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 indicate 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 learned. 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,). Therefore, almost all countries provide English learning for their students to learn to improve the quality and quantity of the learning. Moreover, it is become 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, analtical 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 gathering 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 thoughts, 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 usefulness 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 although 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 1 Glumpang 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 think about the teacher
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 comprehension 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 skills - listening and
reading , and in the productive skills -
writing 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 determining 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 skill 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 definition 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
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(6) to understand the communicative purposes of a text.

Communicative Moreover, (Batubara & Pd, 2018) states 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) states 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-questioning 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 important in reading comprehension. As a pre reading activity, pre questioning is useful to improve students’ comprehension. Whenever teacher decided on questions to be answered by reading, they are activating prior knowledge. According Jerry G “to increase students’ potential comprehension, the teacher can lead a variety of pre reading activities that build background knowledge”(as cited in Yuliana, 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 questionings may focus learner attention on the information the teacher has decided is important to attaining the goals of the instruction”(as cited in 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 questionings 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 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
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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

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MIA 1</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>MIA 2</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>MIA 3</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>MIA 4</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>IIS 1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>95</td>
</tr>
</tbody>
</table>

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.

RESULT AND DISCUSSION
The Score of Pre Test
The data 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

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Initial</th>
<th>Scores</th>
<th>Students’ Initial</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AF</td>
<td>60</td>
<td>AR</td>
<td>52</td>
</tr>
<tr>
<td>2</td>
<td>AH</td>
<td>52</td>
<td>FT</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>AN</td>
<td>64</td>
<td>FA</td>
<td>44</td>
</tr>
<tr>
<td>4</td>
<td>BA</td>
<td>44</td>
<td>IR</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>EZ</td>
<td>56</td>
<td>MJ</td>
<td>68</td>
</tr>
<tr>
<td>6</td>
<td>FA</td>
<td>68</td>
<td>MF</td>
<td>56</td>
</tr>
<tr>
<td>7</td>
<td>KM</td>
<td>72</td>
<td>MM</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>MQ</td>
<td>52</td>
<td>MZ</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>MD</td>
<td>40</td>
<td>MF</td>
<td>52</td>
</tr>
<tr>
<td>10</td>
<td>NT</td>
<td>64</td>
<td>NP</td>
<td>44</td>
</tr>
<tr>
<td>11</td>
<td>NZ</td>
<td>52</td>
<td>NA</td>
<td>56</td>
</tr>
<tr>
<td>12</td>
<td>NA</td>
<td>60</td>
<td>NM</td>
<td>48</td>
</tr>
<tr>
<td>13</td>
<td>NA</td>
<td>44</td>
<td>NZ</td>
<td>72</td>
</tr>
<tr>
<td>14</td>
<td>NH</td>
<td>52</td>
<td>PA</td>
<td>44</td>
</tr>
<tr>
<td>15</td>
<td>NF</td>
<td>40</td>
<td>RY</td>
<td>48</td>
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<tr>
<td>16</td>
<td>NM</td>
<td>58</td>
<td>SR</td>
<td>40</td>
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<tr>
<td>17</td>
<td>RJ</td>
<td>44</td>
<td>TS</td>
<td>56</td>
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<tr>
<td>18</td>
<td>RS</td>
<td>48</td>
<td>TN</td>
<td>60</td>
</tr>
<tr>
<td>19</td>
<td>SA</td>
<td>60</td>
<td>YN</td>
<td>48</td>
</tr>
<tr>
<td>20</td>
<td>ZU</td>
<td>72</td>
<td>ZA</td>
<td>68</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Initial</th>
<th>Scores</th>
<th>Students’ Initial</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AF</td>
<td>76</td>
<td>AR</td>
<td>52</td>
</tr>
<tr>
<td>2</td>
<td>AH</td>
<td>72</td>
<td>FT</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>AN</td>
<td>76</td>
<td>FA</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>BA</td>
<td>64</td>
<td>IR</td>
<td>44</td>
</tr>
<tr>
<td>5</td>
<td>EZ</td>
<td>72</td>
<td>MJ</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>FA</td>
<td>80</td>
<td>MF</td>
<td>60</td>
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<td>7</td>
<td>KM</td>
<td>76</td>
<td>MM</td>
<td>76</td>
</tr>
<tr>
<td>8</td>
<td>MQ</td>
<td>72</td>
<td>MZ</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>MD</td>
<td>68</td>
<td>MF</td>
<td>48</td>
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<tr>
<td>10</td>
<td>NT</td>
<td>72</td>
<td>NP</td>
<td>48</td>
</tr>
<tr>
<td>11</td>
<td>NZ</td>
<td>84</td>
<td>NA</td>
<td>68</td>
</tr>
<tr>
<td>12</td>
<td>NA</td>
<td>88</td>
<td>NM</td>
<td>52</td>
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<tr>
<td>13</td>
<td>NA</td>
<td>72</td>
<td>NZ</td>
<td>76</td>
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<td>14</td>
<td>NH</td>
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<td>PA</td>
<td>44</td>
</tr>
<tr>
<td>15</td>
<td>NF</td>
<td>68</td>
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<td>52</td>
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<td>NM</td>
<td>62</td>
<td>SR</td>
<td>44</td>
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<td>17</td>
<td>RJ</td>
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<tr>
<td>20</td>
<td>ZU</td>
<td>80</td>
<td>ZA</td>
<td>72</td>
</tr>
</tbody>
</table>

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 Statistics (Tabel 1)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test Eksperiment</td>
<td>20</td>
<td>40</td>
<td>72</td>
<td>55.10</td>
<td>9.978</td>
</tr>
<tr>
<td>Post-Test Eksperiment</td>
<td>20</td>
<td>62</td>
<td>88</td>
<td>73.30</td>
<td>6.433</td>
</tr>
<tr>
<td>Pre-Test Kontrol</td>
<td>20</td>
<td>40</td>
<td>72</td>
<td>53.80</td>
<td>10.175</td>
</tr>
<tr>
<td>Post-Test Kontrol</td>
<td>20</td>
<td>40</td>
<td>76</td>
<td>55.20</td>
<td>11.284</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 researcher get

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hasil Belajar Eksperiment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Test</td>
<td>.122</td>
<td>.007</td>
</tr>
<tr>
<td>Post-Test Eksperiment</td>
<td>.180</td>
<td>.088</td>
</tr>
<tr>
<td>Pre-Test Kontrol</td>
<td>.166</td>
<td>.152</td>
</tr>
<tr>
<td>Post-Test Kontrol</td>
<td>.212</td>
<td>.019</td>
</tr>
</tbody>
</table>

* 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)

<table>
<thead>
<tr>
<th></th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hasil Belajar Mean</td>
<td>8.191</td>
<td>1</td>
<td>38</td>
<td>.007</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>8.19 1</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>6.23 2</td>
</tr>
</tbody>
</table>

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
(O₁) was 55.10, the mean of post-test (O₂) was 73.30, Furthermore in control class the mean of pre-test score (O₁) was 53.80, the mean of post test (O₂) was 55.20. It indicts 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.

Discussion

As stated above that significant value (sig) < 0.05 so the Research Hypothesis (H₁) is accepted and the Null Hypothesis (H₀) is rejected. Thus, it means that the learning of reading comprehension 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 (O₁) was 55.10, the mean of post-test (O₂) was 73.30, Furthermore in control class the mean of pre-test score (O₁) was 53.80, the mean of post test (O₂) was 55.20. It indicts 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 (H₃) is accepted and the Null Hypothesis (H₀) 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 question technique.

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