ABSTRACT

THE EFFECT OF USING PRE-QUESTIONING ON STUDENTS’ READING COMPREHENSION ACHIEVEMENT AT SECOND GRADE OF SMPN 1 SEPUTIH BANYAK

By

Riana Andam Dewi

Reading comprehension is what allows the reader to interact with the text in a meaningful way. This indicates that reading comprehension is a complex skill to be mastered. This is basically due to the fact that naturally reading skill involves some intricate elements, such as, main idea, supporting detail, inference meaning, vocabulary and reference. Then, in terms of comprehension, the students should be able to master three levels of comprehension; they are literal, interpretative and critical. In addition, sometimes the readers may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. The aims of this research are to determine whether or not there is significant difference on students’ reading comprehension achievement before and after giving pre-questioning and to investigate which reading aspect and level comprehension get the best effect on its achievement by using pre-questioning technique in teaching reading comprehension.

This research was conducted at the second grade of SMPN 1 Seputih Banyak. The reseacher took VIII D class as try out class and VIII A class as experimental class. The experimental research with one group pre test and post test design was applied in this research. In collecting the data, pre test, treatments, post test and questionnaire were administered. Then, the T-Test was employed to reach the significant value.

The result of the research proves that pre questioning technique has effect on students’ reading comprehension achievement. It can be seen from the mean score of the students in pre test and post test. In pre test, the mean score is 53.52 and it becomes 69.15 in post test. It means that there is an increase of 15.64 points. The result of t-test shows that t-ratio is higher than t-table (18.485 > 2.042) with the level of significant is p < 0.05 and significant two tail is p=0.000. It can be said that pre questioning technique is appropriate to be used in order to increase students’ achievement of reading comprehension.