

The effectiveness of pre-questioning in teaching reading at SMPN 5 Pamekasan

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Abstract: The general question of this research: do the students' who taught by using pre-questioning technique has better achievement then the students' who taught by using traditional technique? The researcher used Quasi Experimental design. Because the research conducted in a school situation, it is necessary to use groups as they are already organized into classes. Furthermore, both of the student groups are determined as Experiment Group (X) and Control Group (Y). Experiment group (VII-A class) is a group which taught by using pre-questioning technique, while control group (VII-B) is a group which taught by using conventional technique. The instruments used to collect data are pretest and posttest. After getting the result data, the researcher used ANCOVA to calculate it, the result of computed F value. The hypothesis testing showed that there is a significance difference of reading achievement between the students' taught by using Pre-questioning technique and the students' taught by using Conventional technique. The students' who taught by using Pre-questioning technique have better achievement than the students' taught by using conventional technique. It was proved from the computation where computed F-value (16.668) was higher than the F-critical value (4.00) in 0.05 level of significance. It meant that H_a was accepted.

Keywords: reading comprehension, pre-questioning, reading technique

Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Reading is the most fundamental activities that is done by students with the purpose to get information that they have not known before, with reading the students will gain knowledge and wide insight. By reading also the students will be able to communication with other people through written.

According to Moreillon (2007:10): “Reading is an active process that requires a great deal of practice and skill”, because in reading the senses we must active, brain, eyes and mouth work, reading is not just reading but also must be able to understand”. Based on Moreillon explained that reading is a process of communication and active skills because it involves the eyes, mouth, ears and brain and require a lot of exercise or a series of activities.

According to Johnson (2008:3) “Reading is the practice of using text to create meaning”. Based on Johnson explained that reading is a process where students practice reading a word by using text to create meaning that within in a text. Reading can also be regarded as a second language who divide problems and questions in reading ability which students can take information in the text and then take conclusions of text that students read.

Reading is a skill that must be developed, and can only be developed, by means of extensive and continual practice. Student learns to read by reading. Their reading will tend to be effective when they have a purpose and a motivation to learn first. “A student who does not read because of lack of motivation does not get the practice he needs in reading skills”

The main purpose of reading is to connect the ideas on the page to what already know. If we don't know anything about a subject then pouring words of text into our mind is like pouring water into hand. When we begin to read, we actually have a number of initial decisions to make, and we usually make decisions very quickly, almost unconsciously in most cases.

Before reading text, the readers or students must determine their reading purpose. According to Grabe and Stoller (2002:11), there are four main purposes for reading, namely:

- a. Reading to search a simple information and reading to skim.
- b. Reading to learn from text
- c. Reading to integrate information, write and critique texts
- d. Reading for general comprehension.

Reading skills involve decoding and comprehension. Decoding is translating printed words into a representation similar into similar language. Understanding the representation is comprehension. Because comprehension is a kind of mental activity, it is rather difficult to observe. In order to give the description of what comprehension is, it showed some definitions of comprehension. Comprehension involves almost every type of “understanding” or “thinking”.

Brown (2001:7) defines teaching as, “Showing or helping someone to learn how to do something, giving instructions. Guiding in the study of something, providing with knowledge,

causing to know or understand". From the definition above teaching can be concluded as an activity that related among teacher and students which has purpose to guide and know about something or knowledge. In addition, Harmer (2007: 23) state that teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that its best teaching can also be extremely enjoyable.

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.

According to Brown (2001:176) pre-questioning is defined implicitly as some questions which are provide 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

Based on Brown's (2001) 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 Harmer (2001:153), there are four kinds of pre-questioning, they are:

1. 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.

2. Pre-questioning before reading to extract specific information

Pre-questioning is a tool to force the students to extract specific information from the text. They are going to answer before reading the text. If they do this it will be possible for them to read in the required way, they should see the text only to extract the information the questions demand

3. Pre-questioning before reading for general comprehension

In this case pre-questioning used to build up the students' prior knowledge

4. Pre-questioning before reading for detail comprehension.

This kind of pre-questioning intends to give the students some detailed information that should be found by them in the whole of the text.

Based on the background above the general question of this study: do the students' who taught by using pre-questioning technique have better achievement then the students' who taught by using traditional technique? This research are conducted at SMPN 5 Pamekasan. SMPN 5 Pamekasan is one of the state junior high school in Pamekasan.

RESEARCH METHOD

Furthermore, based on the question as mentioned above, in this research, the researcher uses Experimental Design. This experiment used Experimental Design because there are two student groups. There are two kinds of variable in experiment design. The independent variable is manipulated by the experimenter and the dependent variable is measured. This research is educational research in which it is not possible to conduct a true experiment.

The researcher used Quasi Experimental design. According to Ary (2000:260) because the research conduct in a school situation, it is necessary to use groups as they are already organized into classes. Furthermore, both of the student groups are determined as Experiment Group (X) and Control Group (Y). Experiment group is a group which is pre-questioning technique, while control group is a group which is not pre-questioning technique.

In this research, the researcher is not permitted to choose the students randomly into a group, but the researcher randomly select one of the classes into experimental group and the other into the control group. The researcher would give a pretest to the subject. Pretest has the important role in this research, it use to make the group are equivalent in capability before the researcher give the treatment to the experimental group.

Based on the research problem, the researcher used an alternative hypothesis (HA) stated that the students who are taught using Pre-questioning technique in reading comprehension have better achievement than the students who are taught using conventional technique.

The researcher used the method above to assign the subject of this research. Subject of population is SMPN 5 Pamekasan students and subject of sample is the seventh grade students. A large number of subject as many as 60 students were the sample of this research. They are 30 students of VII-A class and 30 students of VII-B class. Two groups nonrandomized control group, pretest-posttest design in a typical school situation, schedules cannot be disrupted or classes reorganized in order to accommodate a research study.

Table 1. Research Design

Design 9 : Nonrandomized Control Group, Pretest-Posttest Design			
Group	Pretest	Independent Variable	Posttest
Experiment (X)	Y1	X	Y2
Control (Y)	Y1	-	Y2

In this research, the researcher used a test as a research instrument. There were two tests employed in this research, namely the pretest and the posttest. The two test were the same. It was an objective test in the form of multiple choices, each item consist of four alternative answers, if the student answer correctly they get two score of each item. The researcher used a reading comprehension test as the instrument of the research. Ten passages containing 50 items. It was administrated with quite right time limit along 100 minutes for the student to finish the test. The title of the text is taken from the topics of treatment.

An instrument of the text is reliable if it has high consistency value. In this study, the researcher used pretest score to know whether the instrument is reliable or not, and then the researcher calculated the score of pretest by using Alpha formula. After calculating by using Cronbach Alpha formula, it showed that the test reliability for the experiment group is 0.666. The test reliability for the control group is 0.620. The test is reliable when it higher than 0.60, so it means that the test instrument used in this research is reliable.

FINDING AND DISCUSSION

After collecting the data needed by using test, the next step in conducted this research is analysis the data by using ANCOVA. ANCOVA is general linear model which ANOVA and regression. After getting the result, the researcher used ANCOVA to calculate the data, the result of computed F value.

Table 2. Tests of Between-Subjects Effects

Dependent Variable: posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2656.546 ^a	2	1328.273	32.489	.000	.533
Intercept	4666.549	1	4666.549	114.141	.000	.667
Pretest	1598.146	1	1598.146	39.090	.000	.407
Class	681.457	1	681.457	16.668	.000	.226
Error	2330.387	57	40.884			
Total	323560.000	60				
Corrected Total	4986.933	59				

The researcher used 0.05 level of significance. After calculating the data it was found that computed F value is 16.668 while critical F value is 4.00. It is mean that computed F value is higher than critical F value.

The critical F value is 4.00 while the computed F value is 16.668. The computed F value is higher than critical F value, so it can be concluded that there is a significance difference of reading achievement between the students' taught by using Pre-questioning technique and the students' taught by using Conventional technique. It was proved by computed F value is higher than critical F value. From the result above, it can be concluded that Alternative Hypothesis (H_a) is accepted.

The hypothesis testing showed that there is a significance difference of reading achievement between the students' taught by using Pre-questioning technique and the students' taught by using Conventional technique. The students' who taught by using Pre-questioning technique have better achievement than the students' taught by using conventional technique. It was proved from the computation where computed F-value (16.668) was higher than the F-critical value (4.00) in 0.05 level of significance. It meant that H_a was accepted.

Wallace (2002) proposed and underlines the three big steps used to study a text in a class, they are: before-reading activity, while-reading activity and after-reading activity. He explains that before-reading activity is aimed at activating the students' relevant knowledge that they can bring to the text. The while-reading activity is aimed at using various reading comprehension strategies to go through the text. This is an activity that underlines the meaning-form process. The last step, the after-reading activity, aims at helping the students to store the knowledge from the text in their minds. He insists that reading is an activity involving both readers' contact with the text and creating a similar text as that of the original. It involves not only the mechanical aspect of reading (letters, words, and sentences) but also cognitive

aspect of reading (meaning-making). He also stated reading is also viewed as a reader centered activity, because, while reading, a reader is constantly developing strategies to help him or herself obtain what he or she wants from reading activity.

Based on Brown's (2001) 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.

It can be concluded that a student has a good comprehension if he/she is able to perform the comprehension of reading skills well either orally or in written in form. The test instrument covered all the skills that required, and the tests result showed that the students' taught by Pre-questioning technique have better achievement than the students' taught by traditional technique.

CONCLUSION

From research discussion can be drawn conclusion as follow:

1. The students' who are taught by using pre-questioning technique have better achievement on reading comprehension achievement than the students' reading comprehension achievement who taught by using traditional or convention technique of the seventh grade at SMPN 5 Pamekasan. Actually, the use of pre-questioning technique was useful for the learners, especially in reading process. By using it, the learners had new concept on learning. They will be more interested in learning reading because the technique used by the teacher is more challenging. It is different from students who are taught using conventional techniques which is more traditional way in teaching reading.
2. The hypothesis testing stated that Pre-questioning technique gave a significant effect on the students' reading comprehension achievement of the seventh grade students at SMPN 5 Pamekasan. It was proved in computed F value was higher than F-critical on level significance 0.05. Based on this result, it meant that Pre-questioning technique gave any significant effect on the students' reading comprehension achievement at the seventh grade in SMPN 5 Pamekasan.

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