

# **THE EFFECTS OF PRE-QUESTIONING TECHNIQUE ON THE STUDENTS READING COMPREHENSION ACHIEVEMENT IN NARRATIVE TEXT AT THE SECOND GRADE OF SMP ISLAM ASSALAM JAMBEWANGI**

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**Abstract:** Students have some problems in learning English, especially in reading comprehension. So that, English teacher should be creative in selecting the technique to teach reading. Many techniques that is used in teaching reading. The teachers can use pre-questioning techniques before learning process. Pre-questioning is some questions which are provide before the students read the whole text in order to build the students interest and motivation. In this research, the researcher is interested in finding out the effects pre-questioning technique on the students' reading comprehension achievement in narrative text. The research design of this research was pre-experimental design with quantitative approach. The research finding in this research reveals that the mean score before being taught by using pre-questioning technique was 70.4074. Meanwhile the mean score obtained after using pre-questioning technique was 80.0741.  $T_{count}$  was 12.756 and  $T_{table}$  was 2.056 with significant level 0.05 was 0.00. This mean that  $H_0$  which state that there is significant effect of using pre-questioning technique on the students' reading comprehension achievement is accepted. Whereas,  $H_1$  stating that there is no significant effect of using pre-questioning technique on the students' reading comprehension achievement is rejected. So, pre-questioning is effective to teach reading comprehension achievement in narrative text of SMP Islam AssalamJambewangi.

**Keywords: Effects of Pre-questioning, Reading Comprehension**

## **INTRODUCTION**

Language is the tool of communication among the nations in all over the world. In Oxford Learner's Pocket Dictionary (2011:247), language is system of communication in speech and writing used by people of a particular country. English is a foreign language that is taught at school in Indonesia. English is

considered as foreign language and compulsory subject from elementary school up to the university level.

English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills (Harmer,1989: 16). Reading is one the language skills that has a very important role. The students should comprehend the reading for certain purpose however it needs a practical and suitable method.

In Indonesia, some English teacher still use traditional or conventional method to teach reading to solve that problem. Conventional method usually makes students bored because the method is monotonous and the students are not active. So, it makes learners get bored. Therefore, the teacher should find the technique to overcome this problem. One of the ways to make teaching reading effective is making the student active. The teacher should apply appropriate teaching technique as well as method to establish the effectiveness of English teaching. It will make easier and enjoyable for student receive the lesson. If they have a good ability in reading, they will have a better chance to succeed in their study.

Teaching reading in Junior High School can be done in many ways. So that, English teacher should be creative and selecting the technique to teach reading. Many techniques that is used in teaching reading. The teachers can use pre-questioning techniques before learning process. According to Brown

(2001:176) pre-questioning is defined implicitly as some questions which are provided before the students read the whole text in order to build the students' interest and motivation, also cognitive factors and pre-questioning is very useful to activate the prior knowledge, thus the students can predict what will be faced by them in reading text. Theoretically, Pre-questioning itself can build the students' interest and motivation before students read the text. Moreover, the student can predict what will be discussed on the text.

In this case, the researcher does the research on students in teaching Narrative text and comprehending the content of the text. Narrative text is one of the kinds of text that is taught at the second grade of junior high school. Narrative text is a piece of the text which tells a story and entertains or informs the reader or listener (Mark and Kathy, 2003:8). Narrative text is more interesting for the students. Most of narrative is a fantastic story, so it will increase the students' motivation in reading class.

Based on the background above, the teacher can use suitable and interesting techniques which are also suitable for the learners. The researcher is interested in finding out the effects of pre-questioning technique on the students' reading comprehension achievement in narrative text and concluded that pre-questioning consists of some questions before the students read the text that is given by the teacher to the students. It tends to build students' interest, motivation, ease to understand, and comprehend the content of the text.

## **METHODOLOGY**

This research uses experimental research design with quantitative approach. In this research, the researcher has a single case that observed at two time points, one before the treatment and one after the treatment. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group is employed. So, this research was use a pre-experimental research design with using quantitative approach with one group pre-test and post-test design.

The procedures of pre-experimental research that use one-group pretest and posttest: The first is the researcher did pre-test before applying technique with the purpose to measuring the students' reading comprehension in narrative text at the second grade of SMP Islam Assalam Jambewangi. The second is the researcher applied the treatment with taught a teaching learning in reading narrative by using Pre-questioning technique. The last is the researcher did posttest after applied the technique that is to know the effect of treatment. The researcher held the field research by taking the students score of the pre-questioning of the reading comprehension. The score that is gotten by pre-test and post-test will be comparing. Then both of the scores were computed by using Paired Sample T-test to is to know the effect and the significant different between before the students taught by using pre-questioning technique and after the students taught by using pre-questioning technique.

The population in this research was all the students of the second grade which consists of 55 students. The researcher took of VIII.B class as the sample.

The researcher choose the sample based on who they think would be appropriate for this research. This is used primarily when there is a limited number of people that have expertise in the area being researched. The researcher had taken one clas from the second grade of SMP Islam Assalam Jambewangi exactly VIII B class. In the VIII B class, there were consist of heterogeous students (low, middle, and high achievement).

The instrument of this research is test of data were collected by administering pre-test and post test. The function of pre-test is to know students reading ability before getting the different treatment. Whereas the function of post-test is to know the result of the experiment and usually on the instrument, after the treatment has been given (Muijs, 2004:18). The data proved that learning process when the technique is applied. It is very important in this case, not only to know the students own feelings but also to know how the think about their English.

**Table 3.1 The Schedule of Conducting the Research**

No	Date	Activity
1	May 11 <sup>th</sup> 2015	Pretes: The teacher gives pre-test for students
2	May 13 <sup>th</sup> 2015	Treatment 1 1. Greeting 2. The teacher says the students that they are going to discuss about narrative text. 3. The teacher preparing narrative text material. 4. The teacher explain about narrative text (generic structure, purpose, social function and language feature). 5. The teacher explains how to use pre-questioning technique and gives an example to the students. 6. The teacher gives text for students. 7. The teacher asks the students about fairy tales they have already know. 8. The teacher gives pre-questions about text “The Legend of Nyi Roro Kidul” before reading text. 9. The teacher gives the guide questions to the students to make the students know the content of the text before they read the text. The guide questions those are: a. Have you ever read/hear the story?

		<ul style="list-style-type: none"> <li>b. Do you know about “The legend of Nyi Roro kidul”?</li> <li>c. Who is Nyi Roro Kidul?</li> <li>d. Where did story happened?</li> </ul> <p>10. After the teacher gives some guides question, the teacher asks to answer the question based on the text. Then, discuss the difficulty words in the story.</p> <p>11. The teacher gives feedback.</p>
3	May 18 <sup>th</sup> 2015	<p>Treatment 2</p> <ul style="list-style-type: none"> <li>1. Greeting</li> <li>2. Reviewing the materials in the last meeting.</li> <li>3. The teacher gives the students narrative text.</li> <li>4. The teacher asks the students to identify generic structure, purpose, and language feature from the text “Snow White”.</li> <li>5. Before the teacher asks the students to answer the question, the teacher gives pre-questions as a guide to know the content of the text before the students read the text.</li> <li>6. The guide of questions those are: <ul style="list-style-type: none"> <li>a. Have you ever read the Snow White story?</li> <li>b. What do you think about the story?</li> <li>c. Who is main character at the story?</li> <li>d. Where did story happened?</li> </ul> </li> <li>7. After the teacher gives some guides question, the teacher ask to answer the question based on the text. Then, discuss the difficulty words in the story.</li> <li>8. The teacher gives feedback.</li> </ul>
4	May 20 <sup>th</sup> 2015	Posttest: The teacher gives post-test for students

To know the effect and the significant different between before the students taught by using pre-questioning technique and after the students taught by using pre-questioning technique. To calculate the test the researcher uses Paired Sample T test at SPSS 16.0 for windows.

## FINDINGS

To know the students’ reading comprehension before and after being taught by using pre-questioning technique. Beside that, the researcher also want to know whether or not there is any significant effect of using pre-questioning technique on the students’ reading comprehension achievement in narrative text of the second grade of SMP Islam Assalam Jambewangi. The researcher use small

sample which connect each other (T test for one sample, that are the score between pre-test and post-test).

To describe the data, the researcher makes the score criteria from test. These criteria consist of categorization of the score of students. The function of these criteria is wanted to know the students' reading achievement that is good or not. The researcher classified the total score into five categories: very good, good, enough, less, and bad/low. The categories as the table follow:

**Table 4.1 The Score's Criteria**

No.	Interval Class	Criteria	Grade
1	100 – 85	Very Good	A
2	84 – 70	Good	B
3	69 – 60	Enough	C
4	59 – 50	Less	D
5	49 – 0	Bad/Low	E

The number of question given by researcher was 20 questions. It was the form of multiple choice questions. There were 27 students as subject at the research. The data of the students reading comprehension achievement before and after being taught by using pre-questioning technique can be seen in the following table:

**Table 4.2 The Students' Score Before and After being Taught by Using Pre-questioning Technique**

No	Subject	Pre-test	Post-test
1	A	71	82
2	B	78	84
3	C	60	75
4	D	70	78
5	E	76	83
6	F	66	79
7	G	75	81
8	H	72	80
9	I	62	77
10	J	56	68

*Continued...*

Continuation...

11	K	67	72
12	L	73	85
13	M	74	80
14	N	84	92
15	O	64	82
16	P	75	80
17	Q	65	70
18	R	82	90
19	S	67	75
20	T	71	77
21	U	62	70
22	V	83	91
23	W	77	84
24	X	76	80
25	Y	64	75
26	Z	70	77
27	AB	88	95

The data of students' pre-test and post test score can be arranged in the form of frequency of the students score as in the following table:

**Table 4.3 Frequency of Students' Score**

Intervals	Frequency	Categorization	Percentage Pre-test	Percentage Post-test
100-85	1	Very good	3.7%	18.52%
84-70	16	Good	59.26%	77.78%
69-60	9	Enough	33.34%	3.7%
59-50	1	Less	3.7%	0%
49-0	0	Bad/Low	0%	0%

The percentage of students pre-test score and post-test score can be seen in following table:

**Table 4.4 Percentage of The Students Pre-test Score**

Pretest					
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	56	1	3.7	3.7	3.7
	60	1	3.7	3.7	7.4



62	2	7.4	7.4	14.8
64	2	7.4	7.4	22.2
65	1	3.7	3.7	25.9
66	1	3.7	3.7	29.6
67	2	7.4	7.4	37.0
70	2	7.4	7.4	44.4
71	2	7.4	7.4	51.9
72	1	3.7	3.7	55.6
73	1	3.7	3.7	59.3
74	1	3.7	3.7	63.0
75	2	7.4	7.4	70.4
76	2	7.4	7.4	77.8
77	1	3.7	3.7	81.5
78	1	3.7	3.7	85.2
82	1	3.7	3.7	88.9
83	1	3.7	3.7	92.6
84	1	3.7	3.7	96.3
88	1	3.7	3.7	100.0
Total	27	100.0	100.0	

**Table 4.5 Percentage of The Students Post-test Score**

Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	1	3.7	3.7

70	2	7.4	7.4	11.1
72	1	3.7	3.7	14.8

**Table 4.6 The Result of analyzing Paired Sample Test**

**Paired Samples Test**

75	3	11.1	11.1	25.9
77	3	11.1	11.1	37.0
78	1	3.7	3.7	40.7
79	1	3.7	3.7	44.4
80	4	14.8	14.8	59.3
81	1	3.7	3.7	63.0
82	2	7.4	7.4	70.4
83	1	3.7	3.7	74.1
84	2	7.4	7.4	81.5
85	1	3.7	3.7	85.2
90	1	3.7	3.7	88.9
91	1	3.7	3.7	92.6
92	1	3.7	3.7	96.3
95	1	3.7	3.7	100.0
Total	27	100.0	100.0	

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Sebelum pelatihan – Setelah pelatihan	-8.66667	3.53009	.67937	-10.06312	-7.27021	-12.757	26	.000

On the table 4.10 shows the result of output Paired sample T test. The number of  $t_{\text{count}}$  is -12.757 and  $t_{\text{table}}$  is -2.056. The result of computation is  $-12.757 < -2.056$  ( $12.757 > 2.056$ ) while the significance value  $< 0.05$  ( $0.00 < 0.05$ ). The researcher make the conclusion that the  $t_{\text{count}}$  is bigger than  $t_{\text{table}}$  the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis is rejected. Its mean that there is any significant effect of using pre-questioning technique on the students' reading comprehension achievement in narrative text of the second grade of SMP Islam Assalam Jambewangi. Whereas null hypothesis ( $H_0$ ) which state that there is no significant effect of using pre-questioning technique on the students' reading comprehension achievement in narrative text of the second grade of SMP Islam Assalam Jambewangi. So, the result is pre-questioning technique is effective to teach reading comprehension tex in narrative text. It means that after being taught

by using pre-questioning technique can give good effect on the students reading comprehension achievement in narrative text.

## **DISCUSSION**

The result of the data analysis, the researcher knows that the mean of the total score of 27 students before being taught by using pre-questioning technique is 70.4074. However, after implementing pre-questioning technique in teaching reading comprehension to the students who have difficulties in comprehend the content of the narrative text, the mean of the total score increase 9.67. At the present, the mean of their reading comprehension score is 80.0741. Accordingly, it can be noted that the students after being taught by using pre-questioning technique proved to have better reading comprehension compared with those are before being taught by using pre-questioning technique.

The finding of this research stating that pre-questioning technique is considered as an effective for the students' reading comprehension achievement in narrative text. As mentioned by Harmer's (1985:153) that was giving pre-questioning will help students in getting specific information from the text. Based on the result of test from teaching reading by using pre-questioning technique, it make the student understand the text easily.

The implication of the findings on English Language Teaching (ELT) is pre-questioning can help the student to predict the content of the text before they read the text. During the implementation of pre-questioning technique, the teacher always tried to speak English although only few students answered her in English. Because, all the form of guide pre-question is English Language. Some students

answered the teacher's question in Indonesia, but the teacher tried to guide her students by repeating their answer in English whenever they spoke or answered the questions in Indonesia. This is can Increase the students vocabulary in English and increase the motivation.

In applying pre-questioning technique, the teacher gave the students some questions related to the content of the reading text that given to them. In this research, the teacher used questions or exercise as a tool of measurement in order to know the students' result after being taught by using pre-questioning technique. The result of this research showed that there is the improvement of students' score in pretest and posttest. In another word, pre-questioning before the students reading the text is very important. Because, this technique can built prior knowledge and help the students to predict what they will have read on the text. The theory above can accepted, because it can make student know about they read the text before and it can improve on the students' reading comprehension achievement in narrative text at the second grade at SMP Islam Assalam Jambewangi.

## **CONCLUSION AND SUGGESTION**

From the result of research finding, it can be conclude that applying pre-questioning technique in reading comprehension, the students are able to predict the content of the text before reading the text. This is due to the fact that some questions addressed by the teacher related to the content of the text. This can help students to get better understanding during reading activities. It can motivate the students to read and answer the question.

Dealing with conclusions, this research had proven that the use of pre-questioning technique in teaching reading comprehension achievement is effective. The researcher would like to give some suggestions for pedagogical implication related to implementation pre-questioning technique for teaching reading comprehension achievement. The first is for the teacher, in applying this technique the teacher should consider the level of difficulty in the term of the material and the students' background knowledge before the teacher give the question for the student. The second is for student. The researcher recommended for the students learn more about reading comprehension of narrative text of the main idea and supporting detail especially and the students should be obligated to bring dictionary in every English class. Because, it will help much both for the teacher and the students since the students can find the new vocabularies or difficult words. The last is for the future researcher, It is recommended for them to develop other method, technique which is more effective and interesting to teach reading. This research still need revise by the other researchers not only in the same topic with this study but also in different topics and aspects which are closest to this research topic.

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