

THE USE OF PRE-QUESTIONING IN IMPROVING STUDENTS' READING COMPREHENSION

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Abstract- *The goal of this research is to describe the students' improvement in reading comprehension by using pre-questioning. This research was a classroom action research with two cycles conducted to the seventh-grade students of MTS Darussalam Sengkubang. The 7B class was the subject of this research consisting of 29 students. Planning, acting, observing, and reflecting consisted in each cycle. Field notes, observation checklists, interview, and individual test were used as the tools to collect the data. The finding of this research showed that by conducting teaching and learning reading by pre-questioning as a brainstorming activity before read the text could stimulate and allowed the students predict by kept trying to answer the pre-questions given by the teacher. Students tried to found the information asked to them. Thus, the pre-questioning activity made the teaching and learning process of reading was interactive. It also affected the students' motivation in reading learning process. It was effective and very helpful for the teacher in teaching reading comprehension.*

Keywords: *classroom action research, pre-questioning, reading comprehension.*

INTRODUCTION

English is taught and used as a foreign language in most of schools in Indonesia. There are four skills need to master by students; reading, writing, speaking, and listening. As the one of skills that is needed to be mastered in learning English, reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. They find much information and knowledge in written resources around the world. Then, they need to understand the written information and knowledge in books, magazines, website, and many others written resources. Djuma, Palengkahu, & Sanger (2021) proposed that reading is a productive ability since we are both getting and distributing information in reading activity. If the students' 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 succeed in their study because they can access the knowledge and information about their study from written resources.

Since English is not the first language, the student faces difficulties during learning English, especially in reading activities. The students have to read the new foreign words in written text, thus it takes their brain to work hard for comprehending and the text. It causes the students to anxious and think that understand comprehending the text they read is difficult. Also, the students show less motivation during the teaching and learning process since the way of teaching does not implement in a fun way. Based on the phenomena above, the researchers try to create a strategy in teaching reading to reduce the students' anxiety and build motivation in learning reading by using pre-questioning. The students will be easy to gain comprehension by knowing what is important in the text that they should pay attention to more. Sometimes, the students need some questions related to the text will read before the students read the whole text, in order to build the students' interest and motivation in the reading text. Rosnaningsih & Wulandari (2017) proposed that the pre-question is one of pre-reading activities that can be used to simplify students' reading comprehension. The students may find form of pre-questioning and it is necessary for them to comprehend a reading text with acquiring knowledge in general perspective of the text. Theoretically, pre-questioning itself can create an interactive learning and build the students' interest and motivation before students start the reading activity. Moreover, the students can predict what will be discussed on the text.

Reading

Reading is one of the important four language skills and it gets a great emphasis in the teaching and learning process. Ahmada (2020) stated that reading is the capability to comprehend the text being read. While Yuricki (2021) proposed that reading skill is the main point to be successful. Reading allows people to expand new knowledge, obtain the information and aims to develop people's ideas and enhance their knowledge. Utami (2017) argued that reading is a way for students to find the information, transferring information and knowledge from textbook. It can be said that reading is an activity where the reader shifted the information from the text by understanding, grasping, interpreting, translating, and giving the meaning. Thus, reading can be defined as the knowledge of

words and word meaning. The language of written texts will be meaningful if an individual reads the text and try to get the meaning and information of the text during the process of reading.

Reading Comprehension

In reading activity, it is important to comprehend the text because the reader will construct the meaning to understand the text. According to Rusmiati (2016) comprehension is a way wherein the reader may interact with the text. To obtain the ability, a reader has to be conscious of the passage deeply and has an understanding in analyzing the passage. Furthermore, reading comprehension is defined as the skill to elaborate text, conceive its meaning, and integrate it with previous knowledge (Djuma, Palengkahu, & Sanger, 2021). It can be said, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension. It is the process to access the information contained by the text.

Teaching Reading Comprehension by Using Pre Questioning

In some case, students need to be guided to get the meaning of the text they read. They can be help by some questions made by the teacher. It will help the students to get the information of the text and guide them to read and comprehend the text well. Al-Zahrani and Al-Bargi (2017) stated that by means of questions, teachers lead students for having verbal interaction in the classroom which help increase students' knowledge and create creative thinking. It means that question can be a tool r interact the teacher and students, also as a guide for students as a class warm up activity, thus the questioning can lead to the interactive learning.

In this research, the researcher focused on pre-questioning to help the students had more comprehension in comprehending the text. Pre-questioning is a first help conducted by the teacher to guide the students in reading and getting the information in the text they read. Mousavian and Siahpoosh (2017) Found that pre-questioning method was efficient in teaching reading comprehension, since it helps the students to comprehend the text for the best by driving them to activate their fundamental knowledge. It can be said that pre-questioning also can help students to build their interest and

motivation in the reading process. It also helps the students to stimulate their mind to be ready in reading process and predict what they will read in text.

There are some kinds of pre-questioning proposed by Harmer in Sari, et al. (2021), 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 research the students were asked by the teacher to have general comprehension about the text. Then, they also were asked to activate their idea in order to have better comprehension in their reading. The students also had prediction about the text they read from the question asked by the teacher.

Procedures of Teaching Reading Using Pre-Questioning

Teachers needed to pay attention to the process of teaching, also needed to have good plan to have good result at last. In line with this, the procedures were very important to create good process of teaching and learning. Teachers needed to arrange some plan to be implemented in the teaching and learning process.

Qoliso (2015) proposed the steps to implement pre-questioning technique as follow: First, selecting the type of question and its level of difficulty depends on the objective of the lesson, the progress made, and the learning needs of the students. Second, phrasing the question and delivering it. The question should be brief and conveyed with clear pronunciation. Since pre-questioning is a question presents before the students read the whole of the text. So, here the questions have to be evident to build knowledge before the students read the text. Third, the teacher gave the students some text. It aimed to apply this technique. Fourth, the teacher asked student by using pre-questioning technique. Pre-questioning is given by the teacher to build prior knowledge and as a brainstorming activity before reading with the intention to help the students in predicting what will they have read. Fifth, listening to the students' response and providing feedback. The students may respond to the question in four ways: 1) correctly, 2) incompletely, 3) incorrectly, and 4) by not responding at all. When the respond is correct or acceptable, the teacher needs to praise or appreciate, define on the respond, explore, or move on to another question.

METHODS

Research Design

The classroom action research is used according to the purpose of this research that was to gain and find solution faced by the students in reading comprehension activity. Sagor and William (2017) stated that action research concerns to examining the data on one's work to help increasing one's performance. Klein (2012) explained that the action research refers to a systematic inquiry into practice conducted in natural setting such as a school, community, or organizational setting with the goal of examining, understanding and changing practice. Furthermore, Ferrance proposed that action research is collaboration among colleagues investigating for solutions to everyday, substantive problems experienced in school, or finding ways to improve and increase students' achievement (Jacobs and Cooper, 2016). In short, classroom action research may allow the researcher to see the progress and offer the solution in the teaching and learning to get the improvement.

The research needs to have process that is considered as the whole research process which is going to be conducted by the researcher. Sagor and William (2017) proposed that there are four stages of action research's cycle which started by planning (plan everything needed in the research), acting (implement the technique in teaching and learning process), observing (monitor the effect of the implementation of action in the context in which it occurs), and reflecting (examine, analyze, and evaluate the further fact to decide common idea revision and plans for subsequent action step). In this research, the cycles continued until the researcher found an improvement showed by the students toward pre-questioning in teaching reading comprehension.

Data Collection

The researchers took 7B which consisted of 29 students as the subject of this research. The researchers also helped by the collaborator to observe the process of teaching and learning. Observation and measurement techniques were used to collect the data. Observation checklist, field note, interview, and test were tools of collecting data. The result of observation recorded in observation checklist, field note, and interview.

Furthermore, the objective test of the individual students' work was the measurement technique in this research.

Data Analysis

In analyzing the data, the researchers used qualitative and quantitative analysis.

Qualitative used to describe the process of teaching and learning that got from the observation checklist, field note, and interview. The quantitative analysis was used to know the students' improvement in teaching reading comprehension using pre-questioning by their mean score of the individual test.

FINDING AND DISCUSSION

Finding

The result of the observation and interview conducted in this research showed the students' improvement in reading comprehension. The students were helped by the pre-questioning in comprehending the text they read. They could answer the questions given by the researcher who is the teacher in the research. The teacher could describe the information in the text based on the pre-questioning given.

Cycle 1

In the planning stage as the first step of the research, the researchers planed and prepared everything needed in doing the research. Considering the teaching properties, lesson plan for implementing the pre-questioning, also the tools of collecting data such as observation checklist, field note, and test. Second is the acting stage, the researchers did the teaching and learning process by implementing the pre-questioning. The researchers gave a text to students and stimulate by asking questions and the students tried to answer. Third is the observing stage, the researcher helped by a collaborator to observe the activity during teaching and learning in the classroom using the observation checklist, field note report, and interview. The data showed that the teacher had good preparation toward the teaching and learning process. The teacher also could implement the plan of the teaching and learning process well enough. There were some students tried to be active in answering the pre-questions given by the teacher and some were keep silent. The students were shy and doubt in trying to answer every pre-question given by the teacher. From the interview, the students stated that it was difficult for them to answer the question since

the teacher asked in English and not give some clue because English is not their first language. The students also stated that they were shy to voice out the response when the teacher did the pre-questioning because they were afraid of making mistake. According to some of the students, the pre-questioning activity was fun actually. They were able to learn with new way of teaching and learning. Furthermore, the data was obtained from a measurement test that was conducted in the form of multiple choices which consisted of 15 items. The students' average score in cycle I was 55.69. The student's highest score was 75 and the student's lowest score was 45.

Table 1. The Students' Score in Cycle 1

Score	Number of Students	Percentage
≥80	0 student	0 %
70-79	3 students	10.3%
60-69	9 students	31 %
50-59	11 students	38 %
30-49	6 students	20.7 %
≤29	0 student	0 %

Lastly is the reflecting stage. The researchers reflected that the result of this cycle 1 did not show an improvement, thus the researcher got some correction: First, the students would give clear instruction, the teacher would help them by using pre-questioning bilingually in English also Indonesian. It was important in helping the students who got difficulty. Second, the students would give more motivation and extra guidance to help them in building the motivation to be more active and enthusiasm during teaching and learning process. According to the correction and result above, it was important to continue the cycle due to the purpose of this research in knowing how well the use of pre-questioning could improve students' reading comprehension.

Cycle 2

Based on the result of the first cycle, the researchers set a new plan in doing the research by adding some activity based on the correction in the latest cycle to make a pre-questioning technique more fun and easy to comprehend by the students. The teaching properties, lesson plan for implementing the pre-questioning, also the tools of collecting data such as observation checklist, field note, and test were planned by teacher. The researchers did the acting stage by implementing the pre-questioning. The researchers chose an interesting and update issue as the topic to be discussed as text they read.

Furthermore, the researchers tried to guide the students with pre-questioning. The researcher asked questions bilingually to help the students comprehend the question and text better.

The researcher helped by a collaborator to observe the activity during teaching and learning in the classroom using the observation checklist, field note report, and interview. The data showed that the teacher had good preparation toward the teaching and learning process. The teacher also could implement the plan of the teaching and learning process well enough. The teacher's fluency in conducting the teaching and learning of reading was very good. The students showed their enthusiasm since the teacher delivered an interesting and newest issue as the reading topic. Added by the use of pre-questioning bilingually the students were being active and brave in answering the pre-questions given by the teacher. The teacher delivered the questions in two times. By using English and elaborated it in their first language. All the students gave attention toward the teaching and learning reading conducted by the teacher. They were happy in following the teaching and learning process. They also kept silent when the teacher explained the materials. The teacher kept motivates students to answer the questions and gave a compliment for who could give the response correctly. In short, the teacher had organized the teaching and learning process well. It can be concluded that the cycle showed the satisfying result by implementing the pre-questioning effectively and the class was well organized. Furthermore, from the interview the students stated that they had more understanding in comprehending the text after answering the pre-questions given by the teacher. Pre-questioning also allowed them to predict the text that would be read and it give them a better understanding to comprehend the text. Besides, the students also stated that pre-questioning is a fun way in helping them comprehend the text. They could imagine what the text told about. They were enjoying the class and of course build their motivation during teaching and learning process.

The students showed the improvement. It showed from their achievement in doing their measurement test in form of multiple choices consisting of 15 questions. They were enthusiasm in finishing the test because they got much easier since the pre-questioning implemented well. It supported by the students' score in cycle 2 that was much better than before. The student's highest score was 85 and the student's lowest score was 70. It affected the students' average score which became 72.76

Table 2. The Students' Score in Cycle 2

Score	Number of Students	Percentage
≥ 80	3 students	10.3 %
70-79	26 students	89.7%
60-69	0 student	0 %
50-59	0 student	0 %
30-49	0 student	0 %
≤ 29	0 student	0 %

Thus, in the reflection stage the researcher could conclude that the students had improved their reading comprehension by using pre-questioning. The students improved their reading comprehension cycle to cycle in the research. They showed a good progress in improving their reading comprehension by using pre-questioning.

DISCUSSION

The research was conducted in two cycles in order to improve students' reading comprehension by using pre-questioning. Here, the students were helped to comprehend the text given by the teacher by answering the pre-questions asked by the teacher. By answering the pre-questions asked by the teacher, the students were guided to comprehend the text carefully. The students also could have general comprehension of the text they read. The result of the research also showed that pre-questions could improve the students' reading comprehension.

Based on the data gained in this research, it was clearly seen that the pre-questioning had good effect to the students. At first, the students did not have much enthusiasm in learning reading. The students answered the pre-questioning given by the teacher but they had less description toward the text they read. They did not pay much attention to the text they read. In the next cycle, the students tried to be more carefully in reading the text. They gave good description of the text asked by the teacher. They gave good answer in answering the pre-questioning given by the teacher. In short, the students' showed the good progress in improving their reading comprehension by using pre-questioning.

Here, the students were guided to understand the content of the text they read by providing question before the reading process. Rusmiati (2016) analyzed that pre-

question could facilitate students' reading comprehension. This technique is very useful to activate the idea by helping the readers to carried out to introduce and create a good condition for reading a text. It could be said that pre-questioning also could help students to build their interest and motivation in the reading process in the research. It helped the students to activate their mind to be ready in reading process and predicted what they read in text.

The teacher also could make and keep interaction in the teaching and learning process of reading by pre-questioning. The teacher asked the question and the students needed to answer it. The questions helped the students to keep in the teaching and learning process of reading by paying attention to questioning and trying to answer it. As studied by Al-Zahrani and Al-Bargi (2017) questions could create an interactive learning since allowed the interaction in the classroom. It meant that pre-questioning had important role in the teaching and learning process by providing interaction between teacher and students. Pre-questioning also could help the students to understand the reading text by teacher's help in interacting with the text. Pre-questioning provided interaction to the text read by students by its questions. The questions gave overview about information in the text. Pre-questioning provided information about the text before the students read the text. The students' achievement in the test given showed the improvement. The students' average score in cycle 1 was 55.69. Then, there was significant improvement in students' reading comprehension in cycle 2. The students' average score in cycle 2 was 72.76

In short, the data showed that the teaching and learning process of reading by using pre-questioning showed the satisfying result. The students could show their improvement through good progress during teaching and learning and could show their achievement by answering the questions given by the teacher on the test.

CONCLUSION

The research had been done by having good result. In this research, the students had improved their interest, motivation and confident in reading English text. The students also helped by pre-questioning to comprehend the text carefully because the students had been given an overview of the text from the pre-questioning. It could be said that the pre-questioning gave good effect toward students' reading comprehension. The teachers are models to the students so they have to give the best teaching to them. By

applying a good technique and method as pre-questioning, teacher can motivate the students to learn English by having interaction. The pre-questioning helped the learners in the teaching and learning process of reading. The researcher suggests to the teacher to use interesting technique and method as pre-questioning in teaching learning process. It is hoped to make the student have more interest and enjoy in teaching learning process.

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