Increasing Students' Reading Comprehension Using Pre-Questioning at the First Grade of SMA

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Abstract

Tujuan penelitian ini adalah untuk menemukan apakah *pre-questioning* dalam teks *personal recount* dapat meningkatkan pemahaman membaca siswa khususnya kelas X. Desain dari penelitian ini adalah *time series design*. Populasi dari penelitian ini adalah siswa kelas X di SMAN 2 Bandar Lampung pada tahun ajaran 2012/2013. Hasil penelitian ini menunjukkan t-nilai adalah 6.329 dan t-tabel adalah 2.093 dengan tingkat signifikan 0.05. Dari hasil tersebut bisa dikatakan bahwa pre-questioning dalam personal recount teks efektif untuk meningkatkan pemahaman membaca siswa.

The objective of the research was to find out whether pre-questioning in personal recount text could significantly increase students' reading comprehension of the tenth grade students. The design of this research was time series design. The population of the research was the tenth grade students of SMAN 2 Bandar Lampung in academic year 2012/2013. The result of this research revealed that the t-value was 6.329 and the t-table was 2.093 with the level of significance 0.05. From that result, it could be said that the use of pre-questioning in personal recount text was effective to increase students' reading comprehension ability.

Keywords: *personal recount text, pre-questioning, reading comprehension*

INTRODUCTION

English is considered as a compulsory subject taught from elementary school to university. There are four skills that should be taught to the students at school, i.e. listening, speaking, reading, and writing. Based on 2006 School Based Curriculum the students are expected to learn English from various types of text. It means that the students have to concur with many kinds of text during the English lesson. The syllabus states that the students should be able to identify the topic, certain information, meaning of the words and meaning of sentence in the text.

Pre-questioning is taught by having the instructor ask questions about a passage and the students answer the questions, through pre-questioning students set purposes for reading. Based on Brown's (2001:176) explanation of display questions, schema theory and students' background knowledge 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.

According to Harmer (1985:153), there are several 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 leading 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. The question related to this type of pre questioning can be: *Have you ever seen cat and dog fight each other? Do you know why they always fight?*

2. Pre-questioning before reading to extract specific information

Pre-questioning is as 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. The relevant question can be: *Who are the main characters of the story?*

3. Pre-questioning before reading for general comprehension

In this case, pre-questioning used to help the students to find the main idea of the text they read. By answering the pre questions given, 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. The following question is usually asked: *What is the main idea of the story?*

4. Pre-questioning before reading for detailed 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. The question given for the students can be: *What is the best solution to this problem?*

The technique will actively involve the students in the teaching and learning process especially in reading class, since pre-questioning will bring the students into the topic discussion.

METHOD

The researcher used time series design in which the students were given three times pretest, three times treatment, and three times posttest. The research design is illustrated as follows:

T1 T2 T3 X T4 T5 T6

Where:

T1 T2 T3 : Pre-test

X   : Treatment

T4 T5 T6 : Post-test   (Setiyadi, 2006:131)

This research was conducted at the tenth grade of SMA Negeri 2 Bandar Lampung at academic year 2013/2014 in class 2 IPA 2.The instrument of the research was pretest and posttest. *Pretest* was given before the treatment in order to identify how far the students' reading ability understands the mind idea from the text. *Posttest* was given after presenting the treatment in order to identify the improvement of students' reading ability. The test was in form of multiple choice tests with four alternative answers. The items of pretest and posttest were the same. The validity of the test concerned with the content and construct validity.

RESULT

The pretest was administered to measure the students' reading skill before the treatment was given. The test was conducted in 40 minutes. The number of the test was 25 with four alternative answers for each (A, B, C, D). The test was focused on personal recount text. The researcher conducted three times test by giving three different topics in every test.

Table 1The Pretest Items that Could be Answered Correctly by the Students

Test	N	Median	Mode	Lowest score	highest score	Mean
Pretest 1	20	72.67	72	0	84	69.40
Pretest 2	20	80	84	0	92	73
Pretest 3	20	74.40	76	68	84	74.60

The posttest was administered to measure the students' reading comprehension ability after the treatment was given. The test was conducted in 40 minutes. The number of the test was 25 with four alternative answers for each (A, B, C, D). The test was focused on personal recount text. The researcher conducted three times test by giving three different topics in every test.

Table 2ThePosttest Items that Could be Answered Correctly by the Students.

Test	N	Median	Mode	Lowest score	Highest score	Mean
Posttest 1	20	76	72	68	80	75.2
Posttest 2	20	80	76	68	96	80.8
Posttest 3	20	84	80	72	96	84.8

The number of items that could be answered correctly by the students was increase. It could be compared from the mean of the pretest and posttest, and also from the detail for each aspect. The result of pretest and posttest in the experimental class implied that pre-questioning in personal recount texthad increased students' reading comprehension ability.

The researcher also using repeated measures t-test which is also called as Paired

Sample test of SPSS, in which significant increase was determined by p<0,05.

Table 3 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre 1 - post 1	-5.800	17.19 1	3.844	-13.846	2.246	1.509	19	.148
Pair 2	pre 2 - post 2	-7.800	23.30 5	5.211	-18.707	3.107	1.497	19	.151
Pair 3	pre 3 - post 3	-9.800	6.925	1.549	-13.041	6.559	6.329	19	.000

From the table above, all of the result shows .000 significant levels, it is less than

0.05. In first pair 1.509 (t-value) > 2.093 (t-table), second pair 1.497 (t-value) >

2.093 (t-table), third pair 6.329 (t-value) > 2.093 (t-table) means that there are

significant differences of students' reading comprehension ability after being

taught by using pre-questioning in personal recount text.

DISCUSSION

The results of the research showed that pre-questioning in personal recount text

significantly increased the students' reading comprehension. The students' mean

score after being taught through pre-questioning in personal recount text improved better and significantly. The students' mean score of the first pretest was 69.04. Meanwhile, their mean score of the third posttest after being taught through pre-questioning strategy was 84.8, in which their gain score was 15.36. From the result it could be concluded that the students' ability in reading was increased. In accordance with the finding, it could be stated from the students' mean score of the pre-test and post-test that there was a significant improvement before and after being taught through pre-questioning in personal recount text.

Therefore, pre-questioning helped the students to think creatively and it improved their ability to answer inferential question. Pre-questioning itself can build the students' interest and motivation before students read the whole text. The text used was recount text. Derewianka (1992) stated that recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain.

CONCLUSION

There is significant difference of students' reading comprehension ability after being taught by using pre-questioning in personal recount text. It means that pre-questioning could increase students' reading comprehension. It can be seen from the finding of the research. The total gain score of students' reading achievement from pretest to posttest is; students' mean score first pretest is 69.4, second pretest is 73, and third pretest is 74.6. Meanwhile, the result of mean score from first posttest is 75.2, second posttest is 80.8, and third posttest is 84.4. The researcher

also used pair sample of SPSS. The result is In first pair 1.509 (t-value) > 2.093 (t-table), second pair 1.497 (t-value) > 2.093 (t-table), third pair 6.329 (t-value) > 2.093 (t-table) means that there are significant differences of students' reading comprehension ability after being taught by using pre-questioning in personal recount text.From four kinds of pre-questioning which the first posttest was using pre-questioning before reading to confirm expectations showed that the mean score of the students' reading ability is 75.2, and the second posttest used pre-questioning before reading for general comprehension along with pre-questioning before reading to extract specific information showed that the mean score of the students' reading ability was 80.8, and the third posttest which was using pre-questioning before reading for detailed comprehension had the highest mean score which was 84.8. From the result it could be concluded that the students' ability in reading was increased.

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