Pre-Questioning Technique Towards Students' Reading Comprehension

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Abstract

The research aimed to understand the effect of the Pre-Questioning technique toward students' analyzing comprehension. The writer used the quasi-experimental method or known as descriptive quantitative research. Population of the reasearch was 103 students in three classes. The researcher used Cluster Random Sampling Technique to take the sample. The researcher took two classes as the sample of research, those are experimental and control class, it included of 73 students. The main technique in measuring students' reading comprehension was multiple choices which consisted of 40 items. Each item has five options; A, B, C, D, and E. The score for each item was 2,5. In calculating the data analysis, the writer used the t_test formula. Based on the data analysis by using the t_test formula, the writer got the result that H_a is accepted. It was obtained that t_test =4.07, t_table for α = 0.05 is 1.67 and for α = 0.01 is 2.39. Therefore, the conclusion is there was an influence of Pre-Questioning towards students' reading comprehension of the tenth grade at SMK Budi Utomo Way Jepara in 2020/2021. Based on the result of the research, it is clear that the Pre-Questioning technique can increase students' reading comprehension.

Keyword: Pre-Questioning, Reading Ability, Teaching

INTRODUCTION

Language is a device that we use for communicating, getting knowledge, and giving facts to others (Thohidah 2021:1). In the article, Utami (2017:60) also states that the use of the English language is turning into very widespread. Not only in the local international locations, however additionally in non-local international locations, but English is also utilized in nearly every element of life.

In the modern era, English is examined a compulsory lesson educated from elementary school until university. That statement is supported by Nafsiah (2017:2) who states that English may be very essential and has many interrelationships with diverse aspects of lifestyles very own through human beings. There are four skills should be taught to the students at school; listening, speaking, reading, and writing. The reading skill cannot be neglected. Reading is the ability to read the text or passage whether with comprehension or just for reading fun. Reading is the maximum punctuated withinside the procedure of teaching and mastering activity. It is an energetic process, inclusive of the reader in persevering with interplay with the textual content. The reader must interpret the means of the written textual content withinside the analyzing activities. The cap capacity of vocational immoderate university college students in comprehending and studying text is still a protracted manner from the desires stated withinside the curriculum. Many excessive vocational faculty college students have difficulties in comprehending English textual content.

Ruddell (2005:31) stated that reading is the act of constructing meaning while transacting with text in the process of reading, the reader interacts dynamically with the text. It means that reading skill is the key to be successful because through reading people can develop new knowledge, get information and even they want to read it privately. It has function to make people's ideas more wide and adds their knowledge. Reading is one of the essential elements of English abilties taught in Indonesian schools. It performs an essential function in they all as of school. It can be considered one of the basic ways of acquiring information in an academic setting in particular. It may be assumed that the person, who is not able to read well, will face serious trouble, especially in what regards of educational terms. In the educational, reading is common and compulsory activities that students and teachers have to do all the time. They have to read various types of texts with different purposes dealing with their assignments and other academic tasks (Angkarini, 2020:1). Many humans count on that analyzing is a hobby of searching at and knowledge written form. While reading is special definitions primarily based totally on special humans (Riya, 2018:109). Mariam (2013:2) states that The reader makes use of knowledge, talents, and techniques to decide what that which means is. Also, it is one of

the maximum complex talents wherein someone has to cope for the duration of his lifestyles time. It wishes lots of practices and reports to recognize written textual content and the message in it. The trouble turns into extra tough while the textual content seems in an overseas language wherein the reader isn't gifted enough. When reading, the scholars ought to be energetic receivers of the textual content. In approaches, they ought to use their know-how of the sector and of the language to assist them to guess what the textual content will say next.

Rusmiati (2016:62) states that comprehension is a method wherein the reader may also assemble which means with the aid of the user interacting with the text. To get expertise, a reader has to become aware of the passage deeply and she or he has to have an understanding approximately expertise the analyzing passage.

Teaching reading comprehension is coaching college students the way to derive which means, in addition, to examine synthesize what they have read.It means that teaching reading comprehension not only means teach the students how to read well, but also teach them how to gain the deep understanding from what they read. Teaching reading comprehension is a process of how to get information from written media that needed interaction between students and teacher, where the teacher guides the students to find the information from the text.

Comprehension in analyzing text is a deciphering approach reacting to written text as a piece of communication. It method that studying is the way that can be used to communicate even it in written form. People can mean and understand something by reading a text. And it is important to their life, because so much activities in written form and we have to read it, in order to understand. It is a modern ability in attaching that means starting on the identical stage and intending to connect that means to a whole studying selection. In coaching studying, maximum instructors emphasize rationalization and definition of textual content, after which they ask college students to do workouts via way of means of answering questions primarily based totally on the textual content given. There is an absence of steering to understand textual content, whilst the concept of studying comprehension is getting the concept of studying textual content. Therefore, the vital component of coaching studying is main the scholars to interact their minds withinside the textual content. And then, by comprehending the textual content cautiously the scholars can get new data well. In different words, they study new expertise this is studying.

Based on preliminary research in SMK Budi Utomo Way Jepara Lampung Timur, the writer found some problems in students' reading skill. The students often get difficulties understanding the content of a text because they often found unfamiliar words in reading text, so that they find it hard to comprehend and find the meaning of those words. Then, the students are also having difficulties in understanding the content of a reading text, so that they get difficulties to take the conclusion of a passage. Another result of preliminary research is the teacher has never applied the pre-questioning technique in teaching and learning reading.

The researcher assumed that this befell due to the fact the scholars had been not able to discover the principle ideas, the precise information, and the inference of every paragraph of the textual content. It approaches that during studying the scholars had to prompt their historical past information to lead them to realize the textual content easier. To apprehend the textual content in studying, the readers ought to be capable of dealing with each part of the textual content, as it is straightforward to advantage comprehension in studying whilst the readers can prepare the textual content. Occasionally, the reader may also discover a shape of pre-wondering and that they want to realize a studying textual content through understanding the overall view of the textual content. The pre-wondering approach could be very beneficial in coaching studying. 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 (Wulandari, 2017:47). The statement above is supported by Aziz, Faisal Mustafa and Dara Amalia (207:318), One of activity in pre-reading is pre-questioning.This activity is an activity that is carried out to introduce and make a good condition for reading a text.

Considering the problems above, some strategies can improve students' reading ability. One method that may be utilized in coaching analysis is pre-thinking in non-public recount textual content. It is a method designed to offer college students with "true for thought" on a given topic, permit them to formulate character thoughts and their wondering to attain sure the textual content, pre-thinking in recount textual content growth nice of the scholars' reaction and the scholars energetic analyzing capacity language preparation. The recount means the text telling the reader what did happen of the event. It retells a past even. That starts by telling the reader who became involved, what and wherein this occasion took place, and additionally while it. The statement above is supported by Derewianka (2004:18), that the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order).

Based on the historical past of the trouble above, the author became involved to enhance college students' analyzing cap potential with the aid of using making use of pre-questioning in private recount textual content in coaching analysis. Pre-questioning in private recount textual content became a method utilized in coaching analyzing wherein college students had been responded to the query earlier than completed analyzing private recount textual content, the possibility formulate personal ideas. Therefore, the writer did a research entitled: "The Influence of Pre-Questioning in Personal Recount Text towards Students' Reading Comprehension of the Tenth Grade at SMK Budi Utomo Way Jepara in 2020/2021".

METHOD

This research was quantitative. According to Mackey (2005:303), quantitative research means the research which variables are manipulated to test hypotheses and in which there is usually quantification of data and numerical analyses. To conduct the research, the writer used a quasi-experimental design. The classes were taken in two classes' namely experimental class and control class. In experimental class, the writer taught reading comprehension by using the Pre-Questioning Technique. While in control class, the writer applied direct instruction to know whether there was an influence of using the Pre-Questioning Technique towards students' reading comprehension ability.

There were 3 classes in population consisted of 103 students. The writer took two classes as the sample of the research. First class is for the experimental class (X.TP1) and the second is the control class (X.TP2). The writer taught writing through Blocking a Reading Technique in experimental class and applied direct instruction in the control class. In the sampling technique, the writer used the cluster random sampling technique, whereas the classes were homogeneous. In collecting the data of students' reading comprehension ability, the writer used a reading test in form of multiple choice which consisted of 40 questions with four options (A, B, C, D, and E).

Research Instrument
The Validity of Test

The validity of the test is the extent one possibly can make correct generalizations based on the effects from a specific measure (Mackey, 2005: 369). To realize the validity of the check, the author used content material validity and constructs validity.

Reliability of Test

For knowing the reliability of the best, the writer used the split-half technique with the following steps (Arikunto, 2006:78):
1. Gave try the items test out the sample, it was on X TP.3.
2. Divided the test into odd number items and even number items.
3. Analyzed the test result by using the Product Moment formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{(N\sum X^2 - (\sum X)^2 \, N\sum Y^2 - (\sum Y)^2)}$$

Notes:
r_{xy} : Coefficient correlation between X (odd items) and Y (even items)
xy : Total number
x : Number of the X source
y : Number of Y source
X^2 : Sum square of variable X
Y^2 : Sum square of variable Y
N : Number of students

4. The next steps are the writer calculated of the reliability of the items test by using the Spearman-Brown formula as follow:

$$r_{gg} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

r₁₁ : Full coefficient reliability of the test

rₓᵧ : Coefficient correlation between x and y

2&1 : Consonant number

5. Consulted the result of reliability to the table of product-moment.
6. Consulted the result to the criteria of reliability as follow:
    a) Reliability Coefficient 0.800 1.00 means very high.
    b) Reliability Coefficient 0.600 -0.800 means high.
    c) Reliability Coefficient 0.400 -0.600 means fair.
    d) Reliability coefficient 0.200 -0.400 means low.
    e) Reliability Coefficient 0.00 -0.200 means very low.

Based on the result of odd and even number, the writer got the result as follows:

$$
\begin{aligned}
N &= 40 \\
\sum x &= 277 \\
\sum y &= 267 \\
\sum x^2 &= 3861 \\
\sum y^2 &= 3611 \\
\sum xy &= 3701
\end{aligned}
$$

Then, the data above were counted by using the Product Moment formula and the obtained the result:

$$r_{xy} = 0.98$$

The result by using product-moment formula above was continued into Spearman-Brown formula and obtained the result:

$$r_{11} = \frac{2.(r_{xy})}{1+(r_{xy})}$$

$$r_{11} = \frac{2.(0.98)}{1+(0.98)} = 0.99$$

Data Normality Test

For knowing the data of the two classes normal or not the writer used Chi-Square ratio (x^2ratio). (Sudjana, 2005:273)

The normality test in this research, the research used following the formula:

H_o : The data have a normal distribution

H_a : The data do not have a normal distribution.

The formula of Normality of the test is as follows:

$$x^2_{ratio} = \sum_{i=1}^{k} \frac{(Oi - (Ei)^2}{Ei}$$

Notes:

O_i : Observation of frequency

E_i : Expectation of frequency

The criterion test, reject Ho if x^2_{ratio} ≤ xtab, (1- a) (k - 3).

Homogeneity Test

The writer used homogeneity test in this research as follows:

$$F = \frac{S^2_1 (The\ Highest\ Variance}{S^2_1 (The\ Lowest\ Variance}$$

Notes:

F : Homogeneity of variance

S : Standard deviation

The hypotheses were:

H_o: The variance of the data is homogeneous

H_a : The variance of the data is not homogeneous

The criteria were accepted H_o if $F_{ratio} < F_{table\ 1/2\ \alpha_{(V1.V2)}}$

Hypothesis Test

To know the hypothesis test, the researchers used the formula of the t_{test} as follows:

$$t_{test} = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S_2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 + 2}$$

Notes:

$\overline{x_1}$ = Average score of the experimental class

$\overline{x_2}$ = Average score of the control class

n_1 = Total of students of experimental class

n_2 = Total of students of control class

s_1^2 = Standard deviation of experimental class

s_2^2 = Standard deviation of control class

S = Combination standard deviation

The Testing of the Equality of the Average Score

H_o 1 : $\mu_1 = \mu_2$ — There is no influence of the pre-questioning approach in personal recount text in the direction of students' reading comprehension of the tenth grade at SMK Budi Utomo Way Jepara 2020/2021.

H_a 2 : $\mu_1 \neq \mu_2$ — There is an influence of the pre-questioning approach in personal recount text in the direction of students' reading comprehension of the tenth grade at SMK Budi Utomo Way Jepara 2020/2021.

The criteria are accepted if $H_a 1$ if $t_{cal} > t_{tab}$ at significant level 5% and 1%.

The Testing of the Different Test of Two Average Score

H_o 1: $\mu_1 < \mu_2$ — The average score of students' reading comprehension who learn reading through pre-questioning in personal recount text is lower than those who learn reading through direct instruction of the tenth grade at SMK Budi Utomo Way Jepara in 2020/2021.

H_o 1: $\mu_1 > \mu_2$ — The average score of students' reading comprehension who learn reading through the pre-questioning in personal recount text reading is higher than those who learned through direct instruction of the eighth class at SMK Budi Utomo Way Jepara 2020/2021.

The criteria were accepted H_a if *t–cal* > *tab* at significant level 5% and 1%.

(Sudjana, 2005:246)

RESULT AND DISCUSSION

Normality of Experimental Class

The researcher used a test on the experimental class to examine the students' fulfillment in reading comprehension ability. After supplying entire substances the use of Pre-Questioning Technique on experimental class and gave the take a look at. The researcher were given the result that the highest rating becomes 90 and the bottom rating become 60 with (n) = 36 students. Obtained the result:

ΣF_i $= 36$
$\Sigma F_i X_i$ $= 2737$
$\Sigma F_i X_i{}^2 = 209529$

The average score:

$$\underline{x_i} = \frac{\Sigma F_i . X_i}{\Sigma F_i}$$
$$\underline{x_i} = \frac{2737}{36}$$
$$\underline{x_i} = 76.03$$

With the standard deviation:
S = $\sqrt{41.17}$
S = 6.42

Then it counted into chi-square formula:
From the result of x-ratio it was obtained at the significance level of 0.05 and also 0.01 that $\chi^2{}_{ratio} <$ $\chi^2{}_{table}$ = 1.21 < 7.81 < 11.3. Since $\chi^2{}_{ratio} < \chi^2{}_{table}$, therefore, the criterion was accepted. It means that the data have a normal distribution.
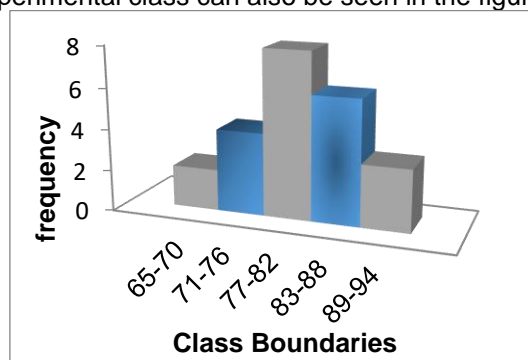The result of research in experimental class can also be seen in the figure below:

Figure 1: The Histogram and Polygon for Experimental Class.

Normality of Control Class

The writer used a test on control class to see the students' achievement in reading comprehension ability. After presenting whole materials using direct instruction on control class and gave the test. The writer got the result that the highest score was 85 and the lowest score was 50 with (n) = 37 students. Obtained the result:
ΣF_i $= 37$
$\Sigma F_i X_i$ $= 2566.5$
$\Sigma F_i X_i{}^2 = 179885.25$

The average score:

$$\underline{x_i} = \frac{\Sigma F_i . X_i}{\Sigma F_i}$$
$$\underline{x_i} = \frac{2566.5}{37}$$
$$\underline{x_2} = 69.36$$

With the standard deviation:
S = $\sqrt{51.68}$
S = 7.19

Then it counted into the chi-square formula. From the result of x-ratio, it was obtained at the significance level of 0.05 and also 0.01 that $\chi^2{}_{ratio} < \chi^2{}_{table}$ = 2.95 < 7.81 < 11.3. Since $\chi^2{}_{ratio} < \chi^2{}_{table}$, therefore the criterion was accepted. It means that the data have a normal distribution.

The result of research in the control class can also be seen in the figure below:
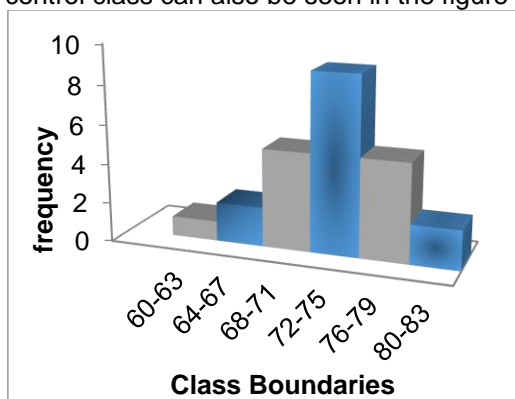

Figure 2: The Histogram and Polygon for Control Class.

The Homogeneity Test

From the result of homogeneity test by comparing to the f-table (by looking at I table). It was obtained F_{ratio} was 0.77. F_{table} at the significant level of 0.05 was 1.72 and 0.01 was 2.17. Since $F_{ratio} < F_{table}$, therefore H_o was accepted (0.77 < 1.72 < 2.17). The variance of the data in the experimental class and control class are homogeneous.

The Hypothesis Test

In calculating the end of the result, the writer used the t-test formula:

$$t_{test} = \frac{X_1 - X_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with,

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

It was obtained $S^2 = \sqrt{46.50}$ = 6.82. And t-test = 4.07.

To know the equality test of two averages, the writer consulted the t-test with the t-table (by looking at G table). It was got t_{test} 4.07 > 1.67 < 2.39. Criterion H_a accepted if $t_{test} > t_{table}$. Therefore, H_a was accepted, which means that there was an influence of the Pre-Questioning Technique towards students' reading comprehension at the tenth grade of SMK Budi Utomo Way Jepara in 2020/2021.

According to the data analysis by using t_{test} and testing of the hypothesis, the writer got the result that Ha was accepted. It showed by t_{test} was higher than t_{table} with significance level 5% and 1% (4.07 > 1.67 < 2.39). It means that there was an influence of pre-questioning in personal recount text towards students' reading comprehension of the tenth grade at SMK Budi Utomo Way Jepara 2020/2021. It was also proved by the average score in the experimental class was higher than in the control class 76.03>69.36 and the result of the different tests obtained 4.07 > 2.00 < 2.66.

The writer did the research and applied pre-questioning in experimental class and in making differences; the writer also used direct instruction in the control class. The students were easy in comprehending the text, could finish their tasks well and got a higher score. The score of students in the experimental class was higher than in the control class. It was successful as the writer's expectation. Because the major aim in the teaching of reading is to get students to use their knowledge to help them with their comprehension of reading. According to Elder and Paul (2002:3), the pre-questioning technique is a key to promote students to think critically, because one major problem teachers usually face in the classroom is that students seem to be passive in interactive activities, and by providing questions in teaching-learning seems to be a solution to make students more active. It means that the

pre-questioning technique is a technique that uses for activating students' critical thinking. It is a solution for inactive classrooms. By providing questions, the students might pay attention to the teacher's explanation.

Therefore, primarily based totally on the reason above, the researcher is inquisitive about locating out the outcomes of remedy with pre-questioning on college students studying comprehension fulfillment and concluded that the pre-questioning includes a few questions supplied earlier than the scholars examine the entire text. In this study, college students may also enhance their studying comprehension in the event that they understand approximately pre-questioning and it is very critical to apprehend pre-questioning to get good comprehension in reading.

The result in the experimental class was very good. Because when the teacher explained the material by using the teaching procedures of the pre-questioning technique, the students were interested in following the instructions and following the steps. The writer gave the students a reading passage with a combination of questions. The writer explained the function of the pre-question to the students. Then she asked them to answer it. The students were more enthusiastic in comprehending the passage. They finish it fast, and they got the information.

At the end of the discussion, the writer would like to inform that reading comprehension is very important and should be learned by students. Because it is one of four skills that has plays an important role in mastering English. By mastering reading people can express their feeling, opinions, and ideas orally. People need to understand the reading text to communicate with each other and make a good comprehension. Reading comprehension is described as an interactive process of constructing meaning that involved producing and receiving and processing information. Thus, reading comprehension needs to be taught by using a suitable technique. The pre-questioning technique could be used by the teacher to improve students' reading comprehension ability.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the data analysis and hypothesis test, the writer concluded that there was an influence of using the pre-questioning technique towards students' reading comprehension at the tenth grade of SMK Budi Utomo Way Jepara 2020/2021. It can be seen that the result t_{test}= 4.07, t_{table} for α= 0.05 was 1.67 and for α=0.01 was 2.39 (4.07>1.67< 2.39). The average score of students' reading comprehension who taught through pre-questioning technique was higher than those who were taught through direct instruction at the tenth grade of SMK Budi Utomo Way Jepara 2020/2021. It can be seen that the average score of the experimental class was 76.03 and the average score of the control class was 69.36.

The suggestion for the teachers, should know what is students' need, because different style of teaching can be different result. The teacher should consider students' problems in learning reading, such as can not be active, facing difficulties to comprehend the text, or having low motivation. It makes easier in aiming the teaching for the first time of meeting. Finally, the students should be able to encourage themselves in learning in order not too heavy to face the material given by the teacher, and they should be able to give feedback in learning process, so that the material would not be left confussion.

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