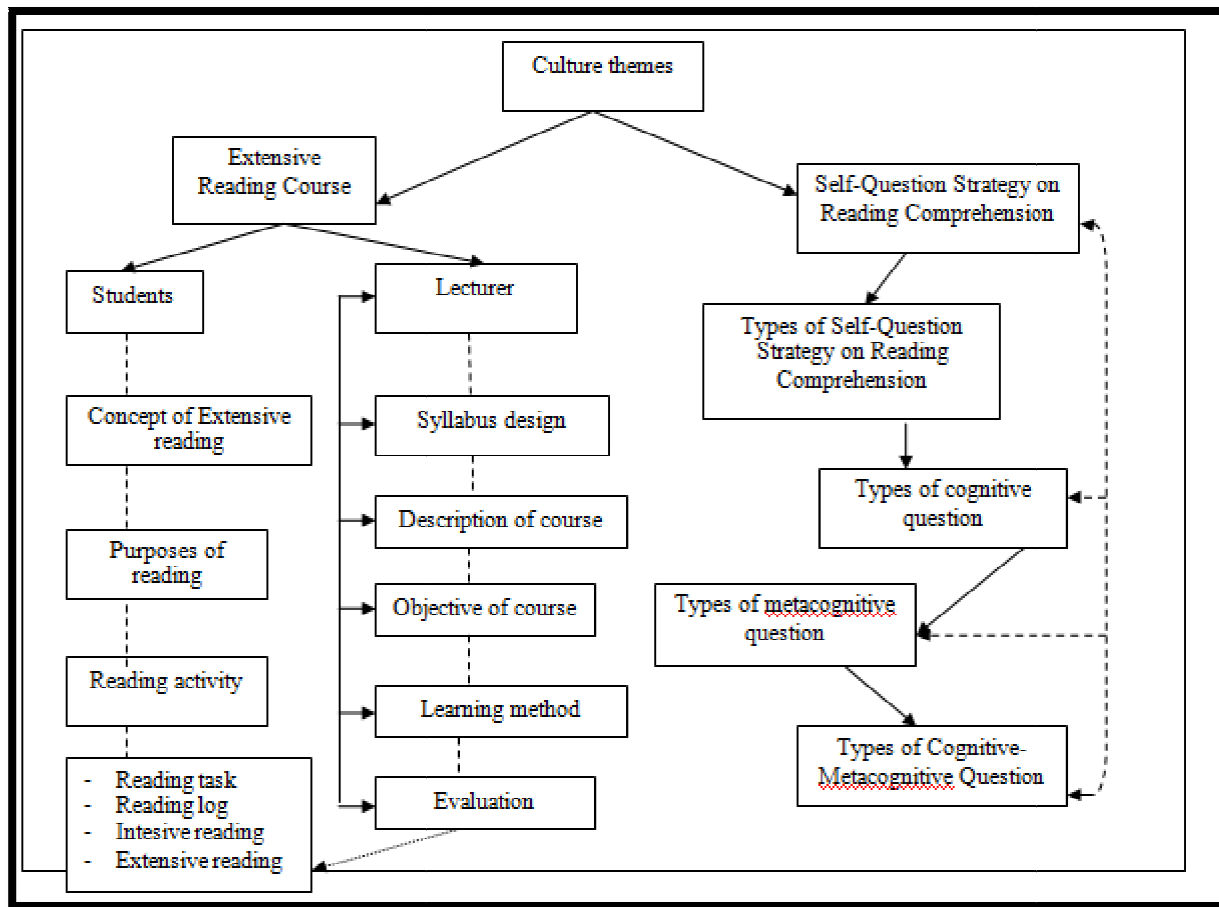

Figure 2: Cultural Themes of Student Activities in Extensive Reading

In addition, after the researcher conducted self-immersion or immersion in the field of research, through component analysis of the term references, through the broader domain, searching for similarities between the contrast dimensions, identifying organizing domains, and making diagrams. Then the researchers tried to find a universal theme. The domains of deep concern in this study are about the concept of extensive reading courses, syllabus of extensive reading course, and lectures of extensive reading activities and related to the course of extensive reading with self-question strategy in the process of reading comprehension, the type of self-question generated on reading comprehension process.

4. Conclusion

From the description above it can be concluded that reading skill is essentially a complicated thing involving many things, not just pronunciation, but also involving visual activity, thinking, psycholinguistic, cognitive and metacognitive. As a process of thinking, reading includes word recognition activities, literal comprehension, interpretation, critical reading, and creative understanding. Reading as a process perceptual, meaning this process contains a social stimulus of meaning and interpretation based on experience about the stimulus and the response that connects meaning with the stimulus or the symbol. In this research has found a unique cultural theme, namely the use of self-question strategy in the process of reading comprehension by five semester students in English education study program, UIN Raden Intan Lampung, using the self-question strategy at the time of reading, the students have pattern effective and interrelated activities and influence. The form of self-question in the process of understanding the reading of students is characterized by the many types of questions generated by students during the process of reading comprehension.

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