IMPROVING STUDENTS READING COMPREHENSION BY APPLYING PRE-QUESTIONING TECHNIQUE
(An Experimental Study at the Second Grade of SMAN 1 Glumpang Tiga)

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Abstract: The objective of the study is to find out whether does the pre-questioning technique improve the students reading comprehension or not .The population of this research is the second grade of SMAN 1 Glumpang Tiga. The sample of this study are one class was as experimental class (XI- IIS) where the writer applied Pre-Questioning technique in teaching learning activity, which consist of 20 students and the other one was as control class (XI-MIA 3) which taught by applying other technique, consisted of 20 students including. The instrument used in this study was a set of written test which was used for pre test and post test. Pre-test was given before the writer held an experimental teaching. Post test was given after the writer did an experimental teaching. The result of this research showed that in experimental class the mean of pre-test score (O_1) was 55,10, the mean of post-test (O_2) was 73,30 ,Furthermore in control class the mean of pre-test score (O_1) was 53,80 , the mean of post test (O_2) was 55,20 . It indictates that there was significance progression between students' pre-test and post-test score in experimental class after teaching reading comprehension by applying pre-questioning technique. Or from the table 7 (in the table of independent sample test) we can see the significant value (sig) in the experimental class was 0,000 < 0.05, so there is an increase in students' reading comprehension which is very significant on the reading comprehension by applying pre-questioning technique. It accepted the alternative hypothesis while rejected the null hypothesis. Base on the data analysis, showed that applying pre-questioning technique was significantly improve the students' reading comprehension.

INTRODUCTION

Language is a tool that we use for communicating, getting knowledge, and giving information to the others. It is as a communication tool becomes one of the important aspects to be learnedd.Especially English, which is an international language used by everyone in the world. So that ,English as a foreign language is needed not only in academic field but also in the development of technology and science. Many work fields and life activities, such as when we want to get knowledge, to transfer information from the books and mass media (newspaper, advertisement , announcement ,journal, article , maps, slogan, radio, TV

and internet,). Ttherefore, almost all countries provide English learning for their students to learn to improve the quality and quantity of the learning. Moreover, it is becomed as official language in some country in the world, Such as Singapore, South Africa, Australia, Dominica, Ghana, Jamaica, Scotland, Malta and ect.

In Indonesia, the learning system and curriculum that is applied starting from elementary school, junior high school, until high school where in learning has provided English learning as one of the subjects that students must learn and understand. In the learning English,there are four skill that should be mustered by students , they are reading , listening, writting and speaking. Reading becomes very important skill in education because reading is the one way to get many knowledge and information.

According to (Hiang et al., 2012) reading is an active and complex process and requires the readers to interact with the text that they read. In here, the students will understand what the text talk about, advantage of the text, the purpose of the text , main idea of the text and ect. with the appropriate technique's reading, the students are able to identified kinds of genre such as, analitical exposition, hortatory exposition, narrative, description , etc.

Reading is the one of the activities that the reader do for getting many information from the text. (Agussalim, 2016) explain that reading is the process for ghatering information from the text. It means that without reading,we will not know anything about world. When the people want to know about information around the village, city, country, part of world, they must to read the information from the textbooks, journal, article, newspaper and ect.

Reading comprehension is a receptive skill that in this skill the readers need to receive and try to understand the written text. This skill also about understanding instructions thru texts. A writer expressed his or her thougths, experience, ideas, and feeling through the written words. The reader's understanding of the reading the material will be affected by strategies and technique.

From all explanation , the researcher can concluded that reading is one of language skills that the students must be learned which of English as foreign language. This skill is very important and usefull for students that in reading text, we have understand what the text porpuse, what is the benefit that we can get from the text, main idea and what the text talk about. so reading with comprehend the meaning is better. But, many students do not like reading text altought the text is a long passage or short passage because they do not have strategy and method. so in reading comprehension we must need a good way in our reading for make us anjoy, fun , ect.

The facts are happen in many schools. Based on the researcher's observation in a school Glumpang Tiga, that is SMA N 1Glumpang Tiga at class XI , the information that the students were rarely practice and not want to Read in English Because they think that reading the words and the sentences in English is so difficult to pronounce which make their mouth are stiff and their tongue roll. So, This situation makes them lazy to study English with skill reading that give bad effects for them in English such as , many word in English they don't know , make the students' reading skills are very weak, students have difficulty in translating or understanding English texts, and also in reading skills they are confused with the contents of the text given to them. so that make students uninterested and not enthusiastic in learning English. Based on the research that have been done by (gonul akcamete, 2018) show that, the students are not understanding the question and direction on the text given to them. Therefore, it is the teacher's obligation to overcome the problems faced by students, so the teacher must think creatively, and think of ways so that students are interested in learning English with reading skills. According to (El-Koumy, 2013) In fact, comprehending

the content of the text is a consequence of having interest in reading. One of the way that the researcher'thinks that the teacher English must be done is to apply the pre-questioning technique before reading the text, by applying this technique , such as giving questions related to the text to be discussed or to be read will stimulate students to be interested in reading. which one of them knows the contents of the text to be studied and will have a picture of the contents of the reading to be read which will make students interested in learning by reading skills so that it will improve their reading skills.

Based on the research that had been done by (Utami, 2017) improving student's reading comprehesion by applying pre-questioning technique show that the students are able to predict the content of the text before reading the whole text. Moreover, the another research by (Melati, 2019) also say that pre-questioning technique gives better effect to the reading comprehension achievement.

Based on the explanation above, the researcher is interested in conducting an experimental study about "Improving Students' Reading Comprehension By Applying Pre-Questioning Technique" At the Second Grade of SMA Negeri 1 Glumpang Tiga".

THEORETICAL SUPPORT (OPTIONAL)
The Definition of Reading

The classification basic skill in any language into receptive skill and productive skill. In the receptive skils - listening and reading , and in the productive skills - writting and speaking. Reading is one of the four skill in English that must be mastered by students. That in reading , we as a reader must be receive what the information printed in the text. So that we can get the information from what we have red. According to (Febtisari, 2017) Reading is an interactive process between a reader and a text. There is a process in readers' mind

involving recognizing the words and connecting information from the text to their background knowledge before generating the meaning. Reading for meaning is known as reading comprehension.

(Agussalim, 2016) states that In teaching English as a foreign language, reading is one of the most important factors in determiming a learner's linguistic competence. in reading, we can know how far our understanding in reading a text.

From all explanation above, the researcher can conclude that reading a text is one way for get knowledge and information. in the fact, many students do not like this skill but, this skil must be mastered by the students.

Definition of Reading Comprehension

Comprehension is the prosperity to understand the meaning from the text, so that, reading with the comprehension means that to understand what have we read from the text. Based on defininition of comprehension by (ani rosani, natalina asi, 2013) Comprehension is a reading process to convey the author's message, meaning or information to the reader by reading activity. In reading comprehension, the readers should have knowledge about understanding of meaning in the readings. The comprehension in reading is so important that the learners can find what the information that will get. According to (Agussalim, 2016) explain that In improving reading skills, a student needs competence and intelligence to comprehend the meaning in a text. This is called reading comprehension. In reading comprehension, students are expected to understand well the reading material in order to be able to gain the information correctly and accurately and to improve their knowledge. Reading skills are defined as skills to improve reading comprehension, namely: (1) to comprehend the meaning of a text (2) to understand arguments in a text (3) to identify cases explained in a text (4) to understand recommendations given in a text (5) to understand the rhetorical structures in a text

(6) to understand the communicative purposes of a text.

Communicative Moreover, (Batubara & Pd, 2018) statets that The good reading comprehension will certainly enable the students to understand different kinds of knowledge. When the students' reading comprehension reaches the maximum level, they will be easier to absorb the information from the text and use it to analyze every problems, cases, phenomena or creative works; evaluate the symptoms, causes, problems or certain cases and provide the solution, suggest the ideas or add some more relevant resources to solve the problems.

(Handayani et al., 2018) Explain that Reading comprehension was grouped into literal comprehension, inferential comprehension, and critical comprehension.

From above explanation the researcher can get the conclusion, reading is one of tools for communication by written expression between writer and reader. By reading a book anyone can get many information, knowledge, emotion, ideas, and enrich vocabularies.

The purpose of Reading

(Sangia 2018) satates that the main idea of reading to get and to find information include content and meaning of the text based on purpose. Here there some of purposes of reading:

1) Teacher and learners catch the material in the process of direct communication.
2) Reader and writer is effective, so that there is close relationship between them, then there will be settlement on relative implication.

Learner rarely have to use the information what they get, whichever within an interaction process to accommodate entrance to the most salient directions towards meaning or to follow these directions into their own abstract worlds.

Based on the list above, the researcher can conclude that the purpose of reading make the point of understanding and comprehending the text.

The Definition of Pre- Questioning

As the researcher has explained some theories above that stated about the important of comprehension in reading . So that the teacher must think what the appropriate technique, so the teacher will provide some procedure that can help students to increase their comprehension skill. According to Brown "pre-questioning implicity involve some question which are provide before the students read the whole text, in order to build the student's interest and motivation , also to activate their cognitive factors as the schemata, that students can predict what will be faced by them in the reading text" (as cited in yd .Oliver, J 2013).

The Characteristics of Pre-Questioning

According to the Harmer, 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 following:

1. **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.

2. **Pre-questioning before reading to extract specific information**

Pre-questioning 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 seen the text only to

extract the information the questions demand.

3. Pre-questioning before reading for general comprehension

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

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.

From explanation above, in this study, the researcher only concern two kinds of pre-question, they are, pre- quetioning before reading for general comprehension and the pre- question before reading for confirm expectation.

The Purpose of Pre- Questioning

Based on Yuliana (2014), there are some purpose of pre-questioning when it was applying for study reading, there are:

1. Pre Questioning as an activity to active prior knowledge

Prior knowledge of readers is so importent in reading comprehension. As a pre reading activity, pre questioning is useful to improve students' comprehension. Whenever teacher decided on questions tobe answered by reading, they are activating prior knowledge. According Jerry G "to increase students' potential comprehension, theteacher can lead a variety of pre reading activities that build background knowledge"(as cited inYuliana, 2014). By applying pre- questionings relate to the texts, it will help students in gaining their background knowledge and exploring what they have learn before and combine with the new information they get from the texts. It will help students to comprehend the reading texts.

2. Pre Questioning as an activity to increase student's interest in reading

By applying pre questionings, it will stimulate students to be interested and to be explore more the reading text. It might increase student's interest to read the text because by using pre questionings, it will guide students to predict what the content of the texts. It will increase students' curiosity to match their predictions with the facts in the texts.

3. Pre Questioning as an activity to focus student attention

Pre questionings tend to focus attention on reading, mainly on the purpose of the activity. It also focuses students on words and the information from the text that be needed for understanding the text. This statement is in line with Richard Allington and Michael Strange that stated "The pre questions may focus learner attention on the information the teacher has decided is important to attaining the goals of the instruction"(as cited in yd.Yuliana, 2014).

4. Pre Questioning as an activity to set the purpose of reading

Questions can help readers in getting purpose of reading. By giving pre questioning before reading students are led to decide the purposes in reading, so that they know what they will look for in reading. It is supported by statements from Richard Allington stated that "the use of pre reading question is intended to facilitate purpose setting in learners prior to reading"(as cited in yd.Yuliana, 2014).

METHOD

The kind of this research is quantitative research with experimental study. In this research there were two groups. They were experimental group and control group. The experimental group was a group that would be taught by applying pre-questioning technique as the treatment, Meanwhile the control group is the class that taught by using teacher strategy.

Arikunto (2014:110) said that "*Populasi adalah keseluruhan objek penelitian*". It means that population is the whole research object and the population is the whole the students at XI grade of SMA Negeri 1 Glumpang Tiga. The population of

the research of 4 classes with 87 students. It can be seen from the table follow:

Table
The population of the XI grade SMA Negeri I Glumpang Tiga

No	Class	Total Students
1	MIA 1	19
2	MIA 2	18
3	MIA 3	20
4	MIA 4	18
5	IIS 1	20
TOTAL		**95**

Sample

Arikunto (2014:110) also said that "*sampel adalah metode penentuan subjek evaluasi sebagian individu yang ada dalam populasi*". It means the sample is part of population that can be investigated. In this research, the researcher uses Simple Random Sampling. Based on the quotation above, the researcher chooses two classes, named class XI MIA -3 consists of 20 students such as control class and class XI-IIS - 1 as experimental class. Therefore, total samples are uses 40 students.

Tabel
Sample of the research

Experimental Class 1	Control Class 2	Total
XI IIS -1 = 20	IX MIA-3 = 20	40

RESULT AND DISCUSSION
The Score of Pre Test

The data in the table below were the scores both of experimental and control classes that had been gathered through pre-test.

Table 1. The Pre Test Scores of Experimental Class and Control Class

Experimental Class		Control Class	
No	Students' Initial	Scores	Students' Initial	Scores
---	---	---	---	---
1	AF	60	AR	52
2	AH	52	FT	60
3	AN	64	FA	44
4	BA	44	IR	48
5	EZ	56	MJ	68
6	FA	68	MF	56
7	KM	72	MM	72
8	MQ	52	MZ	40
9	MD	40	MF	52
10	NT	64	NP	44
11	NZ	52	NA	56
12	NA	60	NM	48
13	NA	44	NZ	72
14	NH	52	PA	44
15	NF	40	RY	48
16	NM	58	SR	40
17	RJ	44	TS	56
18	RS	48	TN	60
19	SA	60	YN	48
20	ZU	72	ZA	68
Total		**1.102**	**Total**	**1.076**

The Score of Post Test

The data below were the scores both of experimental and control classes that had been gathered through post-test.

Table 2. The Post Test Scores of Experimental Class and Control Class

Experimental Class		Control Class	
No	Students' Initial	Scores	Students' Initial	Scores
---	---	---	---	---
1	AF	76	AR	52
2	AH	72	FT	56
3	AN	76	FA	48
4	BA	64	IR	44
5	EZ	72	MJ	64
6	FA	80	MF	60
7	KM	76	MM	76
8	MQ	72	MZ	40
9	MD	68	MF	48
10	NT	72	NP	48
11	NZ	84	NA	68
12	NA	88	NM	52
13	NA	72	NZ	76
14	NH	68	PA	44
15	NF	68	RY	52
16	NM	62	SR	44
17	RJ	68	TS	44
18	RS	72	TN	64
19	SA	76	YN	52
20	ZU	80	ZA	72
Total		**1.466**	**Total**	**1.104**

Data analysis

In this section, the writer was to analyze the data that had been gathered through pre test and post test. The data was analyzed by following several steps as

Descriptive statistics

Descriptive statistics are methods that are carried out relating to the collection and presentation of a group of data so as to estimate the quality of the data in the form of variable types, summary statistics that include mean, median, mode, standard deviation. The following will explain the descriptive data obtained

Descriptive Statisticts (Tabel 1)

	N	Minimum	Maximum	Mean	Std. Deviation
Pre- Test Eksperiment	20	40	72	55.10	9.978
Post-Test Eksperiment	20	62	88	73.30	6.433
Pre-Test Kontrol	20	40	72	53.80	10.175
Post-Test Kontrol	20	40	76	55.20	11.284
Valid N (listwise)	20				

From the above table it can be concluded that in the experimental pre-test, the minimum value, maximum, mean are 40.72 and 55.10, in the post-test, 62, 88 and 73.30. In the pre-test control, the minimum, maximum and mean values were 40, 72 and 53.80, in the post test 40, 76 and 55, 20.

Test of Normality

Normality test is a test conducted with the aim of assessing data on a group of data or variables, whether the data is normally distributed or not. Normality test is useful to determine whether the data collected is normal or not. In the following table will be explained about the data that the reearcher get

Tests of Normality (Tabel 2)

	kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Eksperiment	.122	20	.200[*]	.951	20	.381
	Post-Test Eksperiment	.180	20	.088	.956	20	.472
	Pre-Test Kontrol	.166	20	.152	.923	20	.111
	post-Test Kontrol	.212	20	.019	.905	20	.051

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The basis for decision making in the Kolmogorov-Smornov normality test, namely: if the significance value (sig) > 0.05, then the data has a normal distribution, and if the significance value (sig) < 0.05, then the research data is not normally distributed, so from the data the table above we can conclude that, experimental pre-test data, 0.2 > 0.05, experimental post-test data 0.08 > 0.05, control pre-test data 0.152 > 0.05 and post-test control data 0.19 > 0.05. So in conclusion, this data was normally distributed.

Test of Homogeneity of Variance (Tabel 3)

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	8.191	1	38	.007

| Siswa	Based on Median	4.395	1	38	.043
	Based on Median and with adjusted df	4.395	1	30.895	.044
	Based on trimmed mean	7.820	1	38	.008

The basis for decision making in homogeneity tests. if the significance value (sig) is based on mean > 0.05 then the data is homogeneous. And if the significance value (sig) based on mean < 0.05, the research data is not homogeneous.

From the above data it can be concluded that the significance value (sig) was 0.007 which means 0.007 < 0.05 then the data was not homogeneous.

Pre-test Experiment and control class
Independent Samples Test (Tabel 5)

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil belajar siswa	Equal variances assumed	.002	.962	.408	38	.686	1.300	3.187	-5.151	7.751
	Equal variances not assumed			.408	37.985	.686	1.300	3.187	-5.151	7.751

The conclusion from the table above can be seen that the value of sig was 0.962, then 0.962 > 0.01 = variance of the same data (it can be assumed that the data varies the same). So the significance value used to test the hypothesis was the significance value that was above that was 0.686.
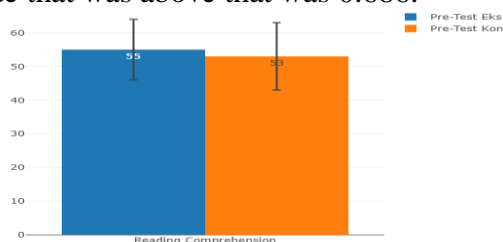

From the bar chart above it can be concluded that the results obtained from the pre-test data are no different, and the results are almost the same.

Post test Experiment and control class
Independent Samples Test (Tabel 7)

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil belajar siswa	Equal variances assumed	8.191	.007	6.232	38	.000	18.100	2.904	12.220	23.980
	Equal variances not assumed			6.232	30.170	.000	18.100	2.904	12.170	24.030

The conclusion from the table above can be seen that the value of sig was 0.007, then 0.007 < 0.01 = data variance is not the same (it can be assumed that the variable data is not the same). So the significance value used to test the hypothesis is a significance value that is below 0,000. if the significance value (sig) > 0.01 then Ho is accepted and if the significance value (sig) < 0.01 then Ho is rejected. So the result value is 0,000 < 0.01 then Ho is rejected and Ha is accepted.
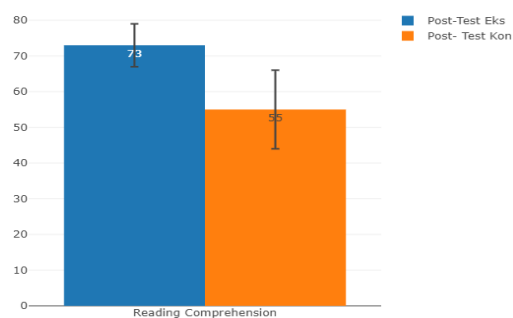
From the bar chart above, the results of the post-test conducted on the experimental and control classes show very significant differences.

In accordance with the calculated shown in this chapter, it can be seen that in experimental class the mean of pre-test score

(O_1) was 55,10, the mean of post-test (O_2) was 73,30, Furthermore in control class the mean of pre-test score (O_1) was 53,80 , the mean of post test (O_2) was 55,20 . It indictates that there was significance progression between students' pre-test and post-test score in experimental class after teaching reading comprehension by applying pre-questioning technique. or from the table we can see the significant value (sig) in the experimental class is 0,000 < 0.05, so there is an increase in students' reading comprehension which is very significant on the reading comprehension by applying pre-questioning technique.

Dicussion

As stated above that significant value (sig) < 0,05 so the Research Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected. Thus, it means that the learning of reading comprehenion by applying pre-questioning technique is successful. It can be seen on the table 7 that the students of experimental class who received pre-questioning technique in learning reading comprehension got higher scores than students in control class who received conventional teaching. It can be concluded that pre-questioning technique are effective in improving students' reading comprehension for second grade students at SMAN 1 Glumpang Tiga.

Based on the experimental teaching, the students of experiment class have higher motivation in the teaching-learning process than students of control class. The experimental class atmosphere is also more active and lively because the teacher plays her role as a facilitator. So that, they enjoy the teaching-learning process and learned the materials easily.

However, Researchers do not deny the many weaknesses of this pre-questioning technique when it is applied when the teaching and learning process takes place, the readiness of a teacher in teaching students is highly demanded so that learning objectives are achieved. Therefore, the teacher must prepare material, teaching material that is interesting, innovative, so that it can make students active in the learning process.

CONCLUSION

Based on the data in the previous chapter, the result of this research is there was a significant different between the students who are taught reading comprehension by applying pre-questioning technique and the students who are taught reading comprehension by applying other technique. Based on the experimental teaching, the students of experiment class have higher motivation in the teaching-learning process than students of control class. it can be seen that in experimental class the mean of pre-test score (O_1) was 55,10, the mean of post-test (O_2) was 73,30, Furthermore in control class the mean of pre-test score (O_1) was 53,80 , the mean of post test (O_2) was 55,20 . It indictates that there was significance progression between students' pre-test and post-test score in experimental class after teaching reading comprehension by applying pre-questioning technique. Or from the table we can see the significant value (sig) in the experimental class is 0,000 < 0.05, so there is an increase in students' reading comprehension which is very significant on the reading comprehension by applying pre-questioning technique.

The previous data described that the value of experimental class higher than control class. So , the Research Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected. Thus, it means that the learning reading comprehension by applying pre-questioning technique is successful in improving students' reading comprehension by applying pre questioning technique.

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