

The EffeCT of Pre-Questioning Technique on Students' Reading Comprehension

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Abstract

The objective of the study is to find out whether there is a significant effect of pre-questioning technique on students reading comprehension. In this research, the researcher used the quantitative research with the type of quasi-experimental research. This research involving two classes, VIII 8 was experiment class and VIII 9 was controlled class. VIII 8 was taught by using pre-questioning technique, while VIII 9 was taught by using conventional teaching. The researcher gave pre-test and post-test to the class. The collected data in this research are analyzed by using t-test. According to the result of statistical calculation, The result of pre-test, t-count was $0,32 < 1,987$ or accept H_0 while in post-test, t-count was $2,293 > 1,987$ or accept H_1 with 5% of significant level. It can be concluded that there is significant different effect of reading comprehension using pre-questioning technique between experiment and control class.

Keyword: *pre-questioning technique, quasi-experimental research, reading comprehension*

INTRODUCTION

In English, there are four skills that should be mastered, namely: listening, speaking, reading, and writing. The reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill. Besides that, reading also became important for students to support their studies. Students need to develop their reading ability. They need to be able to read texts in English for their careers, study purposes or simply for pleasure.

The purpose of reading depends on the purpose of each readers. For students, the purpose of reading can be for pleasure, for information and for understanding. To reach the purpose of reading, students must be study hard and the teacher should be use the appropriate method or technique in learning activities. Reading comprehension necessary be taught with seriously since children in beginning level of education. Basically, teaching reading in school is to give student's knowledge and ability in order to mastery and comprehension of literature content.

However in the reality, many students could not be able to reach the

following purpose above. Based on the researcher's pre-research findings, it was found that students eight grade in SMPN 2 Pasarkemis have many reading problems. First, students are lack of background knowledge about topic on the text given. The students did not know what they read and did not have general view of what text will tell about. Secondly, students are lack of vocabulary who make them difficult in understanding the text. When they gave English text from their teacher, they feel hard to comprehend the text because did not know meaning of word and feel lazy to find out in dictionary. Thirdly, students are feels complicated to read English word. The teacher always teaching reading with point toward one of students in classroom to read English text, but the students read the text incorrectly. Fourth, students did not want find out difficulties in their learning. When it happened they always feel bored and did not have spirit to learning English.

The problem does not only arise from the student rather than the teacher. Teachers who have not been using the appropriate method or technique in teaching English. Most teachers teach only with the old method or technique that is taught with a little talk about the English language text and the students were given the task to translate the text which most students find it difficult to understand the meaning of the text.

In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text (Brown, 2001 p.100). Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get good comprehension in reading.

THEORETICAL FRAMEWORK

Pre-question is one of pre-reading activities which can be used to facilitate students' reading comprehension. This technique can help the

readers to activate their background knowledge before reading text. Based on Brown (2001 p.100) in his statements that explanation of display questions, schema theory and students' background knowledge explanation. He also defined pre-questioning implicitly as some questions which are provided before the students read the whole text, in order to build the students' interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text.

According to Qoliso (2015, p.20) there are steps to implement pre-questioning technique. The step as follows:

- 1) Selecting the type of question and its level of difficulty.

The selection of what type of question to ask depends on the objective of the lesson, the progress made, and the learning needs of the students.

- 2) Phrasing the question and delivering it.

The question should be a brief and concise, and delivered with clear pronunciation. Pre-questioning is a question presents before the students read the whole of the text. So, here the question must be clearly because that is used to build knowledge before the students read the text.

- 3) The teacher gave the students some text.

The third step to implement this technique is the teacher gave the students some text. In this research, the teacher focuses in narrative text. So, all the text that is given by the teacher is narrative text.

- 4) The teacher ask student by using pre-questioning technique.

Pre-questioning is given by the teacher to build prior knowledge. This question is given for the student before the student read the text. It has a function to build prior knowledge. Because this question will help the students to predict what will they have read.

- 5) Listening to the students response and providing feedback

The student may respond to the question in four major ways: 1) correctly, 2) incompletely, 3) incorrectly, and 4) by not responding at all. When the respond is correct or acceptable, the teacher may give praise elaborate on the respond, probe, or move on to another question.

RESEARCH METHODOLOGY

The research has been conducted at SMPN 2 Pasar kemis at Jl. Bougenville Raya Bumi Indah Kec. Pasar kemis Kab. Tangerang. This research was planned on October 2015 until August 2016. This research was conducted quantitatively using quasi-experiment research. The researchers used nonequivalent controlled group design having two different classes namely experimental and controlled class.

According to Riadi (2014:16), "The population or universe is a region or place objects / subjects studied, people, objects, events, grades, and other things that have a certain quantity and characteristics to get an information". The group population are 400 students (VIII-1 up to VIII-9) but the samples were only VIII-8 (45) and VIII-9 (45), so the total samples were only 90 students.

Table 1. Blueprint of The Reading Comp.Test

Variable	Basic Competence	Indicators	Frame of Task		Number of Item
			Multiple Choice	Essay	
Reading Comp. (Y)	To respond meaning of functional text and short essay in the form narrative text which is links with environment	1. Students are able to identify some information in narrative text. 2. Students are able to identify communicative purpose of narrative text. 3. Students are able to identify the feature of narrative text.	30	-	1-15, 18, 21-23,30 20 & 28 16-17, 19, 24, 26, 27 & 29

In collecting data, the researcher gave reading comprehension test for the students by used multiple choice to know students response in teaching and learning process. Pretest used to know skill of the students

before the students get the material about pre-questioning technique and to see the ability of experiment and control class. Posttest used t to know the last score in the experiment and control class.

Hypotheses Pretest

H_0 : $\mu_1 = \mu_2$: There is no significant difference effect on reading comprehension between control-experiment class

H_1 : $\mu_1 \neq \mu_2$: There is a significant difference effect reading comprehension between control-experiment class

Hypotheses Post-test

H_0 : $\mu_1 = \mu_2$: There is no significant difference effect on reading comprehension between control-experiment class after implementing pre-questioning technique

H_1 : $\mu_1 \neq \mu_2$: There is a significant difference effect reading comprehension between control-experiment class after implementing pre-questioning technique

FINDING AND DISCUSSION

The normality tests have been conducted using Chi-square test twice; pretest (control-experiment) and post-test (control-experiment). The criteria where data samples are said to be normally distributed are:

$X^2_{count} < X^2_{table}$

Pre-test				Post-test			
Control	N=45	2,019 < 12,592	Normal	Control	N=45	7,8138 < 12,592	Normal
Experm.	N=45	10,854 < 12,592	Normal	Experm.	N=45	5,198 < 12,592	Normal

The normality tests have been conducted using Fisher twice; pretest (control-experiment) and post-test (control-experiment). The criteria where data samples are said to be normally distributed are:

$F_{count} < F_{table}$

Pre-test				Post-test			
Control	=45	1,085 < 1,63	Homogenous	Control	=45	1,099 < 1,63	Homogenous
Experm.				Experm.			

After calculating, the researcher concluded that the post-test for controlled and experimental class was from homogenous population and the data are normally distributed.

Hypotheses Testing

Pre-Test

Class	F _{count}	F _{table}	Criteria	Conclusion
Controlled Experiment	0,302	1,987	T _{count} < T _{table}	Accept H ₀

Hypothesis test was calculated using t-test formula. It was obtained $t_{count} = 0,302$ and $t_{table} = 1,987$ with significance level of alpha (α) = 0,05 and degrees of freedom (df) = 44. $t_{count} = 0,302$ is smaller than $t_{table} = 1,987$. It can be concluded that there is no significant difference of both experimental class and controlled class before giving treatment using pre-questioning technique.

Post-Test

Class	F _{count}	F _{table}	Criteria	Conclusion
Controlled Experiment	2,293	1,987	T _{count} < T _{table}	Accept H ₁

Hypothesis test is done by t-test from calculation, it was obtained $t_{count} = 2,293$ and $t_{table} = 1,987$ with significance level of alpha (α) = 0,05 and degrees of freedom (df) = 44. $t_{count} = 2,293$ is bigger than $t_{table} = 1,987$. It can be concluded that there is significant difference of both experimental class and controlled class. After giving treatment using pre-questioning technique.

Due to the hypotheses testing, it can be inferred that pre-questioning technique gave significant difference effect on students' reading comprehensions because in this technique students' background knowledge are activated; comprehension relate to the connection of students' prior knowledge in integrating and organizing new information when they encounter the reading text. Besides, in pre-questioning technique, students can feel the sensory experiences as the representation of memories which are relevant to the topic in their readings. Further, the questions in pre-

questioning techniques challenge students to think the answers themselves. They also made predictions and inferences. Prediction are educated guesses about what will happen next based on what is known from reading the text; inferences require that readers go beyond literal meaning; they use the print and illustrations plus their prior knowledge and experience to interpret the text. Through these processes, readers find clues or connecting points, make predictions or inferences, and draw conclusions. They are tools that readers can rely upon to find their way home, to make sense of what they read. Learning to self-monitor for comprehension and then to use fix-up options when comprehension is lost give readers responsibility for their own process, ownership that is critical for the success of their lifelong, independent reading. In conclusion, the pre-questioning technique empowers readers to succeed.

CONCLUSION AND SUGGESTION

Based on the finding and discussion in chapter IV, it could be concluded that the use of Pre-questioning Technique in teaching reading comprehension of narrative text was effective. It was proved by the obtained score of t-test and hypotheses testing. The effectiveness of this technique are due to several reasons. Firstly, pre-questioning greatly assist students in reading comprehension cognitive especially since students are challenged and feel aroused reading comprehension is highly complex information processing that involves the interaction between a reader and a text. Pre-questioning also build the interest and the motivation before students read the text. (Chaerunnisa, 2014, p.13).

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