

CHAPTER 1

INTRODUCTION

A. BACKGROUND

Reading is one of the important skills in English Learning. By reading, the learners will get a lot of important information. Reading can also open the world and make the students get knowledge. The students should comprehend reading for certain purpose. However, it needs a practical and suitable method. When the people talk about reading, it might be automatically related to comprehending or understanding. The students who understand what they read can answer the questions about it to understand the main goal of reading. Reading is not an easy task because reading is activity to read the text that understanding and getting the information. Reading should get more attention because the students get difficulties in comprehending English text. Taringan and Tarigan (1986) said “reading is the key to the treasury. Knowledge stored in books should be explored and searched in reading activities”. From this statement, it means that with reading we can rich knowledge.

According Finochiaro and Bonomo (1973) reading plays important roles for student. First, to support their studies. Second, to get a lot of important information. Third, reading make the students get knowledge. Reading comprehension can be taught seriously since children in beginning level of education. Basically, teaching reading in school is to give student’s

knowledge and ability in order to mastery and comprehend literature content.

However, based on the researcher's experience during teaching practicum in SMP A-Islam Bandung, it was found that students at the eighth grade in SMP Al Islam Bandung have three reading problems. The first problem is students were lack of background knowledge about topic on the text given. The students did not know what they read and did not have general view of what text will tell about. Second, the students were lack of vocabulary about topic on the text that made them difficult in understanding the text, when they gave English text from their teacher, they found it hard to comprehend the text because they did not know meaning of word and felt lazy look up the word meanings in the dictionary. Third, the student felt complicated to read English word. The teacher gave teach reading with point toward of students in classroom to read English text, but the students read the text incorrectly. When it happened they felt bored and did not have spirit of learning English.

Related to this research, there are several research investigating the use of Pre-questioning technique. First research by Hodijah (2012) investigated about teaching reading using pre-questioning technique improved students' achievement in understanding reading text at the second grade students of SMPN 1 Cihampelas Kab. Bandung Barat. The second research by Rabiula, Suparman, Huzairin (2014). This research was conducted at the second grade of SMA Perintis 1 Bandar Lampung,

investigating about the students felt that pre-questioning gave them a lot of benefit. They could understand the text well. They were able to predict by using several questions before reading the text. They felt that pre-questioning was one of good technique.

Another previous research conducted by Dewi (2013). It is conducted at the second grade of SMPN 1 Seputih Banyak, reveals about pre-questioning effect on the students' ability in identifying main idea. The pre-questioning technique has best effect in helping students to find supporting detail because by pre questioning which help the students to get specific information. Besides pre-questioning activates on the prior knowledge, the students can predict what will be faced by them in reading text so they can find inference meaning from the text. Rosnaningsih (2017) conducted the research at SMPN 2 Pasar kemis at Jl. Bougenville Raya Bumi Indah Kec. Pasar kemis Kab. Tangerang, investigating about Pre-questioning Technique in teaching reading comprehension of narrative text was effective. It was proved by the obtained score of t-test and hypotheses testing. The effectiveness of this technique are due to several reasons. Firstly, pre-questioning greatly assist students in reading comprehension cognitive especially since students are challenged and feel aroused reading comprehension is highly complex information processing that involves the interaction between a reader and a text.

This study is different from the previous study. This study is aimed at finding out the difference EFL students' reading comprehension before

and after being taught by using pre-questioning technique. In addition to support the previous research finding, the researcher applies this technique in teaching reading in medium level of education that is junior high school. Therefore, the researcher decided to design a problem to be researched with the title: “THE EFFECT OF PRE-QUESTIONING ON EFL STUDENTS READING COMPREHENSION.”

B. RESEARCH QUESTIONS

From the description above, this study is intended to answer three following research questions:

1. What is EFL students’ reading comprehension before using pre-questioning technique?
2. What is EFL students’ reading comprehension after using pre-questioning technique?
3. Is there any significant difference between EFL students’ reading comprehension before and after being taught by using pre-questioning technique?

C. RESEARCH PURPOSES

Based on the background of research above, the study is intended:

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.
3. To find out whether there is any significant difference between EFL students' reading comprehension before and after being taught by using pre-questioning technique.

D. RESEARCH SIGNIFICANCES OF THE STUDY

This research gives several significances. *Theoretically*, the result of this study is the effects before pre-questioning and after pre-questioning on the students' reading comprehension achievement. *Practically*, this research is useful for a teacher to development of teaching learning process especially in reading, that pre-questioning can make the students' reading comprehension will be better.

E. RATIONALE

There are four skills in English which should be mastered, reading, speaking, listening and writing. According to Al-Khulli (1997) in Haq (2011) "reading is one of the four language skills constitutes as a process to obtain much information and get meaning from written materials". This implies that reading to give a chance of reader to know what the purpose is. Reading is strategies employed to encourage the reader to read with expectancy and anticipate the author's thoughts. In addition, Finochiaro and Bonomo (1973)

stated that reading is bringing meaning to and getting meaning from printed or written material.

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 if the readers are able to systematically and critically organizing the text. Afflerbach (2007) states that reading is a dynamic and complex process that involves skills, strategies and prior knowledge. That is to say, reading to require micro and macro skills to comprehend the text. Sometimes, the readers may find form of pre-questioning and it is important to them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text and develop their prior knowledge in order to comprehend the 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.

According to Dochy, Segers & Buehl (1999) pre-questioning is basically some questions which are provided before the students read the whole text, in order to build the reading schemata and prior knowledge of the students and also to rise their interest, and their cognitive aspect to predict what will face by them in the next whole text. The philosophy of pre questioning can effectively build the students' prior knowledge and

motivation before students read the text. Of course prior knowledge has a large influence on student performance, explaining up to 81% of the variance in posttest scores.

Henceforth pre-questioning helps students set their purpose for reading. Brown (2001) stated that pre questioning is defined implicitly as some questions which are provided before the students read the whole text in order to build the students' interest and motivation, also their cognitive factors and pre questioning is very useful to activate the prior knowledge, thus the students can predict what will be faced by them in reading text.

According to Brown (2001) pre questioning has some advantages; they are: 1) Pre questioning influences students' performance 2) Pre questioning builds students' interest and motivation, 3) Pre questioning activates students' prior knowledge therefore the students can predict what will be faced by them in reading text, 4) Pre questioning helps students to get specific information on the text. Based on the explanations above, the researcher expected pre questioning has effect on students' reading comprehension achievement.

According to Qolisoh (2015) there are five techniques to implement pre-questioning technique. The steps as follows:

1. Selecting the type of question and its level of difficulty. The selection of what type of question to ask depends on the objective of the lesson, the progress made, and the learning needs of the students.

2. Phrasing the question and delivering it. The question should be a brief and concise, and delivered with clear pronunciation. Pre-questioning is a question presents before the students read the whole of the text. So, here the question must be clearly because that is used to build knowledge before the students read the text.
3. The teacher gave the text for the students. In this research, the teacher focuses in descriptive text. So, all the text that is given by the teacher is descriptive text.
4. The teacher ask student by using pre-questioning technique. This question is given for the student before the student read the text. It has a function to build prior knowledge. Because this question will help the students to predict what will they have read.
5. Listening to the students response and providing feedback. The student may respond to the question in four major ways: a) correctly, b) incompletely, c) incorrectly, and d) by not responding at all. When the respond is correct or acceptable, the teacher may give praise elaborate on the respond, probe, or move on to another question.

F. HYPOTHESIS

According to Gay, Mills, Airasian (2009), “a hypothesis is a researcher’s prediction of the research findings, statement of the research expectations about the relation among the variables in the research topic”. Creswell (2008) states that “hypothesis statements in quantitative research in which the

investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics”. According to James V (2003), “The research or scientific hypothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation or the relationship between two or more variables”.

The hypotheses of this study can be mastered alternative and null hypotheses.

The hypotheses are, as follows:

1. H_0 accepted if $t_{\text{account}} < t_{\text{table}}$: it means there is no significant difference between EFL students’ reading comprehension before and after being taught by using pre-questioning.
2. H_a accepted if $t_{\text{account}} > t_{\text{table}}$: There is significant difference between EFL students’ reading comprehension before and after being taught by using pre-questioning.

G. PREVIOUS STUDIES

To strengthen this research, the researcher provides five previous studies related to this research. Rabiula (2014) stated in this previous study that this pre-questioning technique can stimulate and activate students’ schemata which can help them to understand content of the text and predict the answer of questions by using several questions before reading the text. The research conducted focused on the effect of pre-questioning technique on students’ reading ability at the eleventh grade of SMAN 1 Perintis Bandar Lampung in academic year 2013/2014. For data collection instrument,

reading tests (pre-test and post-test), questionnaire, and observation were administered. To found that there was significant difference in students' reading achievement before and after being taught through pre-questioning technique. The data showed that the increase between pre-test and post-test is 1.08. Hodijah (2012) and Chaerunnisa (2014) interested in finding out the effects of treatment before and after pre-questioning on students reading comprehension and concluded that the pre-questioning consists of some questions provide before the students read the whole text. It tends to build the students interest, motivation, easy to understand, and comprehend the content of the text.

Another previous research conducted by Dewi (2013) who investigated the effect of using pre-questioning on students' reading comprehension achievement of the second grade of SMPN 1 Seputih Banyak was intended to find out whether there is significant difference on students' reading achievement before and after giving pre questioning and to investigate what problems were faced by the students in reading comprehension and pre questioning. Experimental class was chosen to get treatments of giving pre questioning. In this quantitative research, experimental design; *one group pre-test and post-test design* was applied. The result of this research showed of reliability test shown that that the data collecting instrument in this research was reliable since the the reliability of half test (r_{xy}) was 0.949 and the reliability of the whole test (r_k) is 0.974. It can be concluded that the students who were taught by using pre-questioning have a better achievement

in reading proficiency than those who were not. Rosnaningsih (2017) in her previous study pre-questioning greatly assist students in reading comprehension cognitive especially since students are challenged and feel aroused reading comprehension is highly complex information processing that involves the interaction between a reader and a text.

This study is different from the previous study. This study is aimed at finding out the difference of EFL students' reading comprehension before and after being taught by using pre-questioning technique on the students reading comprehension at junior high school students. By using pre-questioning, the researcher tended to find out whether the same result will be achieved in this research or not. In addition to support the previous research finding, the researcher applies this technique in teaching reading in another level of educations, that is junior high school.

