PRE-QUESTIONING TECHNIQUE IN IMPROVING STUDENTS'ACHIVEVEMENT IN READING NARRATIVE TEXT

AN ARTICLE

Jurisdiction Responsibility by:

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PRE-QUESTIONING TECHNIQUE IN IMPROVING STUDENTS'ACHIEVEMENT IN READING NARRATIVE TEXT

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Abstract: This research focused on the use of pre-questioning in improving students' reading achievement in narrative text. The objective of the research is to find out whether Pre-questioning technique can improve student achievement in reading narrative text of eleventh grade students of SMA 2 Sungai Kakap, Kubu Raya in academic years 2014/2015. The researcher conducted a pre-experimental study with measurement as the technique of collecting data and written test as tool of collecting data. The sample of this study was 32 students. The research finding show that the mean score of pre-test is 42.03; which is categorized as "Poor". Furthermore, the mean score of post-test was 67.81; which is categorized as "Average to Good". Based on the data analysis, it was found that the effect size of this research is 1.99; which is categorized as "High Effect". It can be concluded that the use of pre-questioning technique in teaching reading narrative comprehension can improve the students' reading achievement in narrative text significantly.

Keyword: *Pre-questioning, Reading Comprehension, Narrative text.*

Abstrak: Penelitian ini fokus pada penggunaan teknik pre-questioning dalam meningkatkan pemahaman siswa dalam membaca teks narratif. Tujuan melakukan penelitian ini adalah untuk mengetahui apakah pre-questioning teknik dapat meningkatkan pemahaman siswa dalam teks narrative pada siswa kelas sebelas SMA negeri 2 sungai kakap, Kubu Raya pada tahun ajaran 2014/2015. Penelitian dilakukan dalam bentuk penelitian pre-experimental menggunakan tehnik pengukuran sebagai tehnik pengolahan data serta tes tertulis sebagai cara mengumpulkan data. Penelitian ini melibatkan sampel sebanyak 32 siswa. Hasil dari penelitian ini mendapatkan nilai rata rata pre-test nya adalah 42.03; termasuk kategori "rendah". Kemudian, nilai rata-rata dari post-test adalah 67.81; termasuk kategori "rata-rata ke baik". Berdasarkan analisis data, ditemukan bahwa ukuran efektifitas dari penelitian ini adalah 1.99 termasuk katagori "efek tinggi". ini dapat disimpulkan bahwa penggunaan teknik pre-questioning dalam mengajar pemahaman membaca teks narratif dapat meningkatkan nilai siswa dalam membaca teks narratif secara signifikan.
Kata Kunci: *Pre-questioning, Pemahaman Membaca, Teks Narratif.*

Mastering English as a foreign language in this modern era is a crucial need since language has an important role as a means of communication among others. In Indonesia, English is a foreign language which is taught at schools. It is not only given as compulsory subject which is examined in the national final examination (UNAS), but it is also given to prepare students facing the global era for now and their future life.

English is compulsory learned and taught at junior high school, senior high school and at the university. It means that English is important thing to understand by the students of the school, but in reality there are some problems that are faced by the students, especially in SMA 2 Sungai Kakap, Kubu Raya. However, It is realized that most students has bad score, has lack of vocabulary mastery, and has poor pronunciation. From the teacher's assessment, it was found that almost of 50% of the students of social classes got below standard of achievement ≤ 75. It happened because of some factors, such as their prior knowledge were low and the students were not interested in reading activities instead they usually talked each other, be busy with their own activities instead of focusing their reading activities. When the teacher give stimulated them by asking question related to the topic discussed, they could not answer the question as the teacher assigned them. That is why this research was conducted. In this case pre-questioning technique was selected to be the treatment. Therefore, the purpose is to find out whether Pre-questioning can improve student's achievement in reading narrative text.

Reading is certainly important activity for extending one's knowledge of the language. (Patel, 2008: 114). The main purpose of reading is comprehension. As Richards and Renandya (2002:277) state that "Reading comprehension is the primary purpose for reading". In this case, it means that the readers need the ability for understand the main or important point in the text that they read. It is also because the result of comprehension is the reader can get the information about the reading text which they have read. Moreover, Iwai (2010) says that comprehension involves the ability of understanding the intended message of a text. Reading comprehension is based on using the appropriate meaning-making processes from the printed messages. Reading comprehension involves the passage, the reader, and the context. Therefore, the students should realize such as a process in reading.

Specifically, the purpose of reading to comprehend the main idea of the text, factual or details information, vocabulary, reference, and inference (King and Stanley 1989) cited in (Rahayu 2005). That is why the question the questions in reading comprehension tests are about: a)Main Idea, b)Supporting details, c)Inferring meaning from the context, d)Passage Structure, e) Author's aim, f)Knowledge about certain Vocabulary, g)Defining vocabulary based on the context (Djiwandono 2002:97). In this study, the writer only concerns on main ideas and supporting details, because two kinds of purposes in reading comprehension are the most important comprehension skills.

There are three level of comprehension in reading. They are literal level, interpretative level and applied level. (1) Literal level is focuses on reading the passages, hearing the words or viewing the images. **(2)** Interpretive level focus shifts to reading between the lines, looking at what is implied by the material

under study. And (3) applied level is elaborate between literal and interpretative level to express opinions, draw new insights and develop fresh ideas. It requires students to combine pieces of information in order to make inferences about the author's intent and message. It involves identifying the important and essential information. However, in this research the writer focused in applied level as the learning objective in reading comprehension. The writer choose this level because critical analysis can be introduced in reading and is part of using logic to understand the messages, themes and underlying plots of stories such level of comprehension.

Become very important appropriate techniques to guide students to be able comprehend. Pre-questioning is considered to be one of appropriate technique to teach reading comprehension. Pre-questioning includes some questions related to the text given by the teacher to the students before they read the whole text. The questions provided will help students to build knowledge and a view of what the text is going to discuss about. Brown (2001) 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. Furthermore, their cognitive factors and pre-questioning are very useful to activate the schemata. Thus the students can predict what will be faced by them in the reading text.

According to Harmer (2001:153) 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. , in this study the writer only concern two kinds of pre-questioning, they are: Pre- questioning before reading for general comprehension and the pre-questioning before reading to confirm expectations. In pre-questioning before reading for general comprehension is used to build up the students' prior knowledge. While in pre-questioning to confirm expectations 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.

In this study researcher use the technique in teaching reading to comprehend narrative text. Teaching narrative text is important because based on the curriculum it is a kind of text that must be able to be comprehended. Iwuk (2007: 80) stated that narrative is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. Reading narrative text, students are supposed to be able to comprehend the main ideas, fact and details information and the content as well as learn moral value which is implicitly covered in the story or text. There are many kinds of narrative text but the types of narrative text will focuses in this research are Fable and Legend as theme.

There were some researchers that have implemented pre-questioning technique to improve students' reading achievement in narrative text. One of them was Ali Fuad Hendra(2011) who had done research by using pre-questioning in

reading comprehension. He conducted a quasi-experimental study, it focused the effect of pre-questioning in reading comprehension. The finding was that pre-questioning can make the students predict easily what will be discussed on the text after they read and answer the pre questioning. This technique has influence the reading comprehension achievement. The research conducted by Ana Mustaghfiroh (2013). In this case, she the other was used pre-questioning technique to enhance reading narrative text comprehension. She conducted an experimental research. It focused the effectiveness of pre-questioning to enhance reading narrative text comprehension. She found that using of pre-questioning technique is effective in reading narrative text comprehension than students who are taught without using of pre-questioning technique.

Based on previous research, the writer conducted the writer intends to conduct a pre experimental study for the eleventh grade students by using pre-questioning technique in improving students' reading achievement in narrative text. In previous research they were conducted in senior high school and vocational school. Different with last research, the research was chosen senior high school as the sample being observed and used a narrative text as the teaching material. This technique is also hoped can be applied not only in narrative text, but also for the other kinds of text. The writer believes that pre-questioning will give the effect for students' reading achievement in improving reading comprehension in narrative text. As a conclusion, the researcher also hopes that this technique can be used by the teacher in teaching reading comprehension in the classroom.

METHOD

Based on the explanation above, the reason in selecting pre experimental study is because the researcher wants to try the appropriate technique and see the effect of this technique in improving students' reading achievement. This technique will give new variation in teaching reading comprehension for both of teacher and students.

The writer was conducted pre-experimental study in this research. The pre experimental design in this research applied the one-group pre-test post-test. In one-group pre-test post-test design there is no control group and the students were given some experimental instructions or treatments for a period of time. At the beginning of period of time the students have pre-test and at the end of the period of time the students have post-test. The table represents the pre-experimental process with one group pretest and posttest:

Table 1
The Pre-experimental Process

Pretest	treatment $\rightarrow$	posttest
X_1	T	X_2

In conducting this research, the writer gave a pretest to the students. The function of the pretest (X1) is to find out the basic acquisition of students on

understanding about narrative text. Then the writer gives three times of treatment (T) to help students understand about the narrative text itself and also introduce the pre-questioning technique that can used to be easier to comprehend in narrative text. The last, the writer gave a post test (X2) to find out the effect of the treatment in improving the students 'reading achievement in narrative text.

The population of this research is eleventh grades in SMA Negeri 2 Sungai Kakap in academic years 2014/2015. The number of population is 80 students. There are two classes in social class, XI IPS1 consists of 40 students and XI IPS2 consists of 40 students. In this research, the researcher used cluster sampling. The sample of this research consists of 32 students of second grade in SMA N 2 Sungai Kakap in XI IPS2 at academic year 2013/2014 that available being observed.

The tool of collecting data is written test. The test is multiple choices for reading comprehension. The test used twice in pretest and posttest. The test is same for both of pretest and posttest in form the test consist of 20 multiple choice questions. The result compared for pretest and posttest.

The validity of a test is the degree to which it measure what it claims to measure. A test is valid to the extent that inferences made from it are appropriate, meaningful, and useful. (Robert J. Gregory, 2004:116)

Table 2: Table Specification of Test Items

No	Objective	Total of test	Number of Test items	Type of test items
1.	Interpretative level :			Multiple choice
	1. Identify Main Idea	20 items	9,16	
	2. Identify Supporting details/		1,2,3,4,5,7,8,10, 12,13,14,15,17,18,19,20,	
	3. Guessing meaning of the word based on the context		6,11	

The formula of calculating the students' individual score is as follows:

$$A = \frac{S}{N} \; x \; 100$$

Cohen (2005: 326)

After conducting the table of specification of the test, the test item should be analyzed with using item analysis of difficulty and discriminating power.

Level of Difficulty (LD)

Best and Kahn (2006: 260) states that level of difficulties related to how easy or difficult the test item is, from the point of view the students who took the test. The formula of level of difficulty (LD) is:

$$LD = \frac{U+L}{N}$$

The criteria used to classify the level of difficulty of the items are:

The percentage of LD	Item Qualification
Minus to 0.29	Revised (R)
0.30 to 0.49	Difficult (D)
0.50 to 0.79	Moderate (M)
0.80 to 0.92	Easy (E)

Discriminating Power (DP)

$$DP = \frac{U - L}{\frac{1}{2}N}$$

The criteria used to classify the DP of the items are:

The percentage of DP	Item Qualification
0.40 to 1.00	Very Good (K)
0.30 to 0.39	Good (G)
0.20 to 0.29	Sufficient (S)
0.00 to 0.19	Bad or Revised (R)

According to Fraenkel and Wallen (1990), reliability refers to the consistency of the scores obtained show consistent they are for each individual from one administration of an instrument to another and from one set of items to another. To find out the reliability coefficient of the test, the writer used a Kuder-Richardson (KR21) formula as follows. (Fraenkel, Wallen and Hyun, 2012:156).

$$KR21 = \frac{K}{K-1}\left[1 - \frac{M(K-M)}{K(SD^2)}\right]$$

In this research the writer also provided formula to calculate the standard deviation. Before, the writer used reliability formula to measure the consistency of test items, the researcher need to find for the standard deviation. In computing the standard deviation of the score, the following formula can be used:

$$SD = \frac{\sqrt{\Sigma_x 2} - \left[\frac{\Sigma X}{N}\right]^2}{N}$$

(Best & Kahn, 2006: 365)

Table 3
The degree of Reliability

Coefficient	Relationship
0.0 – 0.19	Negligible
0.20 – 0.39	Low
0.40 – 0.59	Moderate
0.60 – 0.79	Substantial
0.80 – 1.00	High to very high

Adapted from Best &Kahn (2006: 388)

The technique of data analysis in this research are: (1) the analysis on students' mean score of pre-test; (2) the analysis on students' mean score of post-test; (3) analysis on the students' interval score of pretest and posttest; (4) Analysis on the students' significant difference of pre-test and post-test; (5) Analysis of the effect of the treatment.

The stages of the procedure in this research, including preparation of research and implementation of the research.

Preparation of research

Before doing the research, there are some preparations that the writer done as follows: (1) Proposing the research proposal to her Academic Supervisor and to the Chief of English Study Program; (2) Proposing the research design to her Supervisor; (3) Having seminar of research design on October, 16th 2014; (4) Revising the result of seminar of research design.

Implementation of research

The implentations of this research are:

(1)Pre-test: Pre-test given before teaching was held. The purpose of pre-test is to know the student pre condition about their vocabulary. The pre-test was given on the eleventh grade student in class XI IPS2 of SMAN 2 Sungai Kakap as sample. The pre-test was held on February 21st, 2015 and attended by 32 students. In the pre-test students were asked to answer the questions that consist of multiple choices as the test items. The time was 90 minutes and the result of the pre-test was analyzed.

(2) Treatment: The treatment was held three times on February 26th, 28th, and March 5th, 2015. The treatment was teaching reading comprehension about narrative text by using pre-questioning technique. In this case, the pre-questioning here consists of some questions about the whole test that can help the students to build up the prior knowledge about the material or the text. In teaching and learning process, the students involved activity, where the teacher was facilitating and monitoring during the process. For the first the teacher told the material and explained about what is pre-questioning and the researcher give a material and narrative text and give some question about the whole text. After that, the student were encourage to answer the test that given by teacher.

(3) Post-test: After having the treatments, the students of class XI IPS2 of SMAN 2 Sungai Kakap was given the post test. The post-test given to the student is to see the achievement of the result student's achievement in reading narrative text comprehension by using pre-questioning technique. The post-test as held on March 7th, 2015. In post-test the students was asked to answer the same questions with pre-test.

RESEARCH FINDING AND DISCUSSION

Research Finding

In this part, the data is calculated to show mean score of pre-test and post-test, interval score of pre-test and post-test, significant test of students' score and the analysis of the effect from the treatment.

The pre-test was given before the treatment or the process of teaching. The maximum score of pretest was 70 and the minimum score of the pretest was 25. The result of pre-test showed the total score of the students was $\sum X1 = 1345$ and the mean score was $\overline{X1} = 42.03$ and it is qualified was poor. The post-test was held after the treatments. The maximum score of posttest was 85 and the minimum score was 45. The total score of the students in this test was $\sum X2 = 2170$ and the mean score was $\overline{X2} = 67.81$. It is qualified was average to good. The students different score is taken based on students mean score of post-test minus by the students mean score of the pre-test. In this research, the result showed that the students' different score of pre-test and post-test is $\overline{Xd} = 25.78$.

The students' different score of pre-test and post-test:

$$X_d = X_2 - X_1$$
$$= 67.81 - 42.03$$
$$= 25.78$$

Table 4
The Students' Qualification Score Of Pre-Test and Post-Test

Test	Mean	Qualification
Pre-test	42.03	Poor
Post-test	67.81	Average to good
Interval	**25.78**	

To know the pre-questioning has significant difference or not, the writer needs to compute the result of t- test after analyze the interval between pre-test and post-test. The formula for computing t- test as follow:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \left(\dfrac{\sum D}{N}\right)^2}{N(N-1)}}}$$

Based on the result of t- test above, its show that the value of t- test observed is bigger than t- table. Thus, it means the mean score of pre-test and post-test of the experiment group being observed have significant difference. This significant result is at 0.05 df (degree of freedom) the calculation of t – test indicates 11.71. First, the degree of freedom or df = N-1 is determined. There are 32 students who take the test in this research, then df = 31(11.71 > 2.042). After counting the significant score of pre-test and post-test, the writer describes the findings of the effect of the treatment in order to see how significant the effect of teaching vocabulary through guessing from context technique is. The computation of the effect treatment can be seen as follows:

$$ES = t\sqrt{\frac{1}{N}} = 11.71\sqrt{\frac{1}{3\ 2}}$$

$$= 1.99$$

Based on the result the significant score of the effect size is categorized as "High Effect" with ES > 0.8 (1.99 > 0.8). It means that the use of pre-questioning technique in teaching reading narrative comprehension give a strong significant effect to students' achievement in reading narrative comprehension. Then, it means this research proves that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

Discussion

In this research, there are five meetings being conducted which are consisted of two meetings were for the test namely pretest and posttest. The other three meetings were for implementing the treatment. The experimental group was class XI IPS2 SMAN 2 Sungai Kakap, Kubu Raya. They consisted of 32 students.

The first meeting of this research was held on February 21st, 2015. In this meeting the researcher greeted the student and introduced herself. After that, the researcher explained the aim of come to the school and the researcher also explained the aim of the first meeting that the researcher called with pre-test in this research. Then the researcher gave student pre-test. The pre-test was given before the treatment was held. The aim of given pre-test for students is to know the achievement of students' reading comprehension before the treatment applied. The pre-test was given to the class XI IPS2 students of SMAN 2 Sungai Kakap as the sample and attended by 32 students. The students were given 90 minutes to do the 20 test items that is consist of 20 multiple choices test items.

After administrating the pre-test, the researcher moved to the second meeting that is giving the treatment for student. The treatment held in three times. The activity in every treatment was same. The material that given to the students was different from first, second and third meeting. The implementation of pre-questioning technique in teaching narrative text: (1) Teacher asks the students about some story they have already know, (2) Students get the story in piece of paper from the teacher,(3) Teacher gives pre-questions about text "the story of Lake Toba", "Lion and Rabbit" and "Mouse deer and Crocodile" before reading the text ; Pre-questioning before reading for general communication : "Students, do you like to read a story?", "What kind of story do you like to read?", " Do you know Lake Toba?", Pre-questioning before confirm expectation : "What is it about or how the story goes?", "Can you tell me who the characters are?", "Do you know when and where is it happened?", "What the best part of the story that you like to read?", "How about the ending of the story?". (4) Teacher explains about the social purpose and generic structure of narrative text, (5) Students read ""the story of Lake Toba", "Lion and Rabbit" and "Mouse deer and Crocodile" story and then writes down the difficult words they found to be discussed, (6) Students discussed about the theme, plot, setting and the characters and the moral value in the story(7) Teacher corrects the meaning of difficult words the

students found, (8) Teacher asks the students to do the exercise in multiple choice items about the stories the test consist of 10 test items in and (9)The teacher checked students work and gave feedback.

In the last meeting of this research, the researcher administrated the post-test as a test to measure students' reading achievement in narrative text through pre-questioning technique after treatment given in three times. This test was conducted in 90 minutes and it was March 5th, 2015.when the post conducted, the student asked to answer the test items which is same with the pre-test that was conducted in the first meeting. Therefore the result of the student achievement about vocabulary was shown through post-test.

Based on the result of the data analysis, it can be concluded that the Eleventh grade students in social class 2 of the SMA N 02 Sungai Kakap in the academic year 2014/2015 from 40 students as samples in the research, there are 32 students who are capable doing the reading comprehension test. Based on the post-test known that the students reading comprehension achievement showed significant changes than pre-test. The result of hypothesis is at 0.05 df (degree of freedom) the calculation of t – test indicates 11.71, df = 31(11.71 > 2.042). Thus, it means the mean score of pre-test and post-test of the experiment group being observed have significant difference.

Based on recapitulation above that after conducted a treatments there has a good changes which based on maximum, minimum score, mean, interval score between post-test and pre-test , standard deviation and effect of treatment.

The maximum score is 70 while pre-test and change 85 in post-test. The minimum score is 25 while pre-test and change 45 in post-test. The standard deviation is 76.68. The effect of treatment of treatment is categorized as "High Effect" with ES > 0.8 (1.99 > 0.8). It means that the use of pre-questioning technique in teaching reading narrative comprehension give a strong significant effect to students' achievement in reading narrative comprehension. Then, it means this research proves that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

The mean score of pre-test and post- test, the result of pre-test showed the total score of the student was = 1345 and the mean score is = 42.03 and it is qualified was poor. The result of post-test showed the total score of student was = 2170 and the mean score is = 67.81 and it is qualified as average to good. For the interval between post-test and pre-test is 25.78 means that students' achievement has been improved.

Based on the explanation above, the experiment is excellent which has seen from maximum score in after and before the test. And also mean score, standard deviation, and effect of treatment have a good result.

It is in line with the statement stated by hammer:
- 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, 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 instrument, 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.

CONCLUSION AND SUGGESSTION

Conclusion

Referring to the research findings and the analysis of the test result, the writer draws conclusion as follows: 1) the use of pre-questioning is effective to improve students' achievement in reading narrative comprehension text. It is shown by the students' score in post-test is better than pre-test.; 2) the students' achievement has improved. It is shown by the interval score of pre-test and post-test; 3) In learning the students need to read and they have a difficulties in comprehend the text that they read. This is enjoyment of technique was represented by students enthusiasm in following the lesson from the beginning to the end. The student achievement is increased; the score of post-test is better than score of pre-test (67.81 > 42.03) and the effectiveness of pre-questioning technique in teaching reading narrative comprehension text categorized as " High Effect" with ES > 0.8 (1.99 > 0.8).

Suggestion

Pre-questioning is an alternative technique in teaching reading comprehension. There are lots of other techniques that can be used to improve students' reading achievement. However, using pre-questioning as technique in teaching helps the teacher find the alternative tool to teach reading comprehension. As well as gives the opportunities to the student to be critical thinking and easier for the student to build up their prior knowledge. Based on the previous statement (the students' reading achievement in narrative text showed improvement after the treatment using pre-questioning technique was conducted). Considering the conclusion above, the writer would like to suggest: (1) Teacher need to use appropriate technique in teaching reading comprehension. Pre-questioning is an alternative technique can be used in teaching reading. It help to motivating the students, student can active to answer the question given by the teacher and build up their prior knowledge. Because a conductive condition in teaching would become one access to carry the success material to be taught, (2) The students are hoped to be active in learning process, because the students always busy with their own activities instead of focusing on their reading activities and in teaching learning process, (3) To have a better reflection significantly, the teacher should designed and provide the "self-assessment" as the way to evaluate the progress of the teaching process, (4) The teacher also need to

control and make sure that there are not cheating student. It is not impossible for students to cheat with their friends because of the test items given was same, (5) the teacher need to choose an appropriate text based on the level of the students and appropriate with syllabus, (6) the teacher should give a guiding question to make students easier to answer the teacher's questions. Finally the writer hopes that the result of this research will be useful for the reader. The writer expects that the readers will have more information about the use of pre-questioning as technique to improve students' reading achievement. This research also can be one of the references for the next researchers.

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