
**THE EFFECT OF PRE-QUESTIONING TECHNIQUE ON READING
COMPREHENSION AT VIII GRADE STUDENTS OF SMPN 16
MANDAU**

Eka Melati

AMIK Mitra Gama

Email: eccamelati84@gmail.com

ABSTRACT

Reading becomes more crucial in education field. A student needs to be exercised and trained in order to have a good reading skill. It is also indispensable for the student because one criteria of a successful student in her study depends on her ability to read. But most of the students faced difficulty in applying the reading skill. Pre-questioning technique is suggested in this research. The purpose of this research was to know the effect of pre-questioning technique on student's reading comprehension. This study was a quasi-experimental research. Population of this study was VIII grade students of SMPN 16 Mandau for 2017/2018 academic year. The sample was VIII-3 class as experimental group and VIII-7 class for control group which selected by using cluster random sampling technique. Test of reading comprehension was the instrument. The data were analyzed by t-test. From this study, it was computed that $t_{observed}$ (3.38) was higher than t_{table} (1.73). If $t_{observed}$ was higher than t_{table} it meant alternative hypothesis (H_a) accepted. It can be concluded that pre-questioning technique produced better result on reading comprehension. Pre-questioning technique could be implemented as one of the technique in teaching reading at SMPN 16 Mandau.

Keywords: *Pre-questioning Technique, Reading Comprehension, Teaching Reading, Junior High School*

INTRODUCTION

Curriculum of teaching at junior high school especially teaching English in Indonesia nowadays has implemented 2013 curriculum (K-13) since 2013/2014 academic year. The Education and Cultural Ministry of Indonesia launched this curriculum as a development parts of previous curriculum either Competency-Based Curriculum (Kurikulum Berbasis Kompetensi) or KTSP. As Mulyasa in Adam (2016) states K-13 includes several essential competencies to promote student's ability in observing, asking, reasoning and communicating or presenting what they have known after getting the subject matter.

Furthermore, for English course, there are four skills should be mastered by the students based on K-13. The skills are listening, speaking, reading and writing. The four skills

are developed by kinds of genre or texts. Based on both core and basic competencies of English subject, objective of reading is the students are able to identified kinds of genre such narrative, report, descriptive, etc. To gain this purpose, the teacher should provide the students with appropriate technique in reading comprehension based on its genre.

As the success of student's study depends on the greater part of reading ability, reading becomes crucial and indispensable for the students. If a student has a good ability in reading, she could have a better chance to succeed in her study. On the other hand, if the student's skill in reading is poor, she is very likely to fail in her study or at least she could have difficulty in making the progress.

The student should be able to manage whole part of the text to comprehend it. The comprehension in reading is easy to gain while she is being able to organize he text. In reading process, sometimes she finds the form of pre-questioning which is important to be comprehended first by having general view knowledge of the text. Pre-questioning, theoretically can build interest and motivation of the student before she reads the whole text. Then, through pre-questioning technique, the student could predict what will be discussed on the text.

When the writer observed at SMPN 16 Mandau for English subject last semester, the writer found most of the students still could not get information from the text after they read it. The students stressed because they failed to get the important idea from the text. When the teacher asked them about the whole of the text, they have just glanced at the text without read it comprehensively and were just silent. Some of the students were busy with another activity and some of them made the class become noisy. The English class was so bored because the students inactive in teaching and learning process and they unmotivated to study.

Based on the explanation above, the writer suggests a technique in reading called pre-questioning technique. In this study, the writer finds out the effect of treatment with pre-questioning and without pre-questioning on reading comprehension achievement. The aim of this study is to examine whether pre-questioning technique produces better effect on reading comprehension at VIII grade students of SMPN 16 Mandau.

METHOD

This study was a quasi-experimental research – the only type of the research that can test hypothesis to establish cause and effect relationship (Gay, Mills and Airisian: 2009). This research compared the effect of two different treatment called experimental group and control group. The experimental group received new treatment – pre-questioning technique. Then, the

control group continued the current strategy – Three Phase Strategy. Factorial matrix of pre-questioning technique and Three – Phase Strategy was shown below:

Table 1. Factorial Matrix of Experimental and Control Classes

Group	Pre-test	Treatment	Post-test
X	O ₁	A	O ₂
Y	O ₁	B	O ₂

Whether :

- X = Experimental Group
- Y = Control Group
- O₁ = Student's Achievement on Pre-test
- O₂ = Student's Achievement on Post-test
- A = Pre-Questioning Technique
- B = Three-Phase Technique

From this research, population was known the VIII grade students of SMPN 16 Mandau. Total population was 561 students. It divided into eleven classes. The population was homogenous and normally distributed. The total population each grades could be seen from table below.

Table 2. Total Number of VIII Grade Students of SMPN 16 Mandau

No	Classes	Number of Students
1	VIII-1	32
2	VIII-2	32
3	VIII-3	32
4	VIII-4	31
5	VIII-5	30
6	VIII-6	32
7	VIII-7	32
8	VIII-8	31
9	VIII-9	32
10	VIII-10	32
11	VIII-11	21
	Total	561

In order to take the sample, cluster random sampling used. The writer define the population, identify each member of the polulation and selecting individuals for the sample. Then, take the population randomly from the cluster. After that, VIII-3 was selected as the experimental group and VIII-7 was the control one. The experimental group taught by using pre-questioning technique and the control one taught by using three-phase technique. Instrumentation defines the tool for data gathering. Test of reading comprehension was the instrumentation. This test assigned in pre and post-test during the treatment.

FINDINGS AND DISCUSSION

Student's score of post-test analyzed by using statistical formula to obtain respectively mean score and deviation standard about the effect of the treatment (pre-questioning technique) to the experimental group. Then, to find hypothesis accepted or not, it could be considered by using t-test formula.

From the hypothesis testing, the statement "Reading comprehension of students who are taught by pre-questioning technique is better than those who taught b Three-Phase technique."

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 > \mu_2$$

Where: μ_1 = reading comprehension average score of experimental class
 μ_2 = reading comprehension average score of control class

Analyzed by using T Test (Table 3), it was computed that mean of post-test score of experimental class was 73, but mean of post-test score of control class was 66. The t_{observed} was 3,38. Corresponding t for $df = 20$ required for significance at the .05 level was 1,73. Since $t_{\text{observed}} = 3,38$ was higher than $t_{\text{table}} = 1,73$. It could be concluded that t situated on rejected area of H_0 . It meant alternative hypothesis (H_a) – reading comprehension of students who are taught by pre-questioning technique is better than those who taught by Three-Phase strategy – accepted.

Table 3. Summary of T test Result of Post-test Score for Experimental and Control Group

Variable	Group	N	\bar{X}	t_{observed}	t_{table}	Conclusion
Post-test Score	Experimental	20	73	3,38	1,73	H_0 rejected, H_a accepted
	Control	20	66			

From the result of the data analysis above, the treatment with pre-questioning and without pre-questioning produces significant effect to the student's reading comprehension achievement. It is in line with Harmer (1985: 153) statement that: (a) Pre-questioning before reading to confirm expectations. The use of pre-questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading; and (b) Pre-questioning before reading for general comprehension. In this case pre-questioning used to build up the students' prior knowledge.

CONCLUSION AND SUGGESTION

Based on the result of the research above, it can be concluded that pre-questioning technique gives better effect to the reading comprehension achievement. It is implied that pre-questioning technique can be implemented as one of the variation technique in teaching reading at junior high school. Since the writer used cluster-sampling technique in choosing the sample of population, the result of this study only can be generalized to the VIII grade students of SMPN 16 Mandau. It can not be generalized to the other population. For the next researchers, the writer suggests to conduct the other study in bigger population and instrument and more variables to get valid and reliable result.

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