

I. INTRODUCTION

A. Background of The Problem

There are four skills to be mastered in learning English, namely: listening, speaking, reading and writing. Based on 2006 School Based Curriculum the students are expected to learn English from various types of the text. It means that the students have to deal with many texts during the English lesson, for example descriptive text, recount text, explanation text, discussion text, reviews text and also narrative text. In the syllabus, it is stated that the students should be able to identify the topic from the text read, identify certain information, identify the meaning of the words in the text read and identify the meaning of sentences in the text read.

The School Based Curriculum (Depdiknas:2006) also states that the students must be able to communicate through oral and written text, mainly in the narrative, recount, explanation, discussion, commentary and review by stressing on the interpersonal meaning and variety of textual meaning. Therefore, the students need to deal with many texts during the English lesson, so they need to have reading skill to make them easier in getting the main idea and specific information from the text.

Unfortunately, based on the researcher's experience when she took part in the field of Practice Program at SMA N. 1 Natar 2010-2011, she found that the students still have difficulty in comprehending the reading text; as a result their reading scores were low. Based on the data that the researcher got when she did the pre-observation, the average of the students reading comprehension test score was 60 which was lower than the minimal mastery criterion (KKM) of that school which was 68. The researcher assumes that this happens because the students are unable to identify the main ideas, specific information, reference and interference of each paragraph of the text.

Due to the problem faced by the students that is the low achievement of reading comprehension especially in reading functional text while the researcher was doing pre observation, the researcher tried to find out the cause of the problem. From the pre observation, the researcher assumes that, one of the causes of the problem is the inappropriateness of teaching technique used by the teacher in teaching reading.

So it is clear that English teacher should be creative in applying teaching techniques, especially in teaching reading comprehension to make the students understand the subject better.

Smith (1987:2) states that reading is a matter of making sense of written language rather than decoding print to sound. It means that reading is not simply reading the text aloud, but it is about comprehending the idea of the text itself. In other words, it can be said that there will be no reading without comprehension.

Besides, reading comprehension requires motivation, mental frameworks for holding the ideas, concentration and good study techniques. There are many ways to be good at reading such as the readers should know the purpose in reading, they also should have awareness of type of material they are reading, and kinds of reading technique can also be used in reading that can help them in comprehending the reading text. Weber (1987:154) states that reading is the process of constructing meaning through the dynamic interaction among: 1) the readers existing knowledge (background knowledge); 2) the information suggested by the text being read; and 3) and the context of the reading situation. It means that in reading the students need to activate their background knowledge in order to make them comprehend the text easier.

From the explanation above, it can be confirmed that one of the problems the teacher have in teaching English is how to make the students have the ability in comprehending the reading materials. In this case the English teachers are expected to try some techniques or ways that the teachers can use in teaching reading comprehension, such as giving questions before the students read the text to activate the students' schemata or background knowledge about the subject matter.

Hence, the researcher chooses pre-questioning technique as an alternative way in teaching reading comprehension. There are many reasons why pre-questioning technique is chosen as a technique in teaching reading. One of them is through pre-questioning technique the students can activate their schemata or background knowledge. As we know that schemata or background knowledge of the students are

highly needed in reading comprehension. By activating the students' background knowledge the students will comprehend the text easily.

Further, the philosophy of pre-questioning technique is building the students' schemata and motivation before students read the text. Based on Brown's (2001: 176) explanation of display questions, schema theory and students' background knowledge. He also defined 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, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text.

Ringler and Weber (1984:154) call pre questioning 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 say that pre questioning technique elicit prior knowledge, build background, and focus attention. By applying pre-questioning technique in teaching reading comprehension during three cycles of classroom action research 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.

Considering the statement above, the writer is interested in finding out whether pre-questioning technique is a good technique in teaching reading comprehension or not by analyzing the result of every cycle that has been conducted. As the subject of the research, the researcher will choose SMAN 1 Natar because the researcher has conducted pre-observation in that school so the researcher has already known the condition of the students there.

B. Formulation of The Problem

Based on the background of study above, the problem of the study is as follows:

1. How can the implementation of pre-questioning technique improves the students' reading comprehension achievement?
2. How can the implementation of pre-questioning technique improve the teaching learning process?

As stated above that there will be three research questions that need to be answered in this classroom action research.

C. Objective of the Research

The objectives of the research are: In relation to the formulation of the problem above, the objective of the research are:

1. To find out how the implementation of pre-questioning technique improves the students' reading comprehension achievement.
2. To find out how the implementation of pre-questioning technique improves the teaching learning process?

There are two objectives of this classroom action research; they are to find out how the implementation of Contextual Teaching Learning improves the students' speaking achievement and teaching learning process.

D. Uses of the Research

This research aims at having such uses as follows:

Theoretical uses:

1. To verify the previous theory dealing with the theories of Pre-questioning technique.
2. To be used as a reference for the next researcher who will concentrate on students' reading comprehension achievement.

Practical uses:

1. As the information concerning with whether there is improvement of students' reading comprehension achievement after the implementation of Pre-questioning technique.
2. As a help to English Teachers in finding an appropriate way to improve students' reading comprehension achievement.

This classroom action research has two uses as stated above, they are theoretically and practically.

E. Scope of the Research

This research will be conducted at SMA N. 1 Natar, while the subject of the research is the class eleven (XI IPS 4) that consists of 36 students. The focus of this research are the students' reading comprehension achievement and the students' participation in teaching learning process during the implementation of Pre-questioning technique. This classroom action research was conducted in three cycles. The material of reading taught was narrative text. The reason why the researcher used this material because narrative text is one kind of functional text that should be mastered by students in this level.