IMPROVING READING COMPREHENSION ABILITY USING PREQUESTIONING STARTEGY AT THE NINTH GRADE STUDENTS OF SMPN 5 TENGGANORNG

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Abstract. This study aimed at improving reading comprehension ability using prequestioning strategy at the ninth grade students of SMPN 5 Tenggarong. The design of this study was experimental research, which employed quantitative approach as the basic of interpretation. The population of this research was the whole ninth grade students of SMPN 5 Tenggarong in academic year 2018/2019. There were five classes of the ninth grade students with the total number of the students was 175. From 175 students, the researcher took 30 students as the sample members. For every class, it was randomly selected 6 students as the representative samples. The instrument which was used to collect the data are the written tests in the form of multiple choices. After being statistically analyzed by using t-test formula, the data of this study resulted that the computed t was 4.079. This result was greater than the value of t-table 2.045. (4.079 > 2.045). Thus, the Alternative hypothesis (Ha) was accepted. Then, the hypothesis formulation was stated as follows: “Prequestioning strategy significantly improves reading comprehension ability of the ninth grade students of SMPN 5 Tenggarong.” Teaching reading comprehension by using prequestioning strategy is one of interesting strategies for the students to make them enthusiastic to learn reading, especially reading comprehension

Keywords: reading comprehension, ability, prequestioning, strategy

ENGLISH as an international language is taught in Indonesia from elementary school up to university levels. Indonesia as a developing country needs to take up technology from other countries. In order to achieve the purpose of technology transfer, one has to be able to master the English language, a medium of international communication through which technology is disseminated.

The purpose of teaching English at junior high school according to the 2013 English curriculum of is to achieve the students’ ability on English language skills. One of the objectives of teaching English at SMP is to give the SMP students an adequate ability on reading, besides the other English skills, namely writing, speaking, and listening skills.

The ability of reading is considered very important for junior high school students to develop their English. For the students who want to develop their knowledge, reading comprehension is the fundamental ability in obtaining progress. By possessing adequate reading comprehension, junior high school students can widen and extend their knowledge in many fields of science by reading and comprehending books or other
reading materials. In order to achieve an adequate comprehension in reading, the reader should have a good mastery on grammar, vocabulary, semantics and pronunciation. To this idea, Strevens (1998) confirms that reading is a process of decoding. It is a total process of comprehension. In decoding process, the reader entails linking the flow of deciphered information to the readers’ knowledge of the language: its grammar, vocabulary, semantics, pronunciation and that of the nature. The reader has to bring together vision, hearing, memory and imagination in order to discover the meaning, to interpret it, and to put it into action, and finally the language he has read is assimilated into his total experience.

To improve reading comprehension ability of the students, the English teacher should provide the appropriate atmosphere and have master various teaching strategies. In this connection, Vacca et al. in Budiharso (2006) describes that the heart of the instructional programs is the quality of teaching and the strategies are the key to the teaching of reading. In further discussion of the important of the teaching strategies to improve reading comprehension is stated by Samosir (1990) that the purpose to master teaching strategies are: (i) The teacher can develop his professional ability and knowledge, (ii) The teacher can make the lesson more interesting, and (3) The general problems faced by the teacher will be over came. The general problems are for examples: boring text book or boring materials, the students who have different abilities.

Reviewing to the explanation previously, the researcher wants to try a pre-questioning strategy in teaching reading comprehension. Prequestioning is a strategy of teaching reading in which a teacher gives some questions to the students relating to the theme or topic of reading passage before the students carry out to read the passage, and researcher formulates the title of research as follows: Improving reading comprehension ability Using Prequestioning Strategy at the Ninth Grade Students of SMPN 5 Tenggarong.

REVIEW OF RELATED LITERATURE

1. Concept of Reading Comprehension

According to Harris (1994), reading comprehension is a mental process involving the interpretation of sign perceived through the senses like eyes, brains, and mouth. Starting from identifying the arranged symbols, the reader interprets them to catch what they mean or what inform. Furthermore, Burton (1993) defines that reading comprehension is a careful reading in order to understand the total meaning of the passage. In addition, Harries and Sipay in Budiharso (2006) describe that reading comprehension is the meaningful interpretation of printed or written verbal symbols. It is a result of interaction between the perception of graphic symbols that represent the language and the reader’s language skills, and knowledge of the world. In this case, reading is not only as a matter of getting meaning from printed verbal symbols but also interaction between the graphic symbols and the reader’s schemata in understanding the text.

Based on the quotations above, it can be concluded that reading comprehension is reading to understand, to grasp or to comprehend the meaning of the passage in depth in order to receive the ideas and information from the written language or written materials.
In addition, concerning to skills on reading comprehension, Tarigan (1994) describes that the process of reading comprehension is divided into two steps, mechanical step or process and comprehension process. For mechanical process, mechanical skill is needed, whereas for the comprehension process, comprehension skill is required. Mechanical skill is a skill needed during the process of deciphering, while comprehension skill is the skill needed during the process of getting the meaning or information from the written materials. Furthermore, Sharpe (2000) confirms that reading comprehension requires eight major skills, namely: (i) previewing, (ii) getting main ideas, (iii) using context for vocabulary, (iv) scanning for details, (v) making inferences, (vi) identifying exceptions, (vii) locating references, and (viii) referring to the passage. While, Abbot et al. (2001) describes the skills which are required on reading comprehension are the ability to: (i) anticipate both form and meaning, (ii) identify the main ideas, (iii) recognize the relationship between main ideas and their expansion, (iv) recognize and recall specific details, (v) follow the sequence, (vi) infer from the text or reading between the lines, (vii) draw conclusion, and (viii) recognize the writer’s purpose and attitude. A similar description on reading comprehension skills is given by Kustaryo (1999). She states that reading comprehension skills cover: (i) understanding the vocabulary, (ii) seeing the relationship among the words and concept, (iii) organizing ideas, (iv) recognizing the author’s purpose, (v) making judgments, and (vii) evaluating.

2. Definition of Pre-questioning and Its Significance

To clarify the meaning of pre-questioning, firstly, the research would like to describe the meaning of the word pre. The word pre derives from Latin means before or at the beginning. Whereas, the word questioning derives from the word question which has meaning giving questions (Hornby, 2001). Based on the quotations above, it can be said that pre-questioning refers to giving questions at the beginning. In the perspective of teaching reading comprehension, pre-questioning refers to an activity carried out by a teacher to gives some questions relating to the topic or theme that will be taught before the students conduct the real reading activities. In this connection, Mason and Au (1999) state that pre-questioning is carried out before students conduct the real reading activities. Pre-questioning is concerned with students’ background knowledge, objectives of reading class, learning activities, and motivating the students.

In further discussion about pre-questioning, McNeil (2002) states that pre-questioning is carried out in pre-reading activity as the preparation stage. In this stage, the teacher try to activate students’ schemata relating to the topic of the text, by presenting some questions related to the topic. The activation of students’ schemata is aimed at making it easier for the students to comprehend the text to be read. In addition, Finn in Budiharso (2006) states that the purposes of reading include: (i) to get the students thinking along with the lines of the story they are about to read, and (ii) to identify particular information the students should be alert to or a question the students should keep in mind as they read the selection. The activity of presenting objectives of reading provides the students with schemata that will help them recognize the important elements of the text to be read, and connect the elements to the higher schemata.
Pre-questioning as pre-reading is to motivating. Motivation in reading attracts students' attention to the text. Students want to read if reading satisfies their desires to conquer their world if reading feeds their interests (Harris and Smith in Budiharso, 2006). In motivating students, teachers can do some ways like using some attractive color scheme, a cartoon, a picture, or some other approaches to gain the attention of the students and showing them what they will be able to do when finishing the reading class. Showing what the students will be able to do is more than a statement of objective of the reading class. It is the teachers’ demonstration or illustration of what the students will be able to do. It is the initial part of the reading class that may consist of interesting fact of what it is to be learned.

Referring to quotations and explanation above, the researcher concludes that pre-questioning is an activity carried out by a teacher in pre-reading activity in which a teacher give some questions relating to the topic or theme of the reading passage before students conduct real reading activity. Pre-questioning aims at facilitating students’ understanding about reading text to be read in teaching and learning process of reading.

RESEARCH METHOD

The design of this research is the experimental study. Moreover, Arikunto (2006) confirms that there are two kinds of experimental designs, they are pre-experimental design and true experimental design. In this study, the researcher uses pre-experimental in the type of one group pretest-post test design. In further discussion about one group pretest-post test design, Fraenkel and Wallen (2003) describe that in the one group pretest posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before. The difference between pre-test and post-test is assumed as an effect of the treatment.

The population of this research was the whole ninth grade students of SMPN 5 Tenggarong in academic year 2018/2019. There were five classes of the ninth grade students with the total number of the students was 175. From 175 students, the researcher took 30 students as the sample members. For every class, it was randomly selected 6 students as the representative samples. The instrument which was used to collect the data are the written tests in the form of multiple choices.

To analyze the data for answering the research, the t-test formula is used. The t-test formula is drawn by Sudrajat (2015) as follows:

\[ t = \frac{\sum D}{\sqrt{\frac{N(\sum D^2) - (\sum D)^2}{N - 1}}} \]

Where:
\[ t \] = the significant ratio which is used to determine the probability of the obtain difference being larger than chance by using of the tables of t for various degrees of freedom.
\[ \sum D \] = the sum of the difference between pair scores
\[ \sum D^2 \] = the sum of the squared difference scores
\( N \) = the number of sample  
\( \sum \) = summation of

RESEARCH FINDINGS AND DISCUSSION

1. Research Findings

The scores gained by the ninth grade students of SMPN 5 Tenggarong in academic year 2018/2019 on reading comprehension were presented in the following table.

Table 4.2 Preparation table to analyze the data by using t-test.

<table>
<thead>
<tr>
<th>No.</th>
<th>Posttest Scores</th>
<th>Pretest Scores</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>76</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>76</td>
<td>76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>76</td>
<td>76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>76</td>
<td>72</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
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<td>72</td>
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<td>0</td>
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<td>72</td>
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<td>72</td>
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<td>9</td>
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<td>4</td>
<td>16</td>
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<td>72</td>
<td>68</td>
<td>4</td>
<td>16</td>
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<td>0</td>
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<td>0</td>
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<tr>
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<td>4</td>
<td>16</td>
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<td>16</td>
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<td>4</td>
<td>16</td>
</tr>
<tr>
<td>30</td>
<td>56</td>
<td>56</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1996</td>
<td>1952</td>
<td>44</td>
<td>176</td>
</tr>
<tr>
<td>Mean</td>
<td>66.53</td>
<td>65.07</td>
<td></td>
<td></td>
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</tbody>
</table>
Based on the table above, it is found that the total scores of post test was 1996 with mean score of posttest was 66.53, and the total score of pre test was 1952 with mean score of pretest was 65.07. While the value of $\sum D$ was 44, and the value of $\sum D^2$ was 176. The data were then consulted to the t-test formula as follows:

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

$$= \frac{44}{\sqrt{\frac{30(176) - 44^2}{30 - 1}}}$$

$$= \frac{44}{\sqrt{\frac{5280 - 1936}{29}}}$$

$$= \frac{44}{\sqrt{115.3194}}$$

$$= \frac{44}{10.78688707}$$

$$= 4.079$$

2. Hypothesis Testing

As it has been stated before, the acceptance of the hypothesis was based upon the statistical analysis using t-test at the level of significance 5% (p=0.05) and degrees of freedom (df) $N - 1 = 30 - 1 = 29$. The statistical analysis then was used to determine which hypothesis formulation was accepted or rejected based on the following criteria.
Based on the level of significance 5% (p=0.05) and degrees of freedom (df) = N – 1 = 30 – 1 = 29, it was found that the value of t-table was 2.045. So, Null hypothesis (Ho) was accepted if computed t is lower than 2.045, and Hypothesis alternative (Ha) was accepted if computed t is the same as or greater than the value of 2.045.

After being statistically analyzed by using t-test formula, the data of this study resulted that the computed t was 4.079. This result was greater than the value of t-table 2.045. (4.079 > 2.045). Thus, the Alternative hypothesis (Ha) was accepted, and was of course Null hypothesis rejected. Then, the hypothesis formulation was stated as follows: “Prequestioning strategy significantly improves reading comprehension ability of the ninth grade students of SMPN 5 Tenggarong.”

3. Discussion

Based on the computation by using t-test formula, it was found that the value of t-computed was 4.079, whereas the value of t-table at level of significance 5% or p=0.05 and degrees of freedom = N - 1 = 30 – 1 = 29 was 2.045. This result indicated that the value of t-computed was greater than the value of t-table (4.079 > 2.045). As a result, the alternative hypothesis (Ha) is accepted. The acceptance of alternative hypothesis means Prequestioning strategy significantly improves reading comprehension ability of the ninth grade students of SMPN 5 Tenggarong in academic year 2018/2019.

The findings were supported by other findings, particularly on the value of mean score. It was found that the value of mean score of post test was 66.53, meanwhile the value of mean score of pretest was 65.07. There were 1.46 points of score of post test is higher than score of pretest. It was also supported by the difference of total raw scores of post test is higher than and pretest. The total score of posttest was 1996 while the total scores of pretest was 1952. There were 44 points higher raw scores of post test than raw scores of pretest.

Referring to the research findings above and benefits of prequestioning strategy in teaching reading comprehension, it can be stated that using prequestioning strategy in teaching reading comprehension is considered to improve the students’ reading comprehension ability. Teaching reading comprehension by using prequestioning strategy is one of interesting strategies for the students to make them enthusiastic to learn reading, especially reading comprehension.

CONCLUSION

Based on the research findings, the researcher came to the conclusion that teaching reading comprehension by using prequestioning strategy significantly improves reading comprehension ability of the ninth grade students of SMPN 5 Tenggarong in academic year 2018/2019. It was proved by the value of t-computed which was greater than the value of t-table. From the result of computation by using t-test, it was found that the value of t-computed was 4.079, whereas the value of t-table at level of significance 5% or p=0.05 and degrees of freedom = N - 1 = 29 was 2.045. As the result, the value of t-computed was greater than the value of t-table. So, the alternative hypothesis (Ha) is accepted. Thus, the result of the research was read as: “Teaching reading comprehension
using prequestioning strategy significantly improve reading comprehension ability of the ninth grade students of SMPN 5 Tenggarong in academic year 2018/2019.

The result of hypothesis testing was supported by the difference of mean score on posttest and pretest. It was found that the value of mean score of post test was 66.53, meanwhile the value of mean score of pretest 65.07. There were 1.46 points higher mean score of post test than mean score of pretest. It was also supported by the difference of total raw scores of posttest and pretest. The total scores of post test was 1996 while the total scores of pretest was 1952. There were 44 points higher raw scores of post test than raw scores of pretest.

SUGGESTIONS
In accordance with the purpose, the significances of the study, and research finding, the following suggestions were proposed:
1. It was also found that the value of mean score of post test was higher than the mean score of pretest. It is suggested that English teacher should present the reading comprehension by using different kinds of strategies, including using prequestioning strategy to improve the students’ reading comprehension ability.
2. It was found that teaching reading vocabulary by using prequestioning strategy significantly improves the ability on reading comprehension of the ninth grade students of SMPN 5 Tenggarong in academic year 2018/2019. It is suggested that the English teachers at the school use prequestioning strategy in teaching reading comprehension. Moreover, prequestioning strategy can be used as a strategy to lead the students’ attention to reading materials that will be learnt.
3. The treatment of teaching vocabulary using prequestioning strategy in this study was carried out in five times. It is hoped for further research, the investigator would like to conduct the treatment longer period of treatment to identify the effect of prequestioning on reading comprehension ability of students. It is also hoped to regard towards the carefulness and imperfectness of the researcher in expressing her ideas.

REFERENCES


