

**The Effect of Pre-Questioning toward
Students' Reading Comprehension**
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Abstrak. Penelitian ini bertujuan untuk mencari i) apakah ada peningkatan pada keterampilan pemahaman membaca siswa setelah diajarkan menggunakan teknik *pre-questioning* dan ii) persepsi siswa pada teknik ini. Penelitian ini adalah penelitian kuantitatif dan kualitatif. Sasaran penelitian sebanyak 25 siswa pada kelas delapan di MTs Negeri 3 Lampung Selatan. *Reading comprehension* dan kuesioner digunakan untuk pengambilan data. Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan membaca siswa dengan tingkat signifikansi 0.05. Para siswa menunjukkan berbagai persepsi terhadap teknik ini, kebanyakan dari mereka menunjukkan persepsi yang positif. Hal ini menandakan bahwa teknik *pre-questioning* memberikan kesempatan kepada siswa dalam mengembangkan keterampilan pemahaman membaca dalam bahasa Inggris dengan.

Abstract. The aims of this study were to find out i) whether there was statistically significant improvement of the students' reading comprehension achievement after the students were taught through pre-questioning technique and ii) the students' perception of the technique. This research was quantitative and qualitative research. The subjects of this research were 25 students of the eighth grade in MTs Negeri 3 Lampung Selatan. Reading comprehension tests and questionnaires were used to collect the data. The result showed that there was statistically significant improvement of the students' reading comprehension achievement with the significant level of 0.05. In addition, most of them perceived that pre-questioning technique is a good technique. This suggests that pre-questioning technique facilitates the students to develop English reading comprehension.

Keywords: reading comprehension, pre-questioning, perception

INTRODUCTION

Essentially, English is very important and has many interrelationships with various aspects of life owned by human being. In English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. Based on the four language skills, listening and reading are regarded as receptive skills while speaking and writing skills are as productive skills. However, the reading comprehension achievement becomes very important in the education field because it provides useful information and the students need to be trained in order to have a good reading skill.

Unfortunately, some English teachers still apply a conventional method to teach reading and it usually makes the students bored because the method is monotonous. Therefore, the teacher should find a technique to overcome this problem. Thus, the teacher should apply a good technique to establish the effectiveness of English teaching in order to make the students receive the lesson easily. There are many techniques which are used in teaching reading; one of them is pre-questioning technique. The teachers can apply pre-questioning technique before learning process.

Pre-questioning implicitly asks some questions which are provided before the students read the whole text in order to build the students' interest and motivation. Thus, it is very useful to activate the schemata of the students and they can predict what will be faced by them in the reading text (Brown, 2001:176). Therefore, the researcher chose pre-questioning

technique to teach reading comprehension based on the previous research which proved that the use of pre-questioning had an impact on reading achievement to the students in the experimental class (Mas'udah, 2016). Moreover, there were two previous researches which proved that pre-questioning technique could improve students' reading comprehension and build up their interest and motivation effectively (Wijayanti, 2014; Kurniasih, 2011). Besides that, there are also a lot of advantages of pre-questioning technique. They are; first, pre-questioning greatly assists students in reading comprehension cognitive especially since students are challenged and felt aroused reading comprehension is highly complex information processing that involves the interaction between reader and text. Also, pre-questioning can build the interest and motivation before the students read the text and this technique helps students to get specific information from the text.

Considering the statement above, the researcher conducted pre-questioning as a technique in teaching reading comprehension. Therefore, the objectives of this research are to find out whether there is a significant improvement in the eighth grade students of MTs Negeri 3 Lampung Selatan comprehension before and after being taught by using pre-questioning technique and to find out the students' perceptions toward pre-questioning technique.

METHODS

This research was conducted through an embedded design, a mixing of quantitative and qualitative designs.

For the quantitative, this research was conducted through a group pre test – post test. The design of this research: T1 X T2. Meanwhile, the qualitative data were obtained through questionnaires which were counted manually by using Guttman scale. The population of the research was students of the eight grade of MTs Negeri 3 Lampung Selatan in the second semester of academic year 2016/2017. The subject was class VIII D which consisted of 25 students. The research was conducted in several steps; determining the population and sample, administering the try-out test, administering the pre test, arranging the materials to be taught, conducting treatments, administering the post test, distributing questionnaires, and analyzing the data.

In collecting the data, the researcher used the procedures that could be described as follows: First, try-out. In try-out class, the researcher provided 40 items in 80 minutes. It was done in order to know whether the test items were applicable or not. Second, pre test. This test was administered to find out the students' reading comprehension achievement before treatments. It used an objective test in multiple choices and each item had four options. Third, treatments. The researcher conducted treatments for six times by using pre-questioning technique. The materials of this research were based on the curriculum of the eighth grade in junior high school students at the second semesters, which was about descriptive text. Fourth, post test. The post test was distributed to determine the result of students' reading comprehension after being

taught by using pre-questioning technique. In the last meeting, the questionnaire was distributed to the students in order to find out the students perception toward pre-questioning technique. Then, the researcher determined the procedure or technique to be used in scoring the students' work. In order to do that, the researcher used Arikunto's formula (2005:236). The ideal highest score is 100. The scores of the pre test and post test were calculated by using the following formula: $S = \frac{r}{n} 100$

The hypothesis testing of this research is: There is a significant improvement of students' reading comprehension achievement after treatments by using pre-questioning technique.

RESULTS

After analyzing the data of try out test, the researcher used the items that had been selected for testing. There were 30 items of objective reading comprehension test in 60 minutes with four option alternative answers for each (A, B, C, D), one was the correct answer and the rest were distracters. The total score of the pre test was 1256. The mean score of pre test was 50.24; the highest score was 70.00; the lowest score was 27.00; the median was 50.00; and the mode was 60.00. The distribution of the students' score of pre test in experimental class can be seen in the table below.

Table 1. Distribution of Students' Score of the Pretest

Score	Frequency	Percent	Valid Percent	Cumulative Percent
27	1	4.0	4.0	4.0
33	2	8.0	8.0	12.0
40	4	16.0	16.0	28.0
43	1	4.0	4.0	32.0
47	1	4.0	4.0	36.0
50	4	16.0	16.0	52.0
53	2	8.0	8.0	60.0
57	2	8.0	8.0	68.0
60	6	24.0	24.0	92.0
63	1	4.0	4.0	96.0
70	1	4.0	4.0	100.0
Total	25	100.0	100.0	

The table above shows that the frequencies of students who get the lowest score (27.00) is one student and the highest score is one student (70). Meanwhile, there are 23 students who obtain less than 70.00 (92%). From the table above, it can be seen that the students' score of descriptive text reading comprehension does not exceed the completeness of minimum criteria used in MTs Negeri 3 Lampung Selatan that is 70 since only one of 25 students who gets 70 and the rest of the students (24 students) get lower than 70. Thus, it indicates that their achievement in reading comprehension is still low.

Furthermore, the researcher distributed a post test in order to determine whether there is an improvement of students' reading comprehension achievement before and after being taught through pre-questioning technique or not. The total score of post test was 1753. The mean score of the post test was 70.12; the highest score was 87.00; the lowest score was 43.00; the median was 73.00; and the mode was

70.00. The distribution of the students' score of the post test in the experimental class can be seen in the table below.

Table 2. Distribution of Students' Score of the Post test

Score	Frequency	Percent	Valid Percent	Cumulative Percent
43	1	4.0	4.0	4.0
50	1	4.0	4.0	8.0
53	1	8.0	4.0	12.0
57	2	4.0	8.0	20.0
60	1	4.0	4.0	24.0
63	1	4.0	4.0	28.0
70	5	20.0	20.0	48.0
73	3	12.0	12.0	60.0
77	4	16.0	16.0	76.0
80	3	12.0	12.0	88.0
83	2	8.0	8.0	96.0
87	1	4.0	4.0	100.0
Total	25	100.0	100.0	48.0

The table above shows that the frequencies of students who get score higher than 70 are 18 students and the rest get lower than 70 are 7 students. It can be concluded that the result of the post test is satisfactory since the total of students who get more than 70 is about 72%. It means that 72% of the total number of the students exceeds the minimum completeness criterion that is 70. Based on the result of the post test, it can be stated that there is an improvement of students' reading comprehension achievement after being taught through pre-questioning technique.

There were five aspects measured in this research by using the tests. The tables below provide the students' score in the pre test and post test which covered five aspect of reading comprehension.

Table 3. The Students' Total Score of Reading Comprehension Aspects in Pre Test

No.	Aspect of Reading Comprehension	Score	Maximum Score	Percentage (%)
1	Determining main idea	145	300	48
2	Finding supporting details	173	300	58
3	Finding inference meaning	25	50	50
4	Finding reference	13	25	52
5	Understanding vocabulary	31	75	41

Table 4. The Students' Total Score of Reading Comprehension Aspects in Post Test

No.	Aspect of Reading Comprehension	Score	Maximum Score	Percentage (%)
1	Determining main idea	196	300	65
2	Finding supporting details	207	300	69
3	Finding inference meaning	47	50	94
4	Finding reference	19	25	76
5	Understanding vocabulary	56	75	76

Be based on the tables above, it can be seen that the improvement was 17% in determining idea, finding supporting details was 11%, finding inference meaning was 44%, finding reference was 24%, and the improvement of understanding vocabulary was 35 %. Thus, there was an improvement between the students' pre test score and students' post test score. Moreover, pre-questioning technique has the

advantages in improving all aspects in reading comprehension.

Table 5. The Improvement of the Pre test and the Post test Score

	The Score of Pretest	The Score of Posttest	Gain
Mean (m)	50.24	70.12	19.88

The scores show that this technique improved the students' reading comprehension achievement in the experimental class. Meanwhile, the result of the computation shows that t-ratio is 17.587 and t-table is 2.060. Because the value of t-ratio is higher than t-table ($17.587 > 2.060$) and the significant is lower than 0.05 ($0.000 < 0.05$), it means that H_1 is accepted if $t_0 > t_{tab}$ and $p < 0.05$.

Moreover, the researcher obtained some good perceptions from the students after learning reading comprehension achievement through pre-questioning technique. Based on the data obtained from the questionnaire, it was found that most students like English subject and their interest increased after being given pre-questioning technique. Also, they are more motivated to predict a reading text. Then, they have the reasons for further reading since they have prior knowledge to understand the content of the text. Almost all of the students agree that pre-questioning technique is a good technique to improve their understanding in reading comprehension and develop their vocabularies.

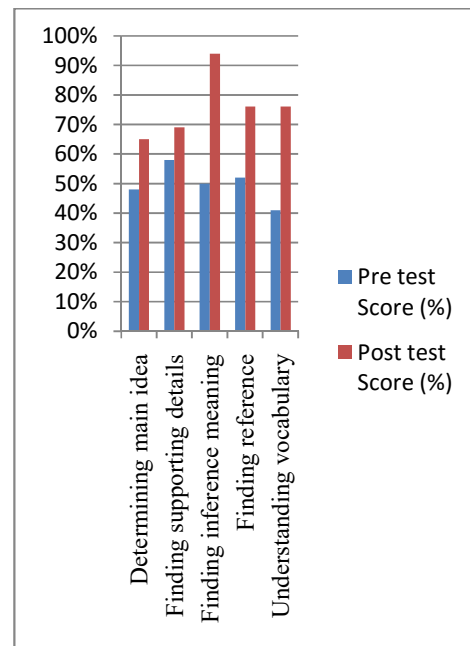
The questionnaire was related to the theory of Gaither about the purpose of questions. The researcher took four aspects from the theory and 1 aspect was as an additional data to

support the first research questions which was about the improvement of students' reading comprehension. Based on the data obtained from the questionnaire, it was found that most students like English subject and their interest increased after being given pre-questioning technique. Also, they are more motivated to predict a reading text. Then, they have prior knowledge to understand the content of the text. Almost all of the students agree that pre-questioning technique is a good technique to improve their understanding in reading comprehension.

DISCUSSION

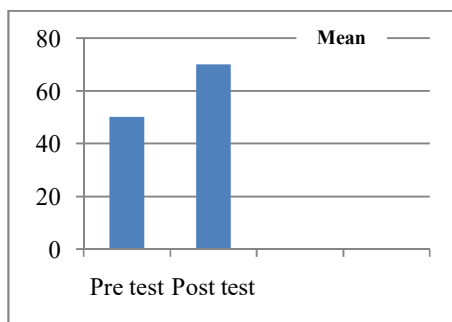
The main concern of this research is the use of pre-questioning technique to improve students' reading comprehension achievement in form of five aspects and to know the students' perceptions related to this technique. In relation to this research, the result showed that the students' reading comprehension achievement improved after being taught through pre-questioning technique. Pre-questioning technique positively could improve the students' reading comprehension achievement in all aspects, such as: *main idea* (17%), *supporting details* (11%), *inference* (44%), *reference* (24%), and *vocabulary* (35%). It means that there was the difference of improvement of each aspect. Although even there was low improvement but this technique proved that it was effective to improve the students' reading achievement. In addition, it could be seen clearly from the graph below:

Graph 1. The Students' Result of Five Aspects of Reading Comprehension



Then, the students' mean score after being taught through pre-questioning technique is higher. Comparing between the pre test and post test' mean score, it was obtained that the gain was 19.88 point It supported the previous research finding conducted by Mas'udah (2016) who said that pre-questioning is an effective technique to improve students' reading comprehension. In short, by applying pre-questioning technique, the students were forced to take part in class discussion and they would be more active in doing activities. This technique began with the introduction of key word given by the teacher in order to build students' prior knowledge which was useful to predict the text, while the pictures given by the teacher to help the students for stimulate the discussion by developing their interest and motivation.

Graph 2. The Improvement of the Pre test and the Post test Score



Based on the above, it shows that there was an improvement of the mean score between pre test and post test. The mean score of pre test was 50.24. Meanwhile, the mean score of post test was 70.12. Thus, the mean score of reading comprehension achievement in the post test was higher than that of pre test, it could be stated that pre-questioning technique improves students reading comprehension. It was because this technique is a great way to teach reading. Moreover, the improvement covered five aspects of reading comprehension Suparman (2012). They are explained as follows: First, main idea. Pre-questioning had the best effect for the students in determining main idea from the text. It got the highest gain score, which were 51. The score of determining idea was 145 in the pre test and it was 196 in the post test. The improvement of the students' score was caused by pre-questioning which was given to the students before they read the text. The students could take the main point because it is able to activate the schemata of the students and they can predict what will be faced by them in the reading text (Brown, 2001:176). Second, finding supporting detail. Pre-questioning

had good effect in helping the students in order to find supporting detail. The total score of finding supporting detail was 173 in the pre test and it was 207 in the post test. Thus, the improvement was 34 (see table 4.8). The improvement of the students' score in finding supporting detail was caused by pre-questioning which help students to get specific information from the text (Harmer, 1985:153). Moreover, pre-questioning technique is able to guide the students to extract specific information from the text. Third, finding inference meaning. Pre-questioning was able to help the students in finding inference meaning. The improvement was 22. In the pre test, the score for finding inference meaning was 25 in the pre test and it was 47 in the post test (see table 4.8). The improvement of the students' score is caused by pre-questioning which help the students to find the complex information. It is supported by Silberstein's statement (1994:12), he said that pre-questioning greatly assists 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 reader and text. Fourth, finding reference. The total score for finding reference was 6; that were 13 in the pre test and 19 in the post test. Martin (2003:123) states that pronouns are unique in that they have no inherent meaning; they can be understood only in relation to their referents. The last, understanding vocabulary. Pre-questioning helped the students in understanding vocabulary. The gain score of understanding vocabulary was 26. The score was 31 in the pre

test and 57 in the post test. Many studies agree that reading skill and vocabulary size are related. According to Machado (2012:56), child vocabulary is strongly related to his comprehension and ease of learning to read. By using pre-questioning, it helps the students in developing their vocabularies. Thus, it could be concluded that 100% of the students improved their reading scores in the post test. It is totally proved that pre-questioning technique can be used to improve students' reading comprehension.

The questionnaire consisted of 15 questions and each question drew about the students' responses related to the pre-questioning technique in learning reading comprehension. The questionnaire was made by considering Gaither's theory about the purpose of questions. The researcher used Guttman Scale to analyze the questionnaire. Guttman Scale has *yes* or *no* answers. Also, the reasons of the respondents were needed to get the data significantly. The result details of the questionnaire assessment of 25 students showed that the coefficient of reproducibility was 0.968. The requirement of reproducibility coefficient is >0.90 . It meant that the items were able to fulfill the requirement of reproducibility coefficient. Meanwhile, the scalability coefficient of the questionnaires item was 0.936 and the requirement was >0.60 . It meant that it had been fulfilled coefficient of reproducibility and coefficient of scalability. The coefficient of reproducibility is a quantity that measures the degree of precision measurement instrument (questionnaire) and the coefficient of

scalability is a scale that measures whether the irregularities on a scale of reproducibility is still tolerable. The assessment was from 2 categories, *yes* or *no*. The respondents who answered *yes* or *no* and it meant to support the statements; it would be counted as 1 point. Meanwhile, the respondents who answered *yes* or *no* but they did not mean agree or support the statements it would be counted as 0 (Widhiarso, 2011). In this questionnaire, there were 14 items which were needed to be answered *yes* and 1 item was needed to be rejected or answered *no*.

The analysis of the questionnaire is described as follows. The question for questionnaire Number 1 is "*Apakah Anda merasa tertarik dan termotivasi untuk belajar Bahasa Inggris?*." All of the students answer *yes*. There are eight students state that they like it because of it is an international language (32%), seven students say that English is important in order to pass National Examination (28%), five students say that they need it to get a better occupation (20%), and five students state that they need it to continue their studies (20%). Thus, the researcher conclude that the students are interested to learning English because of their awareness that it is an international language and they have to master it in order to compete in occupation. The question for questionnaire Number 2 is that "*Apakah nilai Anda dalam pelajaran Bahasa Inggris, khususnya pemahaman membaca sudah cukup memuaskan?*." All of the students answer *yes* and it has been proved by their improvement in reading comprehension. The question for

questionnaire Number 3 is “*Apakah Anda mencoba memprediksi isi bacaan sebelum Anda membaca sebuah teks?*.” All of the students answer *yes*. There are fourteen students state that they do it to help them answer the question easily (56%), eight students say that they do it because it can economize their times (32%), and three students say that they do it because of their lack of grammar and vocabulary (12%). Then, almost all of the students mention title as the parts of the text which is used to predict the content of the text.

The question for questionnaire Number 4 is “*Apakah Anda menggunakan prior knowledge (pengetahuan yang telah Anda miliki tentang sebuah bacaan) untuk memprediksi isi dari sebuah teks?*.” All of the students answer *yes*. There are nineteen students answer they do it because the theme is familiar for them (76%) and six students say that they ever read the text in advance (24%). The question for questionnaire Number 5 is “*Apakah penggunaan prior knowledge membantu Anda dalam memahami isi sebuah teks?*.” All of the students answer *yes*. There are twenty students who say that they understand the content and the context easily by using it and five students do not write their reasons. The question for questionnaire Number 6 is “*Apakah dengan diberikan pertanyaan sebelum Anda membaca sebuah teks (pre-questioning) dapat membantu Anda untuk memprediksi isi dari sebuah teks yang akan dibahas?*.” All of the students answer *yes*. There are twenty one students who say that they are able to predict it because

they have general illustration and four students state that pre-questioning can help them so they do not need to translate the sentences.

The question for questionnaire Number 7 is “*Apakah Anda bisa lebih fokus terhadap sebuah teks dengan diberikannya pre-questioning, sehingga Anda bisa lebih memahami isi teks yang diberikan?*.” All of the students answer *yes*. There are thirteen students state that they are able to focus and understand the text well (52%) and twelve students say that this technique help them to open their mind (48%). The question for questionnaire Number 8 is “*Apakah Anda merasa lebih termotivasi dan terdorong untuk memprediksi isi bacaan setelah diberikan pre-questioning?* .” All of the students answer *yes*. There are 10 students state that they feel curious about the text (52%) and the other students agree that this technique help them to understand the content of the text. The question for questionnaire Number 9 is “*Apakah Anda mengalami peningkatan kosakata setelah Anda diberikan pre-questioning?*.” Almost all of the students agree with the statement. There are nine students say their vocabularies improve because of their habit in reading the text (36%), ten students state that this technique is able to help them in remembering the vocabularies (40%), five students say that it is caused they are motivated to learn the vocabularies (20%), and one students do not give the reason because she/he does not agree (4%).

The question for questionnaire Number 10 is “*Apakah pertanyaan yang diberikan (pre-questioning)*

membuat Anda ingin membaca isi teks secara keseluruhan?.” Almost all of the students answer *yes*. Although, there are several students answer *no*. There are nineteen students who say that they feel enthusiastic to read the whole text (76%) and four students who state that they have understood the text so they like to read it (16%). The question for questionnaire Number 11 is *“Apakah pre-questioning membantu Anda untuk mendapatkan informasi yang berhubungan dengan isi teks yang akan dibahas?.*” Almost all of the students answer *yes*. Although, there are several students answer *no*. However, there are seventeen students who state that they like the technique because it help them in getting the information that they need to answer the questions (68%), and six students who say that they can predict the text because it relates to the questions (24%). The question for questionnaire Number 12 is *“Apakah Anda pikir pemberian pre-questioning merupakan teknik yang baik untuk membantu Anda dalam meningkatkan kosakata?.*” Almost all of the students answer *yes*. Although, there are several students answer *no*. However, there are ten students who say they have better understanding because this technique develop their vocabularies (40%) and ten students believe that pre-questioning technique give the opportunity to enrich their vocabularies (40%). Although, there are five students who answer *no* for the question, the items is good enough cause the scalability coefficient and reproducibility coefficient still fulfill the requirements.

The question for questionnaire Number 13 is *“Apakah Anda pikir pemberian pre-questioning merupakan teknik yang baik untuk membantu Anda dalam memahami sebuah teks?.*” There are twenty one students who answer *yes* and four students who say *no*. The reasons are almost the same with the items number seven and ten. The error items are four but it is able to be used because the scalability coefficient and reproducibility coefficient still fulfill the requirements. The question for questionnaire Number 14 is *“Apakah Anda tertarik untuk membaca teks secara keseluruhan?.*” There are eighteen students who answer *yes* and seven students who say *no*. The error items are one item but it is able to be used because the scalability coefficient and reproducibility coefficient still fulfill the requirements. The reasons are; first, they say that they will get more understanding if only they read the whole text and the others state that they want to read the whole text in order to add their knowledge. The question for questionnaire Number 15 is *“Apakah Anda merasa waktu Anda terbuang jika Anda diberikan pre-questioning sebelum Anda membaca sebuah teks?.*” There are twenty students who answer *no* and it counts as one point because they support this technique and six students who say *yes* and it count as zero. They, who answer *yes*, do not give any reasons in the questionnaire sheet.

It was proved that the process of applying pre-questioning technique could help the students to predict the content of the text. Although they had some different ideas about learning reading comprehension

through this technique, almost all of them accepted this technique as a good technique. In addition, pre-questioning technique was able to activate their prior knowledge and the process of teaching and learning became more enjoyable and active.

Last, during the classroom procedures, it was found that pre-questioning technique improved students reading comprehension which covered five aspects of reading comprehension; those are determining main idea, finding supporting details, finding inference meaning, finding reference, and understanding vocabulary. Considering of the questionnaire which is distributed to the students, it can be concluded; first, questions especially pre-questioning was able to build up students' motivation and interest. Second, it was able to develop students' critical thinking. Third, it was able to assessing achievement or mastery of goals and objectives because they had the illustration of the text. Fourth, pre-questioning technique was able to stimulate students' independent learning. Fifth, the students reading comprehension improved better after being applied pre-questioning which could be seen in their score improvement and questionnaire result.

CONCLUSIONS

Based on the findings of the data analyses, some conclusions can be drawn as follows:

1. The use of pre-questioning technique improves significantly students' reading comprehension achievement at the eighth grade students' of MTs Negeri 3 Lampung Selatan.

2. The students in MTs Negeri 3 Lampung Selatan give positive perception toward the pre-questioning technique

SUGGESTIONS

Based on the conclusions above, the suggestions are as follows:

1. Teachers in general and particularly those in MTs Negeri 3 Lampung Selatan who want to improve reading comprehension achievement of the students, should choose an appropriate material and use media such as pictures or picture series which can guide students in understanding the material and they are able to enjoy the learning process.
2. Hopefully, this study will become a reference in conducting other reading researches.

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