

EFFECT OF PRE-QUESTIONING ON THE READING COMPREHENSION ACHIEVEMENT OF THE SECOND GRADE STUDENTS AT SMAN 2 PANGKEP

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ABSTRACT

This study were conducted to investigate the effect of Pre-questioning on the Reading Comprehension Achievement of the Second Grade Students at SMAN 2 Pangkep, to investigate the effects of students' gender on the reading comprehension achievement of the second grade students at SMAN 2 Pangkep Palangkaraya, and to investigate the effects of pre-questioning and students gender on the reading comprehension achievement of the second grade students at SMAN 2 Pangkep in academic year 2022/2023. The forms of questions were in multiple choice and essay, multiple choice used for reading comprehension tests and essay used for Pre-questioning tests. There were sixty-eight of second grade students of IPS classes at SMAN 2 Pangkep in academic year 2022/2023 as the sample on this study. The writer used factorial experimental method in this study. The data were processed and analyzed according to these steps: taking the data, coding, scoring, tabulating using SPSS version 13 and taking the conclusion based on the statistic result. The result of this study shows that "the Pre-questioning has a significant effect on the students' reading comprehension achievement", "the students' gender has no a significant effect on the students' reading comprehension achievement", and "there is no interaction effect between pre-questioning and students' gender". In this study the experimental class (the treatment using pre-questioning) has a better ability in comprehend the text than control class. It can be seen from the mean score and the result of two way of ANOVA.

Keywords :Prequestioning, Reading Comprehension

INTRODUCTION

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human

being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. 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 ability in reading, they will have a better chance to succeed in their study. In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text. Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their 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. Based on the explanation above, the writer is interested in finding out the effects of treatment with pre-questioning and without pre-questioning on students' reading comprehension achievement and concluded that the pre-questioning consist of some questions provided before the students read the whole text. It tends to build the students' interest and motivation to read the text.

Reading has been considered only as a visual activity, because we do with the eyes. But, in *The Book of Study Skills for Students of English*, Yorkey (1982:100) stated reading is not only a visual activity. It is more than just simply run your eyes accumulating information as each words, phrase, and sentences is progressively recognized. Reading is also an active process of predicting what is likely to come next. Our brain processes the visual information from our eyes, rapidly forming and revising hypotheses about the form and content of what you are reading.

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 attitudes on reading give influence on the linguistics ability. According to Callaghan in an article of Editorial Jurnal Pendidikan dan Kebudayaan no 37 (2002: 34), there is a little influence on the performance and linguistics ability given by the women's superiorities linguistics. Attitudes toward reading will influence the male and female linguistics ability. For examples male likes talking spontaneously and has courage to do that. Meanwhile, female, though talkative, is not firm in making decision. But, the female could see the cases that male could not see. It is because male has problem in reading and writing has problems in reading and writing. Supported by Maubach and Morgan in article of Editorial Jurnal Pendidikan dan Kebudayaan (2002: 472) says, "Men have more problems on reading and writing field."

METHODS

Data Collection and Data Processing Procedures

The writer used a test to collect the data. After collecting the data, they were processed with the following procedures:

1. Editing

Find out the data of the Second Grade Students of SMAN 2 Pangekep.

2. Coding

Each answer sheet is coded by giving code such as A1, A2,B1,B2,...and so on in order to keep the students privacy.

3. Scoring

In this step, the writer gives the score for the students' work based on the correct answer that the students make by using the following formula:

$$SCORE = \frac{\text{Number of correct answer}}{\text{Number of items tested}} \times 100$$

(Depdikbud, 1989:7)

4. Tabulating

After scoring the students' works, the data will be classified on the table.

Instrumentation Development

The writer used the test as an instrument to collect the data. There were two kinds of instruments in this study, they were: Instruments for the experimental class and for the control class. The tests were in the form of essay and multiple-choice. The multiple-choice used for the reading comprehension tests and essay used for the Pre-questioning questions. The total numbers of test items for the experimental class were 30 items and 20 test items for the control class. Below are the descriptions of content specification of the test:

Table 3.1 Content Specification of Pre-questioning for the experimental class

No	Content of the tests	Number of test item	Number of item
1.	Pre-questioning before reading for general comprehension	4 items	2, 4, 9, 10
2.	Pre-questioning before reading to confirm expectations	6 items	1, 3, 5, 6, 7, 8
	Total	10 items	10 items

Table 3.2 Content specification of reading comprehension for the Experimental and Control class

No	Content of test	Number of test item	Item number
1.	Main Idea	9	1, 2, 4, 8, 13, 17, 18, 19, 20
2.	Supporting Details	11	3, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16
	Total	20 items	20 items

RESULTS

In analyzing the data, the writer interpreted the data from the table of two way of ANOVA. The following table shows the summary result of two way of ANOVA.

Tabel 4.6 Test of between-subjects effect

Tests of Between-Subjects Effects

Dependent Variable: Reading Comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2591.196 ^a	3	863.732	10.768	.000
Intercept	106396.556	1	106396.556	1326.476	.000
PQ	2230.179	1	2230.179	27.804	.000
Gender	283.008	1	283.008	3.528	.065
PQ * Gender	243.809	1	243.809	3.040	.086
Error	5133.437	64	80.210		
Total	116125.000	68			
Corrected Total	7724.632	67			

a. R Squared = .335 (Adjusted R Squared = .304)

From the table above, it can be found general result that the treatments with pre-questioning have effect to the students' reading comprehension, Students' Gender have no effect to the students' reading comprehension and Treatments*Gender have no effect to the students reading comprehension achievement. In chapter I of this study, there are two hypotheses, null hypothesis (Ho) and alternative hypothesis (Ha) that should be proved. The conclusion based on the significant value is as follows:

Testing hypothesis I

The hypothesis of this study, states that:

Ha: There is significant effect of treatment with pre-questioning on the reading comprehension achievement of the second grade students of IPS classes at SMAN 2 Pangekep

Ho: There is no significant effect of treatment with pre-questioning on the reading comprehension achievement of the second grade students of IPS classes at SMAN 2 Pangekep

Related to the hypothesis and the summary result of ANOVA in table 4.6, it can be seen that the F value of Treatments is $F = 27,804$ with significance value = .000. Since significance value = .000 < .05, Ho is rejected and Ha is accepted. So, based on calculation of ANOVA above, it can be said, "There is significant effect of treatment

with pre-questioning on the reading comprehension achievement of the second grade students of IPS classes at SMAN 2 Pangekep ”

Table of Estimates Marginal Means of Treatments (with pre-questioning and without pre-questioning)

Estimates

Dependent Variable: Reading Comprehension

Pre-Questioning	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
With Pre-Questioning	45.441	1.536	42.373	48.510
Without Pre-Questioning	33.947	1.547	30.858	37.037

On the table above, mean of treatment with pre-questioning = 45.441 and mean of treatment without pre-questioning = 33.947. It means the higher mean value (treatment with pre-questioning) would be better than treatment without pre-questioning on the students’ reading comprehension. It related with the result of ANOVA that show the significant effect of pre-questioning on the students’ reading comprehension achievement.

DISCUSSIONS

This study has objective to find out the effect of treatment (with pre-questioning, without pre-questioning) and students gender on the students’ reading comprehension achievement. Especially, for the second grade students of IPS classes of SMA N-2 Jekan Raya Palangkaraya in academic year 2006/2007. So it is necessary to discuss and interpret of the result of the study. From the result of the data in this study, table of ANOVA can be used to test the hypothesis stated in the chapter I. The result of testing hypothesis is presented below:

Testing of hypothesis of treatment with pre-questioning and without pre-questioning (Testing Hipotesis I)

Based on the hypothesis testing in chapter IV, significance value of Treatments = .000 or can be said that sig. = .000 < α = .05, it means that Ho is rejected and Ha is accepted. This result gives description that treatment with pre-questioning and without pre-questioning has significant effect on the students’ reading comprehension. In brief, pre-questioning has significant effect on the students’ reading comprehension achievement. It is in line with the statement stated by Harmer (1985:153):

- Pre-questioning before reading to confirm expectations

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

- Pre-questioning before reading for general comprehension

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

Related to this study, two kinds of pre-questioning above can make the students easily to predict and delimit the topic that is discussed or inform in the text after they read and answer the pre-questioning. In the instruments, the writer used pre-questioning with Indonesian version, thus, the students can predict easily what will be discussed on the text, after they read and answer the pre-questioning.

Testing of hypothesis of Gender (Testing Hipotesis II)

Based on the hypothesis testing in Chapter IV, There is no significant effect of the student's gender on the reading comprehension achievement of the second grade students of IPS classes of SMAN 2 Pangekep . Because, from the summary result of ANOVA in table 4.6, it can be seen that the F value of Gender is $F = 3.528$ with significance value = .065. Since significance value = .065 < .05 H_a is rejected and H_o is accepted.

But it is possible, if the writer adding more samples for this research, the probability result "*there is significant effect of gender on the students' reading comprehension achievement*" will be happening. So, the writer suggest for next researchers that have the same topic with this study to use the bigger sample, in order to ensure the effect of Gender on the students' reading comprehension in this study.

Testing of hypothesis of Treatments*Gender (Testing Hipotesis III)

Based on the result of Testing Hipotesis III in Chapter IV, it can be conclude "There is no significant effect of treatments with pre-questioning, without pre-questioning and student's gender on the reading comprehension achievement of the second grade students of IPS classes at SMAN 2 Pangekep

”. It is related to the result of ANOVA in table 4.6, the F value of Treatments*Gender is $F = 3.040$ with significance value = .086. Since significance value = .086 < .05, H_a is rejected and H_o is accepted.

So, based on the result of testing hipotesis above it can conclude that:

1. Pre-questioning has significant effect on the students’ reading comprehension achievement
2. There is no significant effect in the student’s gender of treatments on the students’ reading comprehension achievement
3. There is no significant effect of treatments and student’s gender on the students’ reading comprehension achievement.

Furthermore, based on the delimitation of this study in Chapter one, the writer only focuses on finding the effect of treatments, the effects of students’ gender in treatments and students’ gender and treatment on the students’ reading comprehension achievement. Thus, that is why the result of this study cannot be generalized to the other kind of subject.

In fact, the writer in this study used cluster-sampling technique to choose sample from the population, that is why the result of this study only can be generalized to the second grade students of IPS classes of SMA Negeri 2 Jekan Raya Palangka Raya, and not to the other population.

So, based on the discussion above it is hoped that for the next time there will be a such kind of this research conducted by the other researchers by using the bigger population, the better instrument, and many more variables included in order to have more valid and reliable result.

CONCLUSION

From the result of data analysis, it can be answered that:

There is significant effect of treatment with pre-questioning on the reading comprehension achievement of the second grade students of IPS classes at SMAN 2 Pangekep , There is no significant effect of the student’s gender with treatments on the reading comprehension achievement of the second grade students of IPS classes of SMAN 2 Pangekep, There is no significant effect of treatments and student’s gender on the reading comprehension achievement of the second grade students of IPS classes at SMAN 2 Pangekep

There are some intervening variables that can influence the result of this study. They are as follow:

- Students' prior knowledge
- Learning style of the students
- Background education of the teacher
- Social economic of the students

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