

The Using Pre-Questioning to Improving the Students' Reading Comprehension Skills to the Tenth Grade Students of SMA Negeri 2 Padangsidempuan

Siti Meutia Sari¹, Tinur Rahmawati Harahap², Wanro Sinaga³, Elissa Evawani Tambunan⁴
^{1,2,3,4}English Department, Graha Nusantara University, Indonesia
meutia.s@yahoo.com

Abstract

This research is mainly conducted by the writer in order to know that there is a significant effect of using the pre-questioning to improving the students' reading comprehension skills to the tenth grade students' of SMA Negeri 2 Padangsidempuan or not. The number of the sample is 52 students. In this research the writer applies the cluster sampling. And as the instrument for collecting the data the writer uses the questioners for variable X and the essay test for variable Y. For getting the needed data, the writer applies the library and field research. The method of research is experiment method, that is the writes find out the different of students' score before-after using pre-questioning method. Based on the result of research can be known the students' mean score in pre-test is 80.76. After treatment the students' mean score increase into 89.04. After collecting the needed the data, the next step which is done by the writer is analyzing it by using statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation (r_{xy}). After analyzing the collected data, it has been got that the value of correlation (r_{xy}), that is 0.945. By consulting this value to the table interpretation given before, it is known that this value can be categorized into the very high correlation category. It means that there is a significant effect of using the pre-questioning to improving the students' reading comprehension skills to the tenth grade students' of SMA Negeri 2 Padangsidempuan. The hypothesis of this research accepted.

Key Words ; Pre-Questioning, Reading Comprehension,

INTRODUCTION

English as one of the important international languages and it has been used in many aspects of life. English is main tool in communication, science and technology development, and business activities. Day by day, more people in the world have the awareness about the importance of English. According to Crystal (2003), English has been spread and used by one fourth of people in the world and will develop until one half billion in this year. It means that the majority of population in the world always grows to learn English.

The people decide to study English in order to face the world's progress. After having the ability in English, the people can understand and speak in English, so that it can make the people be able to communicate with each other, to get new ideas and to share some sources of knowledge. Beside, university students also cannot avoid that now all activities have connection with English.

In learning English, students should master four language skills namely listening, speaking, reading and writing. One of the four skills of language is reading. However, the ability of senior high school students in comprehending a reading text, as a matter of fact is still far from the objectives stated in the curriculum. Many senior high school students have difficulties in comprehending the English text. In fact, most of students in tenth grade of senior high school could not catch the main idea of the text because they just tried to know the meaning of words in every sentence. Most of the students did not have enough experiences in reading comprehension. The researcher assumed that this

happened because the students were unable to identify the main ideas, the specific information, and the inference of each paragraph of the text. It means that in reading the students needed to activate their background knowledge in order to make them comprehend the text easier.

According to Nunan (2003), the text, the reader, strategies, and fluency are the combination to define the act of reading. When a person reads, their mind has already done the natural course of action to gather information about the text and to discover the meaning with their own background knowledge, then the goal is to comprehend. So to understand the text in reading, the readers should be able to handle every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text.

Sometimes, they may find a form of pre-questioning and it is important for them to comprehend a reading text by having knowledge in general view of the text. The use of pre-questioning is very useful in teaching reading. Nuttal (1987) says that developing type of questions and technique are essential to teach reading. Pre-questioning itself can build the students' interest and motivation before students read the whole text. Brown (2001) explained about 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 (1985), there are some kinds of pre-questioning, they are: Pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and pre-questioning before reading for detail comprehension. Pre-questioning technique is the technique that the researcher will use to improve the students' reading comprehension in comprehending reading texts as what the researcher of Sugiwati (2008) and Helwana (2011) had proved that pre-questioning technique could significantly increase the students' reading ability. 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.

Reading is a basic skill to understand a written material. It is also considered as one of the most important skills in today's educational development. According to Mikulecky and Jeffries (2004) reading has the power to help the readers improve their general language skills in English. It helps the readers learn to think in English and enlarge their English vocabulary. Besides that, reading can also help the readers to improve their writing and speaking ability. By reading, the reader is ready to discover new ideas, facts and experiences. Reading is also essential to all learning, it included both learning in general and acquisition of languages.

Braten and Stromso in Elin (2016) claim that nowadays society highly depends on knowledge and information. Those can be found in many forms with numerous sources, whether in a traditional printed form such as books, newspapers or magazines or in a modern form such as e-books, e-journals, and others digital sources. Its indeed requires several skills as the ability to manage the text of those numerous sources. The reader is necessary to acquire the ability to read, integrate, combine information and comprehend that written text.

In other hands, Cohen and Cowen (2008) assumes that "Reading is an interactive process that involves the reader and the text". That assumption is in line with the experts, DeBoer and Dallmann (1964) states that "Reading is an active process". In every process, there must be a goal that willing to achieve. The goal in reading process depends on what the purpose and what the reader has an urge for. If the reader already grasps the authors' ideas, it means they have passed the process of reading itself.

Furthermore, DeBoer and Dallmann (1964) argue that reading is a much more complex process. The higher mental process is involving to make reading become more effective. It also involves recall, reasoning, evaluation, imagining, organizing, applying, and problem solving. In order to reach a good reading, the reader should have good thinking.

Based on those statements above, reading is an activity that involves comprehension and interpretation of readers' intellectual capacity. How the readers collect the information, keep the information on their mind, reaching out and searching for meaning about the author ideas on the written page or printed language

There are several definitions regarding reading comprehension that stated by some experts. According to Lakshmi and Rao (2006), comprehension is a pair of words that use the right vocabularies which related to each other and contain meaning. Whatever the goals or the purpose of the reader to read, there is a need for meaning. It is like reading without comprehension is not reading at all. Comprehension and reading just like relationships that need one and another.

In other hands, Grellet (1981) claims that reading comprehension processes to understand the meaning of a text by detaching some required information as efficiently as possible. By having comprehension, the readers are not only finished the process of reading but also get the information stated in the passage because most of the important information is written implicitly.

Furthermore, Kintsch and Kintsch in Caldwell (2008) assume that "Comprehension is not a single unitary process". It means that the reader actively participates in several kinds of reading act.

As stated above, reading comprehension is not an easy process. In order to understand the need of the students and know more about their problems in reading comprehension, the teacher should comprehend some skills that can be used to develop the ability of reading.

Mark and Kathy Anderson (1998) states that "a recount is a piece of text that retells past events, usually in the order in which they occurred". It means the text is based on a person's story in the past and written in sequence of the story happened.

This text has its own purposes which are informing and also entertaining. Informing means by writing the story, the writer can give the information to the reader, while entertaining is the writer can amuse the readers by writing the story happened. It is like what Wardiman and friends (2006) define that "recount text is a text that telling a reader about one story and the purpose is to entertain or inform the readers."

Moreover, Hyland (2009) states that "the story recount has expressions of attitude and feeling, usually made by the narrator about the events." The one who has the story becomes the narrator of the events. He/she expresses attitude and feeling about the event that written in the sequence of the story.

From the definitions of recount text above, it can be concluded that recount text is a text that tell story in the past by expressing the writers' attitude and feeling in the sequence of events in order to inform or entertain the reader.

The Types of Recount

According to Anderson (2011), recount has three types. They are:

1. Personal recount

Personal recount is retelling an activity that the writer is involved in the story. It means that the writer has experienced the story. A letter and diary can be classified as a personal recount.

2. Factual recount

A factual recount is reporting the details of the information or story that has happened. The examples of factual recount are a science experiment, historical recount, a traffic or sport report.

3. An imaginative recount

An imaginative recount is a story that applies an imaginary role and details but it is presented in a realistic context. The examples are *A Day in the Life of an Ant*, *My Life as Roman Emperor*.

Each text of recount has differences based on the features. They are audience, tense, language, first or third person, addition of details, and series of events.

The Generic Structure of Recount

People need to concern about generic structure of recount to make a recount text well organized. Recount has three main sections. They are orientation, series of events, and re-orientation and personal comment (optional).

1. Orientation

Orientation is an introduction or background information of the story. This part is always in the first paragraph of the text. This paragraph can consist of one sentence but usually it consists of two or three sentences. Moreover, this part needs the information of *who* is involved in the story, *when* the event occurred, *what* happened, *where* the story took a place, and sometimes the reason was for the event (*why*). This information is important to make the reader know what the writer wants to retell.

2. Series of events

This part tells the series of events that happened in the past. This is arranged based on the chronological order.

3. Re-orientation and personal comment

Re-orientation is optional part in recount. This part is usually written by rounding off the series of events. It refers some of the information in the orientation of paragraph. Furthermore, the writer can state his/her feeling or personal comment about the story occurred. It can be concluded that the recount has three main sections. The first is orientation which is an introduction or the background information of story. Then, series of events which are the events happened in the story. The last is reorientation. It is a conclusion of story that can be consisted of the rounding off story and the writer's personal comment.

Language Features of Recount

Priyana (2008) states that recount has several language features that make differences with other texts. The language features include the following:

1. Nouns and pronouns are used to identify people, animals, or things involved in the story. *e.g.* Mr. Sam, our cat, he, *etc.*
2. Action verbs are used to refer to events. *e.g.* she walked, they jumped, I slept, *etc.*

3. Past tense is used to locate events in the writer's time. *e.g.* she looked, they ran, he laughed, *etc.*
4. Conjunctions and time connectives are used to sequence the series of events. *e.g.* then, first, finally, but, *etc.*
5. Adverbs and adverbial phrases are used to indicate place and time. *e.g.* at the beach, to the zoo, yesterday, *etc.*
6. Adjectives are used to describe nouns. *e.g.* the winding track lead to the tumble down house.

The Procedures of Teaching Reading Comprehension in Recount Text through Pre-Questioning Technique

There are several procedures that should be done to implement Pre-Questioning in teaching reading. The procedures of teaching reading are as follows:

1. Pre activities, those are students pray together, students are conducted the routines (day, date, weather) by researcher, and students tell their experiences as the example of recount text.
2. While Activity, those are students are shown a topic of text, students are asked by researcher using pre-questioning technique to make students' critical thinking especially their schemata to guess the title given (what background of the recount given probably is), students are given a text, students are asked to use their critical thinking especially their schemata again to guess picture given, students are given an explanation about a text including its purpose, contents, language features and generic structure.
3. Post Activity, those are students are asked about what they just studied, students asked to make a conclusion of that text, students are given a feedback about whole discussion of the that text, students are given a chance to ask some questions, researcher closes the meeting by providing the summary of lesson.

In the modified procedure above, it shows that this teaching procedure is difference from another conventional way of teaching. It happens because this procedures are giving the students a chance to make conclusion of the text, so the students become more active during teaching and learning process.

METHODOLOGY

The method applied should be adjusted to the purposes of carrying out the research. The method in carrying out the research is very important to be described, because a research cannot be freed from the method used in it. Arikunto (2006) states: “Methodology of the research is the manner that used a researcher in collecting the data”. The main purpose of this research is in order to find out about how far the effect of using picture method to the understanding of procedure text to the eighth grade students of SMA Negeri 2 Padangsidempuan in 2018-2019 academic year, so that in this research the writer applies the descriptive method.

In order to answer the researched problem, in this research the writer applies the correlation research. As Arikunto (2006) states: “Correlational research is applied in order to find out whether there is a correlation or not, and if there is correlation how far it is”. In this research the writer chooses the quantitative research.

The researcher uses the experiment method in conducting this research Arikunto (2006) states, “Eksperimen adalah suatu cara untuk mencari hubungan sebab-akibat (hubungan kausal) antara dua faktor yang sengaja ditimbulkan oleh peneliti dengan mengeliminasi atau mengurangi atau menysihkan faktor-faktor lain yang mengganggu.”

RESULT/FINDINGS

The writer gave the written test to the students through the conventional learning. Based on the data can be known the reading comprehension skill of the students X-1 and X-5 class of SMA Negeri 2 Padangsidempuan is good enough. It can be known by looking up of the students’ mean score after answer the written test that is 80.76. With the highest score is 100 and the lowest one score is 60. Based on the students’ answer can be found the data as below:

Table 1
The Students’ Score in Pre-Test

Number	Variable (Y) Students’ Reading Comprehension Skills
1	80
2	80
3	80
4	70

5	90
6	100
7	60
8	70
9	70
10	70
11	80
12	80
13	80
14	100
15	100
16	100
17	100
18	60
19	60
20	60
21	90
22	90
23	90
24	90
25	80
26	90
27	70
28	60
29	60
30	70
31	70
32	80
33	100
34	80
35	80

36	80
37	90
38	80
39	90
40	90
41	70
42	100
43	60
44	100
45	70
46	60
47	70
48	90
49	80
50	100
51	100
52	80
Jumlah	4200

Based on the data above can be known the highest score is 100 and the lowest score is 60. Then the students' mean score of reading comprehension skills can be seen as follows:

$$M = \frac{\sum Y}{N}$$

$$M = \frac{4200}{52}$$

$$M = 80.76$$

Based on that calculation can be known that the students' mean score of reading comprehension skills is 80.76. That students' mean score is categorized into good category

because has reached the KKM of English Lesson that is 75. However, there are a few students who cannot pass the KKM score or has the score less than 75. Also the frequency of students' score can be seen at this table:

Table 2
The Frequency Distribution of Students' Score in Pre-Test

No	Score	Frequency	Percentage
1	60	8	15.39
2	70	10	19.23
3	80	14	26.92
4	90	10	19.23
5	100	10	19.23
Total		52	100%

Based on the previous table explains that those are 34 students who pass the KKM and 18 students did not. In order to find out the students percentage who pass the KKM can be known through this calculation:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{34}{52} \times 100\%$$

$$P = 65.38\%$$

Based on above calculation can be known the students percentage who pass the KKM is 65.87% and 34.13% who did not. Then all of the percentage of students' score in pre-test can be seen clearly as follows:

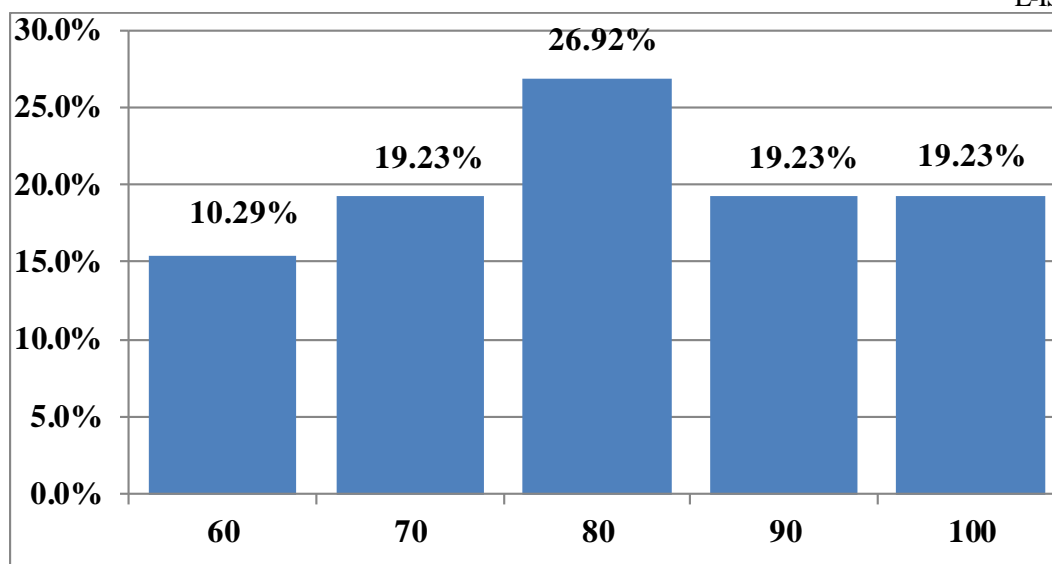


Figure 1
 Histogram of Pre-Test Score

The Result of Post-Test

Next, the writer conducted the experiment toward the sample by implement the Pre-Questioning method. Through this method hopefully si able to improve the students' reading comprehension skills, especially of recount text. Based on the collected data can be known the students' mean score is 89.04 with the highest score is 100 and the lowest one is still 60 but with less number.

For detail information can be seen as follows:

Table 3
 The Students' Score in Post-Test

Number	Variable (Y) Students' Reading Comprehension Skills
1	90
2	100
3	90
4	90
5	100
6	100
7	70

8	80
9	80
10	90
11	80
12	100
13	90
14	100
15	100
16	100
17	100
18	70
19	80
20	60
21	100
22	100
23	90
24	100
25	100
26	90
27	80
28	60
29	60
30	90
31	80
32	90
33	100
34	80
35	90
36	100
37	100
38	90

39	100
40	90
41	80
42	100
43	80
44	100
45	80
46	80
47	80
48	90
49	90
50	100
51	100
52	90
Jumlah	4630

Based on the data above can be known the highest score is 100 and the lowest score is 60. Then the students' mean score of reading comprehension skills after implemented by the pre-questioning method can be seen as follows:

$$M = \frac{\sum Y}{N}$$

$$M = \frac{2350}{30}$$

$$M = 89.04$$

Based on that calculation can be known that the students' mean score of reading comprehension skills after implemented by the pre-questioning method is 89.04. There is the mean score improvement after after implemented by the pre-questioning method from 80.76 to 89.04. That students' mean score is categorized into good category because has reached the KKM of English Lesson that is 75. The implementation of the pre-questioning method also

reduced the number of student who did not pass the KKM from 18 students become 5 students only. It means that's the significant improving of students' reading comprehension skills after implemented by the pre-questioning method. Also the frequency of students' score can be seen at this table:

Table .4
The Frequency of Students' Score

No	Score	Frequency	Percentage
1	60	3	5.77
2	70	2	3.85
3	80	12	23.08
4	90	15	28.84
5	100	20	38.46
Total		52	100%

Based on the previous table explains that those are 47 students who pass the KKM and only 5 students did not. In order to find out the students percentage who pass the KKM can be known through this calculation:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{47}{52} \times 100\%$$

$$P = 94.23\%$$

Based on above calculation can be known the students percentage who pass the KKM is 94.23% and only 5.77% who did not. Then all of the percentage of students' score in post-test can be seen clearly as follows:

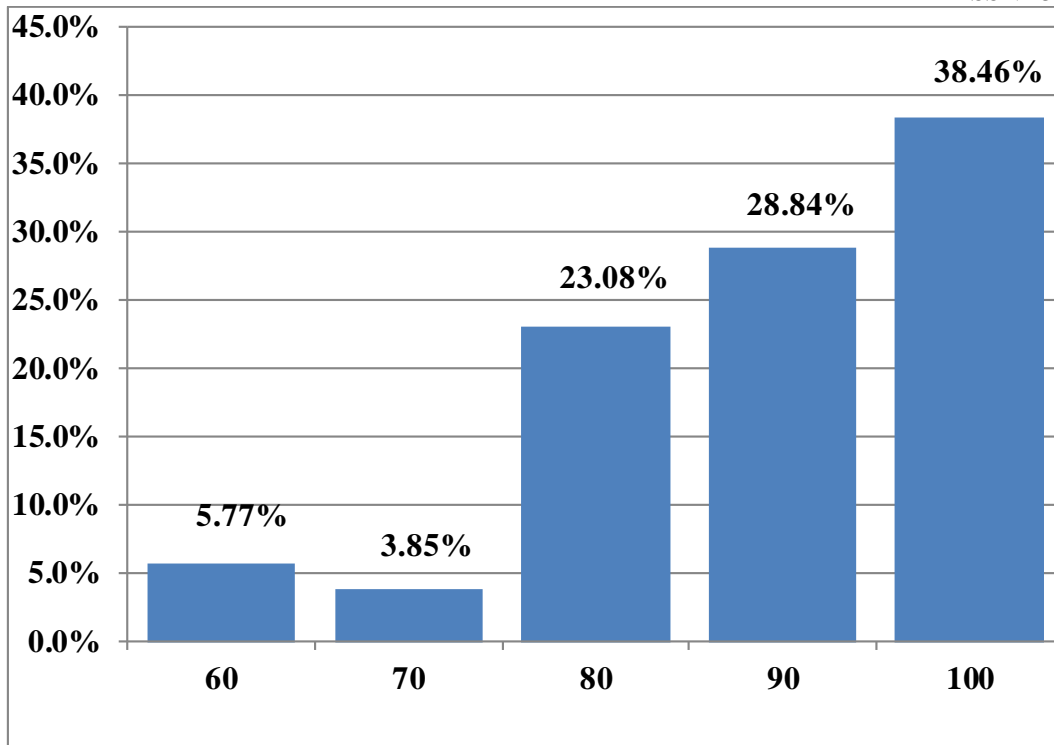


Figure 2
The Histogram of Post-Test Score

The Result of Variabel X (Pre-Questioning Method)

After giving the post-test, we can find the how the effect of pre-questioning method in improving the students' reading comprehension skills is. The students' score has improved through this method, it means this method is good to be implemented in English learning.

Furthermore, to figure out how is the students' respond toward this method, the writer gives the questioners. This the collected data which is gained from students' answer of questioners:

Table 5
The Variable X Data

Number	The Score of Variable X	The Score After Multiple by 5
1	85	80
2	90	80
3	100	80
4	75	70
5	85	90
6	100	100
7	65	60
8	75	70
9	65	70
10	85	70
11	85	80
12	90	80
13	85	80
14	100	100
15	100	100
16	100	100
17	100	100
18	55	60
19	65	60
20	60	60
21	100	90
22	85	90

23	95	90
24	90	90
25	90	80
26	95	90
27	80	70
28	65	60
29	70	60
30	65	70
31	70	70
32	85	80
33	100	100
34	90	80
35	85	80
36	80	80
37	100	90
38	85	80
39	95	90
40	100	90
41	75	70
42	100	100
43	65	60
44	100	100
45	65	70
46	60	60
47	70	70
48	95	90
49	90	80
50	100	100
51	100	100
52	90	80

DISCUSSION

In order to prove the hypothesis the writer needs to conduct the statistical calculation by using the Pearson's Product Moment formula. But first, the writer distributes this data:

Table 6
The Data of Variable X and Y

No	X	Y	X ²	Y ²	XY
1	85	80	7225	6400	6800
2	90	80	8100	6400	7200
3	100	80	10000	6400	8000
4	75	70	5625	4900	5250
5	85	90	7225	8100	7650
6	100	100	10000	10000	10000
7	65	60	4225	3600	3900
8	75	70	5625	4900	5250
9	65	70	4225	4900	4550
10	85	70	7225	4900	5950
11	85	80	7225	6400	6800
12	90	80	8100	6400	7200
13	85	80	7225	6400	6800
14	100	100	10000	10000	10000
15	100	100	10000	10000	10000
16	100	100	10000	10000	10000
17	100	100	10000	10000	10000
18	55	60	3025	3600	3300
19	65	60	4225	3600	3900
20	60	60	3600	3600	3600
21	100	90	10000	8100	9000
22	85	90	7225	8100	7650
23	95	90	9025	8100	8550
24	90	90	8100	8100	8100
25	90	80	8100	6400	7200
26	95	90	9025	8100	8550

27	80	70	6400	4900	5600
28	65	60	4225	3600	3900
29	70	60	4900	3600	4200
30	65	70	4225	4900	4550
31	70	70	4900	4900	4900
32	85	80	7225	6400	6800
33	100	100	10000	10000	10000
34	90	80	8100	6400	7200
35	85	80	7225	6400	6800
36	80	80	6400	6400	6400
37	100	90	10000	8100	9000
38	85	80	7225	6400	6800
39	95	90	9025	8100	8550
40	100	90	10000	8100	9000
41	75	70	5625	4900	5250
42	100	100	10000	10000	10000
43	65	60	4225	3600	3900
44	100	100	10000	10000	10000
45	65	70	4225	4900	4550
46	60	60	3600	3600	3600
47	70	70	4900	4900	4900
48	95	90	9025	8100	8550
49	90	80	8100	6400	7200
50	100	100	10000	10000	10000
51	100	100	10000	10000	10000
52	90	80	8100	6400	7200
Σ	4400	4200	382000	348400	364050

The value of these variables :

$$\sum X = 4400$$

$$\sum Y = 4200$$

$$\sum X^2 = 382000$$

$$\sum Y^2 = 348400$$

$$\sum XY = 364050$$

Next, the calculation of Pearson's Product Moment Correlation formula can be seen as follows:

$$\begin{aligned} r_{xy} &= \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}} \\ &= \frac{52(364050) - (4400)(4200)}{\sqrt{[52(382000) - (4400)^2][52(348400) - (4200)^2]}} \\ &= \frac{18930600 - 18480000}{\sqrt{[(19864000 - 19360000)][(18116800 - 17640000)]}} \\ &= \frac{450600}{\sqrt{(504000)(476800)}} \\ &= \frac{450600}{\sqrt{27102400000}} \\ &= \frac{450600}{476555.62} \end{aligned}$$

$$r_{xy} = 0.945$$

Based on above calculation can be known the value of r_{xy} is 0.945. If it consulted into interpretation table can be categorized into very high correlation category. It means the using of pre-questioning method as the very high correlation in improving the students' reading comprehension skills. In another word, this method is suggested to be used in English learning especially ini improving the students' reading comprehension skills in recount text. Finally, the hypothesis of this research is accepted or there is a significant effect of using the pre-questioning to improving the students' reading comprehension skills to the tenth grade students of SMA Negeri 2 Padangsidimpuan.

CONCLUSION

In this chapter the writer would like to deliver the conclusions that we can find from this research toward the readers. Those conclusions are:

1. There is a significant effect of using the pre-questioning to improving the students' reading comprehension skills to the tenth grade students of SMA Negeri 2 Padangsidimpuan.
2. The students' mean score in pre-test (before treatment) is 80.76 with the highest score is 100 and the lowest one is 60. Then the students percentage who passed the KKM is 65.37% (34 students) and who did not is 34.13% (18 students).
3. The students' mean score in post-test (after treatment) is 89.04 with the highest score is 100 and the lowest one is 60. Then the students percentage who passed the KKM is 94.23% (47 students) and who did not is 5.77% (5 students).
4. The value of correlation both of variables is 0.945 and if consulted to interpretation table can be categorized into very high correlation.
5. The hypothesis of this research is accepted.

REFERENCES

- Arikunto, S, 2006, *Prosedur Penelitian Suatu Pendekatan Praktik*, Rineka Cipta, Jakarta.
- Brown, H. D. 2001. *Teaching by Principles*. San Francisco: Addison Wesley Longman, Inc.
- Burhan,B.2010, *Metodologi Penelitian Kuantitatif*, Kencana, Jakarta.
- Cooper, J. D. 1986. *Improving Reading Comprehension*. Boston: Houghtonmifflin Company.

- Harmer, J. 1993. *The Practice of English Language Learning New Edition*. England: Longman.
- Helwana, Y, 2011. *The Implementation of Pre-Questioning Technique in Teaching Reading Comprehension at the Second Grade Students of SMA Negeri 1 Natar*. FKIP.Unila: Unpublished script.
- Howart, P. 2006. *Making Reading Communicative*. Accessed on July 22th, 2012. <http://academic.cuesta.edu.Html>.
- Simanjuntak, E. G. 1989. *Developing Reading Skills For Efl Student*. Fakultas Keguruan dan Ilmu Pendidikan, Bandar Lampung: Universitas Lampung
- Sudjana, 2002, *Metode Statistik*, Tarsito, Bandung.
- Sugiwati, F. 2008. *Improving Students' Reading Comprehension Ability Through 'Wh-Question' Technique at The Eight Year of SMP Negeri 28 Bandar Lampung*. FKIP.Unila: Unpublished Script.
- Toha, A, M., 2009, *Metode Penelitian*, Universitas Terbuka, Jakarta.