

## THE EFFECT OF USING PRE QUESTIONING ON STUDENTS' READING COMPREHENSION ACHIEVEMENT

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### Abstract

Reading is complex skills to achieve since reasonably, students expressed difficulties in this subject. The aims of this research are to find out whether there is significant difference on students' reading comprehension achievement before and after giving pre-questioning and to investigate the problems are faced by the students in reading comprehension and pre-questioning. The population of this research was the second grade of SMPN 1 Seputih Banyak. VIII A class was chosen as experimental class. The study employed one group pretest and posttest design. In this research, repeated measure t-test was used to analyze the data. In pre test, the mean score is 53.52 and in post test, it becomes 69.15. Thus, there is an increase of 15.64 points. The result of t-test shows that t-ratio is higher than t-table ( $18.485 > 2.042$ ) with the level of significant is  $p < 0.05$  and significant two tail is  $p=0.000$ . It can be said that pre-questioning technique has effect on students' reading comprehension achievement.

**Keywords:** effect, pre questioning, reading comprehension achievement

## PENGARUH PENGGUNAAN *PRE QUESTIONING* TERHADAP PRESTASI PEMAHAMAN MEMBACA PADA SISWA

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### Abstrak

Membaca merupakan keterampilan yang rumit untuk dicapai karena siswa menunjukkan kesulitannya dalam pelajaran ini. Tujuan penelitian ini untuk mengetahui adakah perbedaan yang signifikan pada prestasi pemahaman membaca siswa sebelum dan setelah pemberian *pre-questioning* dan mengetahui masalah-masalah yang dihadapi siswa dalam pemahaman membaca dan *pre-questioning*. Populasinya adalah siswa kelas dua SMPN 1 Seputih Banyak. VIII A dipilih sebagai kelas penelitian. Penelitian ini menggunakan pre-test dan post-test satu kelompok. T-test pengukuran berulang digunakan untuk menganalisa data. Nilai rata-rata pre-tes 53.52 dan post test 69.15. Jadi, ada peningkatan sebesar 15.64. Hasil t-test menunjukkan t-ratio lebih tinggi daripada t-table ( $18.485 > 2.042$ ) dengan signifikan level  $p < 0.05$  dan signifikan *2-tailed*  $p=0.000$ . Disimpulkan bahwa *pre questioning* mempunyai pengaruh terhadap prestasi pemahaman membaca pada siswa.

**Keywords:** pengaruh, *pre questioning*, prestasi pemahaman membaca

## **Introduction**

English is one of the international languages. It has an important role in the world. It is used as a tool of communication among the nations all over the world. Most people use English to communicate with other people from other countries. In Indonesia, English is compulsory subject from elementary school up to the university level as the first foreign language.

Specifically, one of the texts taught at the second grade of junior high school is narrative text. This typical text involves sequence of events, mostly based on life experience and therefore, it is person-oriented using dialogue and familiar language forms. The purpose of narrative text is actually to entertain, to tell story, and to provide an esthetic experience.

Naturally, narrative text is learnt in English skills. One of them is reading skill. The reading skill naturally is very complex because the students need to be exercised and trained in order to have a good reading skill.

Reading is also crucial academic activity and is indispensable for the students because the success of their study depends mostly on the greater part of their ability to read required books. Certainly, if their reading skill is poor they are then very likely to fail in their study or at least they will have difficulty in making progress in academic affairs.

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 if the readers are able to systematically and critically organize the text. Afflerbach

(2007:12) states that reading is a dynamic and complex process that involves skills, strategies and prior knowledge. That is to say, reading requires micro and macro skills to comprehend the text. Sometimes, the readers 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 and develop their prior knowledge in order to comprehend the text. 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.

During pre observation, it was found that most of students of SMP N 1 Seputih Banyak experienced crucial difficulties in their reading comprehension such as comprehending the text with unfamiliar words, determining inferences and finding main idea of the text. This fact was reflected in their minimum completeness criteria results, i.e., below 60, whereas the minimum completeness criteria of English subject in SMP N 1 Seputih Banyak was 65.

In line with the explanation above, this study is aimed at finding out the effects of pre-questioning on students' reading comprehension achievement under certain assumption that the pre-questioning consists of some questions provided before the students read the whole text can lead the students' interest and motivation to read the text and develop their prior knowledge to comprehend the text as well. Furthermore, students might improve their reading comprehension if they known

about pre-questioning and it was very important to understand about pre-questioning in order to get good comprehension in reading. That was why this research would investigate the effect of pre questioning on students' reading comprehension.

Pre questioning is basically some questions which are provided before the students read the whole text, in order to build the reading schemata and prior knowledge of the students and also to rise their interest, and their cognitive aspect to predict what will faced by them in the next whole text. The philosophy of pre questioning is it can effectively build the students' prior knowledge and motivation before students read the text. Of course prior knowledge has a large influence on student performance, explaining up to 81% of the variance in posttest scores (Dochy, Segers & Buehl, 1999).

Henceforth pre-questioning helps students set their purposes for reading. Brown (2001:176) states that 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 their 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.

Moreover, pre questioning has some advantages; they are: (1) Pre questioning influences students' performance (Dochy, Segers and Buehl, 1999), (2) Pre questioning builds students' interest and motivation (Brown, 2001:176), (3) Pre questioning activates students' prior knowledge therefore the students can predict what will be faced by them in reading text (Brown, 2001:176), (4) Pre questioning

helps students to get specific information from the text (Harmer, 1985:153). Based on the explanations above, the researcher expected pre questioning has effect on students' reading comprehension achievement.

## **Method**

This reasearch was intended to find out whether there is significant difference on students' reading achievement before and after giving pre questioning and to investigate what problems were faced by the students in reading comprehension and pre questioning. Experimental class was chosen to get treatments of giving pre questioning. In this quantitative research, experimental design; *one group pre-test and post-test design* was applied.

The design of the research is presented as follow:

T1 X T2

Where:

T1 = Pre-test

X = Treatments (Contextual Teaching and Learning)

T2 = Post-test

(Hatch and Farhady, 1982: 24)

Population of this research was the second grade of SMPN 1 Seputih Banyak. There were seven classes available at the second grade which consist of 32 to 34 students each class. Of those members of students, VIII D class was taken as try out class and VIII A class as experimental. Both of classes were chosen randomly and lottery drawing was used to take the samples intended.

Pre test and post test of reading test and questionnaire were adminestered in order to gain accurate data. A try-out test was conducted in VIII D class before the pre test was carried out. This test was given to the students in order to know the

quality of the test as the instrument of the research; they are (1) Reliability, (2) Level of Difficulty, and (3) Discrimination Power of the test. The result of the try out test was analyzed aimed at knowing which items are good to be used in the pre-test.

## **Result and Discussionn**

Try out test was carried out in the attempt to find out the validity and reliability as well as to measure the level of difficulty (LD) and discrimination power (DP) of the test to determine whether the test appropriate to gain the data in the research or not. The test consisted of 40 items of multiple choices with a, b, c and d as the options. In terms of checking the content and construct validity, the items test were discussed with the raters. The raters agreed that the items had good content and construct validity and it could be used to gather the data for the research. The result of reliability test shown that that the data collecting instrument in this research was reliable since the the reliability of half test ( $r_{xy}$ ) was 0.949 and the reliability of the whole test ( $r_k$ ) is 0.974. The computation of the level of difficulty shows that it was found out that there were 2 difficult items, 37 average items and 1 easy item. From the computation of discrimination power, there are 9 poor items, 28 satisfactory items, 3 good items.

The pre test was conducted in order to investigate the students' reading comprehension achievement before the treatments. The test was a multiple-choice test consisting of 30 items with the options a, b, c and d. Statistical Computation with *SPSS 16.0 for Windows* was used to analyze the scores on the pre-test in the experimental class. The total score of the pre-test is 1766; the mean of the pre-test

is 53.52; the median is 53; the mode is 53; the highest score is 76 (one student); and the lowest score is 26 (one student); only 7 students out of 33 students who get more than 65 and the rest of the students (26 students) get lower than 65. It means the completeness level of the students in reading comprehension of narrative text is lower than 17 students.

The post test was administered in order to determine the students' achievement of reading comprehension after giving the treatments. The post-test was similar to the pretest but in random order. The total scores of the post test is 2282; the mean of the pre-test is 69.15; the median is 70; the mode is 63; the highest score is 90 (one student); and the lowest score is 50 (one student). In other words, there is increase of the students' achievement effected by giving pre questioning in teaching reading comprehension.

Pre questioning had good effect for the students in identifying main idea. There was increase about 31 points of students' score of finding main idea. The pre test was 118 and the post test score was 149. It was because by answering the pre questions given before reading the text, the students can take the main point of the text since the pre questions help them to relate every information they got from the text before make a conclusion (Harmer, 1985:153).

The pre questioning technique has best effect in helping students to find supporting detail. The increase score is about 52 points. The score is 49 in pre test and it became 101 in post test. The increasing of the students' score of supporting detail is was caused by pre questioning which help the students to get specific

information. It was supported by Harmer's statement (1985:153) that was giving pre questioning will help students in getting specific information from the text.

Pre questioning activates on the prior knowledge, the students can predict what will be faced by them in reading text so they can find inference meaning from the text (Brown, 2001:176). Therefore, the increase on students score was about 45 points. The students' score increased from 148 into 193.

The score of understanding vocabulary was 87 in pre test and became 116 in post test. The increase score was about 29 points. It was since pre questioning involves many words list hence it enriches students' vocabulary.

Pre questioning only gave little bit improvement on students in finding reference. The increase score was only 1 point; that was 130 in pre test and 131 in post test. Pre questioning did not drag more in reference aspect; pre questioning involved in the treatments; it just provides a small number of referents of a pronoun.

Pre questioning has the best effect in increasing students' score of literal comprehension than the other comprehension scores. The increase score was about 64 points; that was from 248 into 312. It was since pre questioning will help students in getting specific information from the text (Harmer, 1985:153).

The pre test score was 178 and it became 227 in post test. The increase score was about 49 points. This level focused on the students' attention on using literal information to interpret events, infer information, determine causes and effects, predict sequences or analyze situation (Allen, 2008). Pre questioning helps students in activating their prior knowledge therefore the students can predict what will be faced by them in reading text (Brown, 2001:176).

The score of critical comprehension level items is 85 in pre test and it becomes 123 in post test. It means that there is increase up to 38 points. Pre questioning helps students in improving their critical comprehension level because it involves some questions which build the students' imagination about their personal reacting.

Questionnaire was implemented in order to find out the problems that were faced by the students in reading comprehension. The data gained from the questionnaire showed that in reading comprehension, most students had difficulties in finding unstated information, determining the critical thinking or personal reaction about the content of the text, understanding vocabulary and finding supporting detail. Besides, in teaching learning process by giving pre questioning technique, the students still faced problem; it dealt with vocabulary and text. Some students had less vocabulary and it let them to be passive because they could not tell what they want to say. Then, the unfamiliar text also made them difficult in comprehending the text. But in the last, by giving pre questioning technique, the students could cope with their problems in reading comprehension of narrative text by activating their prior knowledge thus they could predict the content of the text.

### **Conclusions and Suggestions**

Based on the result and discussions of this research, the researcher has concluded several points as follow:

1. There is significant difference on students' reading comprehension achievement before and after giving pre questioning technique at second grade of SMPN 1 Seputih Banyak. Based on the result of the computation,

the mean score of post test is higher than pre test, it shows that there is difference of students' reading comprehension achievement in five aspects of reading comprehension and three levels of comprehension with the gain 15.64 points and t-ratio is higher than t-table ( $18.485 > 2.042$ ) and the value of two tailed significance is lower than level significance ( $0.00 < 0.05$ ).

2. The problems faced by the students who are taught through pre questioning technique are:
  - a. Reading comprehension aspects including:
    - I. Finding Main Idea: The students are hard to distinguish between main idea and supporting details.
    - II. Finding Supporting Detail: The students still face difficulty in identifying the detail of the text and recognizing the transitions which lead them to understand the supporting detail.
    - III. Finding Inference Meaning: They get difficulty in identifying unstated information included in the text.
    - IV. Understanding Vocabulary: Most students get lack of vocabulary and still use Bahasa to answer the questions.
    - V. Finding Reference: The students are hard to find out the reference since they can not relate the referent pronoun with the sentences before.
  - b. Reading comprehension levels covering:
    - I. Literal Comprehension: The students face little problems in each treatment because literal comprehension is the lowest level of comprehension and the information stated in the text.

- II. Interpretative Comprehension: The students can not identify the unstated information well.
- III. Critical Comprehension: The students do not use their imagination so they can not solve the problem.

In accordance with the findings and conclusions presented before, the researcher proposes some suggestions as follows:

1. The English teacher needs pay serious attention on students' vocabulary and reference aspect since both aspects still have low increase. The teacher may give more highly varied vocabulary and choose appropriate material based on the students' level which can guide students in understanding about reference elements.
2. Particularly in terms of increasing the students' critical comprehension and finding reference ability, the other researchers should be more creative in giving pre questioning. For example, the use of typical questions about the students' imagination of becoming one of the characters available in the text is important. In addition, to improve the students' ability in finding reference aspect, some questions consisting referent of pronoun related to the text can be used.

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