

ABSTRACT

THE IMPLEMENTATION OF PRE-QUESTIONING TECHNIQUE IN TEACHING READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF SMAN 1 NATAR

By

Yulia Helwana

This Classroom Action Research is conducted to find out how the implementation of the Pre-questioning Technique can improve the students' reading comprehension achievement and the students' participation in teaching learning process. The subject of the research is the second year students of SMA N 1 Natar, South Lampung. The research started from August 9th until August 22th 2011.

The result of the research proves that Pre-questioning Technique can improve both the students' reading comprehension achievement and the students' participation in teaching learning process. The indicator of the learning product is 80% of the students pass the passing grade which is 68. In the first cycle, the percentage of the students' reading comprehension score is 30.55%. It means that the second cycle needs to be conducted. In the second cycle, the percentage of the students' reading comprehension' score is 63.88%, means the next cycle must be conducted. In the

third cycle, the indicator of the research for learning product was achieved. There are 93.66% students passed the passing grade.

Based on the data, the researcher concludes that the implementation of Pre-questioning Technique can improve the students' reading comprehension achievement because Pre-questioning technique provides some questions before the students read the text which enable the students to connect their schemata or background knowledge related to the topic of the text. Building and activating the students' background knowledge can help them to predict what will be discussed in the text, so the students will know their purpose in reading so that they can comprehend the text easily. Besides that, pre-questioning technique also improves the students' participation in teaching learning process since the students are asked to work in group so they can share their idea with their friends. Therefore, Pre-questioning technique is recommended to be used by English teachers to improve the students reading comprehension achievement and also the students' participation in teaching learning process.