

THE EFFECT OF USING PRE-QUESTIONING ON READING COMPREHENSION ACHIEVEMENT TO CLASS XI AT MAN 1 PEUREULAK

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ABSTRACT

This research deals with the using pre-questioning on reading comprehension achievement of the second grade students at MAN 1 Peureulak. The purpose this research is to know the way to teach reading by using pre-questioning and to know whether by using pre-questioning is significant on the students' reading comprehension achievement. The population of this research is students of MAN 1 Peureulak. It is consists of 5 classes and 140 students. The sample for this research is the students at the eleventh grade. It is XI IPA ¹ and XI IPA ² class, which consists of 60 students. In order to get the answer for this problem of the research, the researchers used some ways and steps in collecting the data (field research and the library research methodology). In addition, for the field research, the researchers conducted the test. The result of the research showed that the means of students' score of experimental group was (73.5) and control group was (57.83). It can be concluded that pre-questioning significantly given effect on the students' reading comprehension achievement.

Keywords: Pre-questioning, Reading Comprehension, MAN 1 Peureulak

INTRODUCTION

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. In facts the researcher find the students at MAN 1 Peureulak in Academic year 2017/2018 faced serious problem in comprehend reading text and make their interesting and motivation down.

Stated comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages. Explains that reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is closely related to the cognitive competence of the readers, because this will produce comprehension.

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question. 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. There are some kinds of pre-questioning namely 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". Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text. Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get good comprehension in reading. In comprehending a topic, the readers interacts with the text relates to the pre-questioning of the text to prior experiences of construct meaning which can be

found in the text. Skimming and scanning are two very useful techniques that will help the reader become a better reader.

The reason why the researchers chose pre-questioning was a method in my research title that this method was something for the advanced learner of English. The researchers applied pre-questioning, to improve students' achievement in learning reading. The most important key to create an interactive learning is the initiation of interaction from the teacher by using question. So, pre-questioning was a suitable technique that can be used to overcome the existing problem. By considering the explanation above, this study described the effect of pre-questioning method on students; achievement in learning reading. So, this research entitled "the effect of using pre-questioning on reading comprehension achievement to class XI at MAN 1 Peureulak academic years 2017/2018".

RESEARCH METHODS

In order to know the effect of using pre-questioning for the students, the researcher decided to use the sample divided into two groups: experimental group and control group. The experimental group is the group that receives treatment by applying Interactive Approach, while the control group is the group that receives a different treatment or is treated as usual. The design can be figured out as follows:

Group	Pre-test	Treatment	Post-test
Experimental		Pre-questioning on reading comprehension	
Control		Conventional approach	

The experimental group and control group are taught by using the same materials but different technique. In the experimental group, students is taught by using pre-questioning and in control group, the students is taught by not using pre-questioning (pre-test). Both groups are given post-test after the treatment has been completed.

RESULT AND DISCUSSION

The researcher had conducted a research in order to get the data needed in reading comprehension. In collecting the data, the researcher gave some test such as objective test which consist of 20 items, and it was essay test which consist of 10 items. The essay test presented at the pre-test and in the experimental group. The result score of test acquired by students individually, it can be known that the lowest score in the post-test 55 and the highest score is 85. In this case, the students' means score in the test is 73.5.

The students' score in the post-test in the control group, it can be known that the lowest score in the post-test 40 and the highest score is 75. In this case, the students' means score in the test is 57.83.

Discussion

Based on the computation of the t-test, the result of analysis was 13.08. It meant that t-calculation was higher than t-table at the level of significant of 0.05 (2.000) or it can be said that $13.08 > 2.000$. Based on the data, the result of the data analysis, it was found out that there was a significant effect of the students' reading comprehension achievement taught by using pre-questioning is higher than taught without opening using pre-questioning on reading comprehension. Based on the data of reliability of analysis of instrumentation is considered excellent. Based on the computation of the t-test, it was found that t-observed was higher than t-table at the level of significant of 0.05 (2.000) at $df = 58$ for two tailed test. Therefore,

the null hypothesis is rejected then the hypothesis formulated as the students' achievement taught by pre-questioning is higher than taught without using pre-questioning.

CLOSING

Conclusion

1. The use of pre-questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.
2. Pre questioning used to build up the students' understanding of reading comprehension.
3. Related to this study, two kinds of pre-questioning above make the students easily predict and delimit the topic that is discussed or inform in the text after they read and answer the pre-questioning. In the instruments, the researcher used pre-questioning with Indonesian version, thus, the students can predict easily what will be discussed on the text, after they read and answer the pre-questioning.

Suggestion

Considering the result of this study, the researcher would like to give some suggestions. They are as follows:

1. It is important for the teacher to improve the students' comprehension in reading text by giving any assignment, especially the question in form of main idea and supporting detail, which is regarded more difficult for the students.
2. It hoped that the teacher teach the reading comprehension from the easiest to the most difficult one.
3. The teacher should build a favorable atmosphere at times of teaching-learning process conducted, because a conductive condition in teaching would become one access to carry the success of material to be taught.
4. It is necessary to another researcher conduct a further research, in order to validate the result of this study.

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