

**THE EFFECTIVENESS OF USING PRE-QUESTIONING ON THE  
READING COMPREHENSION ACHIEVEMENT FOR THE  
SEVENTH GRADE STUDENTS OF MTS NEGERI PLUPUH SRAGEN  
IN 2011/2012 ACADEMIC YEAR**

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**MUHAMMAD FAKHRIAL AULIA**

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**Examiners:**

**Dr. Anam Sutopo, M. Hum.,**

**Drs. Sigit Haryanto, M. Hum.,**

**Drs. Djoko Srijono, M. Hum.**

**SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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**THE EFFECTIVENESS OF USING PRE-QUESTIONING ON THE**  
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**ACADEMIC YEAR**  
by

**MUHAMMAD FAKHRIAL AULIA**  
**A320030174**

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Muhammadiyah University of Surakarta  
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Team of Examiners:

1. Dr. Anam Sutopo, M. Hum.

(Chair Person)


2. Drs. Sigit Haryanto, M. Hum.

(Member I)

3. Drs. Djoko Srijono, M. Hum.

(Member II)

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Dean,  
  
  
**Drs. H. Sofyan Anif, M. Si.**  
**NIK 547**

## SUMMARY

**Muhammad Fakhrial Aulia. A 320030174. THE EFFECTIVENESS OF USING PRE-QUESTIONING ON THE READING COMPREHENSION ACHIEVEMENT FOR THE SEVENTH GRADE STUDENTS OF MTS NEGERI PLUPUH SRAGEN IN 2011/2012 ACADEMIC YEAR. Muhammadiyah University of Surakarta. Research Paper. 2012.**

This research aims to describe the effectiveness of using pre-questioning on the reading comprehension achievement for the seventh grade students of of MTs Negeri Plupuh Sragen in 2011/2012 academic year. This research is a qualitative research. This writer uses descriptive method to present the data. The data of this research are lesson plan, interview scripts, and test results. The data sources are event, informants, and documents.

The results of this research show that, firstly, the implementation of pre-questioning on the reading comprehension achievement is helpful for the students. The students who use pre-questioning on reading achievement are better than students who do not use the pre-questioning on reading achievement. Secondly, the effectiveness in using pre-questioning on reading comprehension achievement is effective. The third, problems faced by the students in using pre-questioning on the reading comprehension achievement are: the students are lack in mastery vocabulary, the students can make wrong understanding in translating the sentence of the reading comprehension, students are hard to read the meaning of reading comprehension content and the students only read the questions first.

Key words: pre-questioning, effectiveness, and reading

## **INTRODUCTION**

Language is one of the most important things in communication and it is used as a tool of communication among the nations all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skills became very important in the education field, students need to be exercised and trained in order to have a good reading skill.

Reading is also something crucial and indispensable for the students because the success of their study depends on the great part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to success in their study.

In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text by having knowledge in general view of the text. Theoretically, pre-questioning itself can build the student's interest and motivation before

students read the whole text. Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get good comprehension in reading.

The teaching-learning process of English in MTs Negeri Plupuh, Sragen is using an active learning method. Based on the explanation above, the researcher is interested in finding out the effects of treatment with pre-questioning and without pre-questioning on student's reading comprehension achievement and concluded that the pre-questioning consists of some questions provided before the students read the whole text. It tends to build the student's interest and motivation to read the text.

In this study, the researcher focuses on the effectiveness of treatment (with pre-questioning and without pre-questioning) on the reading comprehension achievement for the seventh grade students of MTs Negeri Plupuh, Sragen. Thus, the result of this study is only generalized or applied to the target population, specifically to the the seventh grade students of MTs Negeri Plupuh, Sragen.

The objectives of this study are:

1. To describe the implementation of pre-questioning on the reading comprehension achievement for the seventh grade students of MTs Negeri Plupuh, Sragen.
2. To know the effectiveness of pre-questioning on the reading comprehension achievement for the seventh grade students of MTs Negeri Plupuh, Sragen.

3. To identify the problems that faced by students in using pre-questioning on the reading comprehension achievement for the seventh grade of MTs Negeri Plupuh, Sragen.

### **PREVIOUS STUDY**

There are the relevant researches dealing with the study of reading. One of them is conducted by Leny Mahdalena (2007). She focuses on the effect of pre-questioning on the reading comprehension achievement of the second grade student at SMAN-2 Jekan Raya Palangkaraya. Her results show that the pre-questioning has a significant effect on the student's reading comprehension achievement, the student's gender has no a significant effect on the student's reading comprehension achievement, and there is no interaction effect between pre-questioning and student's gender. In her study, she uses the experimental class (the treatment using pre-questioning) has a better ability in comprehend the text than control class.

Smahillah (2011) in this research, she focuses on the effect of pre-questioning on the reading comprehension achievement in teaching English. She is interested in finding out the effects of treatment with pre-questioning and without pre-questioning on student's reading comprehension achievement and concluded that the pre-questioning consists of some questions provided before the students read the whole text. It tends to build the student's interest and motivation to read the text. She only concerns in two kinds of pre-questioning, they are: pre-questioning before reading for general comprehension and the pre-questioning before reading to confirm

expectations, in order to deal with student's background knowledge and activating schemata. Related to her study, she used pre-questioning with Indonesian version, because the form of pre-questioning is only to deal the student's background knowledge. Thus, the students can predict easily what will be discussed on the text, after they read and answer the pre-questioning.

Based on the previous, this research has different aspect from those researches above. The first research focuses on the effect of pre-questioning on the reading comprehension achievement of the second grade student at SMAN-2 Jekan Raya Palangkaraya. In this study the experimental class (the treatment using pre-questioning) has a better ability in comprehend the text than control class. While the second research focuses on the effect of pre-questioning on the reading comprehension achievement in teaching English. She only concerns in two kinds of pre-questioning, they are: pre-questioning before reading for general comprehension and the pre-questioning before reading to confirm expectations, in order to deal with student's background knowledge and activating schemata.

## **UNDERLYING THEORY**

### **1. Notion of Reading**

There are four skills in English which should be mastered, they are: reading, speaking, listening and writing. It cannot be denied that reading is one of the most important. Anderson (1999: 68) states that reading is a fluency process of readers combining information from a text and their

background knowledge to build a meaning. It means as a process to understand and comprehend message of the text which is based their knowledge. In the other explanation, reading happens when our face tries to look the word or print symbols by eyes, the information is transferred to the mind, and then the mind tries to comprehend it automatically. Specifically, Nunan (1991: 17) in his book also said that reading is a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences).

Based on explanation above, the researcher concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the messages or information that comes from the author can be understood and comprehended easily by the reader.

## **2. Reading Technique**

The techniques of reading are: skimming, scanning, extensive reading, and intensive reading (Grellet, 1998: 4).

### **1. Skimming**

Skimming consists of quickly running one's eyes over a text to get the gist of it. It is reading fast to find the core of the text. The key is speed when you are reading. It is simply about to know what a text's meaning not necessarily searching for a specific item and key word. Skimming is helpful when a reader wants to know the point of view without reading everything, and just reading a few important words.

### **2. Scanning**

Scanning means reading quickly through a text to find particular piece or information. It does not necessarily read the pages, but only focuses on locating specific information on the pages. The readers are easy to find the answer in the reading



passage with the note, knowing what the searching for (key words and names).

3. Extensive reading

Extensive reading means reading longer texts, usually for one's own pleasure. The reader guesses the meaning of words and uses a dictionary only to translate key words for the overall meaning of text. The readers have general understanding of the text without necessarily understanding every word. Reader will know enough to understand the gist.

4. Intensive reading

Intensive reading means reading shorter text, to extract specific information. It is a slow, careful, detailed reading of a text aimed to explain every unknown word, grammar structure, and style. The main goal of it is complete and detailed of the text, it is useful when the reader encounters a more difficult foreign language text.

The technique should make the reader do not need confusion to determinate the way of reading in a text with have various types. It also becomes reference and solution to solve problem in the comprehending reading text.

### 3. Reading Skills

According to Jeffries (1986: 1-2) the reading skills are:

- 1) Previewing. Before you start reading, find out something about what you will read. Then you can start thinking about the subject. You will be able to read faster and more understanding.
- 2) Asking question as you read. This keeps your mind on what you read. Asking questions helps you pay attention. It also helps to remember what you read.
- 3) Guessing what new words mean. It takes too much time to look up every new word. And if you stop, you may forget what you read. Use the whole sentence or paragraph to guess words.
- 4) Finding the topic and the main idea. The topic and the main idea let you know what is important. To find the topic and the main idea, ask two questions:  
What is this about?  
What does the researcher want to say about this?
- 5) Understanding pattern in English. A pattern is a way of putting ideas together. If you find the pattern, you can more understand. You will also remember more.
- 6) Using signal words. Some words are like signposts on a highway. They tell you what direction the researcher is going. And help you to follow the researcher's idea.

#### **4. Reading Comprehension Achievement**

It is necessary for the students of Senior High School to master reading comprehension. Cooper (1986:11) stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

#### **5. Principles of Teaching Reading**

The process of teaching reading will be easier to understand when the principles are conducted properly. In the efforts of comprehending to students, there are some principles. Harmer (1998: 70) states that there are six (6) principles behind the teaching of reading. They are:

a. Reading is not passive skill.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things –and if students do not do these things- then we only just scratch the surface of the text and we quickly forget it.

b. Students need to be engaged with what they are reading.

As with everything else in lessons, students who are not engaged with the reading text –not actively interested in what they are doing- are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

c. Students should be encouraged to respond to the content of a reading text, not just the language.

Of course, it is important to study reading text for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as in some way. It is especially important that they should be allowed to express their feelings

about the topic –thus provoking personal engagement with it and the language.

d. Prediction is a major factor in reading.

When we read text in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what's in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word.

The moment we get this hint –the book cover, the headline, the word-processed page- our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students 'hints' so that they can predict what's coming too. It will make them better and more engaged readers.

e. Match the text to the topic.

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks –the right kind of question, engaging and useful puzzles etc. the most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

f. Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas. Descriptions etc. it doesn't make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for *Study* and later *Activation*.

## 6. Notion of Pre-questioning

Based on Brown (2001: 153) pre-questioning explains display of questions, schema theory and student's background knowledge explanation. He also defines pre-questioning implicitly as some questions which are provided before the students read the whole text, in order to build the student's interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text.

Whenever teachers or students decide on questions to be answered by reading, they are activating prior knowledge. These questions tend to focus attention and provide for purposeful reading. Teachers can accomplish this by preparing questions in advance of reading. This will help in guiding students as they complete their reading assignment. The teacher can also help students develop their own questions which will help them establish purpose and focus attention (Karla Porter, M. Ed., <http://departments.weber.edu/teachall/reading/rereading.html>).

#### **7. The Type of Pre-questioning**

According to Harmer (1985: 153), there are some kinds of pre-questioning, they are: Pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and pre-questioning before reading for detail comprehension. The explanations are as following:

a. 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.

b. Pre-questioning before reading to extract specific information

Pre-questioning is 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 see the text only to extract the information the questions demand.

- c. Pre-questioning before reading for general comprehension

This case pre-questioning is used to build up the student's prior knowledge.

- d. Pre-questioning before reading for detailed comprehension

This kind of pre-questioning intends to give the students detailed information that should be found by them in the whole of the text.

## **TYPE OF RESEARCH**

In this research, the researcher uses descriptive qualitative method to describe the effectiveness of using pre-questioning and without using pre-questioning on the student's reading comprehension achievement.

To get the data, the researcher uses some methods of collecting data that are:

1. Observation

Observation is research method to collect the data that characterized any social interaction between the researcher and the subject (Mantra, 2004: 28). The researcher makes observation in the classroom about English in teaching learning process. The researcher comes to the classroom when teacher teach reading.

2. Interview

Moloeng (2006: 186) states that interview is a conversation with certain purpose. It is conducted by asking the students that relate to teaching-learning process and the effectiveness of pre-questioning. The researcher asks 3 students to know the effectiveness of using pre-questioning.

### 3. Document

The documents are report, lesson plan, the material, and test results of seventh grade students of MTS Negeri Plupuh Sragen.

### 4. Test

In this research, the researcher asks the result of the test to the teacher. Test is a systematic procedure for observing ones behavior and describing it with the aid of numerical device or category system. According to Arikunto (2006: 123) test itself is defined as series of question or exercises that is used to measure skills, knowledge, intelligence, ability, and aptitude owned by the an individual or a group. There are two types of test: objective test (multiple choice, true and false, matching, etc) and subjective test (essay, resuming, arranging story, etc). In this research uses objective test. Objective test is test which the answers are available. The objective test can be scored more rapidly and reliably than other types. The test should be valid and reliable. A validity test is the degree that a test has relevance and yields reliable scores. In this case, the items should be able to measure what we are going to measure. Reliability is consistent and dependable. If we give the same test to the same subject on two different occasions, the test has similar result. Number of item the test is 50 items in the form of multiple choice types with four options.

In analyzing the collected data, the researcher applies a descriptive qualitative method. The steps of analyzing data are as follows:

- a. Identifying the result of observation that is done in the seventh grade students of MTs Negeri Plupuh, Sragen.

- b. Identifying the information which taken from the result of interview with the students.
- c. Identifying the student's data from the documents.
- d. Analyzing the collected data based on the implementation, the result of the test, and interview with the students.
- e. Drawing conclusions.

## **RESEARCH FINDING**

### **1.The Implementation of Pre-Questioning on the Reading Comprehension Achievement for the Seventh Grade Students of MTs Negeri Plupuh Sragen in 2011/2012 Academic Year.**

In the conclusion from the data above, the researcher can conclude that the student who use pre-questioning on the reading comprehension achievement have Excellent Reliability.

### **2.The Effectiveness of Pre-Questioning on the Reading Comprehension Achievement for the Seventh Grade Students of MTs Negeri Plupuh Sragen in 2011/2012 Academic Year.**

The result is the effectiveness in using pre-questioning on reading comprehension achievement is effective and more effective than without pre-questioning.

### **3.The Problems Faced by Students in Using Pre-Questioning on the Reading Comprehension Achievement for the Seventh Grade of MTs Negeri Plupuh, Sragen.**

- a. The student's words are limited.

It will disturb and make them difficult to translate and interpret to the context of sentence or text. Because of this weakness, it also makes the students need longer time to do the test, and it will be hard to find the correct answer.

- b. The students are difficult to comprehend the structure of sentences.

It makes the sentence being interpreted in wrong meaning. And, it can make wrong understanding in translating the sentences of the reading comprehension, the question of the test, and the choice of answer.

- c. The students have difficulties in comprehending ideas of a text or the context of reading comprehension.

It means that they are hard to read the meaning of reading comprehension content. It is because there is no text habit reading and exercising to do the reading comprehension text when they are outside of teaching learning time.

- d. The students do not know the effective strategy to do the reading comprehension test.

Moreover, student's strategies based on type of question is bad. The students only read the questions first, then try to find the answer by reading the passage. Partly, adding with find the key word in the question to answer.



## CONCLUSION

Based on the research result in the MTS Negeri Plupuh Sragen, the researcher can conclude three aspects. The first aspect is the implementation of pre-questioning on the reading comprehension achievement. Secondly is the effectiveness of pre-questioning on the reading comprehension achievement. The third aspect is the problems faced by the students in using pre-questioning on the reading comprehension achievement.

1. The implementation of pre-questioning on the reading comprehension achievement is helpful for the students. The students who use pre-questioning on reading achievement are better than students who do not use the pre-questioning on reading achievement.
2. The effectiveness of pre-questioning on the reading comprehension achievement can be known from the results of the test. The result is the effectiveness in using pre-questioning on reading comprehension achievement is effective.
3. The problems faced by the students in using pre-questioning on the reading comprehension achievement are the students are lack in mastery vocabulary, the students can make wrong understanding in translating the sentence of the reading comprehension, the students are hard to read the meaning of reading comprehension content and the students only read the questions first.

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