

Kusumastuti, Anita. 2010. **The Effectiveness of Advanced Questioning as a Strategy in Teaching Reading Comprehension (A Case Study of the Tenth Grade of SMA Negeri I Boyolali in the Academic Year 2009/2010)**. Final project. English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Prof. Dr. Mursid Saleh, M.A., Second Advisor: Drs. La Ode Musyaridun.

Key Words: Advanced Questioning, reading comprehension, effective, experimental research.

This final project was about the effectiveness of advanced questioning as a strategy in teaching reading comprehension for tenth grade students at SMA Negeri 1 Boyolali in the academic year of 2009/2010. The objective of this study is to find out if there is any significant difference in students' reading comprehension achievement between students taught using advanced questioning strategy and those taught without advanced questioning strategy. In order to achieve the objective of this research, the writer designed an experimental research and post-test only design with treatment for this study. The writer took two classes, one as an experimental group that consisted 31 students and the other as a control group that consist of 32 students. To obtain the data, the writer carried out two steps. The first step was treatments. There were two activities between control and experimental class in the treatments. The differences of the activities were on the strategy used. At the end of the activities or the second steps, it was used the post-test as an assessment test. In analyzing the data, the writer used statistical analysis with t-test formula. The value of the t-test was calculated statistically and the result will be attached in the appendices. The result of this study showed that the students in the experimental group got better achievement in the means score than the control group in reading comprehension test. It was supported by the significant difference between t-value and the critical value, that was t-value was higher than the critical value ($3.97 > 1.67$) with 5 % alpha level, number of subjects 63 and $df = 61$. Based on this finding, it is suggested that advanced questioning can be used by the teachers to improve students' ability in reading comprehension. Thus the hypothesis advanced questioning strategy is effective to develop the ability of the tenth grade students of SMA N 1 Boyolali in the academic year 2009/2010 in reading comprehension is accepted. In other words, the use of advanced questioning as a strategy in teaching reading comprehension was proved effective.