

**THE EFFECT OF PRE-QUESTIONING TECHNIQUE  
TOWARD READING COMPREHENSION ACHIEVEMENT IN  
DESCRIPTIVE TEXT OF THE EIGHTH GRADE STUDENTS  
AT MTs NEGERI 3 LAMPUNG SELATAN**

**(A Script)**

**By**

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BANDAR LAMPUNG  
2017**

## **ABSTRACT**

### **THE EFFECT OF PRE-QUESTIONING TECHNIQUE TOWARD READING COMPREHENSION ACHIEVEMENT IN DESCRIPTIVE TEXT OF THE EIGHTH GRADE STUDENTS AT MTSN 3 LAMPUNG SELATAN**

**By**

**Inkholisatun Nafsiah**

The aims of this research were to find out whether there was a significant improvement in the eighth grade students of MTs Negeri 3 Lampung Selatan before and after being taught by using pre-questioning technique and to find out the students' perceptions toward the technique.

The population of this study was the eighth grade students of MTs Negeri 3 Lampung Selatan. The researcher took VIII B as the try-out class and VIII D as the experimental class. Reading comprehension test and questionnaire were used to collect the data. The data were in the forms of scores which were taken from the pre test and post test and they were analyzed by using Paired Sample T-test. Meanwhile, the questionnaire was analyzed by using Guttman Scale.

The result of the data analysis showed that the use of pre-questioning technique improved students' reading comprehension achievement. It could be seen from the mean score of the students in the pre test and post test. In the pre test, the mean score was 50.24 and it became 70.12 in the post test. Thus, the gain was 19.88. The result of computation showed that t-ratio was higher than t-table ( $17.587 > 2.060$ ) and the significant level was lower than 0.05 ( $0.000 < 0.05$ ). Considering the questionnaire which was distributed to the students, it showed that they have positive perception toward pre-questioning technique. It could be concluded that the use of pre-questioning technique is appropriate to be used in order to improve students' achievement of reading comprehension and it can be used as an alternative technique.

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**By:**

**INKHOLISATUN NAFSIAH**

**A Script**

**Submitted in a Partial Fulfillment of  
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**In**

**The Language and Arts Education Department of  
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
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2017**

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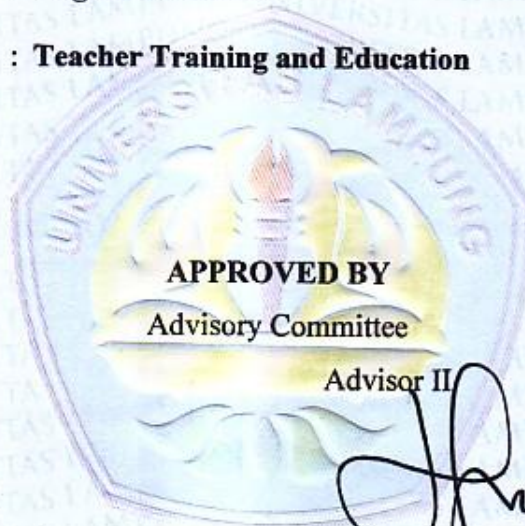
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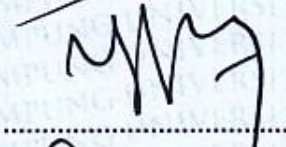
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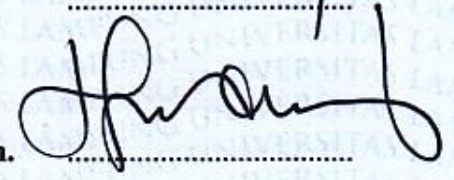
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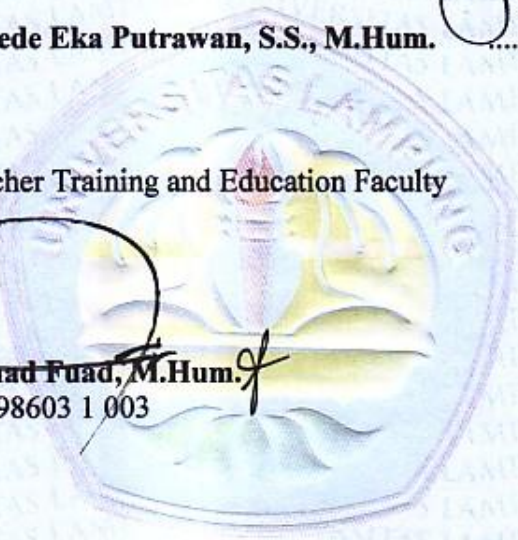


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## **CURRICULUM VITAE**

The writer was born in Padang Tambak, West Lampung, on Mei 02, 1995. She is the oldest/first child of a couple, Riswan Rasuludin and Siti Indarti. She has a sister and a brother named Mar'atus Shaleha and Muhammad Unsi Al-farid.

At the age of five, she began her study at TK Perwanida Metro in 2000 and graduated in 2001. In the same year, she continued her study to MIN 2 Metro until the second grade. In 2003 she moved to Bandar Lampung and continued to MI Al-Hidayah Bandar Lampung and graduated in 2007. Then, she went to MTs Negeri 2 Bandar Lampung and graduated in 2010. Afterwards, she enrolled at MAN 1 Bandar Lampung in 2010 and graduated in 2013.

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## **DEDICATION**

This undergraduate thesis is fully dedicated to:

My greatest inspiration, my beloved parents, Riswan Rasuludin and Siti Indarti

My beloved young brother and sister, Maratus Shaleha and Muhammad Unsi Al-farid

My cousins, Novita Sari and Nova Rizka

My beloved friend, Ade Eka S., Dewi Purnama S., Yuli Widyaningrum, Agung Putra,

English Study Program 2013

&

My Almamater, University of Lampung



## **MOTTO**

“Education is not to reform students or amuse them or to make them expert technicians. It is to unsettle their minds, widen their horizons, inflame their intellects, teach them to think straight, if possible.” (Robert M. Hutchins)

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Finally, the writer realizes that this script is still far from perfection. Thus, comments, critics, and suggestions will be highly appreciated for better future researches. Hopefully, this research can have positive contribution to the educational development, the readers, and other researchers.

Bandar Lampung, July 2017

Inkholisatun Nafsiah

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## **I. INTRODUCTION**

This chapter discusses introduction of the research which deals several points i.e., background, identification of the study, limitation of the study, research questions, objectives, uses, and definition of terms.

### **1.1. Background**

Essentially, English is very important and has many interrelationships with various aspects of life owned by human being. In English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. Based on the four language skills, listening and reading are regarded as receptive skills while speaking and writing skills as productive skills. However, the reading comprehension achievement becomes very important in education field because it provides useful information and students need to be trained in order to have a good reading skill. In addition, reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their skill to read. For instance, 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 skill in reading, they will have a better chance to succeed in their study.

Unfortunately, some English teachers still apply a conventional method to teach reading and it usually makes the students bored because the method is

monotonous. Therefore, teachers should find a technique to overcome this problem. Thus, a teacher should apply a good technique to establish the effectiveness of English teaching in order to make the students receive the lesson easily. There are many techniques which are used in teaching reading, one of them is pre-questioning technique. Teachers can apply this pre-questioning technique before learning process. 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. Pre-questioning is very useful to activate the prior knowledge. Thus, the students can predict what they will face in a reading text.

In reading, to comprehend a text, the readers should be able to manage every part of the text because it is easy to gain the comprehension in reading if the readers are able to systematically and critically organize the text. Afflerbach (2007:12) states that reading is a dynamic and complex process that involves skills, strategies, and prior knowledge.

According to Iwai (2010), reading comprehension refers to constructing the meaning of the oral message. Moreover, Iwai (2010) says that comprehension involves the ability of understanding the intended message of a text. Reading comprehension involves the passage, the reader, and the context. Theoretically, pre-questioning itself can build students' interest and motivation before they read the whole text and develop their prior knowledge in order to comprehend the text. In line with this study, students might improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get comprehension in reading.

A research conducted by Mas'udah (2016) entitled "The Effectiveness of Using Pre-questioning Technique to Improve Students Reading Comprehension" states that pre-questioning was effective to improve reading comprehension for SMP Futuhiyyah Mranggen students. Another research conducted by Wijayanti (2014) entitled "The Use of Pre-Questioning Technique to Improve Students Reading Comprehension" states that there was improvement before and after being taught through pre-questioning technique. In addition, Kurniasih (2011) also did research entitled "Pre-Questioning Technique to Teach Reading Comprehension for Vocational School Level". She said that giving some questions related to the theme of a text would help students to predict the content of the reading text. The students could read comprehensively because they have known the idea of the text. The teachers would be more creative and it helps them in teaching learning process. In short, it can be said that pre-questioning technique is able to improve students score and their motivation. This research was conducted at MTs Negeri 3 Lampung Selatan.

In the pre-observation before this research was conducted, the researcher found that the students of State Islamic Junior High School had low motivation and got difficulties in reading comprehension. This fact was reflected in their interest in reading an English text such as English newspaper, books, and magazines. For example, when they were asked whether they liked reading English newspaper, magazines, or books every day they replied that they hardly did it even once a month. Their average score for the minimum completeness criteria was 60, whereas the minimum completeness criteria of English subject in MTs Negeri 3 Lampung Selatan was 70. Because of that, the researcher would like to observe

the State Islamic Junior High School students in order to know whether there was a significant improvement toward students' reading comprehension before and after being taught by using pre-questioning technique. Furthermore, the students' perceptions were needed to make sure that the technique was able to improve students' reading comprehension and motivate the students. The researcher chose a descriptive text as the material because it is stated in the syllabus of MTs Negeri 3 Lampung Selatan. Besides, the previous researches had not yet observed about descriptive text.

### **1.2. Identification of the Study**

In line with the background above, the researcher identifies the students in MTs Negeri 3 Lampung Selatan have low motivation and get difficulties in reading comprehension. The difficulties of the students covered determining main idea, finding supporting details, finding inference meaning, finding reference, and understanding vocabulary.

### **1.3. Limitation of the Study**

This study was focused on the effect of pre-questioning to improve students' reading comprehension and find out the students' perceptions toward this technique. The data of reading comprehension achievement would be taken from the reading comprehension test. Meanwhile, the students' perceptions would be conducted by questionnaire.

#### **1.4. Research Questions**

Based on the explanation above, the research questions were formulated as follows:

1. Is there any significant improvement of students' reading comprehension achievement before and after being taught by using pre-questioning technique at the eighth grade of MTs Negeri Lampung Selatan?
2. How are the students' perceptions toward pre-questioning technique?

#### **1.5. Objectives**

The objectives of this study were:

1. To find out whether there is a significant improvement of students' reading comprehension achievement before and after being taught by using pre-questioning technique at the eighth grade of MTs Negeri Lampung Selatan.
2. To find out the students' perceptions toward pre-questioning technique.

#### **1.6. Uses**

The uses of this research were as follows:

##### **1.6.1. Theoretically**

Theoretically, this research could be used as a contribution to other researchers who are interested in conducting future research in the same field.

##### **1.6.2. Practically**

1. To help teachers to explain the material.
2. As information for other researchers who are interested in investigating pre-questioning and its effect on reading comprehension achievement.

### **1.7. Definition of Terms**

In this research, there are several definitions of terms that should be taken into account as follows:

#### **1. Pre-Questioning**

Brown (2001:176) defines pre-questioning implicitly as some questions which are provided before the students read the whole text in order to build the students' interest and motivation. Thus, it is very useful to activate the schemata of the students and they can predict what will be faced by them in the reading text.

#### **2. Reading Comprehension**

Reading comprehension is a process of making sense of writing ideas through meaningful interpretation and interaction with language (Dallman et al, 1982:25).

#### **3. Descriptive text**

Descriptive text is a text which describes what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So, it can be said that the descriptive text is the text that describes what kind of person, animal or an object described, good shape, properties, number and others in particular (Wardiman, 2008:16).

## **II. LITERATURE REVIEW**

This chapter discusses certain points related to the theories used in this study, such as, review of previous researches, concept of reading, concept of reading comprehension, teaching of reading, pre-questioning technique, concept of teaching reading comprehension of descriptive text through pre-questioning technique, the procedures of teaching reading comprehension in descriptive text through pre-questioning technique, advantages and disadvantages of pre-questioning, theoretical assumption, and hypotheses.

### **2.1. Review of Previous Researches**

There had been several studies that investigated the techniques or methods which were relevant to this research. The first research was conducted by Mas'udah (2016) entitled "The Effectiveness of Using Pre-questioning Technique to Improve Students' Reading Comprehension". The purpose of her study was to find out whether the pre-questioning was an effective technique to improve students' reading comprehension of SMP Futuhiyyah Mranggen. The population of this study was the eighth grade of SMP Futuhiyyah Mranggen. She took two groups as the sample, they were VIII A as the experimental class and VIII C as the control class. Her research used a quantitative method with quasi-experimental research design. The result of the data analysis showed that there was a significant



difference between pre test and post test in the experimental and control classes. It was supported by the t-test result, the significant difference in the result of post test between control and experimental classes was 0.000, it was lower than 0.05. It meant that the use of Pre-questioning had an impact on reading achievement to the students in the experimental class.

Then, Wijayanti (2014) conducted research entitled “The Use of Pre-Questioning Technique to Improve Students’ Reading Comprehension’”. After conducting the research of teaching reading about news item text by applying pre-questioning technique, it showed that the mean score of the post test from the experimental group was higher (8.2) than post test of the control group (7). Furthermore, the experimental group which was applied pre-questioning technique was better in improving reading comprehension than the control group which was not applied pre-questioning technique. The data from the calculation indicated that the experimental group was more successful than the control group.

Kurniasih (2011) did research entitled “Pre-Questioning Technique to Teach Reading Comprehension For Vocational School Level”. The focus of her research was application letter. The aim of her study was to describe the implementation of pre-questioning technique to teach reading comprehension. The subjects of the study were the first grade English teachers and the first grade students of Vocational High School, SMK Pawiyatan Surabaya. Based on her research, she concluded that the implementation of pre-questioning technique for reading comprehension could build up the students’ interest and motivation effectively. Then, the teachers would be more creative and it helps the teachers in teaching learning process

Considering the previous researches above, it could be found that there were some differences between the previous researches and this research. In the first previous research, it was a quasi-experimental research. Meanwhile, the second previous research was conducted in a senior high school and the material was about news item. Then, the third previous research, the researcher did research in a vocational high school and the material used was an application letter. She observed the process of the implementation of pre-questioning technique toward reading comprehension.

## **2.2. Concept of Reading**

According to Harmer (1991:153), reading is an exercise dominated by the eyes and the brain. Specifically, Nunan (1991:20) also said that reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses, and sentences). Silberstein (1994:6) argues that the reading is an active process. The students work intensively and interactively with the text in order to create a meaningful discourse.

Reading is an active, fluent process which involves the reader and the reading material in building meaning. Meanwhile, Anderson (2000:3) defines reading as an interaction between a reader and a text. It means that reading involves the readers, the writer materials, and the interaction. Reading is not just a mechanical process of decoding words, rather reading requires the use of all individual's capabilities in deriving meaning from printed material.

The definition of reading as a process of acquisition from written text means that when a reader interacts with print, his prior knowledge will combine the print and

the visual. By reading, the reader will know what they read and be challenged for responding the ideas of the author.

In short, reading can be viewed as printed or written verbal symbols. The reasoning side of reading becomes increasingly important as word recognition is mastered. As proficiency in reading increases, individuals learn to adapt their reading strategies in accordance with the purpose for reading restriction imposed by the material. The nature of reading tasks, therefore, changes as learner progresses to the mature levels. Reading is not one skill but a large number of highly interrelated skills that develop gradually over the year (Harris, 1990:13).

The definitions above explain that reading is a combination of word recognition, intellect, and emotion interrelated with prior knowledge to make the message or information that comes from the author understood easily by the reader. Through reading, the reader extends his or her knowledge far beyond the boundaries of his own limited experience.

### **2.3. Concept of Reading Comprehension**

Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. The students need to master the reading comprehension. Cooper (1986:11) states that 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.

As Simanjuntak (1988:4) states that the first point to be made about reading process is comprehension and the meaning is the basic element for comprehension. She also adds that comprehending a text is as interactive process between the readers' background knowledge and the text itself. Reading with comprehension one will recognize the purpose and the important point of the text besides understanding the surface meaning of the text.

According to Patricia (in Simanjuntak, 1988:6), understanding a text is an interactive process between the readers' background knowledge and the text. Referring to the statements above, it is inferred that reading comprehension means the students must read the text and connect the printed on written symbols with their cognitive skill and their knowledge of the world. In the process of comprehension, the students need skills related to the purpose of reading and consider the questions to concentrate on the important points.

According to Suparman (2012), there are five aspects of reading skills that should be mastered by readers to comprehend a text deeply. They are explained as follows:

### **1. Main Idea**

Determining main idea of a paragraph is a skill to grasp and find the main point of the passage in each paragraph where the keyword will be repeated in the supporting details (Suparman, 2012). 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 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 is the main idea of the text?*

## **2. Supporting Details**

Identifying supporting detail means that we should look for the information that relevant to the goal in mind and ignore the irrelevant one (Suparman, 2012). Essentially, supporting details are the facts and ideas that explain or prove the topic sentence or main idea. They are pieces of information that help the reader to see the big picture in a text. The question of finding supporting detail is as follows: *What are the characteristic of the cow?*

## **3. Inference**

Inference is one of comprehension strategies to make conclusion about what is not directly stated in the text based on clues given. To making inference is to come to a conclusion after considering all the fact (Suparman, 2012). Sometimes, the information is not given directly. Example question of making inference can be: *What is the first paragraph talking about?*

## **4. Reference**

Reference is the intentional usage of one thing to show something else in which one provides the information necessary to interpret the other. Finding reference means that the reader should interpret and determine one linguistic expression to another (Suparman, 2012). The following question is the example: “...*and it has...*” (paragraph 3). *The bold word refers to...*

## **5. Vocabulary**

According to (Machado, 2012), child vocabulary is strongly related to his comprehension and ease of learning to read. Reading comprehension involves

applying letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Many studies agree that reading skill and vocabulary size are related. Considerable study suggests that a small vocabulary is one major determinant of poor reading comprehension. The question consisting vocabulary aspect can be drawn as follows: "*she is **tall**.*" (paragraph 2). *The bold word is the synonym of...*

#### **2.4. Teaching of Reading**

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 activate the relevant schema. For example, a teacher can ask students questions that arouse their interest while previewing a text. The aim of while- reading stage (or interactive process) is to develop students' skill in tackling a text by developing their linguistic and schematic knowledge. The post-reading includes activities, which enhance learning comprehension using exercises, close exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skill that they can read an English text effectively and efficiently. To be able to do so the readers should have particular purposes in their mind before they interact with the text. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity.

Then, the purpose of reading is implemented into the development of different reading techniques: scanning, skimming, mapping, jigsaw etc. These can be real

when the students read and interact with various types of texts, i.e. functional and monologue texts. Teaching reading is an activity of educating or instructing skill of an individual to recognize a visual form; associating the form with a sound and meaning acquired in the cover and on the part of experience, understanding, and interpreting its meaning. The aim of teaching reading is to develop students' skill that they can read an English text effectively and efficiently.

In teaching reading, a teacher should provide a technique to students especially before reading in order to stimulate the students' interest and background knowledge to make them comprehend the text more easily. In teaching reading, the researcher assumes that appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. They use reading technique to make their reading skill efficient and effective. Pre-questioning as a reading technique can be used by the Islamic Junior High School students in their reading, e.g. students are able to identify and look for the specific information.

### **2.5. Pre-Questioning Technique**

When instructing readers, it is important to ask questions before reading a text. The reader should have enough knowledge to comprehend elements of the written material. It is why a teacher should give pre-questioning. It aids students in comprehending a text by activating their prior knowledge through the pre-questioning given.

## **1) Questioning Strategies**

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

- a. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion;
- b. Teacher question can serve to initiate a chain reaction of students' interaction among themselves;
- c. Teacher questions give immediate feedback about students' comprehension;
- d. Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a pre-reading activity.

The easiest way to conceptualize the possibilities is begun with display questions that attempt to elicit information already known by the teacher and the students. The teacher should also encourage students to ask their questions and express their curiosity.

## **2) Pre-questioning**

Brown (2001:176) defines pre-questioning implicitly as some questions which are provided before the students read the whole text in order to build the students' interest and motivation. Thus, it is very useful to activate the schemata of the students and they can predict what will be faced by them in the reading text.



The researcher concludes that the pre-questioning consists of some questions which are provided before the students read the whole text. It tends to build the students' interest and motivation to read the text. Teachers can accomplish this by preparing questions in advance before the teaching process. Teacher may ask questions that relate the material to previous experiences of students. It will help guide students to complete their reading assignment. Also, the teacher can help students develop their own questions.

Furthermore, questioning is an important teacher's verbal behaviour. Through questions teachers can find out what students know and think, stimulate them to think and help them structure and change their thinking.

### **3) Kinds of Pre-questioning**

According to Harmer (1985:153) there are some kinds of pre-questioning, they are: Pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and pre-questioning before reading for detail comprehension. The explanations are as follows:

#### **a. Pre-questioning before reading to confirm expectations**

The use of pre-questioning is 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), encouraging students to predict the content of the text, and giving them an interesting and motivating purpose for reading.

b. 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.

c. Pre-questioning before reading for general comprehension

In this case pre-questioning is used to build up the students' prior knowledge.

d. 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.

#### **4) Purpose of Using Pre-Questioning Technique**

According to Gaither (2008) teachers ask questions for a variety of purposes, including:

- a. To actively involve students in the lesson
- b. To increase motivation or interest
- c. To evaluate students' preparation
- d. To check on completion of work
- e. To develop critical thinking skills
- f. To review previous lessons
- g. To nurture insights
- h. To assess achievement or mastery of goals and objectives
- i. To stimulate independent learning

## **2.6. Concept of Teaching Reading Comprehension of Descriptive Text through Pre-Questioning Technique**

Reading skill is one area of education essentials to aiding other areas of knowledge and learning. Teaching a reading skill is a cumulative process that begins at an early age and continues throughout both secondary and higher education. The objectives of teaching reading skills are important because other areas of learning are derived from the skill to read effectively. 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 activate the relevant schema. From that explanation above, the teacher can ask the students some questions that arouse their interest while previewing the text. Pre-questioning is one of pre-reading activities in which it can make the students interested in the text and the reading activity. Pre-questioning activities can give students necessary background knowledge and vocabulary before reading, motivate them by allowing them to connect text to their own lives and help them prioritize which aspects of the reading are main ideas and which are minor details. It can improve student comprehension and interest which help students to understand the key concepts in the reading. In teaching reading, there are many types of the text which may used by the teacher such as recount text, descriptive text, spoof, procedure text, narrative text, etcetra. In this study, the text is descriptive text. A descriptive text is a text that describes the features of someone, something, or a certain place. Using pre-questioning in teaching descriptive text could give significant effect to improve students' 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.

### **2.7. The Procedures of Teaching Reading Comprehension in Descriptive Text through Pre-Questioning Technique**

There are several procedures that should be done to implement pre-questioning in teaching reading. The procedures of teaching reading through pre-questioning technique are as follows:

#### **Pre-Activities**

- a. The teacher greets the students;
- b. The teacher asks the students to pray before the lesson starts;
- c. The teacher checks the students' attendance list;
- d. The teacher gives apperception by giving some questions;

#### **While-Activities**

- a. The teacher shows a picture to the students related to the material that will be discussed;
- b. The teacher asks the students to predict what the teacher will discuss next in the text;
- c. The teacher asks the students to make some groups consisting of four until five people of each;
- d. The teacher asks the students to write their predictions;
- e. The teacher checks their prediction to see whether it makes sense or not;
- f. The teacher writes some difficult words on the whiteboard;
- g. The teacher asks the students to predict the meaning of the words;

- h. The teacher asks the students to formulate some questions that they thought the passage might answer, for example, *what questions do you have that you think the text might answer?* (it can be main idea, supporting details, reference, vocabulary and inferential questions);
- i. The teacher asks the students to write their questions;
- j. The teacher asks the students to exchange their work to the other groups;
- k. The teacher delivers a reading passage;
- l. The teacher asks the students to read the text;
- m. The teacher asks the students to read and answer the questions which have been formulated by the other groups;
- n. The teacher and the students check the answers together;

### **Post-Activities**

- a. The teacher gives feedback to the students;
- b. The teacher asks the students whether they have problem or not;
- c. The teacher concludes the lesson;
- d. The teacher closes the meeting;

## **2.8. Advantages and Disadvantages of Pre-Questioning**

### 1. Advantages of Pre-Questioning

- a) Based on the purpose of pre-questioning, this technique is able to activate students' prior knowledge. Thus, the students are able to predict the content and review important points in the text.
- b) Pre-questioning can build interest and motivation before students read a text.
- c) Pre-questioning helps students to get specific information from a text (Harmer, 1985:153).

## 2. Disadvantages of Pre-Questioning

- a) Teacher needs more time and power during the class. If the teacher does not master the class, it will be useless.

### **2.9. Theoretical Assumption**

In accordance with the theories previously presented, it was assumed that pre-questioning technique could improve students' reading comprehension achievement. Reading is a very important skill that should be mastered by the students, so they have to be able to comprehend a text since reading would not take place without comprehension. Pre-questioning may be generated by the teacher or by the students and should be done before the reading. The approach begins by introducing a topic of a passage that students are going to read.

### **2.10. Hypothesis**

In relation to the previous frame of theories, the hypothesis is formulated as follows:

There is significant improvement of students' reading comprehension achievement before and after being taught by using pre-questioning technique at the eighth grade of MTs Negeri Lampung Selatan.

### **III. RESEARCH METHODS**

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

#### **3.1. Research Design**

Quantitative and qualitative research designs were used in this research. Quantitative research design was used to answer the first research question and qualitative research design was used to answer the second research question. One group pre test and post test was applied in conducting the quantitative research. This research used one class where the students received a pre test before treatments and they received a post test after the treatments. The pre test was to find out the students' preliminary ability and post test was used to see how far the improvement of the students' reading comprehension achievement after treatments were given through pre-questioning technique. In doing this quantitative research, the data in the forms of scores was taken through a pre test (T1) and post test (T2). The design of the research is illustrated as follows:

T1 X T2

Notes

TI : Pre test  
T2 : Post test  
X : Treatment

The treatments were conducted in six meetings of activities and each meeting took 2 x 40 minutes. Suparman (2009) states that qualitative researchers report the result obtained from qualitative analysis through detailed descriptions of the processes needed in arriving at the categories and patterns of research. Qualitative research was conducted because it was interesting to analyze students' perceptions toward pre-questioning technique to improve their reading comprehension.

### **3.2. Population and Sample of the Research**

A population could be defined as the whole subjects of the research. Setiyadi (2006:38) states that research population is all individuals which are being targeted in research while research sample is individual who gives the data. The population of this research was all the eighth grade students at Islamic Junior High School 3 Lampung Selatan. There were four classes available at the eighth grade. From those classes, one class was taken as the try-out class; it was VIII B and one class as the experimental class; it was VIII D. The two classes were selected randomly by using a lottery since there was no priority class. It was done based on consideration that every class in the population had the same opportunity to be selected as sample. The data of reading comprehension achievement was taken from the reading comprehension test.

The following were the steps:

1. Writing the four classes' code in four pieces of paper and then rolled.
2. The rolled paper was entered into a box and shuffled.



### **3.3. Variables**

Hatch and Farhady (1982:12) defines a variable as an attribute of a person or of an object which varies from person to person or from object to object. Besides, in order to assess the influence of the treatment in research, variables could be defined as dependent and independent variables. Hatch and Farhady (1982:15) states that the independent variable is the major variable that is expected to investigate and the dependent variable is the variable that the researcher observed and measured to determine the effect of the independent variable. The research consists of the following variables:

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

### **3.4. Research Instrument**

The data of this research were gained by using two instruments:

#### **A. Reading Comprehension Test**

The instrument of the quantitative research was a reading comprehension test. The researcher administered a pre test, treatments, and a post test. The pre test and post test that the researcher administered were the same but the numbers of the test were rearranged.

##### **1. Pre test**

The pre test was administered in order to investigate the students' reading comprehension achievement before the treatments. The type of the test was a multiple choice test in which the students were asked to choose one correct answer out of four options a, b, c, or d. In this pre test the students were given 30 items of reading comprehension and it was conducted within 60 minutes.

## **2. Treatment**

The class was given treatments by using pre-questioning technique in teaching reading comprehension, specifically in descriptive text. The activities for the treatments were as follows:

- a) The first and the second treatments were covered with descriptive text about animals. At the end of the treatments, the researcher gave 10 questions to the students in order to check their reading comprehension.
- b) The third and fourth treatments were covered with descriptive text about public figures in order to find out the main ideas of a text, identify the specific details or information from the text, infer the information from the text, reveal the meaning of the words and determine the reference of words stated in the text.
- c) The fifth and sixth treatments were covered with descriptive text and the theme was about things, the students were given some comprehension questions at the end of the treatments.

## **3. Post test**

The aim of this test was to determine the effect of the treatments towards the students' reading comprehension achievement after being given the treatments.

This test consisted of 30 items of multiple choices in 60 minutes.

## **B. Questionnaire**

The instrument of the qualitative research used questionnaire in order to make the data valid. These questionnaires were used to analyze the responses that the students have when they were taught through pre-questioning technique. The questionnaire was made suitable with everything related with the answer that was

needed by the researcher as the data to support the research. The researcher used open-ended questions. An open-ended questionnaire was used to help the researcher in select the data because the respondents were free to express their answer (Setiyadi, 2006). By using open ended questionnaire, the researcher would find important data without any manipulation.

### **3.5. Data Collecting Technique**

In collecting the data, the researcher used the procedure that could be described as follows:

#### **1. Try-out**

In the first meeting, the researcher gave a test. In try-out class, the researcher provided 40 items in 80 minutes. It was done in order to know whether the test items were applicable or not.

#### **2. Pre test**

In the second meeting, the researcher administered the pre test. This test was administered to find out the students' reading comprehension achievement before treatments. It used an objective test in multiple choices and each item had four options. In this pre test, the students were given the test and it was conducted within 60 minutes. These items were taken from the results of try-out test.

#### **3. Treatments**

After giving the pre test for the students, the researcher conducted treatments for six times by using pre-questioning technique. The materials of this research were based on the curriculum of the eighth grade in junior high school students at the second semesters, which was about descriptive text. There were three lesson plans in the process of teaching reading comprehension by using pre-questioning

technique. Those lesson plans in teaching reading process were able to generate a good reading comprehension.

#### 4. Post test

The post test was distributed to determine the result of students' reading comprehension after being taught by using pre-questioning technique. The researcher used 30 items and it was conducted within 60 minutes to find out whether there was a significant improvement toward the students' reading comprehension achievement after the treatments.

#### e. Questionnaire

In the last meeting, the questionnaire was distributed to the students in order to find out the students perception toward pre-questioning technique. The questionnaire consisted of 15 items including increasing motivation or interest, developing critical thinking skills, assessing achievement or mastery of goals and objectives, stimulating independent learning, and improving students' comprehension. In the questionnaire, there were four aspects from Gaither's theory and one aspect was as additional data to support the first research question which was about the improvement of students' reading comprehension. It can be seen in this following specification table:

**Table 3.1. Specification of Questionnaire**

No.	Aspects	Number of items	Percentage (%)
1	increasing motivation or interest	1, 8, 10, 14	27
2	developing critical thinking skills	3, 4, 5	20
3	assessing achievement or mastery of goals and objectives	6, 11	13
4	stimulating independent learning	9, 12	13
5	improving students' comprehension	2, 7, 13, 15	27

### **3.6. Research procedures**

The procedures of the research were as follows:

#### 1. Determining the Population and Sample

The population of this research was the eighth grade of MTs Negeri 3 Lampung Selatan. The researcher chose two classes, a try-out class and a sample class.

#### 2. Administering a Try-out Test

The aim of the test was to measure the level of difficulty (LD) and discrimination power (DP) as well as to find out the reliability and validity of the test. The instrument was tried out first to another class in the same grade before the pre test was administered.

#### 3. Administering the Pre Test

The pre test was administered in order to find out the students' reading comprehension achievement before treatments. In this test, the students were asked to do a multiple choice test that consisted of 30 items of descriptive text in 60 minutes.

#### 4. Arranging Materials for Teaching

The materials were based on the students' handbook of junior high school. Also, the researcher took the material from the Internet. The descriptive text was chosen as the focus.

#### 5. Conducting Treatments

The treatment was conducted in six meetings in which each meeting took 2 x 40 minutes. Each material had a different topic but it was still about describing animal, person, or place.

## 6. Administering the Post Test

The aim of this test was to measure the students' reading comprehension achievement after being given treatments. In this test, the students were asked to do a multiple choice test that consisted of 30 in 60 minutes.

## 7. Administering Questionnaire

In order to analyze the responses of the students toward the pre-questioning technique, the researcher administered a questionnaire. The questionnaire consisted of 15 items.

## 8. Analyzing the Data

After conducting a pre test and post test, the researcher analyzed the data by using T-test. It was computed through SPSS. Furthermore, the researcher analyzed the result of the questionnaires manually.

### **3.7. Validity and Reliability of the Instrument**

The instrument of this research had fulfilled the validity and reliability.

#### **3.7.1. Validity**

Hatch and Farhady (1982) claim that a test is considered valid if the test measures the object to be measured and suitable with the criteria. They claim that there were two basic types of validity: content validity and construct validity.

##### **A. Content Validity**

Hatch and Farhady (1982) claim content validity is the extent to which a test measure a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test. The procedure for determining content validity was to compare the test content with

the universe of content. To get the content validity of reading comprehension, the materials were arranged based on the standard competence in the syllabus for the eighth grade of junior high school students in the second semester that is students are expected to be able to construct meaning of functional text and simple monolog of descriptive text to communicate with surroundings and the objectives of teaching the students are expected to be able to find out the main ideas, identify the specific details or information, infer the information, reveal the meaning of the words and determine the reference of words stated in the text.

#### B. Construct Validity

Construct validity concerns whether the tests are true reflection of the theory of the trait – in our case - language which is being measured. If a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills (Heaton, 1988:161). To find the construct validity of the test, the tests are formulated by the concept of reading comprehension stated by Suparman (2012). They are determining main idea, finding supporting details, finding inference meaning, finding reference, and understanding vocabulary.

**Table 3.2. Specification for Construct Validity.**

No.	Reading Skills	Items Number	Percentage of Item
1	Determining main idea	3, 6, 15, 16, 18, 22, 25, 26, 27, 31, 34, 37, 38	32.5%
2	Finding supporting details	1, 2, 4, 5, 11, 13, 17, 21, 23, 24, 28, 30, 33, 35, 36, 40	40%
3	Finding inference meaning	7, 8, 10, 12, 14	12.5%
4	Finding reference	20	2.5%
5	Understanding vocabulary	9, 19, 29, 32, 39	12.5%
<b>Total</b>		<b>40 Items</b>	<b>100%</b>

The researcher determined these five aspects based on specification of reading comprehension achievement which is adapted from Suparman (2012). Questionnaire which was used in this research has fulfilled the construct validity since the questionnaire which was distributed to the students indicated the students' perception toward this technique.

### 3.7.2. Reliability

Reliability is a measure of accuracy, consistency, dependability, or fairness of score result. Setiyadi (2006) says that reliability is a consistency of a measurements or how far that measurements can be measured the similar subjects in different time but showed the same result. In doing the research and proving whether the test items were applicable or not, the researcher tried out the test to find out the reliability, level of difficulty, and discrimination power. To measure the coefficient of the reliability between odd and even group, the researcher used the person product moment. The formula were as follows:

$$r1 = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

Notes:

*r1* :Reliability between odd and even

*x* :The total number of odd number items

*y* :The total number of even number items

After getting the reliability of half test, the researcher then used Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) to determine the reliability of the whole test as follows:

$$r_k = (2r_{xy}) / (1 + r_{xy})$$



Notes:

$r_k$  : *The reliability of the whole test*

$r_{xy}$  : *The reliability of half test*

The criteria of the reliability were:

0.90-1.00 : High

0.50-0.89 : Moderate

<.49 : Low

### ***Level of Difficulty***

To see the level difficulty, the researcher used the following formula:

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

Notes :

LD : Level of difficulty

R : the number of students who answer correctly

N : the total number of students

The criteria were:

<0.30 : Difficult

0.30-0.70 : Average

>0.70 : Easy

(Shohamy, 1985)

### ***Discrimination Power***

The discrimination power was used to discriminate between weak and strong examinees in the ability being tested. The students of try-out class were divided into two group upper and lower students. The upper students were the students that answer the questions correctly and the lower students were students that answer the questions wrongly. To determine the discrimination power, the researcher used the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes

DP : discrimination power

U : the proportion of upper group students

L : the proportion of lower group students

N : the total number of students

The criteria of discrimination power were:

0.00 – 0.19: poor

0.20 – 0.39: satisfactory

0.40 – 0.69: good

0.70 – 1.00: excellent

- (negative): bad items must be omitted

Another instrument which was used by the researcher was questionnaire. The researcher used Guttman Scale to analyze the questionnaire. Guttman Scale has *yes* or *no* answers. Also, its scale used the coefficient of reproducibility and scalability formula in order to check the reliability of questionnaire. The formulas are as follows:

#### ***Coefficient of Reproducibility Formula***

$$CR = 1 - (e/n)$$

Notes:

CR = coefficient of reproducibility

e = total of errors

n = the total of items x the total of respondents

The criteria is >0.90

#### ***Coefficient of Scalability Formula***

$$CS = 1 - (e/x)$$

Notes

CS = coefficient of scalability

e = total of errors

x = 0.5 x n

The criteria is >0.60

(Widhiarso, 2011)

### 3.8. Scoring System

Before getting the score, the researcher determined the procedure or technique to be used in scoring the students' work. In order to do that, the researcher used Arikunto's formula (2005:236). The ideal highest score is 100. The scores of the pre test and post test were calculated by using the following formula:

$$S = \frac{r}{n} 100$$

Notes

S: The score of the test

R: The total of right answer

N: The total numbers of the test.

### 3.9. Data Analysis

After conducting the pre test, post test, and distributing the questionnaire, the researcher analyzed the data. It was used to know whether there was significant improvement toward students' reading comprehension achievement after being taught by using pre-questioning technique. The researcher used reading comprehension test and questionnaire in order to answer the research questions.

The researcher examined the data by using the following steps:

1. Scoring pre test and post test.
2. Calculating the total correct answer of pre test and post test.
3. Tabulating the score of the student's reading comprehension test results using t-test.

The formula was as follows:

$$\frac{X1 - X2}{SD}$$

In which

$$\frac{SN}{D} = \frac{SD}{\sqrt{n}}$$

Notes:

X1 = Mean of the pre test

X2 = Mean of the post test

S N = Standard error of differences between two means (denominator)

SD = Standard deviation

N = number of students

(Hatch and Farhady, 1982:116)

4. Drawing conclusion from the tabulated result of the pre test and post test, that was statistically analyzed by using SPSS (Statistical Program for Social Sciences) version 16.0 in order to examine whether the improvement of the students gain was significant or not.
5. Tabulating the students' answer from questionnaire by using Guttman scale
6. Determining the coefficient of reproducibility and scalability.
7. Describing the students' perceptions toward pre-questioning technique.

### **3.10. Hypothesis Testing**

The pre test and post test were compared in order to know the gain. Repeated Measure T-Test was utilized towards the average score of pre test and post test since the aim of Repeated Measure T-Test was to compare two kinds of data or mean from the same sample. Moreover, the result of t-test was used to investigate

the significance improvement toward students' reading comprehension achievement before and after being taught by using pre-questioning technique and to prove whether the proposed hypothesis was accepted or rejected. In this case, significant level of 0.05 was used in which that the probability of error in the hypothesis was only about 5%.

The hypotheses are:

H<sub>0</sub>: There is no significant improvement of students' reading comprehension achievement after being taught by using pre-questioning technique. The criteria is H<sub>0</sub> (null hypothesis) is accepted if alpha level is higher than 0.05 ( $> 0.05$ ).

H<sub>1</sub>: There is significant improvement of students' reading comprehension achievement after being taught by using pre-questioning technique. The criteria H<sub>1</sub> is accepted if alpha level is lower than 0.05 ( $< 0.05$ ).

The criteria for accepting the hypothesis are as follows:

1. H<sub>0</sub> is accepted if the t-value is lower than t- ratio.
2. H<sub>1</sub> is accepted if the t-value is higher than t- ratio.

## V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusions and suggestions based on the results and discussions of this research.

### 5.1. Conclusions

Based on the findings of the data analysis, some conclusions can be drawn as follows:

1. Based on the result and discussion, there was a significant improvement on students' reading comprehension achievement from the pre test to post test and after being taught by using pre-questioning technique. Therefore, the hypothesis was accepted because t-ratio was higher than t-table ( $17.587 > 2.060$ ) and the significant level was lower than 0.05 ( $0.000 < 0.05$ ). The improvement could be seen from the mean score of the students in pre test and post test. In pre test, the mean score was 50.24 and it became 70.12 in post test. The improvement consisted of five aspects in reading comprehension such as main idea, supporting detail, inference, reference, and vocabulary. The reason why there was a significant improvement might be caused by the implementation of pre-questioning technique that activated the students' prior knowledge that the students are able to explore their ideas about the content of text.
2. The second research question was to find out the students' perceptions toward pre-questioning technique. Based on the result of questionnaire, the students'

perceptions toward this technique were positive. The students agreed that they had more motivation and interest to read the whole text especially descriptive text because they had known the content before the text was delivered to the students. Also, they could use their prior knowledge and get the information well. Thus, their reading comprehension and vocabularies improved after being taught by using pre-questioning technique.

## **5.2. Suggestions**

Based on the findings and conclusion above, some suggestions are offered deeply to the teachers and other researchers in order to improve reading comprehension in descriptive text. The suggestions are as follows:

### **1. English Teachers**

English teachers should choose appropriate materials based on the students class because pre-questioning technique will not work if the students do not have background knowledge about the text. In addition, the teacher should use media such as pictures or picture series which can guide students in understanding the material and they are able to enjoy the learning process. Then, the teacher should control the students' activities in class since the students will be noisy if they are not well guided.

### **2. Other Researchers**

Hopefully, this study will become a reference in conducting other reading researches. This research is still far away from perfection and it is recommended for them to develop other method, technique or strategy which is more effective and interesting to teach reading. By doing so, it is expected to help students reach a better achievement or result in English.

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