

The Impact of a Pre-Questioning Technique on Students' Reading Comprehension at a Bengkulu State Junior High School

Riswanto Riswanto

UIN Fatmawati Soekarno, Bengkulu, Indonesia; riswantohosen72@gmail.com

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ABSTRACT

The purpose of this study was to determine the achievement of students' reading ability scores after using the pre-question and answer technique. The method used in this research is a quasi-experimental research method. The population of this research is the eighth-grade students of a Junior High School in Bengkulu. The sample consisted of 20 students in class VIII A as the experimental class and 20 students in class VIII C as the control class. The experimental class was taught using pre-questioning techniques and the control class was taught using discovery learning. The instruments used in this study were pre-test and post-test on descriptive text. The results of this study showed differences in learning outcomes of 82.75 for the experimental class and 80.00 for the control class. The data were analyzed using the t-test formula. sig value. (2-tailed) is $0.000 < 0.05$. It can be concluded that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. The results of this study have shown that the use of pre-questioning techniques can have a positive influence on improving students' reading comprehension in the eighth grade of SMPN 06 Seluma in the 2021/2022 academic year.

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Corresponding Author:

Riswanto Riswanto

UIN Fatmawati Soekarno, Bengkulu, Indonesia; riswantohosen72@gmail.com

1. INTRODUCTION

Through reading activities, students involve their thought processes to understand the ideas and meanings conveyed in the text. This is in line with the opinion of Pujiono (2012) namely: In the reading process, students will experience a thought process to understand their ideas and ideas broadly. The reading process is closely related to the development of thinking factors, based on the underlying experience. Where this experience can be obtained through reading a text. Gilakjani & Sabouri (2016) stated that Reading comprehension is an important ability that contributes to the development of students' varied academic assignments. It enables individuals to decode a text, analyze, explain, and communicate their own opinions regarding written things. According to Rivers (In Alemi 2014) stated that "reading is the most important activity in any language class, not only as a source of information

and a pleasurable activity but also as a means of consolidating and extending ones which are knowledge of the language”.

In reading comprehension learning, both students and teachers often experience difficulties. In the learning process of reading comprehension, some students consider learning difficult so students are not active during learning. Comprehension in text analysis is a decoding technique for responding to written text as a kind of communication. It is the technique of learning that may be utilized to communicate, even in written form. Reading a text may help people understand and signify something. And it is vital in their lives because so many actions are written down and must be read to be understood. It is a modern skill in connecting meaning starting on the same level and seeking to link meaning to a full learning selection. Most instructors prioritize explanation and description of textual content in coaching studying, after which they ask pupils to undertake exercises by answering inquiries primarily relying entirely on the text. While the notion of studying comprehension is gaining the concept of studying textual material, there is a lack of guidance to grasp textual content. As a result, one of the most important aspects of coaching learning is encouraging students to interact with the material. The academics can then obtain fresh facts by carefully studying the textual material. In other words, they research new competence that is being studied. The difficulty experienced is when students are asked by the teacher to read English texts and then understand the content of the reading. The level of reading comprehension ability of students is still lacking, this can be seen from the results of the exercises given after the students have finished reading. While the difficulty for teachers is that they lack creativity in applying appropriate reading comprehension learning techniques to students. The reading technique used by the teacher makes students feel bored and bored. This is because every time they carry out reading comprehension learning, the teacher only provides the reading text and asks the students to read then the students answer the questions according to the reading content without first understanding the contents. This is a problem in a school in Seluma District. Researchers tried to visit a Junior High School in Bengkulu.

Researchers observed students' skills in answering questions from the given text. Students' mistakes were found in answering the questions. This can be seen from the results of observations made on 30 class VIII students using the instrument of reading text questions, on average the students were still wrong in answering the questions. Because they do not understand the meaning of the question. There are 50% of students who score below the KKM. The minimum completeness criteria (KKM) is the completeness criteria to state that students achieve learning outcomes. The KKM in English at a Junior High School in Bengkulu. To achieve this KKM, students are required to be able to answer 7-10 questions correctly. One of the causes of student learning outcomes beyond expectations is that the media used by the teacher in learning reading comprehension is less varied to train students in answering English questions. This occurs due to the lack of teacher creativity in the development and use of alternative learning media, it can hinder learning and the low ability of students to read English texts (Reni, 2021). Evidence of the success of applying pre-questioning techniques in reading comprehension is seen in three previous studies which state that the effect of pre-questioning techniques on students' reading comprehension has increased. One of them is from the research title developed by Sari Fitriyani (2015), she applies pre-questioning techniques to improve student achievement in reading narrative text. Based on the data analysis, it was found that the measure of the effectiveness of the study was 1.99, which was categorized as "high effect". According to Qolisoh (2015), there are steps to implement the pre-questioning technique. The step as follows: Selecting the type of question and its level of difficulty, the selection of what type of question to ask depending on the objective of the lesson, the progress made, and the learning needs of the students, and phrasing the question and delivering it, the teacher gave the students some text. The teacher asks students by using the pre-questioning technique, listening to the student's responses, and providing feedback.

Therefore, the researcher tested the pre-questioning technique to find out whether this technique could affect the students' reading comprehension ability. Zenger (1977,p.103-104) said that pre-questioning is a process where someone asks or makes a question about something that aims to assess

the extent of knowledge and understanding about the topic or subject. Qolisoh (2015) also argues that pre-questions are taught by asking the teacher to ask questions about a part of the text and students answer the question, through pre-questions students are expected to focus on reading.

Therefore, this study will be conducted to determine the effectiveness of the application of pre-questioning techniques to help students achieve scores of reading comprehension skills in English texts.

2. METHODS

The design of this research is quasi-experimental research. It employed the nonequivalent control design. According to Eko (2005). Quasi-experimental research is a study that sees a causal relationship between one or more independent variables with one or more control variables.

In quasi-experimental research, there are two variables used, they are independent and dependent. The research used the Pre-questioning technique as an independent variable and reading comprehension as a dependent variable. The writer utilized a multiple-choice reading exam with 40 questions and four alternatives to collect data on students' reading comprehension abilities (A, B, C, D, and E). The test's validity is the amount to which proper generalizations may be made based on the results of a certain measure (Mackey, 2005). The author employed content validity and construct validity to determine the validity of the test.

The Testing of the Equality of the Average Score

H0 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 eighth-grade students of Junior High School in Bengkulu.

Ha 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 eighth-grade students of Junior High School in Bengkulu.

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

The Testing of the Different Test of Two Average Scores

H0 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 eighth-grade students of Junior High School in Bengkulu.

H0 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-grade students of Junior High School in Bengkulu. The criteria were accepted *Ha* if $t_{cal} > t_{tab}$ at significant level 5% and 1%. (Sudjana, 2005)

The researcher did two observations, before the experiment and after the experiment. The observation before the experiment was called pre-test and the observation after the experiment was called post-test. In the middle of the pre-test and post-test, the researcher gave the treatment to the experimental class that used the pre-questioning technique. Then, at the end of the treatment, the researcher administrated the result of the pre-test and post-test scores to find out whether the pre-questioning technique was effective as one of the alternative ways to increase students' reading comprehension. The design of the research is visualized in the following table:

Table1. Research Design

| Class | Pre-test | Treatment | Post-test |
|--------|----------|-----------|-----------|
| VIII A | O1 | X1 | O2 |
| VIII C | O1 | X2 | O2 |

3. FINDINGS AND DISCUSSION

The result showed the implementation of using the pre-questioning technique on Student Reading Comprehension. The findings also included the result of the study that showed whether students with intellectual at the SMP Negeri 06 Seluma achieve reading comprehension scores better after being taught using the pre-questioning technique early reading program or not. The result of the research was obtained based on the data analysis.

The instrument of the research must be valid and reliable. Researchers used ANATES to measure the validity of the research instrument and placed 40 respondents in class VIII consisting of 20 experimental classes and 20 control classes. Based on the calculation of the validity of the pre-test items, there were no invalid data found. While the results of the calculation of the validity of the post-test items show that 18 items are valid and 2 items are invalid.

In the experimental class (VIII-A) the lower score of the pre-test was 60, then the highest score was 85. and then, in the post-test scores, the lowest score was 70 and the highest score was 90. these can be seen from the descriptive statistic of the pre-test and the post-test scores found that the average pre-test was 71,00 and the average score of post-test was 80,75. Whereas in the control class (VIII C) the lower score of the pre-test was 60, then the highest score was 80. and then, in the post-test scores, the lowest score was 80 and the highest score was 90. these can be seen from the descriptive statistic of the pre-test and the post-test scores found that the average pre-test was 70.50 and the average score of post-test was 80.00

The researcher also applied statistical analysis. The test implementation is the paired t-test. Paired t-test was used to find out whether students in reading comprehension eighth grade at the SMP Negeri 06 Seluma achieve reading comprehension scores better after being taught using the pre-questioning technique or not. The researcher used Statistical Package for Social Science (SPSS) 26.0 program for windows to find the paired sample t-test.

Table 2. Paired Sample T-test
Paired Samples Test

| | | Paired Differences | | | | T | Df | Sig. (2-tailed) | |
|------------|----------------------|--------------------|----------------|-----------------|---|--------|--------|-----------------|------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Experiment | Pre-test & Post-test | -10,250 | 7,159 | 1,601 | -13,600 | -6,900 | -6,403 | 19 | ,000 |
| Control | Pre-test & Post-test | -9,750 | 5,495 | 1,229 | -12,322 | -7,178 | 7,935 | 19 | ,000 |

Based on the table above, it was found that there was an average difference in post-test reading comprehension between the experimental class and the control class. From the table, a Sig (2-tailed) value of $0.000 < 0.05$. Because the significance value was < 0.05 , the researcher's hypothesis (H_a) was accepted, and the null hypothesis (H_o) was rejected. This means that there is a significant effect of using the Pre-questioning technique in reading comprehension.

Thus, the conclusion mainly the eighth-grade students in the experimental class had improved development in post-test scores compared to previous pre-test scores. This is related to the theory of Mas'udah (2016) "that the use of Pre-questioning had an impact on reading achievement to the students". This means that the pre-questioning technique is effective in improving students' reading comprehension.

Therefore the result of the research shows that the use of pre questioning technique provides a significant difference in improving reading comprehension and students achieve a high score beyond the KKM score.

The author conducted the research and employed pre-questioning in the experimental class and in making differences; the author also used direct instruction in the control class. The pupils understood the content easily, completed their duties efficiently, and received a higher grades. Students in the experimental class scored higher than students in the control class. It was as successful as the writer had hoped. Because the main goal of reading instruction is to get students to apply their knowledge to aid them with their reading comprehension. According to Elder and Paul (2020), the pre-questioning technique is important for encouraging students to think critically because one of the most common problems teachers face in the classroom is that students appear to be passive in interactive activities, and providing questions in teaching-learning appears to be a solution to make students more active. It indicates that the pre-questioning strategy is used to activate students' critical thinking. It is a solution for dormant classrooms. By asking questions, pupils may be more attentive to the teacher's explanation. As a result, primarily based entirely on the reasons stated above, the researcher is curious about determining the outcomes of treatment with pre-questioning on college students' studying comprehension fulfillment and has concluded that the pre-questioning includes a few questions supplied earlier than the students examine the entire text. In this study, students may improve their studying comprehension if they understand pre-questioning, and it is extremely important to grasp pre-questioning to gain superior reading comprehension. The experimental class produced excellent results. Because the students were interested in following the directions and processes when the instructor conveyed the topic utilizing the teaching methods of the pre-questioning approach. 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 about 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 defined as an interactive process of meaning construction that involves creating, receiving, and processing information. As a result, reading comprehension must be taught using an appropriate approach. The instructor might utilize the pre-questioning strategy to help pupils enhance their reading comprehension.

4. CONCLUSION

Based on the results and discussion above, it can be concluded that there is a significant effect on students' reading comprehension after being given the pre-questioning technique. This is evidenced by the score of the experimental class students being higher than the control class students. Based on the research the analysis of the data collected during the pre-test and post-test.

In addition, it can be seen from the paired sample t-test that has been carried out. The results showed the probability value ($\text{sig.} = 0.000 < 0.05$). This means that H_a is accepted and H_o is rejected. Thus, the conclusion is that the pre-questioning technique is effective in learning reading comprehension for class VIII students of SMP Negeri 06 Seluma, especially in the descriptive text lesson.

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