

THE INFLUENCE OF *LEARNING STARTS WITH A QUESTION* METHOD TOWARDS THE STUDENTS' READING COMPREHENSION

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Abstract

The purpose of this research was to find out whether there was an influence of Learning Starts with a Question method towards the Students' Reading Comprehension. This research used experimental quantitative research. The data used in this research were obtained from students' learning outcomes in the experimental class and control class. The test was in the form of multiple-choice questions and was carried out before and after being given different treatments in each sample class, which were chosen by using Simple Random Sampling technique. After the learning outcomes were obtained, the data were calculated using the statistical T-test (Independent Sample T-test) formula. The results showed that there was an influence of Learning Starts with a Question method towards the Students' Reading Comprehension. This can be seen in the calculation of hypothesis testing results, that $T_{count} > T_{table}$ ($2,870 > 2,012$) with a significant level of 5%, furthermore it can be concluded that there was an influence of Learning Starts with a Question method towards the Students' Reading Comprehension.

Keywords: Method, Learning Starts with a Question, Reading Comprehension

INTRODUCTION

Language is a media of communication that everyone needs to communicate with others. It is necessary for everyone to communicate with others through language. Indonesia is one of many countries that places English as an important language. The English language has an important role in many countries, including Indonesia. It is widely recognized that English is an important language for Indonesia, and one of the main reasons is that English is an international language, it would necessarily need to include information about English's contributions to society, and in particular in business, politics, education and the media (Lauder, 2008).

Reading is one of the four skills students should master in English, and it is one of the ways students can communicate in written form; it is considered one

of the most important skills to master since it is integral to almost every aspect of their daily activities. students is important to do more reading because reading is the activities that can help them gain knowledge and develop their skills. Reading comprehension is understanding the information form of the written text that has been read (Larasaty & Sulastr, 2012). Mentions that reading comprehension is the process of simultaneously deriving and constructing meaning through interaction and involvement with written language (Snow in Kaganang, 2019). The process of increasing reading comprehension is a complex process because it will influence several factors.

The problems and difficulties that are often faced by students in comprehending reading are; many unfamiliar vocabularies in a text, they do not know how to recognize words in a text, they also play a passive in the learning process, they only accept the material conveyed by the teacher (Muhria et al., 2025). This happens because the method typically employing by teachers is the direct instructional method, the teacher rarely invites students to participate in group discussion so it makes students get bored and become disinterested while learning process because the method used by the teacher are monotonous. Students' activity also plays an important role in influence learning outcomes. Students must actively apply their knowledge because if they are passive in their reception of the information their teachers present, there will be tendency for them to easily forget the material they have learned.

The students will be more active if the teacher directly guide them to participate and involve in learning process. Learning starts with a question is one of active learning that can provide opportunities for students to be active in learning through asking the question at the beginning of the lesson. Susanto (as cited in Takiddin & Meidiana, 2017, p. 173) stated that Learning starts with a question method is method that instructed the students to conduct self-study by formulating questions based on the reading material provided by the teacher, then they attempt to find answers to these questions through discussions with other

students and teachers ready to help if students find the difficulties to find the answer.

METHODOLOGY

In this research, the researcher used quantitative research method. The researcher applied experimental research design as the research method. In this experimental research, the researcher used Quasi-experimental design in the form of Non-equivalent control group design. According to Sugiyono (2013, p. 118) in non-equivalent control group design, there were two groups, namely the experimental group and the control group, then the group was given a pre-test to determine whether there was a difference between the experimental group and the control group in the initial state. The population of this research is seventh grades students at SMPI Integral Luqman Al-Hakim 02 Batam. The total populations are 82 students, divided into four classes. In this research, the researcher used Simple random sampling to determine randomly the class that will be the sample class. The sample of this research were two classes of seventh-grade students in SMPI Integral Luqman Al-Hakim 02 Batam.

Table 1. Sample of the Research

No	Class	Quantity
1	7 Amazing	24 students
2	7 Brilliant	24 students
Total		48 students

The researcher used reading test in the form of multiple choice as instrument of reading test. The test did in pre-test and post-test in both of the sample. The validity of instrument was tested by using Pearson Product Moment to determine whether the item test is valid or not. Meanwhile, the reliability of instrument was tested by using The Kuder and Richardson 20. This research also used technique of analyzing data, such as normality test and hypothesis testing. In normality test

the researcher used Liliefors to test whether data is normally distributed. In hypothesis testing, this research used T-Test (Independent Sample T-Test) as testing hypothesis.

FINDINGS

Based on the data were obtained from the results of the pre-test and post-test conducted in experimental class and control class, it was found that the result score of post-test in experiment class got higher score than post-test in control class. It can be seen in the table below:

Table 2. The Result of Experiment and Control Class

		Descriptive Statistics				
		N	Minimum	Maximum	Mean	Std. Deviation
Pre-test class	Experiment	24	38,16	76,32	54,51	9,63
Post-test class	Experiment	24	38,16	90,63	68,59	12,61
Pre-test Control class		24	28,62	71,55	52,31	10,07
Post-test Control class		24	42,93	76,32	59,95	9,45

Validity Testing

The researcher gives 40 items test of reading comprehension about a descriptive text in the form of multiple choice to the VII Excellent which consisted of 24 students trying out the instrument test to determine whether the items were valid or not. The validity tested by using *Pearson Product Moment* and got $r_{table} = 0.404$ in 5% significance level. Based on the validity testing, there were 21 items, which were valid, and 19 items were invalid. Tthe calculation of validity test called valid, because $r_{xy} > r_{table}$ and called invalid because $r_{xy} < r_{table}$.

Reliability Test

The researcher calculated the reliability test after calculated the result of validity test. The reliability test of the valid items was calculated by using *The Kuder and Richardson 20 (KR-20)* formula to find out whether the instrument was

reliable or not. Based on the number of students was gotten $r_{table} = 0.404$ for 5% significance level. The calculation of reliability test of instrument test is $r_{count} > r_{table}$ ($0.859 > 0.404$). It means that the instrument test is reliable.

Normality Test

In order to get proper data for analyzing, the data need to be tested for the normality and the homogeneity. Normality test used to analyse the data of the students' result in pre-test and post-test scores was in a normal distributed or not. In this normality test, the researcher used the *Liliefors*. From the calculation of the normality test, the results are obtained in the table below:

Table 4. Normality Test of Experiment Class

Sample	N	Mean	Standard Deviation	L_{max}	L_{table}	Result
Pre-test Experiment Class	24	53,86	10,6641	0,135	0,18085	Normal distributed
Post-test Experiment Class		70,56	13,4901	0,087		Normal distributed

Based on table 4 above, the pre-test and post-test in experiment class obtained $L_{max} < L_{table}$ with a significant level = 0.05 at $n = 24$, it means that the population of pre-test and post-test data in the experimental class is normally distributed.

Table 5. Normality Test of Control Class

Sample	n	Mean	Standard Deviation	L_{max}	L_{table}	Result
Pre-test Control Class	24	52,67	9,69217	0,113	0,18085	Normal distributed
Post-test Control Class		60,62	10,2864	0,119		Normal distributed

Based on table 5 above, the pre-test and post-test in control class obtained $L_{max} < L_{table}$ with a significant level = 0.05 at $n = 24$, it means that the population of pre-test and post-test data in the control class is normally distributed.

Homogeneity Test

Homogeneity test was conducted to determine the level of similarity of variance between the two groups, namely the experimental class and the control class. The homogeneity test in this research used the *F-test* formula. The results of the homogeneity test calculation could be seen in the following table:

Table 6. Homogeneity Test of Pre-Test of Experiment and Control Class

Sample	Varians	F _{count}	F _{table}	Result
Experiment class	113, 723	1,210619	2,014425	Data are homogeneous
Control class	93,938			

Based on the table 6 above, the result is $F_{\text{count}} \leq F_{\text{table}}$ ($1,210619 \leq 2,014425$) it can be concluded that the pre-test data in experiment class and control class are homogeneous.

Table 7. Homogeneity Test of Post-Test of Experiment and Control Class

Sample	Varians	F _{count}	F _{table}	Result
Experiment class	181,982	1,719907	2,014425	Data are homogeneous
Control class	105,809			

Based on the table 7 above, the result is $F_{\text{count}} \leq F_{\text{table}}$ ($1,719907 \leq 2,014425$) it can be concluded that the post-test data in experiment class and control class are homogeneous.

Testing Hypothesis

Testing the hypothesis used to find out whether there was an influence of Learning Starts with a Question method on students' reading comprehension or not. To test the hypothesis in this research, the T test was used at a significance

level of 5%. The criteria of the hypothesis test is, if $t_{\text{count}} > t_{\text{table}}$ it means that H_a was accepted and H_0 was rejected. The calculation of hypothesis test by using *Independent T-test* formula and the results was obtained $t_{\text{count}} > t_{\text{table}}$ ($2.870 > 2.012$) it can be concluded that the initial abilities of students between the experimental class and the control class are the same, while the learning outcomes after being given treatment are different. Thus the research hypothesis which "There is an influence of Learning Starts with a Question method towards the students' reading comprehension" can be accepted.

DISCUSSION

Based on the research conducted by the researcher, this research shows that there is an influence of using Learning starts with a question method towards the students' reading comprehension. From the data analysis, the students' score in experimental class achieved better result than control class, it means that the students taught by using Learning Starts with a Question method have higher achievement than those who taught by using lecture method. The result of the analysis can be clarified by the following reasons.

Based on the learning activities carried out using Learning Starts with a Question method, several things can be known as follows. First, this method makes the class atmosphere change to be more active because students work together by discussing with their groups to understand the reading material provided. When students discuss reading materials in groups, they can more easily find information in the reading because in discussing they will use language like peer communication. Second, signs in the text are very useful for students as differentiating clues about information they know and they do not understand, so that students will easier to find information they do not understand. This makes it easier for students to focus on information they do not know. In addition, marking the part of the reading that not understood can make it easier for students when asked to ask a question and make comments about the reading material they were studied. Third, the activity in this method can helps students get more information by exchanging ideas about the readings they have previously discussed with their

small group friends, this can hone their mindset and broaden students' insight because they get various points of view or references from other students. Activity in the classroom is one of the important things in the teaching and learning process, one of which is by asking questions in class. Making questions is an activity that requires thinking and focusing on the problem to be solved, to find problems, students must read the reading material provided so that they can make questions to be asked. In addition to asking, answering questions is one of the important things in the learning process. Answering the questions given also requires a rationale about the problems being discussed, so students must read the reading material that has been given to be able to answer the questions given. The teacher's response to students' questions and answers is also one of the important things in the learning process, because when the teacher responds to students' questions and answers, this can foster confidence in students to be active in the learning activities. In addition, the teacher's response to students' questions and answers becomes a reinforcement of the material that has been discussed.

Based on the explanation above, Learning Starts with a Question method help the students by required the students to asking questions about the subject matter before there is an explanation from teacher. It required the students to be more active in learning process to find the problems and understand the reading material by discussion with their friends. Therefore, the students could comprehend the text and connect it to their prior knowledge. The explanation above shows that the result of the research proves that there is an influence of using Learning Starts with a Question method towards the students' reading comprehension.

CONCLUSION

There were only 21 of 40 items of instrument test that was valid. The result of reliability testing showed that the instrument test was reliable. The

calculation of normality testing showed that the pre-test and post-test in experimental class and control class were normally distributed. The result of calculation of homogeneity testing showed that both of variance's data were homogeneous. The result of hypothesis testing showed that $T_{\text{count}} > T_{\text{table}}$ (2,870 > 2,012), it means that H_0 rejected and H_a accepted. Therefore, Learning Starts with a Question method give an influence on students' reading comprehension.

This method can give better achievement on students' reading comprehension than lecture method. The implication of Learning Starts with a Question method in learning process makes the students more active and they are able to solve their problems by discussing with their friend in the group. Besides, the use of Learning Starts with a Question method raises the students' enjoyment and interest during the English lesson. Finally, the application of Learning Starts with a Question method gave an influence on students' reading comprehension.

The learning method is one of the components that affect student learning outcomes, because it is recommended for teachers to be able to choose the learning method in accordance with the learning objectives to be achieved. Teachers are expected to be able to use the Learning Starts with a Question method in learning English, especially in reading skills because this method has an influence on student reading comprehension based on their learning outcomes and it is essential to improve students' critical thinking, and build teamwork between students. Therefore, the teacher could carry out Learning Starts with a Question method in reading comprehension to improve the students' reading comprehension.

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