

**THE IMPACT OF PRE-QUESTIONING TECHNIQUE ON THE STUDENTS'
READING COMPREHENSION AT THE
SECOND GRADE OF MTS KI AGENG KERTO
BARON NGANJUK IN ACADEMIC
YEAR 2014/2015**

SKRIPSI

Presented as a Partial Fulfillment of the Requirement to Obtain the Sarjana
Degree of Education (S. Pd) of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:

**NOVA RIO ERWIN SULISTYO
08.1.01.08.0172**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**

APPROVAL PAGE

SKRIPSI

By:
NOVA RIO ERWIN SULISTYO
NPM 08.1.01.08.0172

ENTITLED:

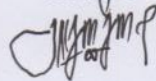
**THE IMPACT OF PRE-QUESTIONING TECHNIQUE ON THE
STUDENTS' READING COMPREHENSION AT THE
SECOND GRADE OF MTS KI AGENG KERTO
BARON NGANJUK IN ACADEMIC
YEAR 2014/2015**

Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, February, 3rd 2015

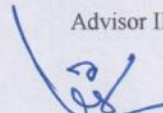
The Advisors,

Advisor I



Khoiriyah, M.Pd
NIDN. 0719017501

Advisor II



Mahendra Puji Permana Aji, M.Pd
NIDN. 0710049002

APPROVAL SHEET

SKRIPSI

By:

NOVA RIO ERWIN SULISTYO
NPM 08.1.01.08.0172

ENTITLED:

**THE IMPACT OF PRE-QUESTIONING TECHNIQUE ON THE
STUDENTS' READING COMPREHENSION AT THE
SECOND GRADE OF MTS KI AGENG KERTO
BARON NGANJUK IN ACADEMIC
YEAR 2014/2015**


Approved and Accepted by All its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, June, 12th 2015

Board of Examiners:

Chairman : Drs. SETYA ADI SANCA YA, M.Pd.
First Examiner : KHOIRIYAH, M.Pd.
Second Examiner : MAHENDRA PUJI PERMANA AJI, M.Pd.

The Dean of the Faculty of Teacher Training
and Education Faculty of
University of Nusantara PGRI Kediri


Dr. Hj. SRI PANCA SETYAWATI, M.Pd
NIDN. 0716046202

iii

THE IMPACT OF PRE-QUESTIONING TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF MTS KI AGENG KERTO BARON NGANJUK IN ACADEMIC YEAR 2014/2015

Nova Rio Erwin Sulistyo

08.1.01.08.0172

FKIP – Bahasa Inggris

messirio_10@yahoo.com

Khoiriyah, M.Pd dan Mahendra Puji Permana Aji, M.Pd

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

NOVA RIO ERWIN SULISTYO: The Impact of Pre-Questioning Technique on the Students' Reading Comprehension at Second Grade of MTs Ki Ageng Kerto Baron Nganjuk, Skripsi, English Department, The Faculty of Teacher Training and Education University of Nusantara PGRI Kediri, 2015.

Keywords: Reading, Reading Comprehension and Pre-Questioning Technique

Reading is one of the English receptive skills. In the real class, reading has been a bored material. And the other, the traditional teaching strategies such as give the student's text, asks the student to read and do the task below. The traditional strategies make them bored in reading subject and it make their motivation in learning reading become poor and the last result of their mark will be poor.

The problem of the research is 1) Is there any significant impact of pre-questioning to the student's reading comprehension narrative text at MTs Ki Ageng Kerto Baron Nganjuk in academic year 2014/2015?

This research uses quantitative design and employs pre-test and post-test design and the subject of the research is the second grade students of MTs Ki Ageng Kerto Baron Nganjuk that takes two classes consists of 30 students each class. The research was done in three meetings. The data are collected using pre-test, post-test and t-test is applied to analyze the data.

The result shows that t-score was 1,00 at the degree of freedom 29 and t-table is 0,364 at the level of significance 5% and 0,478 at the level of significance 1%. It means that t-score (11,702) > t-table at the level of significance 5% (0,364). The data shows that t-score is higher than t-table at the level of significance 5%. Therefore, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It can be concluded that pre-questioning technique has significant impact to the students' reading comprehension at the second grade students of MTs Ki Ageng Kerto Baron Nganjuk in academic year 2014/2015.

Finally the researcher concludes that Pre-Questioning Technique can be used in teaching reading especially reading comprehension because it arouses the students in reading subject and the researcher suggest that the English teacher should be able to select the appropriate strategies for the students. So, the students not feel bored and they can understand the material easily.

KEYWORDS

Reading, Reading Comprehension and Pre-Questioning Technique

I. Background of the Problem

In learning English, there are four skills that must be mastered by the students; one of them is reading skill. Reading is an essential skill for a success learning, without comprehending this skill; the students will not be able to proceed further learning, neither improving other skills nor understanding any written text. According to Nunan (2003:69):

“Reading is an essential skill for learners of English as foreign language. For most learners it is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class where reading required”.

In line with Nunan, reading is the most important skill to ensure success in learning. Success in learning means that the students completely understand what is stated in the text. So, reading is a process to understand, to comprehend something that is written. Reading cannot be separated with comprehension, because comprehension is reading itself.

Reading comprehension is a process in which the reader constructs meaning using as the building materials, the information on the printed page and the knowledge stored in the reader's head

(Samuels:169). It involves intentional thinking, during which meaning is constructed through interactions between text and reader. Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply word barking—being able to articulate the word correctly without understanding its meaning. Effective comprehend readers not only make sense of the text they are reading, they can also use the information it contains.

Reading comprehension is fundamental for English foreign learners in getting information and knowledge. Students should have mastered the reading skill. Good achievement in reading is important for the students. Students will get information and ideas which can enrich their vocabulary and ideas. In order to produce good reading ability, students need to use appropriate method in learning the reading skill. It means that reading has an important role in teaching and learning English. It must be mastered by the learners to be succeeded in language learning. And reading can also influence the level of students' competence in other field of studies.

Nuttal (1996:30) states that reading widely is a highly effective means of extending our command of language. It means that by reading skills, learners get a

lot of progress in many learning areas effectively. Because most of information the learners need in teaching and learning process served in written form. So, they are able to obtain kind of information to develop their experience and knowledge better by reading.

As students comprehend the texts they are reading, they learn to draw on their personal, social, cultural and academic knowledge and experiences in order to read and interact with the ideas in the text and the ideas and reactions of other readers. They take the information they read and integrate it with their own thoughts, knowledge and experiences to help them make meaning from the text. They also develop their ability to respond to the ideas presented in the text and to think critically about what they are reading. This involves developing knowledge, skill and an understanding of processes and strategies that enable developing readers to read with accuracy and understanding (Alison Davis, 2011:3). By reading with good comprehension, the students will focus on the subject matter; they will already know some of the information. There are more chances they will discover something new as they read, and they can connect this with their prior knowledge. Eventually, their store of information becomes quite admirable.

Furthermore, Nuttal (1996:31) states that there are three reasons for reading. First, reading for meaning. The second is the advantages of knowing foreign language. And the last is getting message from the text.

Based on the statement above, there are several reasons the learners doing reading. First, the learners do it to get information from literatures or scientific books. Second, the learners do it because they know the foreign language make easily for learners to get better jobs, access anything outside of classroom. And the last, they do it to learn something that is the moral value for the live.

Although reading is very essential, there seems to be some common problems, especially in teaching learning process. These problems are not only faced by the students, but also some teachers in different schools are having problems in teaching reading. Many students find out some problems in reading skill. They often feel bored when they read to find and understand the paragraphs, sentences or even words. It happens because most of students do not have reading habit. They lack of motivation or purpose, vocabulary, automaticity of decoding, and fluent reading. But some major problems the students faced are that they do not know the strategies employed by effective

readers, the nature of the text itself, the type or genre of the text.

One of the types of text is narrative text. Narrative text is a story which contains problems or crisis. Tompkins (2010:290) states that stories are narratives about characters trying to overcome problems or deal with difficulties. In order to distinguish narrative from mere event description, some narratologists have defined it as the recounting of at least two real or fictive events (or one situation and one event) neither of which logically presupposes or entails the other. Narratologists have also argued that narrative must have a continuant subject and constitute a whole. Its social function is to tell stories or past events, and entertain the readers. A narrative text consists of the following generic structure: orientation that is introducing the participants and informing the time and the place, complication that is describing the rising crisis that the participants have to do with, resolution that is showing the way of participant to solve the crisis, better or worse. Language features of narrative texts are using past tenses, direct speech, saying verbs, time connectives and conjunctions, adverb of time.

On the other hand, the teachers are mostly having problem dealing with the method or technique for teaching reading. Considering the problems faced by the

students, even though the teachers have a hand-full teaching methods and experience, it is still not solving the problems. That is why, choosing the suitable method or technique for any reading skill material is very important. The teacher should be able to give suitable learning that can attract students' motivation and interest in the teaching and learning process especially in reading comprehension narrative text.

Teaching reading in junior high school can be done in many ways. The teachers can use pre-questioning techniques before and during the learning process. The techniques will make students more active in the classroom and student can understand the content of the text. The various activities will make enjoyable in the classroom. It is very useful for increasing students' interest and motivation in learning English, so the teaching learning process will run better and faster.

One of the techniques that can be applied in teaching reading is pre-questioning. Pre-Questioning is a process where an individual asks or makes an inquiry about something and the listener response verbally main purpose is to assess the extent of an individual's knowledge, understanding, or comprehension of some topic or subject (Zenger, 1977:103-104).

As stated above, pre-questioning technique will be suitable in teaching reading comprehension narrative text. It's a basic technique in reading and it's very easy and interesting technique to be applied in teaching learning process especially in reading comprehension narrative text. This technique will be useful and affect the students' reading comprehension in narrative text. And hopefully enhance the students reading comprehension and their reading motivation for not only in the teaching learning process but also in their daily life.

The writer wants to know the impact pre-questioning technique in teaching reading comprehension narrative text to the students in MTs Ki Ageng Kerto Baron

II. Research Method and Approach

In this research, it used Quantitative research, according to Creswell (2003:18) A quantitative is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.

The design of the research is experimental research. Ary Donald (2010:

Nganjuk. Pre-questioning consists of some questions provided before the students read the whole text. It tends to build the students' interest and motivation to read the text.

Relating to the problem above, the writer wants to analyze the impact of pre-questioning technique in teaching reading comprehension narrative text. Here the writer decides MTs Ki Ageng Kerto Baron as research place. The writer finally determines to conduct a research entitled **"The Impact of Pre-Questioning Technique on the Students' Reading Comprehension at the Second Grade of MTs Ki Ageng Kerto Baron Nganjuk In Academic Year 2014/2015"**.

265) "experimental research is to determine whether a causal relationship exists between two or more variables". It means that if the researcher wants to know the future of the data which appears directly, the research is called experiment. The approach this used in this research is quantitative approach because the data is in the form of number and it must be calculated and proved using statistic formula.

On the other hand the name of quantitative research, it means that is demanded that this reserach has to use number, starting from collecting the data, the exclamation of the data and the

appearance of the result. Ary Donald stated (2010: 25), " The quantitative researcher would suggest an experimental study to try to determine the effect of block scheduling and other demographic variables on student performance". Quantitative research can represent other people to

III. RESEARCH RESULT AND DISCUSSION

A. Research Result

The result of this research shows that t-score is 11,702 at the degree of freedom 29 and t-table is 0,364 at the level of significance 5% and 0,478 at the level of significance 1%. It means that t-score (11,702) > t-table at the level of significance 5% (0,364).

The data shows that t-score is higher than t-table at the level of significance 5%. Therefore, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It can be concluded that pre-questioning technique has very significant impact to the students' reading comprehension at the second grade students of MTs Ki Ageng Kerto Baron Nganjuk in academic year 2014/2015.

B. Discussion

According to research finding as explained, it can be concluded that teaching reading using pre-questioning technique has significant effect because the score of post-test is higher than pre-test.

spread or do the organized interview and it is the advantage of quantitative research. The researcher use One group Pre-test and Post-test in addition, the writer applied Pre Test, Treatment, Post test to students and get the result to compare of the data and get the conclusion.

Before the students are taught using pre-questioning technique that is in pre-test, the total score is 1805. After they are taught using reading conference technique and doing the post-test, the score is 2105. It can be concluded that the students' score is increasing after they are taught using reading conference technique. Moreover, in analyzing t-test; t-score is higher than t-table. The score of t-test is 11,702 and t-table is 0,364 at the level of significance 5% . Based on the result which obtained, pre-questioning technique has significant impact.

There are some reasons why pre-questioning technique has significant impact to the students' reading comprehension. First, the students' reading comprehension in reading is improved. Using pre-questioning technique in assessing reading comprehension can increase the students' reading comprehension because there are some simple aspects which assessed in pre-questioning technique, such as: text, choice, fluency, text focus, and comprehension. So it can make the

students more understand about what they have read and their score will be higher. That is why the students' score of reading comprehension is higher than before.

Second, in reading conference, the students can choose the text by themselves. It makes them enjoy in reading their own text. So they can understand the context of the text well and will be able to answer the question easily. This makes them able to do the reading process well and get good score. Moreover, using pre-questioning technique, the students will be able to know their strength and weakness in reading because the teacher gives them attention intensively. Besides, the students' motivation in reading is increasing through pre-questioning technique.

In summary, using pre-questioning technique affects the result of the students' reading comprehension. Based on the writer's research finding, pre-questioning technique benefits students because they can choose the text by themselves and give respond easily so that they can get high score. Besides, the students' motivation in reading is increasing.

IV. BIBLIOGRAPHY

- Alyousef, Hesham Suleiman. 2006. *Teaching Reading Comprehension to ESL/EFL Learners*. Journal of Language and Learning Vol. 5, number 1, 2006. Access on December, 19th 2012.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Berardo, Sascha Anthony. 2006. *The Use of Authentic Materials in the Teaching of Reading*. The Reading Matrix Vol. 6, number 2, September, 2006. Access on July, 20th 2013
- Bergeron, Bette and Melody Bradbury-Wolf. 2002. *Teaching Reading Strategies in the Primary Grades*. Scholastic.
- Bookworms Club Reading Circles Teacher's Handbook. Oxford University Press. <http://www.oup.com/elt>. Access on April, 25th 2012.
- Brown, H. D. 2000. *Teaching by Principles an Interactive Approach to Language Pedagogy 2nd*. New York: Longman.
- Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practice*. New York: Longman.
- Cahyono, B. Y. and Mukminatien, N. 2001. *Technique and Strategies to Enhance English Language Learning*. Malang: State University of Malang.

- Glass, C. and Zygouris-Coe, V. 2006. *Directed Reading Thinking Activity*. <http://www.forpd.uef.edu/strategies/stratDRTA.htm>. Access on June, 19th 2013.
- Harmer, Jeremy. 1998. *How to Teach English*. New York: Longman.
- Keeley, Page. 2008. *Science Formative Assessment 75 Practical Strategies for Performance in High School Students*. Canada.
- M. Jain, P. and Dr. M. E. Patel. 2008. *English Language Teaching (Methods, Tools and Technique)*. Jaipur: Sunrise.
- Martin, Donald. 1991. *How to be a Successful Student*. Texas.
- Mifflin, H. 1993. *Reading Conference*. Houghton Company.
- Mikulecky, Beatrice S. 2008. *Teaching Reading in a Second Language*. Pearson Education, Inc..
- Nunan, David. 2003. *Practical English Language Teaching*. McGraw Hill Companies.
- Nuttal, Christine. 1996. *Teaching Reading Skills in a Foreign Language*. Oxford.
- Ontario. 2005. *Independent Reading-Assessment Tools*. Queen's Printer.
- Sugiyono, Prof. Dr. 2009. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: CV. Alfabeta.
- The Center for Student Success. 2012. *Essential Study Skills*. Australia: Wadsworth Cenage Learning.
- Woods, Caroline. 2005. *Professional Development for Teachers (Teaching and Assessing Skills in Foreign Language)*. New York: Cambridge University Press.