

**THE EFFECT OF PRE-QUESTIONING TECHNIQUE ON
STUDENTS' READING COMPREHENSION ACHIEVEMENT
AT THE SECOND YEAR STUDENTS OF SMPN 29 BANDAR
LAMPUNG**

(A Sript)

By

Indah Rizqia Putri Warganegara



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016**

ABSTRACT

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Reading is bringing and getting meaning from printed or written materials. This activity requires the students not only to read the texts but also to understand it. Naturally, reading skill involves several elements such as main idea, supporting detail, inference, vocabulary, and reference. Therefore, this research was conducted from the considerations that the students still got low scores in reading comprehension test. One factor that may influence students' reading comprehension achievement is the strategy used by the teacher for teaching reading in the class. One of the strategies which is considered applicable for teaching students' reading comprehension is pre-questioning technique. Pre-questioning is very useful for students to activate their prior knowledge. The students may find 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 objective of this research was to find out the effect of giving pre-questioning technique on students' reading comprehension achievement. The result of this research was useful to support the previous study that has been applied in senior high school and university students.

This research was conducted at the second grade students of SMPN 29 Bandar Lampung. The researcher 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, and post-test were administered. Then, the t-test was employed to reach the significant value.

The result of the research proves that pre-questioning technique gives positive effect on students' reading comprehension achievement. It can be seen from the mean score of the students in pre-test and post-test which computed by SPSS 16.00. In pre-test, the mean score is 68.46 and it increases 76.86 in post-test. It means that there is an increase of 8.40 points. The result of t-test shows that t-ratio is higher than t-table ($13.146 > 2.045$) 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 gives the positive effect because it can increase students' reading comprehension achievement.

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Indah Rizqia Putri Warganegara

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**Submitted in a Partial Fulfillment of
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in

**English Education Study Program
The Language and Arts Education Department of
Teacher Training and Education Faculty**



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LAMPUNG UNIVERSITY
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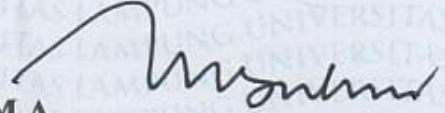
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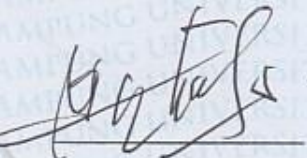
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CURRICULUM VITAE

The writer's name is Indah Rizqia Putri Warganegara. She was born on September 27th in Bandar Lampung. She is the youngest child of four children from the parents H. Apriyanto Warganegara, S.E., and Hj. Rolina, S.Pd.I. She has two brothers namely Rio Setiawan Warganegara, S.H., Tommy Virlianda Warganegara, S.T., and one sister Tri Lestira Putri Warganegara, S.E., M.M.

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DEDICATION

This script is fully dedicated to:

My beloved parents

H. Apriyanto Warganegara, S.E. and Hj. Rolina, S.Pd.I.

My awesome brothers and sisters

Rio Setiawan Warganegara, S.H., Renny Silvia P., S.Kom.,
Tommy Virlianda Warganegara, S.T., Siska P. Yudowati, S.E., MBA.,
Tri Lestira Putri Warganegara, S.E., M.M.

My beautiful nieces

Janeeta Najla Callysta Warganegara
Jasmine Maleeka Amody Warganegara

My fraternities English Department 2012

My almamater Unila

MOTTO

Unquestionably, by the remembrance of Allah the hearts find satisfaction.

-QS. Ar-Ra'd:28-

Why should I subdue the world if I can enchant it.

-Mesut Özil-

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The writer hopes that this research would be a positive contribution to the educational development, the readers, and the other researcher.

Bandar Lampung, August 2016
The writer

Indah Rizqia Putri Warganegara

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I. INTRODUCTION

This chapter discusses about background of the research, formulation of the problems, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Research

Reading is one of four language skills that should be mastered by the learners. By reading, the learners will get a lot of important information. Reading can also open the world and make the learners gain knowledge. Reading itself is the process of understanding a written or printed text. Grabe & Stoller (2002: 9) state that reading is the ability to draw meaning from printed page and interpret this information appropriately. This activity requires the readers not only to read the texts but also to understand it. It can be said that reading always comes along with comprehension.

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klinger, et al 2007:8). Reading comprehension is fundamental for English foreign learners in getting information

and knowledge. Good achievement in reading is very important for the students. In order to attain good reading ability, students need to use appropriate method in learning reading.

Based on the researcher's experience when conducting Field Practice Program (PPL) at SMAN 1 Batu Brak, it was found out that there were several difficulties encountered by students in reading activity. In reading, the students still face some difficulties in determining the main idea, finding supporting details, finding inference, understanding vocabulary, and finding reference. These aspects are difficult to master because the students are sometimes bored in solving them, i.e. sometimes the text is very long and the topic is not suitable for the students. On the other hands, the students that do not like reading usually choose the simple text with simple content. The problem might be caused by several factors, internal and external factor. The internal factor comes from the students such as they lack of knowledge about the technique that can be used in reading process. The external factor comes from the teacher such as the teacher usually applies the same technique in the process of teaching reading.

During reading process, the students only apply the same technique for all types of reading text. For example, when they want to identify the main idea in a text, they read the whole text. Finally, the students are confused to identify the information of the text. It is difficult for them to answer a question from the text. The teacher's factor may influence the students' reading achievement. The teacher usually uses the old method to increase the students' reading achievement. The

teacher asks one of the students to read aloud and main idea must be found by the students. Therefore, the teacher should find the technique to overcome this problem. One of the ways to make teaching reading effective is making the students become active. The teacher should apply appropriate teaching technique to establish the effectiveness of English teaching. So that, it will make easier and enjoyable for student understand the lesson.

One of the techniques in reading is pre-questioning technique. According to Brown (2001:176) pre-questioning is defined implicitly as some questions which are provided before the students read the whole text in order to build the students' interest and motivation, also pre-questioning is very useful to activate the prior knowledge, thus the students can predict what will be faced by them in reading text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the text. Moreover, the student can predict what will be discussed on the text. Narrative text is one of kind of the text that taught at the second grade of junior high school. Narrative text is a piece of the text which tells a story and entertains the reader or listener (Mark and Kathy, 2003:8). Narrative text is more interesting for the students. Most of narrative is fantastic story, so it will also increase the students' motivation and interest in reading class.

To strengthen this research, the researcher provides two previous studies that are related to this research. Rabiula (2014) states in her previous study that this pre-questioning technique can stimulate and activate students' schemata which can help them to understand content of the text and predict the answer of questions by

using several questions before reading the text. She conducted her research which focused on the effect of pre-questioning technique on students' reading ability at the eleventh grade of SMAN 1 Perintis Bandar Lampung in academic year 2013/2014. For data collection instrument, reading tests (pre-test and post-test), questionnaire, and observation were administered. She found that there was significant difference in students' reading achievement before and after being taught through pre-questioning technique. The data showed that the increase between pre-test and post-test is 1.08. The result of questionnaire showed that students felt bored to read and they preferred essay questions to multiple choices.

Another previous research conducted by Rusmiati (2013) who investigated the effect of implementation of pre-questioning strategy to the reading ability of the second year students of English department of IAIN Ar-Raniry Banda Aceh. She conducted this research in order to know if the students who were taught using pre-questioning achieve better performance on reading comprehension as compared to those who were not. For this purpose, there were two classes taken as the sample, namely a control group which consists of 29 students and an experimental group that consists of 25 students. The result of this research showed that t-test score is higher than t-table score, namely $10,31 > 2,021$. It can be concluded that the students who were taught by using pre-questioning strategy have a better achievement in reading proficiency than those who were not.

In line with the explanation above, this study is aimed at finding out the effects of pre-questioning on students' reading comprehension achievement at Junior High School students. By using pre-questioning technique, the researcher tends to find

out whether the same result will be achieved in this research or not. After reviewing two previous researches, those prove that pre-questioning technique can increase students' reading ability in university and also senior high school. In addition to support the previous research findings, the researcher applies this technique in teaching reading in another level of education, that is junior high school. Besides that, the researcher tries to see which aspects of reading comprehension significantly improve when pre-questioning technique implemented in teaching narrative text. Therefore, the researcher decided to design a problem to be researched with the title: "The Effect of Pre-Questioning Technique on Students' Reading Comprehension Achievement at the Second Year Students of SMPN 29 Bandar Lampung."

1.2. Formulation of the Problem

In reference to the background above, the following problem was: "Is there any effect of giving pre-questioning technique on students' reading comprehension achievement?"

1.3. Objective of the Research

Based on the statement of the research problem above, the objective of the research was to find out whether there is an effect of pre-questioning technique on students' reading comprehension achievement.

1.4. Uses of the Research

The uses of this research were:

1. Theoretically, the result of this research is useful for supporting the theory about the effect of giving pre-questioning technique on students' reading comprehension achievement in English subject.
2. Practically, the result of this research may give the information to English teachers and students on the effect of pre-questioning on students' reading comprehension achievement in learning English.

1.5. Scope of the Research

This research was conducted at the second grade of SMPN 29 Bandar Lampung. The students were expected to be able to comprehend some reading aspects which are main idea, specific information, reference, inference, and vocabulary. In this case, the researcher used pre-questioning technique in teaching reading. This research was focused on the effect of giving pre questioning in teaching reading comprehension since it played an important part in learning English reading and get the best achievement. The data of reading comprehension achievement were taken from the reading comprehension test. There were two tests in reading comprehension achievement, they were pre-test, the test before pre questioning was conducted and post-test; the test after it was conducted. Pre-test and post-test were formulated in objective tests in multiple choices form with four options of each question. Here, the researcher decided to use narrative text for the reading

test. The researcher used three kinds of narrative text as her focus which are fables, legend and myth.

1.6. Definition of Terms

There are some terms used in this research and to make them clear and to avoid misunderstanding, they are clarified as follows:

1. Reading is bringing and getting meaning from the printed or written materials.
2. Reading comprehension is defined as the level of understanding of the text. This understanding comes from the interaction between readers and text where readers gain new information or understand the idea from what they had read.
3. Narrative text is a piece of the text which tells a story and entertains or inform the reader or listener
4. Pre-questioning is a teaching technique which consists of some questions provided before the students read the whole text, in order to build the reading schemata and background knowledge of the students and also to rise their interest, and their cognitive aspect to predict what will be faced by them in the next whole text.

II. LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists reading, reading comprehension, reading aspects, teaching reading, narrative text, pre-questioning, procedure of pre-questioning technique in teaching reading, advantages and disadvantages of pre-questioning technique, theoretical assumption and hypothesis.

2.1. Reading

Reading is one of the important skills taught to the students from elementary school to university. There have been several experts who define reading. Nuttal (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. Other linguists, Finichiaro and Bonomo (1973: 199) state that reading is bringing and getting meaning from the printed or written materials. Joycey (2006: 2) says that reading is an active skill, where the reader interacts with the text, and to some extent the writer. Smith (1982: 5-6) says that reading certainly implies comprehension, and reading is something that makes sense to the reader. The readers try to understand and get the meaning and information in the written texts in form of symbols, letters, graphs, etc. Thus, they grasp the writer's messages from the texts.

Grellet (1985: 81: 7) states that reading is a construct process of guessing. Goodman (1976) and Smith (1978) say that reading is an active process of deriving meaning. Mackey (1979: 15) says that reading is an active process because it involves an interaction between thought and language. Reading as an active skill, where the reader interacts with the text, and to some extent the writer. It means if a reader finds a reading passage is interesting, his/her mind is fully engaged in trying to understand the reading.

According to Pang (2003: 6) as quoted by Noviyanto (2012) reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

In addition, Howart (2006: 1) says that reading is, of course, just as communicative as any other form of language. It means that in reading there is an interaction between the writer and the readers through the texts. The writer tries to encode the messages to the readers. Then, the readers try to decode the messages that sent by the writer.

It can be assumed that reading is an act of communication in which information is transferred from a writer to a reader. In other words, the writer should choose the

words when he or she writes something so that the readers are able to understand the meaning of written text, including: 1). Grapheme (is a letter or a number of letters that represent a sound (phoneme) in a word), 2). Structure (how information is organized in a passage), and 3). Semantics (the study of the meaning of language).

2.2. Reading Comprehension

Reading comprehension is the ability to understand a written passage of text. Reading comprehension is what allows the reader to interact with the text in a meaningful way. It's the bridge from passive reading to active reading -- from letters and words to characters and contexts. It is supported by Caldwell (2008:4) who states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Furthermore, Kamil et al. (2011:91) state that in reading comprehension, the students tend to understand more when it is in the language they know better and when the text they are reading deals with culturally recognition context.

Smith (1982: 15) states that comprehension in reading is a matter of "making sense" of text, of relating written language to what we know already and to we want to know. Comprehension can be regarded as a condition where certainty exists. We comprehend when we have no doubt about alternative interpretation or decisions in our mind. In addition, Rubin (1993:194) states that reading comprehension is a complex intellectual process involving a number of abilities that are word meanings (the accepted meaning of a word) and verbal reasoning (how a person works with words to get their full meaning). Comprehension is a

process in which readers use their formal schemata (rhetorical structure of language knowledge) and content schemata (background knowledge of context) in order to get meaning of printed symbol.

Furthermore, Finnochiaro and Bonomo (1973: 132) suggest that reading comprehension is ability which depends on the accuracy and speed of grapheme perception, that is perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusions.

Based on the statements above, it can be inferred that reading comprehension is two ability which cannot be separated, in reading the students deal with the goal which is to understand the whole message content of the text, and to understand the text itself the readers should gather the concept of comprehending first. Reading comprehension help the students to get the deepest meaning of the text.

2.3. Reading Aspects

According to Mahfoodh (2007: 1), there are five aspects in reading comprehension, they are:

1. Main Idea

Basically, main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Segretto (2002:12) states that main idea of a reading selection is what the passage is mostly

about. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can get specific information have more than one main idea. Sometimes the main idea of a literary passage is called theme.

The example question about main idea can be: *What words state the main idea of the story?*

2. Supporting Details

Supporting details are the facts and ideas that explain or prove the topic sentence or main idea. Furthermore, Segretto (2002) states that supporting details provide the reader with more information about the main idea or subject of a passage. They are pieces of information that help the reader to see the big picture in a text. Detail in a fictional story also support main ideas about the setting, characters and events in the story.

The question of finding supporting detail is as follow: *Who are the characters of the story?*

3. Inference

Ordinarily, inference is about guessing something from the information which have we read or know. By definition, inference requires that each reader construct a meaning that makes the text a reflection of her experience (Moreillon, 2007:77). Graesser, Wiemer Hastings, & Wiemer

Hastings (2001) state that inference is the output of the interaction between the readers knowledge and the information in the text. One of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Sometimes information is not given directly. The question containing inference meaning can be: *What is the moral value of the story?*

4. Vocabulary

As a matter of fact, vocabulary is all the words which exist in a particular language or subject. Harmer (2004: 153) states that the ability to determine the meaning of vocabulary items from context is one of the most important aspects of successful reading. Concerning with the statements, vocabulary is indeed basic for everyone who wants to develop or to produce utterances for reading. If they cannot understand the meaning of words in the text, so they will not catch the information of that text. Reader is usually found some questions which test the vocabulary ability. For example of the question is about finding the similarity or antonym of a word. If readers do not know the meaning of that word, they will find difficulty in comprehending the text. For example, the question is “*Malin Kundang was a healthy strong boy who was **good** boats man and swimmer. The anonym of the word “good” is.....*”. This question will brainstorm students’ vocabulary skill in answering the antonym of happy.

5. Reference

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making referents easy to identify. Readers take less time to identify the referents of a pronoun when the referent has been mentioned recently in the text than when it was mentioned earlier (Young, 2011:146). In addition, Martin (2003:123) states that pronouns are unique in that they have no inherent meaning; they can be understood only in relation to their referents. The following question is the example: “...but **she** was so hungry...” (paragraph 3). The bold word refers to...

Referring to the ideas above, it can be inferred that in order to comprehend a reading text in the term of narrative text, the aspects proposed by Mahfoodh are applied because these aspects are fairer in scoring each aspect of reading.

2.4. Teaching Reading

In teaching reading activities, some teachers do not usually teach the strategies how to comprehend the text, they let the students read the text by themselves then answer the questions. This phenomenon does not make the students stimulate their feelings to read and concentration and also gain their skills in comprehending the texts successfully. Hedge (2003) states that any reading component of an English language teaching may include a set of learning goals for:

- The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
- Building a knowledge of language which will facilitate reading ability.
- Building schematic knowledge.
- The ability to adapt the reading technique according to reading purpose (i.e. skimming, scanning).
- Developing an awareness of the structure of written texts in English.
- Taking critical stance to the content of the texts.

Alyousef (2005: 143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema. For example, teachers can ask students questions that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises. Close exercises, cut-up sentences, and comprehension questions.

According to Richek et al (1996: 156), activities in reading that teachers should employ to help students improve reading abilities. As follow:

1. Before Reading

Teacher helps students to relate background information in reading, introduce the students to the text in order to build students' background knowledge, gently correct misperceptions, and mention something that students might enjoy or learn from the material.

2. During Reading

Teacher encourages silent reading, ask students to predict what will happen next, and encourage students to monitor their own comprehension while reading.

3. After Reading

Teacher checks students' comprehension and encourage active responses. Similarly, the above activities can be well applied to teaching students to read narrative texts.

The aim of teaching is to develop students' skill so that they can read English texts effectively and efficiently. In teaching reading, the teacher should provide technique to the students along with the purpose for reading. The purpose for reading also determines the appropriate approach to reading comprehension. Therefore, reading technique should be matched to reading purpose for achieving an effective reading. For example, if their purpose of reading is to find the specific information and main idea of the texts, they should apply scanning technique in their reading process.

In teaching reading, the teacher should provide technique to the students to deal with various types of reading texts. Therefore, reading technique should be matched with the purpose of reading so that the students are able to read efficiently and effectively. As Suparman (2005: 1) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information reader get).

Furthermore Harmer (1987: 70) states the principles behind the teaching reading:

1. Reading is not a passive skill.
2. Students need to be engaged with what they are reading.
3. Students should be encouraged to respond to the content of a reading text, not just to the language.
4. Prediction is a major factor in reading.
5. Match the task to the topic.
6. Good teachers exploit reading texts to the full.

In short, teaching reading is the process by which individuals are taught to derive meaning from text. In this process, the teacher should provide appropriate and possible technique based on the purpose of reading in order to get the comprehension.

2.5. Narrative Text

Text is a semantic unit that is realized in the form of words, clauses, and sentences. Derewianka (1992:17) says that text is any meaningful stretch of language – oral – written. Not all texts are the same. One factor which accounts for differences in texts is the purpose for which the text is being used. Texts are structured in different ways to achieve their purposes. The structure of such of a text would typically move through the following stages: (1) orientation; (2) events and (3) re-orientation.

Narrative text means classification of literature containing stories that could happen in the real world, in a time and setting that is possible, and with characters that are true to life, yet drawn from the writer's imagination. It is categorized as historical or contemporary based upon the time period of publication (Contemporary begins at 1960). Experts define categories of realistic fiction using aspects of theme (e.g., survival friendship diversity, tolerance, environmental preservation, courage, freedom, justice).

Priyana, et al. (2008:91) say that narrative text entertains and instructs the reader. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them. The text incorporates patterns of behavior that are generally highly valued. Moreover, the purposes of narrative are to entertain or enlighten, help understand problems and issues that might be encountered in their own lives empathize with characters engaged in resolving problems and recognize the complexity of human relationships.

There are some genres of narrative text:

1. Folktales, i.e., very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *Aladin*.
2. Fairy tales, i.e., a story tells about something amazing, human's imagination, e.g., *Snow White*.
3. Fables, i.e., traditional short stories that teach moral lesson, especially one with animals as characters; these stories are considered as one group of animal stories, e.g., *The Bear and Rabbit*.

4. Legend, i.e., a story from ancient times about people and events that may or not be true, e.g., *Nyi Roro Kidul*.
5. Myth, i.e., a story from ancient times, especially one that was told to explain about natural events or to describe the early history of a place or people, e.g., *The Legend of Toba Lake*.
6. Mystery, i.e., a story about something that is difficult to understand or to explain which crimes and strange events are only explained at the end, e.g., *Sherlock Holmes*.
7. Science fiction, i.e., a story that science-oriented. It is not really happened in real life, e.g., *Time Machine*.
8. Fantasy, i.e., a story about a pleasant situation that people imagine but it is unlikely to happen, e.g., *Percy Jackson*.
9. Historical fiction, i.e., a story about people and events that is in or connected to the past, e.g., *Bumi Manusia*.

In a traditional narrative, the focus of the text is on a series of actions:

1. Orientation: (introduction) in which the characters, setting and time of the story are established. Usually answer who? When? Where? e.g., *Mr. Wolf went out hunting in the forest one dark gloomy night*.
2. Complication or problem: the complication usually involves the main character(s) (often mirroring the complication in real life).
3. Resolution: there needs to be a resolution of the complication. The complication may be resolved for better or worse/ happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for reader.

According to Priyana, et al. (2008:91), the narrative text is organized to include:

1) A stage that introduces the main character/s in a setting of time and place; 2) A sequence of events, which may begin in a usual pattern, is changed in some way so that the pattern of events becomes a problem for one or more of the characters. The events are evaluated by the character/s, thus making it clear to the reader that a crisis has developed; 3) The problem is resolved or attempted to be resolved; and 4) A stage which makes explicit how the character has changed and what has been learned from the experience.

For the detail, the example of narrative text can be seen as follow:

The Story of Lake Toba

Once upon a time, there was a man who was living in North Sumatera. He did some gardening and fishing for his daily life. **(Orientation)**

One day, he caught a big golden fish in his trap. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the field, but she was so hungry and she ate his father's lunch. Her father got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. **(Complication)**

The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir. **(Resolution)**

Concerning the explanation of narrative above, narrative text was chosen as the focus of the research since on the 2006 curriculum, the students of the second year of junior high school have to be able to comprehend short text in form of narrative. In this case, the researcher only used three genres; they were fables, legend, and myth.

2.6. Pre-Questioning

2.6.1. Questioning Strategies

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001:169). Appropriate questioning can fulfill a number of different functions, such as:

1. Teacher's questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. Sometimes, the students feel scary to have to initiate conversation or topics for discussion.
2. Teacher's question can serve to initiate a chain reaction of students' interaction among themselves.
3. Teacher's questions give immediate feedback about students' comprehension.
4. Teacher's questions provide students with opportunities to find out what they think. As they are involved into responding to questions, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a pre-reading activity.

Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information already known by the teacher and the students. In this case, the questions were

made and developed by the researcher. The questions that used were guided from narrative text by considering five reading aspects.

2.6.2. Pre-Questioning Technique

Pre-questionings are questions asked in order to assist the student to understand the information stated in the text. Brown (2001:176) states that pre-questioning is some questions which are provided before the students read the whole text, in order to develop the reading schemata and prior knowledge of the students and also to rise their interest, and their cognitive aspect to predict what will be faced by them in the next whole text. The philosophy of pre-questioning is developing the students' prior knowledge and motivation before students read the text. Prior knowledge has a large influence on student performance, explaining up to 81% of the variance in posttest scores (Dochy, Segers & Buehl, 1999).

Pre-questioning is taught by asking questions about a passage and the students answer the questions, through pre-questioning students set purposes for reading. Ringler and Weber (1984) in Helmi (2009:13) called pre-questioning is as enabling activities, because it provides a reader with necessary background knowledge to organize activity and to comprehend the material. These experiences involve understanding the purpose(s) for reading and building a knowledge base necessary for dealing with the content and the structure of the material. They said that pre-questioning technique elicit prior knowledge, build background, and focus attention. According to Harmer (1985:153), there are four functions of pre-questioning. i.e. (1) to confirm expectation, (2) to extract specific

information, (3) to obtain general comprehension, (4) to gain detail comprehension. Meanwhile, Brown (2001:176) states that there are two functions of pre-questioning which are to build students' interest and motivation and to activate students' prior knowledge.

By giving pre-questioning on reading comprehension, the students will know their purposes in reading because before reading the whole text there will be several questions related to the topic given by the teacher and they are required to answer the questions first. After answering the questions, the students will be more focus in reading that can help them in comprehending the reading text easily.

2.6.3. Schema Theory

Schema theory is the source of some questions like: How do readers construct the meaning? How do they decide what to hold on to, and having made that decision, how do they infer a researcher message? The reader brings information, knowledge, emotion, experience, and culture that is schemata (plural)-to the printed word, (Brown, 2001:299).

Schema is a hypothetical mental structure for representing generic concept stored in memory. Schemata are created through experience with people, objects, and events in the world. Schemata can be seen as the organized background knowledge, which leads the reader to expect or predict aspects in their interpretation of printed.

Based on Anderson & Pearson (1984), schemata is the process of connecting known information to new information takes place through a series of networkable connections. People has difference schemata to represent all levels of our experiences, at all levels of abstraction. Finally, schemata are our knowledge. All of our generic knowledge is embedded in schemata. Brown's (2001) defined pre-questioning implicitly as some questions which are provided before the students read the whole text, in order to build the schemata and to activate the schemata of the students.

Based on the explanation above, it can be inferred that the use of pre-questioning is to develop readers' content schemata which are related to the background knowledge. Schemata also help students to relate the information of prior knowledge; to determine the importance of information in the reading; to make inference; and to remember information. Schemata must be build and activate throughout the reading process.

2.6.4. Kinds of Pre-Questioning

According to Harmer (1985:153), there are some kinds of pre-questioning, they are:

1. Pre-questioning before reading to confirm expectations

The use of pre-questioning as a tool for placing great emphasis on the leading 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.

The question related to this type of pre-questioning can be: *Have you ever*

seen cat and dog fight each other? Do you know why they always fight?

2. Pre-questioning before reading to extract specific information

Pre-questioning is as a tool to force the students to extract specific information from the text. They are going to answer before reading the text. If they do this, it will be possible for them to read in the required way, they should see the text only to extract the information the questions demand. The relevant question can be: *Who are the main characters of the story?*

3. Pre-questioning before reading for general comprehension

In this case, pre-questioning is used to help the students to find the main idea of the text they read. By answering the pre questions given, the students can take the main point of the text since the pre questions help them to relate every information they got from the text before make a conclusion. The following question is usually asked: *What is the main idea of the story?*

4. Pre-questioning before reading for detailed comprehension

This kind of pre-questioning intends to give the students some detailed information that should be found by them in the whole of the text. The question given for the students can be: *What is the best solution to this problem?*

Concerning to the explanation above, it can be inferred that pre-questioning technique can help the students to gain the comprehension in reading process. By answering the pre-questions given, the students can take the main point of the text

since the pre-questions help them to relate every information they got from the text.

2.6.5. Pre-questioning Technique in Teaching Reading

Pre-questioning plays a central role in the learning process. If a teacher utilizes questions effectively, students will discover that the question is a very valuable learning tool. By the questions, the students can organize their mind to achieve certain objectives. Students who are given some questions in learning process will gain their knowledge and develop their awareness. Besides, teacher can also create an active interactive learning by encouraging students to ask and answer the questions. As Brown (2001:169) says that the most important key to create an interactive learning is the initiation of interaction from the teacher by using question. The questions will provide the stimulus for critical thought and deep-level understanding. The learners engage and excite in asking questions while providing them with new insights and ideas about the material that being learned.

Brown (2007:221) says that encouraging students to develop their own strategies is an excellent means of stimulating the learner tools of interaction. As Qolisoh (2015) says that in applying pre-questioning technique, the teacher used questions or exercise as a tool of measurement in order to know the students' result after being taught by using pre-questioning technique. The researcher has step to implement pre-questioning, it has a function as a key way of making/developing pre-questioning. In this case, the questions are made and

developed by the researcher. The questions that will be used are guided from narrative text by considering five reading aspects. The tips are as follows:

a. Selecting the type of question and its level of difficulty

The selection of what type of question to ask depends on the objective of the lesson, the progress made, and the learning needs of the students. The teacher decides whether to ask recall, comprehension, application, analysis or evaluation question.

b. Phrasing the question and delivering it clearly

The question should be a brief and concise, and delivered clearly. Pre-questioning is a question that presents before the students read the whole of the text. So, the question must be clearly because it is used to build students' knowledge before the students read the text.

c. The teacher gives the students some text

The third step to implement this technique is the teacher gives the students some text. In this research, the teacher focusses in narrative text. So, all the text that is given by the teacher is narrative text.

d. The teacher asks the student by using pre-questioning technique

Pre-questioning is given by the teacher to build prior knowledge. This question is given for the student before the student read the text. It has a function to build prior knowledge. Because this question will help the students to predict what will they have read.

e. Listening to the students response and providing feedback

The student may respond to the question in four major ways: 1) correctly, 2) incompletely, 3) incorrectly , and 4) by not responding at all.

When the respond is correct or acceptable, the teacher may give praise elaborate on the respond, probe, or move to another question. When the student' response is incomplete, the teacher may add a statement to make it correct. When the student' response is incorrect, the teacher must decides whether the students is able, with some teacher help to come up with and acceptable answer or if it best to response by giving the correct answer.

2.7. Procedure of Pre-Questioning Technique in Teaching Reading

Basically, the materials that used was taken from junior high school handbook and added from the network entitled *The Legend of Nyi Roro Kidul*.

The procedures are taken from Balajthy (2003:112) who states that there are four stages of teaching reading comprehension: (1) Preparation; teacher selects an appropriate story and chooses key terms/words, (2) Pre-reading; students are asked to think about the story predictions they are making, (3) Reading; the students read the story to find out the author told the story, and (4) Post-reading; the students discuss and compare their probable passage version of the story with the author's version. The steps can be cited like the followings:

Pre activities

1. The teacher greets the students
2. The teacher checks the students' attendance list
3. The teacher gives apperception by giving some questions such as:
 - Have you ever gone to Yogyakarta?

- What is the famous beach in there?
- Do you know the myth of the place?

While activities

1. The students are shown a picture.
2. The teacher asks the students with several pre-questions to predict what the author discusses next in the text. The leading questions can be:
 - From the picture, can you predict the topic of the text?
(finding main idea and vocabulary)
 - Who are the characters of the story?
(finding supporting detail and reference)
 - Is the story fiction or nonfiction?
(finding inference meaning)
 - What does the picture tell you about the story?
(finding inference meaning, reference and understanding vocabulary)
 - According to the picture, where does the story happen?
(finding supporting detail)
 - What background do you bring to the story?
(finding inference meaning and understanding the flow of the story)
3. The teacher responds and discusses the certain answer of the students.
4. The teacher writes some difficult words to the students on the whiteboard
5. The students are asked to predict the meaning of words .
6. The teacher gives a sentence oral summary about the content of the text, such as this text contains a story about The Queen who had a power to command the whole South Ocean.

7. The teacher asks the students to take the conclusion of the story.
8. Teacher and students combine their conclusion.
9. The teacher delivers the reading passage.
10. The students are asked to read the text.
11. The teacher gives several questions based on the text to check their comprehension as evaluation.
12. The teacher and students discuss together the evaluation of the text.

Post activities

1. The teacher gives the feedback about the lesson today.
2. The teacher closes the meeting

By implementing this procedure, it was hoped that there would be an effect of students' reading comprehension achievement after being taught through pre-questioning technique.

2.8. Advantages and Disadvantages of Pre-questioning Technique

Reading through pre-questioning technique has some advantages and disadvantages. It can be explained as follows:

The advantages of pre-questioning are as follows:

1. Pre-questioning influences students' performance (Dochy, Segers and Buehl, 1999). Students who are passive might become active during learning process because they are required to answer the questions given by teacher.

2. Pre-questioning builds students' interest and motivation (Brown, 2001:176)
3. Pre-questioning activates students' prior knowledge therefore the students can predict what will be faced by them in reading text (Brown, 2001:176)
4. Pre-questioning helps students to get specific information from the text (Harmer, 1985:153).

On the other hand, pre-questioning has disadvantage as follows: In applying pre-questioning, the class is not conducive because the students have to answer the questions given by the teacher. Therefore, the teacher should be able to control the class so the teaching learning process will run well (Helmi:2009).

Based on the explanation above, it can be concluded that the purpose of the pre-questioning is to make students aware of the way language that is used to convey meaning. The form pre-questioning is to deal the students' prior knowledge. Thus, the students can predict easily what will be discussed on the text, after they read and answer the pre-questioning.

2.9. Theoretical Assumption

In accordance with the theories previously presented, this research was focused to investigate whether pre-questioning had a positive effect on students' reading comprehension achievement or not. Reading was very important skill that should be mastered by the students, so they had to be able to comprehend the text since reading would not take place without comprehension. Pre-questioning was a good

technique to be used in teaching reading comprehension. It was assumed that giving pre-questioning technique on reading comprehension had a significant effect on students' reading comprehension achievement since pre-questioning technique can develop readers' content schemata which are related to the background knowledge. Schemata also helps the students to relate the information of prior knowledge. Schemata must be built to activate students' prior knowledge throughout the reading comprehension process. By activating the students' prior knowledge, it can help the students to predict what would be discussed in the text. So the students would know their purpose in reading. By knowing the purpose in reading and connecting their schemata with the text being read the students were be able to comprehend the text easily.

2.10. Hypothesis

The hypothesis of this research was as follows: "There is a positive effect of giving pre-questioning technique on students' reading comprehension achievement."

III. METHODS

This chapter deals with design and procedures of the research. This refers to research design, population and sample, variables, data collecting technique, instrument of the reasearch, research procedures, data analysis, data treatment and hypothesis testing.

3.1. Research Design

This research was quantitative study which used *One Group Pretest Posttest Design* in order to find out the effect of giving pre-questioning technique on students' reading comprehension. The design used one class, as the experimental class which received the treatment of pre-questioning technique. In this research, pre test (T₁) was given before the researcher taught using pre-questioning technique to measure the students' reading comprehension before they were given the treatment. Then, treatment was given in three times by using pre-questioning technique to see the significat effect of students' reading comprehension. Post test (T₂) was given after taught the students by using pre-questioning technique to find out the increasing of students' reading comprehension achievement after they got the treatment. The design of the research was described as follows:

$$T_1 \times T_2$$

Where:

T₁ : The Pretest

X : Treatment by using pre-questioning technique

T₂ : The Post tes

(Hatch and Farhady, 2006:131)

3.2. Population and Sample

A population can be defined as the whole subjects of the research. Setiyadi (2006:38) states research population is all individuals which are being target in research while research sample is individual who give the data. The population of this research was the students of second year at SMPN 29 Bandar Lampung. There were 8 classes in 2nd grade and consisted of 32-37 students in each class (VIII.A-VIII.H). The sample was VIII.D class as try-out class and VIII.A class experimental class. The class was selected randomly by using lottery. It applied based on the consideration that every student in the population has the same chance to be chosen and in order to avoid the subjectivity in the research (Setiyadi, 2006: 39). The experimental class had pre-test, post-test, and the treatment.

3.3. Variables

In order to assess the influence of the treatment in research, variables can be defined as dependent and independent variables. Hatch and Farhady (1982:15) state that the independent variable is the major variable that a researcher hopes to investigate and the dependent variable is the variable that the researcher will be observed and measured to determine the improvement of the independent variable. The research consisted of the following variables:

1. Students' reading comprehension achievement as dependent variable (Y).
2. Pre-questioning technique as independent variable (X).

3.4. Instrument of the Research

3.4.1 Reading Comprehension Test

The Instrument of this research was reading comprehension test. The reading test of this research was conducted to find out how far teaching reading comprehension after given the treatment by using pre-questioning technique. Try out test contained 60 items. The test which was used in pre-test was the same with the test which was used in post test, but in the post test the questions were arranged randomly. Multiple choices test was used since its marking is rapid, simple and most importantly reliable, that is, not subjective or influenced by marker judgments (Heaton, 1975:151). Pre-test and post-test contained 50 items of reading in which there were four alternative answers for each (A, B, C, and D), one was the correct answer and the rest were the distracters.

The test was developed by the researcher and discussed with the experts (lectures and advisors) to measure the degree of agreement. The validity of the instruments referred to the content and construct validity in which the question represents five of sort reading skill i.e. detemining idea, finding the detail information, reference, inference and vocabulary (Nuttal, 1985).

3.4.2. Validity

Validity of the instrument was considered in this research. The researcher took content and constructs validity for this research. It was considered that instrument should be valid and in line with reading theory and the material. The validity of the instrument was presented as follows:

- a. Content validity refered to the extent to which a test measures a representative sample the subject matter contents, the focus of the content

validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982:251). Content validity was intended to know whether the test items are good reflection of what will be covered. The test items were adapted from the materials that have been taught to the students. The test should be so constructed as to contain a representative sample of the course (Heaton, 1975:160). This research applied narrative text as the material. These are the following ways to prove whether the test has a good content validity; 1) it is adopted from Educational goal stated on KTSP English Curriculum and syllabus for the second grade of SMP students, 2) It represents the material teach in the class. According to Setiyadi (2006), to fulfill this type of validity the researcher should be aware of all the indicators of the test items and analyze whether the instrument, in this case reading test, have represented the material which will be measure.

Table 3.1. Specification of the instrument

No.	Skills of Reading	Item Numbers of Try out Test	Percentage of Items
1.	Identifying Main Idea	2, 8, 14, 18, 22, 30, 32, 35, 40, 46, 53, 60	20%
2.	Finding specific information	1, 7, 11, 12, 16, 24, 26, 28, 33, 34, 45, 57	20%
3.	Making Inference	5, 6, 9, 15, 17, 23, 27, 36, 38, 49, 50, 55	20 %
4.	Determining Reference	4, 19, 20, 25, 29, 37, 41, 42, 47, 52, 54, 58	20%
5.	Understanding Vocabulary	3, 10, 13, 21, 31, 39, 43, 44, 48, 51, 56, 59	20%
Total		60	100%

- b. Construct validity was concerned whether or not the test performance can be described psychologically (Hatch and Farhady, 1982:252-253). The procedure was to determine experimentally what factors are related to test performance. A measure must relate construct to the real world

observation. So, construct validity was concern with whether the test is actually in line of the theory of what reading comprehension means or not. To know that the test is true reflection of the theory of language that is being measured, it means that the items should really test the students whether they have master the reading text. Related to this research, the test items should be questioning the five aspects of reading such as: main idea, specific information, inference, reference, and vocabulary.

3.4.3. Reliability

According to Hatch and Farhady (1982: 243), the reliability of a test can be defined as the extent to which a test procedures consistent result. Split-Half Method was used in order to analyze the odd (x) and even (y) of the test items. Reliability of the test in this research can be determined by using split half method in order to estimate the reliability of the test. The researcher used the following formula:

$$r1 = \frac{\sum xy}{\sqrt{[\sum x^2 \sum Yx^2]}}$$

Where:

r1 = the coefficient of reliability between first half group and the second half group

x = total number of the first half group

y = total number of second half group

x^2 = square of x

y^2 = square of y

xy = total number of first and half group

(Lado in Hughes, 1989)

And then to find out of reliability of the test, the researcher used “Spearman Brown Prophecy Formula” (Hatch and Farhady, 1982:286).

See the following formula:

$$rK = \frac{2r1}{1 + r1}$$

Where:

rK = The reliability of the test

r1 = The reliability of half test

And the criteria of the reliability as follow:

0.80-1.00 = very high

0.60-0.79 = high

0.40-0.50 = average

0.20-0.39 = low

0.00-0.19 = very low

(Hatch and Farhady, 1982:246)

The computation showed that the reliability coefficient of the test was 0.9962 (see Appendix 11). It can be stated that the test had high reliability since the range of high criteria of reliability was 0.80-1.00 (Hatch and Farhady, 1982: 246).

3.4.4 Level of Difficulty

The difficulty level of an item shows how easy or difficult that particular item done by the participants, (Heaton, 1975:182). Level of difficulty was generally expressed the percentage of the students who answered the item correctly. To find out the level of difficulty of the test, the researcher used the following formula:

$$LD = \frac{R}{N}$$

Where:

LD = level of difficulty

R = number of the students answer correctly

N = total number of the students

Here the criteria of the level of difficulty:

<0.30 = difficult

0.30-0.70 = average

>0.70 = easy

(Shohamy, 1985: 79)

The items should not be too easy and also not be too difficult for the students as research object. After analyzing the criteria of good test by using level of difficulty, there was only one item which had difficulty level lower than 0.30. It means the item was difficult. There were 43 items belong to average level in which had level difficulty between 0.30 and 0.70 (see Appendix 9). Those items could be used to collect the data of the research. There were 16 items which had difficulty level more than 0.70. it means the items were very easy.

3.4.5. Discrimination Power

Discrimination power referred to the extent to which the item differentiates between high and low level students on that test. A good item which was according to this criterion, is one in which good students did well, and bad students failed (Shohamy, 1985:81).

The formula was:

$$DP = \frac{Upper - Lower}{1/2N}$$

Where:

DP = discrimination power

Upper = proportion of "high group" students getting the item correct

Lower = proportion of "low group" students getting the item correct

N = total number of students

The criteria are follows:

LD = 0.00-0.20 = poor

LD = 0.21-0.40 = satisfactory

LD = 0.41-0.70 = good

In discrimination power, it was found that there were 26 items belong to poor items since the discrimination power was between 0.00 to 0.19. Then, there were 19 items had satisfactory discrimination power and the rest 15 items included in good discrimination power (see Appendix 9).

3.4.6. Scoring System

Arikunto's formula was used in scoring the students' result of the test. The higher score will be 100. The researcher calculated the average of the pre-test and post-test by using this formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the test

R = right answer

N = total of the items

(Arikunto, 1997:223)

3.5. Data Collecting Technique

In collecting the data, a pre-test, treatments and post-test were administered. Then, the researcher analyzed the result of those three activities which can be clarified as follows:

1. Pre Test

The pre test was the first reading test to class at the beginning of the research. Pre test was administered in order to investigate the students' reading comprehension achievement before the treatments. The type of the test was multiple choice in

which the students were asked to choose one correct answer from the options a, b, c, or d. In this pre-test the students were given 50 items of reading comprehension and it was conducted within 80 minutes.

Table 3.2. specification of pre test

No.	Skills of Reading	Item Numbers of Pre Test	Percentage of Items
1.	Identifying Main Idea	1, 7, 12, 19, 25, 26, 28, 32, 37, 44, 50	22%
2.	Finding specific information	6, 9, 10, 14, 23, 27, 36, 47	16%
3.	Making Inference	4, 5, 8, 13, 15, 20, 22, 29, 30, 40, 41,	22%
4.	Determining Reference	3, 16, 17, 21, 24, 33, 38, 43, 45, 48	20 %
5.	Understanding Vocabulary	2, 11, 18, 31, 34, 35, 39, 42, 46, 49	20%
Total		50	100%

2. Treatment

The class was given treatment by using pre-questioning technique in teaching reading comprehension, specifically in narrative text. There were three times activities for the treatment.

3. Post Test

Post test was conducted after the treatments. The aim of this test was to determine the effect of the treatments towards the students' reading comprehension achievement after being given the treatment. This test consisted of 50 items of multiple choice for 80 minutes. In this research, the questions which were used in Post Test were the same on the test which was used in Pre Test. However, in the Post Test the number of questions were rearranged randomly.

Table 3.3. Specification of Post Test

No.	Skills of Reading	Item Numbers of Post Test	Percentage of Items
1.	Identifying Main Idea	1, 5, 12, 18, 28, 30, 36, 37, 43, 49, 50	22%
2.	Finding specific information	6, 15, 17, 25, 26, 33, 42, 47	16%
3.	Making Inference	9, 11, 13, 16, 21, 22, 29, 40, 41, 44, 46	22%
4.	Determining Reference	4, 7, 8, 19, 24, 31, 34, 39, 45, 48,	20 %
5.	Understanding Vocabulary	2, 3, 10, 14, 20, 23, 27, 32, 35, 38,	20%
Total		50	100%

3.6. Research Procedures

The procedures of the research were as follow:

1. *Determining the population and sample of the research:* the sample of the research was determined through *simple random probability sampling*. It meant that the sample was selected randomly by using lottery, since the 8th grade in SMPN 29 Bandar Lampung was not stratified class, there is no priority class.
2. *Selecting the instrument materials:* The materials were based on the students' handbook of junior high school. Besides, the materials were searched and added from network. The narrative text was chosen as the focus.
3. *Administering try out test:* the researcher administered the try out using reading text and 60 items of multiple choices. It took 80 minutes. The test was given to find the quality of the test before it was used in order to get the data on the research. It was to find out whether the test items were good or not in

validity, reliability, level difficulty and discrimination power.

4. *Administering the pre-test:* pre-test was conducted before the treatments. It was done to check students' reading comprehension to identify the aspects of reading in narrative text. Pre-test was administered for about 80 minutes on 1st week.
5. *Giving treatment:* three treatments by using pre-questioning technique were given in three meetings. The treatments were classroom activity, which used and applied pre-questioning technique in reading.
6. *Conducting post-test:* post-test was conducted to find out whether there was an effect of students' reading comprehension achievement after the treatments. It was administered for 80 minutes in experimental group.
7. *Analyzing the Data:* this step was to find out the students' reading comprehension achievement using pre-questioning technique. The data was computed through the statistical package for social sciences (SPSS) version 16.0.
8. *Testing Hypothesis:* the hypothesis test was taken from the comparison mean of the pre-test and post-test of the experimental class.

3.7. Data Analysis

The data gain from pre-test and post-test was analyzed through following step:

1. Scoring the pre-test and post-test.
2. Tabulating result of pre-test and post-test and calculating of both means.

3. Drawing conclusion from tabulated results of the pre-test and post-test administered, that is by statistically analyzing the data using statistical computerization, i.e., matched t-test of Statistical Package for social Science (SPSS) version 16.0 for Windows to test whether the improvement gained by the students is increase or not, in which the significance is determine by $p < 0.05$.

3.8. Data Treatment

In order to find out the effect of students' reading comprehension achievement after being taught through pre-questioning technique, the researcher used statistical calculation to analyze the data using the statistical computation i.e. repeated measures t – test of SPSS version 16.

According to Setiyadi (2006:168-169), using Repeated Measures T-Test for hypothesis testing has 3 basic assumptions, namely:

1. The data are interval or ratio
2. The data are taken from random sample in population (not absolute)
3. The data are distributed normally.

3.9. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis propose in this research is accepted or not. The hypothesis of this research was there is a positive effect of giving pre-questioning technique on students' reading comprehension achievement.

The hypothesis was also statically tested by using statistical computerization (SPSS 16), in which the significance is determined by $p < 0.05$. Therefore, the hypothesis which can be stated is as follows:

H_1 : There is a positive effect of giving pre-questioning technique on students' reading comprehension achievement. The criteria H_1 is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

H_0 : There is no positive effect of giving pre-questioning technique on students' reading comprehension achievement. The criteria is H_0 (null hypothesis) is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on the results of the data analysis, discussions, and research question, a conclusion can be drawn as follows: Pre-questioning Technique may give positive effect for students in Indonesia to increase students' reading comprehension achievement. Those two previous studies that applied for this research prove that pre-questioning technique can help the students to increase their reading achievement in the level of senior high school and university students. Furthermore, the result of this research also shows that pre-questioning technique gives positive effect for students in junior high school to increase students' reading comprehension achievement. Based on the result of the computation SPSS 16.00, students' mean score of post test (76.86) was higher than pre test (68.46) with the gained score was 8.40. The result of t-test showed that t-ratio is higher than t-table ($13.146 > 2.045$) with the level of significant is $p < 0.05$ and significant two tail is $p=0.000$. Thus, hypothesis was accepted. It means that pre-questioning technique can be used to help the students increasing their reading comprehension achievement in term of narrative text.

5.2. Suggestions

In reference to the conclusion above, the researcher recommends some suggestions based on her experience as follow:

a. For the teacher:

1. Teacher who intends to teach reading comprehension through pre-questioning technique should consider the level of difficulty in term of the materials and students' background knowledge before the teacher gives the question for the student: for example, by choosing a reading text that familiar with the students in order to make the students can easily answer the questions before reading the whole text.
2. The English teacher should pay serious attention in managing the time while applying pre-questioning technique. It is important because the students will get the optimal learning if the teacher can manage the time appropriately.

b. For the researcher: In this research, pre-questioning technique is conducted in teaching reading comprehension of narrative text at second grade students of Junior High School. Furthermore, other researcher can conduct this technique on different level of students such as Senior High School and for the text such as descriptive, recount, explanation etc.

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