

ABSTRACT

Reading is a complex skill to achieve since reasonably students expressed difficulties in this subject. The aims of this research are to find out whether there is significant difference on students' reading comprehension before and after the students were given pre-questioning and to investigate the effect of pre-questioning on EFL students reading comprehension.

Specifically, the purposes of this research are: (1) to find out EFL students reading comprehension before using pre-questioning technique, (2) to find out EFL students reading comprehension after using pre-questioning technique, and (3) to find out if there is any significant differences between EFL students reading comprehension before and after using pre-questioning technique.

This research used a quantitative approach with pre-experimental method. The sample of this research is the second grade students of SMP Al-Islam Bandung. The total number of population is 275 students and the research took sample from class VIII B with 27 students. The test included pre-test and post-test for data collection during the research process. The research was conducted in three steps: pre-test, treatments, and post-test. The statistical calculation result based on data analysis used t-test and N-Gain.

The result of data analysis shows that the mean score of students reading comprehension before using pre-questioning technique is 44,03, while the mean score of students reading comprehension after using pre-questioning technique is 70.41. The result calculation of t-test is t_{count} is equal to 3.31 and bigger than t_{table} which is equal to 1.3. Therefore, H_0 is rejected and it means that there is significant difference of students reading comprehension after using pre-questioning technique.

Based on the result, it can be concluded that the use of pre-questioning technique can improve students reading comprehension. Therefore, the use of pre-questioning technique can be reliable teaching technique in reading comprehension.