

THE EFFECT OF PRE-QUESTIONING TEACHING TECHNIQUE TO THE READING COMPREHENSION OF GRADE TEN STUDENTS OF SMK SWASTA GKPI 1 PEMATANG SIANTAR ON A NARRATIVE TEXT

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh signifikan teknik pengajaran pra-pertanyaan terhadap pemahaman membaca siswa kelas sepuluh Smk Swasta Gkpi 1 Pematang Siantar pada teks naratif. Penelitian ini dilaksanakan di SMK Swasta GKPI 1 Pematang Siantar yaitu di kelas X TKJ A dan X TKJ B. Rumusan masalah penelitian ini adalah pengaruh teknik pengajaran pra-bertanya terhadap pemahaman membaca siswa kelas sepuluh SMK Prajurit GKPI 1 Pematang Siantar pada teks narasi. Peneliti menggunakan metode kuantitatif dengan desain eksperimen semu dan menggunakan dua kelas yaitu kelas eksperimen dan kelas kontrol. Pengumpulan data dilakukan dengan menggunakan tes pilihan ganda. Instrumen yang digunakan untuk mengumpulkan data diambil dari hasil nilai pre-test dan post-test siswa, dimana data dihitung secara manual dengan menggunakan MS Excel. Hasil penelitian menunjukkan bahwa rata-rata skor kelas eksperimen adalah 40 pada pre-test dan 80,16 pada post-test. Sedangkan nilai rata-rata kelas kontrol adalah skor pre-test sebesar 39,1 dan skor post-test sebesar 65,5, namun hasil skor siswa pada post-test menunjukkan bahwa penggunaan teknik pengajaran pre-questioning sangat baik. efektif dalam membaca teks narasi untuk siswa kelas sepuluh. Perhitungan uji-t menunjukkan nilai uji-t lebih besar dibandingkan dengan nilai ttabel ($3,32 > 1,670$). Hipotesis nol (H_0) ditolak. Jadi, dapat disimpulkan bahwa teknik pengajaran pra-pertanyaan sangat signifikan dalam mengembangkan pemahaman membaca siswa, khususnya dalam teks narasi.

Kata kunci: Pemahaman Membaca; Teknik Pengajaran Pra-tanya; Teks Narasi

Abstract

This research aimed to find out the significant effect of the pre-questioning teaching technique on the reading comprehension of Grade Ten students of Smk Swasta Gkpi 1 Pematang Siantar on a narrative text. This research was carried out at SMK Swasta GKPI 1 Pematang Siantar, namely in classes X TKJ A and X TKJ B. The problem statement of this research was the effect of the pre-questioning teaching technique on the reading comprehension of Grade Ten students of SMK Swasta GKPI 1 Pematang Siantar on a narrative text. The researcher used a quantitative method with a quasi-experimental design and used two classes: the experimental class and the control class. The data was collected using a multiple-choice test. The instrument used to collect data was taken from the results of students' pre-test and post-test scores, where the data was calculated manually using MS Excel. The result of this research showed that the average value of the experimental class was 40 in the pre-test and 80,16 score in the post-test. While the average value of the control class was 39,1 score in the pre-test and 65,5 score in the post-test, The results of the students scores on the post-test showed that the use of the pre-questioning teaching technique was very effective in reading narrative text for grade ten students. The t-test calculation showed that the t-test value was higher than the t-table value ($3,32 > 1.670$). The null hypothesis (H_0) was rejected. So, it could be concluded that the pre-questioning teaching technique was very significant in developing students reading comprehension, especially in narrative text.

Keywords: Reading Comprehension; Pre-questioning Teaching Technique; Narrative Text

INTRODUCTION

Language is a communication tool that humans use to interact in their daily activities, humans use language to communicate with each other. According Wibowo (2001:3), language is a system of symbols that are meaningful and articulate sound (generated by said tool) which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts (Altinyelken & Le Mat, 2018). Language is also used to make connection in daily activity. Since years ago people use language which can be understood by others. People need a language that can be universally understood by society. One of foreign languages used in Indonesia is English. In Indonesia, English is one of foreign languages which is taught in elementary school, junior high school, and senior high school. In English there are four skills that must be mastered, namely speaking, listening, reading and writing. One of the four language skills that students must have is reading (Muslimah, 2018). Reading is a way to get the information contained in writing. According to Grabe & Stoller (2002:9) Reading is the ability to understand and interpret information from printed pages correctly and correctly.

Reading is something that is very important and very necessary for students because by reading they get more information, increase vocabulary, practice thinking and analyzing skills. the more often we read it will add to our insight and knowledge and increase creativity and imagination. And by reading, students can find out what the text means and what they are talking about. Students need to know and understand every part of the text so they must be able to manage that text (Nurazizah, Friatin, & Sugiarto, 2019).

According to Brown (2004:189) as a process of acquiring meaning, reading concerns to get the comprehension of textual sources. This means that the essence of reading act is comprehension. In order to learn or understand the message of the author, the students are hoped to have the ability to comprehend the written textbook. Reading with comprehension means to understand what has been read. It is important to the students to master reading comprehension (Sudarmaji, Mulyana, & Karsiyah, 2020). Reading comprehension is a very complex process consisting of various interactions that occur between readers and what they get from reading texts. according to Cooper (2000:37), reading comprehension is a process when the reader interacts with the text to find the meaning of the text. And Richard, et al. (2010:238) state Types of reading comprehension usually differ depending on the type and purpose of the reader in reading it. and there are four types or level of reading comprehension namely Literal comprehension, Inferential comprehension, Critical or evaluative comprehension, and Appreciative comprehension. This research will focus on two levels namely; Literal Comprehension and Inferential comprehension. The level of literal understanding includes the main ideas, facts, and points of view stated in the text or it can be said that the specific information contained in the text. (Linde & Fredrickson 2020:34) state The literal level is a prerequisite for higher-order reading and thinking. At the inferential or interpretive level, the reader or listener must make inferences using information at the literal level. At this stage, the reader can understand implicit relationships, namely relationships that are not stated directly (Holyfield, Light, Drager, McNaughton, & Gormley,

2018). They can also understand unstated reasons for actions or beliefs based on information or instructions explicitly stated in the text. Certain facts, events, pictures, patterns or symbols found in the text can also be used to make inferences.

In learning English students often face some common problems when reading, including difficulties in mastering reading texts, low vocabulary, lack of self-confidence, low interest in reading, lack of understanding of the text being read. Therefore, to achieve good reading skills, appropriate techniques are needed in learning to read (Kissi, Nat, & Armah, 2018). According to the researcher experiences during the internship in SMK Swasta GKPI 1 Pematang siantar. Researcher found specific problems experienced by students during the learning process in class, namely some students could not understand what they read, Students do not have a large vocabulary, so they are not familiar with the words or concepts mentioned in the text, students still faced some difficulties in determining the main idea, students find it difficult to draw conclusions from the text they read, students had difficulty understanding the text, because of the monotony and boring learning strategies. Therefore, they are lazy to read the text and if the teacher asks them to read the text, they don't want to because their reading interest is low then when they want to identify the main idea in a text, they read the whole text. Finally, students are confused to identify it (ACHMADI, 2019).

To solve this problem the researcher will use techniques that are appropriate to this situation in overcoming reading difficulties. the researcher will use the pre-question technique because the pre-question technique can increase students' interest and ability to understand the reading again. according to Brown (2001:176) pre-questions are a number of questions that will be given to students before students read the entire text to build students' interest and motivation in reading so that students can predict what will be discussed in the reading text later. and researchers will teach the type of text Narrative Text. According to Rebecca (2003:147), narrative text is defined as a text that tells a series of events that are logically and chronologically related and correlated with each other due to various factors that influence or cause it to occur. In teaching reading, pre-question activities will be used to prepare students and grow their interest in the text that the teacher will give. Thus, the students will have a strong desire to learn English to improve their understanding, especially reading skills (Souzane & Soumia, 2019).

Based on previous research, Awaliah Azis and Rezky Darmayani's also conducted a research about "The Effects Of Pre-Question Strategy On The Reading Comprehension Achievement Of The Second Grade Students At Sma Negeri 1 Bantaeng" concluded that using the Pre-Questioning Strategy was effective in increasing students' reading comprehension. the results of Waliyudin and Annisa's research entitled "Pre-Questioning Strategy On Reading Comprehension Achievement At The Fourth Semester Of English Program Study STKIP Taman Siswa Bima" also said that pre-questioning had a significant effect on students' reading comprehension achievement (CHANTIKA, 2023).

Based on the explanation above, the researcher assumes that pre-questioning is the right technique to improve students' ability and understanding in reading. Therefore, the researcher

conducted research entitled “The Effect of Pre-Questioning Teaching Technique to the Reading Comprehension of Grade (Lindemann, 2022).

METHOD

In this research, the researcher applied a quantitative research design to analyze the data. According to Ary (2006:22), quantitative research is an inquiry that uses an operational definition to provide numerical data to address preset hypotheses or questions. Because the researcher will get data from schools that already have a system and students are already enrolled in several classes, the researcher will use a quasi-experimental design with a pre-test and post-test (FITRI, 2022). The design was used to determine the effect of the pre-questioning teaching technique on the reading comprehension of Grade Ten students of SMK Swasta GKPI 1 Pematang Siantar on a narrative text. When conducting experimental research, samples are separated into two groups: experimental and control. The experimental group is the group that received treatment using the pre-questioning teaching technique (Obidovna, 2022).

The research setting is the environment, place or area planned by the researcher to serve as a research object. The research setting is the environment, place or area planned by the researcher to serve as a research object. This Research will be conducted at SMK Swasta GKPI 1 Pematang Siantar at Grade Ten, Which is Located at Jl. DI Panjaitan No. 47 NH, Kecamatan Siantar Marimbun, Kota Pematang Siantar, Sumatera Utara In Academic Year 2023/2024.

The population is the whole of the research object. according to Ary et al. (2010:148). A population is a group or topic (person, item, etc.) The population of this study were all students of grade ten at SMK Swasta GKPI 1 Pematang Siantar. It consists of 8 classes namely X TKRO, X ASKEP, X KW, X TJTL, X TKJ A, X TKJ B, X TBSM A, X TBSM B. Each class has an average of 30 students. The total number of tenth grade students is 236 students.

The research sample is part of the population taken as a data source and can represent the entire population. Ary (2002:163) explains that the sample is a group selected from the population to be observed in a study. To choose the two population classes as the experimental and control classes, the researcher was used purposive sampling as this is one of the most effective and time efficient sampling methods available (Nashruddin & Al-Obaydi, 2021). Two classes were used as samples for this research, namely class X TKJ A which was a control class of 30 students, and X TKJ B which was an experimental class which consisted of 30 students. The total sample is 60 students. The experimental class was used the pre-question technique and the control class was used technique usually used by teachers at the SMK Swasta GKPI 1 Pematang Siantar (Eshreteh & Draweesh, 2018).

The research instrument is a tool used in a research activity, especially as a measurement and data collection. According to Sukarnyana et al (2003:71) research instruments are the tools used to obtain or collect data in order to solve research problems or achieve research objectives. The students in this study were take multiple choice tests with a total of 20 questions from the researcher. In these questions students were found out the theme, main idea, type of text, implied

meaning in the text and ask for detailed information from the text and draw conclusions from the text. The tests come in two varieties: Pre-test and Post-test. Both tests was used Narrative text (Xafizovna, 2022).

According to Ary, et al. (2010), the level of reliability is determined by how consistently a measure produces results and how devoid of random mistake scores are. cd. In order to determine whether or not there is a connection between the two sides of the instrument, a value from the validity test must be obtained that displays the correlation index results. In light of this, it may be said that dependability refers to a measuring tool that should be able to produce the same relative result when employed on the same subject (Suryani, Rukmini, Bharati, & Hartono, 2018). An instrument with a high reliability rating is one that is steady, reliable, and consistent.

RESUT AND DISCUSSION

Data Analysis

Data was collected from grade ten students of SMK Swasta GKPI 1 Pematang Siantar. The research sample consisted of 60 students. Class X TKJ B as the experimental class and X TKJ A as the control class. Data was obtained through multiple choice Narrative texts. This was taken after the researcher taught the Narrative text by applying pre-question techniques in the experimental class and in the control class the learning used the teaching technique used by teachers at school, namely the discussion technique. Both classes were given similar tests.

Researchers collected data from both classes (experimental control class) before and after the test. The pre-test and post-test both consist of 20 (twenty) questions. All these questions are finding main idea, finding factual information, making inferences, understanding vocabulary, identification pronoun references. Then, the researcher analyzed the score of the students by using the formula as stated in chapter III.

The students' scores of Pre-test and Post-test in Experimental Class

To know the effect of pre-questioning teaching technique, the researcher gave pre-test, treatment, and post-test in experimental class. Here, the researcher presents the score of the pre-test and post-test that achieved by students in the experimental class with the table below.

Table 1. Score of the Pre-test and Post-test in Experimental Class

| No | Name of Students | Pre-Test (X) | Post-Test (Y) |
|----|------------------|--------------|---------------|
| 1 | GG | 55 | 85 |
| 2 | JM | 55 | 80 |
| 3 | GN | 50 | 95 |
| 4 | HES | 50 | 100 |
| 5 | AS | 45 | 90 |
| 6 | MN | 45 | 75 |
| 7 | MS | 45 | 80 |
| 8 | OS | 45 | 100 |
| 9 | AL | 40 | 85 |
| 10 | AS | 40 | 80 |

| | | | |
|----|----------|------|-------|
| 11 | FS | 40 | 80 |
| 12 | GS | 40 | 85 |
| 13 | JS | 40 | 85 |
| 14 | PS | 40 | 75 |
| 15 | RT | 40 | 60 |
| 16 | SN | 40 | 85 |
| 17 | BS | 35 | 85 |
| 18 | DS | 35 | 75 |
| 19 | FN | 35 | 80 |
| 20 | HS | 35 | 90 |
| 21 | HH | 35 | 75 |
| 22 | IS | 35 | 80 |
| 23 | MM | 35 | 75 |
| 24 | AT | 30 | 70 |
| 25 | BT | 30 | 75 |
| 26 | JG | 30 | 80 |
| 27 | RS | 30 | 70 |
| 28 | YP | 30 | 85 |
| 29 | AS | 20 | 60 |
| 30 | ES | 20 | 65 |
| | Σ | 1200 | 2405 |
| | MEAN | 40 | 80,16 |

based on the table the highest student score on the pre-test in the experimental class was 55 and the lowest score was 20. The highest student score on the post-test in this class was 100 and the lowest score was 60.

Finding out t-test

$$T_{\text{test}} = \frac{\bar{X}_e - \bar{X}_c}{SE (X^e - X^c)}$$

$$T_{\text{test}} = \frac{80,16 - 65,5}{4,41}$$

$$T_{\text{test}} = \frac{14,66}{4,41} = 3,32$$

Finding out the degree of freedom (df) as follow:

$$df = (N_e + N_c)$$

$$df = (30 + 30) - 2$$

$$df = 60 - 2 = 58$$

T-table at a 5% level of significance was 1,672 based on the formula of the hypothesis which was designed before; the null hypothesis was rejected if the t- test was higher than the t-table referring to this, so the hypothesis constructed as follow :

$$t\text{-test} > t\text{-table of 5\%}$$

$$3,32 > 1,672$$

As the score of the t-test (3,32) was higher than the t-table (1,672) at the level significance of 5% for a two-tailed test, so the null hypothesis was rejected (H_0) and the alternative hypothesis (H_a) was accepted.

Research Findings

After carrying out the data analysis process, several findings were obtained that could answer the research problem:

1. The researcher finds finding to answer research problems, "What is The Effect of Pre-question teaching technique to the reading comprehension of grade ten students of SMK Swasta GKPI 1 Pematang siantar on a narrative text ?" From the analysis of the data, the researcher found that the mean of pretest in experimental class was 40 and the mean of post-test in experimental class was 8,78 and the mean of pre-test in control class was 39,1 and the mean of post-test in control class was 65,5 . Then, T- test was higher than T-table ($3,32 > 1.672$) at the level of significant was 5% with $df = 60 - 2 = 58$, it means that there was Effect of Pre-Questioning Teaching Technique to The Reading Comprehension of Grade Ten Students of Smk Swasta Gkpi 1 Pematang Siantar On A Narrative text.
2. The researcher finds finding to answer research problems, "What is the effect of discussion technique to the reading comprehension of grade ten students of SMK Swasta GKPI 1 Pematang siantar on a narrative text ?" In data analysis, it was found that there were several influences that occurred in the sample that used discussion teaching techniques on students' abilities in reading comprehension of narrative texts. In the control class, the highest student score on the pre-test in the control class was 65 and the lowest score was 20. The highest student score on the post-test in this class was 75 and the lowest score was 55. the pre-test and post-test scores showed that, there was not student who achieved the KKM score of 75. The score in the table also showed that the total pre-test score in the control class was 1175 and the average score was 39,1. The table also showed that the total score of the control class was 1965 and the average score was 65,5
3. The researcher finds finding to answer research problems, "Is the effect of pre-questioning teaching technique more significance than the effect of discussion teaching technique to the reading comprehension of grade ten students of SMK Swasta GKPI 1 Pematang siantar on a narrative text ?" According to the aforementioned data, it can be concluded that using the pre-questioning teaching technique is more effective than the discussion teaching technique. In the statistical hypothesis, H_a will accepted and H_0 will rejected if t-test > -table. It is shown the independent sample t-test result is 1,672. The obtained value is higher than t-table at level significant 0.05%, therefore, the null hypothesis (H_0) of the research is rejected and the alternative hypothesis (H_a) is accepted. Moreover, the mean score of the experimental class is higher than the mean of the control class. In conclusion, the research has proven that Pre-Questioning Teaching Technique improved The Reading Comprehension of Grade Ten Students of Smk Swasta Gkpi 1 Pematang Siantar on a narrative text.

Discussions

The end result of this research based on the research problem, the researcher find the solution to the research problem, particularly to find out if Pre-questioning teaching technique significantly affected the students' ability in Reading comprehension on Narrative text and see the Effect Of Pre-Questioning Teaching Technique To The Reading Comprehension Of Grade Ten Students Of Smk Swasta Gkpi 1 Pematang Siantar On A Narrative Text. In this research, the researcher used two classes as the sample that consists of 30 students of each class. One class was chosen to be the experimental group and this group received treatment by using Pre questioning teaching technique and the other one as the control group using the technique usually used by teachers at the SMK Swasta GKPI 1 Pematang Siantar namely the discussion technique (Zulfikar, Nidawati, Khasinah, & Mayangsari, 2020). To know the effect of Pre-Questioning Teaching Technique , the researcher gave the student a pre-test and post-test. The test was multiple choices by 20 questions. The researcher used the level of Reading comprehension: Level Literal & Inferential reading Comprehension which contained finding main ideas, finding factual infomation, identifying reference, finding meaning of vocabulary context,and making inferences by Narative Text (Sari, 2020).

From the analysis of the data, the researcher found that the mean of pretest in experimental class was 40 and the mean of post-test in experimental class was 8,78 and the mean of pre-test in control class was 39,1 and the mean of post-test in control class was 65,5 . Then, T- test was higher than T-table ($3,32 > 1.672$) at the level of significant was 5% with $df = 60 - 2 = 58$, it means that there was Effect of Pre-Questioning Teaching Technique to The Reading Comprehension of Grade Ten Students of Smk Swasta Gkpi 1 Pematang Siantar On A Narrative (Park, 2022). The previous researches that conducted by ana (2013), jayanto (2012), eli fitriana(2015), where in their researches, they concluded that the pre-questioning techique significantly affects the students' ability in reading comprehension on narrative text (Isba, 2020). This proves that pre-questioning teaching technique significantly affects the students' ability at SMK Swasta GKPI 1 Pematang Siantar in reading comprehension on narrative text.

CONCLUSION

Based on the result of the data, the researcher gain the conclusion that can be taken from the result that have been gotten by the students in their reading comprehension from the research entitle the Effect Of Pre-Questioning Teaching Technique To The Reading Comprehension Of Grade Ten Students Of Smk Swasta Gkpi 1 Pematang Siantar On A Narrative Text as follows. The result of this research show that thePre-Questioning Teaching Technique is able to give the positive effects and make the students are more active in doing the teaching learning process especially in comprehending the text. By applying the Pre-Questioning Teaching Technique, the students can understand the text, more confident to read the text and the students can come closer to themselves and to learn to trust their self. After the data have analyzed, the result of the data show that the effect of Pre-Questioning Teaching Technique is more significant than the effect of discussion techique to the Reading Comprehension Of Grade Ten Students Of Smk Swasta Gkpi 1

Pematang Siantar On A Narrative Text. The finding of this research indicates that the use of Pre-Questioning Teaching Technique is effective in to the Reading Comprehension Of Grade Ten Students Of Smk Swasta Gkpi 1 Pematang Siantar On A Narrative Text. This is proven by the students score in experimental class is higher than the score of the control class then In the statistical hypothesis, H_a will accepted and H_o will rejected if $t\text{-test} > t\text{-table}$. It is shown the independent sample t-test result is 1,672. The obtained value is higher than t-table at level significant 0.05%, therefore, the null hypothesis (H_0) of the research is rejected and the alternative hypothesis (H_a) is accepted. It is indirectly explain that the pre-questioning teaching technique is significant and positive to the learning process in the class especially reading comprehension on narrative text. Based on the research result and supported by some previous researches, it can be concluded that the use of pre-questioning teaching technique is very effective To The Reading Comprehension Of Grade Ten Students Of Smk Swasta Gkpi 1 Pematang Siantar On A Narrative Text.

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