

Reading Comprehension Using Pre-Questioning in Personal Recount Text

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Abstract

The objective of research was to find out the students' achievement in reading comprehension through pre-questioning in personal recount text at the tenth-grade students of SMA Negeri 3 Watampone. The scope of the study focused to enhance the students' achievement in literal reading (main idea, detail information and following instruction) and the students' achievement in interpretative comprehension (drawing conclusion). This research method was Classroom Action Research (CAR) that contains of four stages they are: planning, action, observation, and reflection. This research was conducted at SMA Negeri 3 Watampone for English subject. As subject in this research was the tenth grade for 2020-2021 academic years. Based on the research findings, the pre questioning in personal recount text in improve the students' achievement. The findings indicate that the mean score of tests in Cycle II is greater than the mean score of tests for Cycle I ($67.75 > 51.31$). Therefore the use of pre questioning in personal recount text can improve the students' literal and interpretative comprehension at the tenth grade students of SMA Negeri 3 Watampone (31.40% from Cycle I to Cycle II).

Keywords: pre-questioning; reading comprehension; recount text

INTRODUCTION

English is taken into account as compulsory subject taught from grade school up to college. There are four skills that ought to be taught to the scholars at college, they're listening, speaking, reading, and writing. One of the skills that can't be neglected is reading skill. Reading skill becomes vital within the education field for it's very essential in learning English so as to urge the knowledge from the written English. Reading is that the most emphasized in English teaching and learning process. Thus, reading isn't passive but rather inactive process, involving the reader in continuing interaction with the text. In reading activity, the reader should interpret the meaning of the transcription. Reading is one among the important aspects in learning English, which is applied in elementary levels until university levels of education. Reading may be a vital for the learners, once they are undergoing their education. Therefore, reading can't be considered as isolate subject in our study, both of language and learning other disciplines. Harmer (2007) states that reading is beneficial for other purposes, any exposure to English (provided students know it more or less) may be a good thing for language students.

At the very least, a number of the language sticks in their minds as a part of these processes of language acquisition, and, if the reading text is particularly interesting and interesting, acquisition is probably going to be even more successful. However, the power of scholars within the school in comprehending a reading text, as a matter of fact remains far away from the objectives stated within the curriculum. Many schools' students have difficulties in comprehending English text. The researcher assumed that this happened because the scholars were unable to spot the most ideas, the precise information, and therefore the inference of every paragraph of the text. It means in reading the scholars needed to activate their background so as to form them comprehend the text easier.

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 when the readers are able to organize the text.

Sometimes, they may find form of pre- questioning and it is important for 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. 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. Pre-Questioning is some questions which are provided before the students read the whole text, in order to build the reading schemata and background knowledge of the students and also to rise their interest, and their cognitive aspect to predict what will faced by them in the next whole text.

Pre-questioning is one of pre- reading activities in which it can make the students interest with the text and the reading activity. Pre-questioning activities can give students necessary background knowledge and vocabulary before reading, motivate them by allowing them to connect text to their own lives and help them prioritize which aspects of the reading are main ideas and which are minor details. It can improve student comprehension and interest which help students to understand the key concepts in the reading. The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). Using pre-questioning in teaching recount text can make the students 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.

To understand the text in reading, the readers should be ready to handle a part of the text, because it's easy to realize the comprehension in reading when the readers are ready to organize the text. Sometimes, they'll find a sort of pre-questioning and it's important for them to grasp a reading text by having knowledge generally view of the text. the utilization of pre-questioning is extremely useful in teaching. Pre-questioning itself can build the students' interest and motivation before students read the full text. Brown (2001) explained about display questions schema theory and students' background explanation. He also defined pre- questioning implicitly as some questions which are provided before the scholars read the full text, so as to create the students' interest and motivation, also their cognitive factors and pre-questioning is extremely useful to activate the schemata, thus the scholars can predict what is going to be faced by them within the reading text.

RESEARCH METHODOLOGY

This research method was Classroom Action Research (CAR) that contains of four stages they are: planning, implementation of action, observation, and reflection. This research was held two cycles, they are first and second cycle and each cycle is the series of activities which have close relation. Whereas, the realization of the second cycle is continued and repaired from the first cycle.

In this Classroom Action Research (CAR), the observer used the CAR principle to collect the data. The research is divided into two cycles with each cycle consists of four phases.

In this research procedure was divided into two cycles:

Cycle I

The first cycle in this classroom action research consists of planning, action, observation and reflection as follows:

1. Planning
 - a. The teacher analyzed syllabus to know basic competency to be conveyed to student by using Pre-questioning strategy.
 - b. The teacher made lesson planning of Pre-questioning Strategy, and also made instrument evaluation.
 - c. The teacher prepared observation sheets.
 - d. The teacher prepared teaching instrument.
 - e. The teacher prepared for the test
2. Action

In this activity was learning process, it based on the Pre-questioning Strategy in learning

English especially in reading comprehension through Pre-questioning Strategy. After give pre-action, the students were given English materials by using Pre-questioning strategy.

3. Observation
 - a. The teacher Identified and made note all the problem that was needed when teaching and learning process based on observation paper that had been arranged.
 - b. The teacher evaluated the evaluation which use the result of the study to know how far they have improvement.
 - c. Gave the students' chance for giving suggestion in action research.
4. Reflection

After finishing the process, the teacher rechecked the result of the evaluation and observation whether the teaching and learning process of reading through pre questioning in personal recount text was good to implement in teaching and learning process at the tenth- grade students of SMA Negeri 3 Watampone.

Cycle II

In this cycle conducted four times meeting included one time for test in cycle II. The main activities were:

1. Planning

The way that had been done:

 - a. The teacher continued the activities that have been done in the first cycle.
 - b. The teacher improved the weakness in the first cycle.
 - c. The teacher made planning again in the scenario earning process from the result of reflection in cycle I.
 - d. The teacher repaired the action from cycle I.
2. Action; In this activity was scenario learning process, it based on the Pre-questioning strategy in learning English especially in reading comprehension through Pre-questioning strategy. After give pre-action, the students were given English materials by using Pre- questioning strategy.
3. Observation; Observation was done at the Cycle II (second cycle) almost same as the observation at Cycle I (first cycle)
4. Reflection; To achieve result of the observation that has been collected and analyzed. From the result of the research, the researcher makes conclusion that Pre-questioning strategy can improve the students' reading comprehension.

In this study, the instruments of the study were reading test and observation sheet. Reading test was used at the end of every cycle by using criteria of reading test to measure students' reading comprehension while observation was used to measure the students' participation during the teaching and learning process by using pre-questioning strategy. Observation gave to find out the students' participation during the teaching and learning process. Also, note taking was to find out the students' strong, weakness, active, motivation and interest. And test was to find out the students' improvement reading comprehension by using pre-questioning strategy in teaching reading in the classroom.

FINDINGS AND DISCUSSION

FINDINGS

The results of the findings indicate that teaching reading comprehension through pre questioning in personal recount text can improve the students' achievement in Literal comprehension and also can improve the students' achievement in Interpretive comprehension. Further interpretations of the data analysis are given below:

1. The Improvement of the Students' Achievement in Literal Reading Comprehension

The improvement of the students' literal in reading comprehension, which has focused on detail information, main idea and following instruction as indicators of literal reading comprehension in SMA Negeri 3 Watampone. as result of the students' assessment of cycle I and cycle II, is described as follows:

Table 1 The Improvement of the Students' Achievement in Literal Reading Comprehension

Indicators	Scores (%)			Improvement (%)		
	D-test	Cycle I	Cycle II	DT →	CI →	CII →
Detail Information	40.13	50	69.07	24.59	38.14	72.11
Main idea	40.78	53.94	65.78	32.27	21.95	61.30
Following Instruction	40.78	50	68.42	22.60	36.84	67.77
$\sum x$	121.69	153.94	203.27	79.46	96.93	201.18
\bar{x}	40.56	51.31	67.75	26.48	32.31	67.06

The table above shows at the tenth-grade students of SMA Negeri 3 Watampone. improves their reading Literal from D-test to cycle I and cycle II in which cycle II is the greatest of all. About the mean score of Literal in cycle II is 67.75. Then in cycle I is 51.31 and D-test where the students get 40.56. It indicates that the improvement of the students' reading literal is 26.48 in D-test to Cycle I, the improvement in Cycle I to Cycle II is 32.31, and the improvement in D-test to Cycle II is 67.06. The data above indicates that the use of pre questioning in personal recount text improves students' reading Literal significantly.

Table 2 The Improvement of the Students' Achievement in Interpretative Reading Comprehension

Indicators	Scores (%)			Improvement (%)		
	D-test	Cycle I	Cycle II	DT →	CI →	CII →
Drawing Conclusion	39.47	51.31	67.10	29.99	30.77	70.00

The table above shows the use of pre questioning in personal recount text improves the students' reading Interpretative from D-test to Cycle I and Cycle II in which Cycle II is the greatest of all. About the mean score of Interpretative in Cycle II is 67.10. Then Cycle I 51.31 is greater than D-test, where the students get 39.47. It indicates the improvement of the students' reading Interpretative is 29.99 in D-test to Cycle I, the improvement in Cycle I to Cycle II is 31.77, and the improvement in D-test to Cycle II is 70.00. The data above indicates the Strategy improves students' reading Interpretative significantly.

Table 3 The Improvement of the Students' Reading Comprehension

Variables	Score (%)		Improvement (%)						
	D-Test	Cycle I	Cycle II	DT	C I	CI	CII	DT	C II
Literal	40.56	51.31	67.75	26.50			32.04		67.03
Interpretative	39.47	51.31	67.10	29.99			30.77		70.00
Σx	80.03	102.62	135.85	56.49			62.81		137.03
\bar{x}	40.01	51.31	67.42	28.24			31.40		68.51

The table above shows the students' reading comprehension improves from D-test to Cycle I and Cycle II. In which, Cycle II is the greatest of all. The mean score of students' reading comprehension in Cycle II is 67.42. Then, the mean score of the students in Cycle I is 51.31 and the students get 40.01 in D test. It indicates the improvement of the reading comprehension in D-test to Cycle I is 28.24. The improvement from Cycle I to Cycle II is 31.40, and the improvement from D-test to cycle II is 68.51. It indicates the students' reading comprehension improves significantly by using pre questioning in personal recount text.

2. The Improvement of Students' Activeness in the Process of Teaching and Learning

The result of observation of the students' activeness in teaching and learning through using pre questioning in personal recount text in improving the students' reading comprehension at the tenth-grade students of SMA Negeri 3 Watampone, which is conducted in two cycles during 8 meeting is taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 4 The Observation Result of the Students' Activeness in Teaching and Learning Process

Cycles	Meetings	Percentages	Averages
I	I	46.05%	59.28%
	II	51.38%	
	III	66.17%	
	IV	73.52%	
II	I	73.68%	78.28%
	II	76.31%	
	III	78.94%	
	IV	84.21%	

The table above shows the average of the students' activeness in teaching and learning process in each cycle through observation sheet by observer. The percentages of the Cycle I from the

first meeting to the fourth meeting are 46.05%, 51.38%, 66.17%, and 73.52%. Moreover, the percentage of the Cycle II from the first meeting to the fourth meeting are 73.68%, 76.31%, 78.94%, and 84.21%. In addition, the average score in every cycle, in Cycle I is 59.28% and in Cycle II is 78.28%. As the result, the improvement of the students' activity is 22.35%.

DISCUSSION

The students' improvement in Literal reading comprehension by using pre questioning in personal recount text. The description of data analysis through the test as explained in previous finding section shows that the improvement of students' Literal reading comprehension by using pre questioning in personal recount text was improve significantly. It was supported by result of the test value in Cycle II was greater than test value of Cycle I.

In applying pre questioning in personal recount text in learning process in the class, the researcher found that the mean score of tests in Cycle II of students' speaking Literal reading comprehension was greater than the test in Cycle I. In table 1 shows that in test of Cycle I, the students got 51.31% and after repairing the action in Cycle II, the students got 67.75%. Therefore, the researcher indicates that there was significant improvement of students' Literal reading comprehension by using pre questioning in personal recount text.

The students' improvement in Interpretative reading comprehension by using pre questioning in personal recount text. From the data analysis in the previous findings, the researcher found that the mean score of tests in Cycle II of students' improvement in Interpretative reading comprehension was greater than test in Cycle I. In table 2 shows that in test of Cycle I the students got 51.31%, after repairing the action in Cycle II the students got 67.10%. Therefore, the researcher indicates that there was significant improvement of students' Interpretative reading comprehension by using pre questioning in personal recount text.

The observation result of the students' participation in learning reading was improved significantly. Based on the data analysis as result of observation sheet of students' participation in learning process in previous findings shows that the participation of students from the first meeting until fourth meetings were 46.05%, 51.38%, 66.17%, and 73.52% with mean score of four meetings in Cycle I was 59.28%. Percentage of the first meeting until fourth meeting in the Cycle II was 73.68%, 76.31%, 78.94% and 84.21% with the mean score 78.28%.

The implementation of pre questioning in personal recount text in improving the students' reading comprehension has been done at the tenth-grade students of SMA Negeri 3 Watampone. It follows the principle working of Classroom Action Research that has been conducted in two cycles; each cycle consists of four meetings. Before implementing this strategy, the researcher observes many aspects, they observed to assess the implementation of pre questioning in personal recount text, such as: students' attitude, students' model and students' understanding and then diagnostic test is given to the students to measure their students' ability to comprehend literal and interpretative that focuses on Detail information, main idea and following instruction as indicators of literal reading comprehension, conclusion as indicator of interpretative reading comprehension.

In every meeting, the teacher selects narrative texts, distributes them and asks to read the passages. Before the students read the text, the teacher asks them to look at the title and imagine what the content of the text is. And then, the students are asked to examine what is the story about. Next, the teacher asks the students to look for important words and form clues what is the story might be, as well as the students are asked to look for hard words and find their meaning. The last, the teacher asks the students to determine the setting of the text, such as: plot, time, place, etc.

In teaching and learning process with the implementation of pre questioning in personal recount text, the students are interested to join in learning process. It can be seen by the students' activeness during teaching learning process. They are active in asking about the material during learning process and the students' achievement in reading comprehension is improved after implementing pre questioning in personal recount text.

The responds of the students about this strategy considering explanation above, it's concluded that the use of pre questioning in personal recount text in learning especially in reading comprehension is useful. They are not feeling bored in learning process through this strategy and excited in answering the questions. They admit this strategy is enjoyable because they can share the

opinion with each other.

CONCLUSION AND SUGGESTION CONCLUSION,

Based on the research results, the following conclusions as follow; the use of pre questioning in personal recount text in presenting the reading comprehension material at the tenth-grade students of SMA Negeri 3 Watampone. improves the students' achievement. The findings indicate that the mean score of test in Cycle II is greater than the mean score of test for Cycle I (67.75 > 51.31). Pre questioning in personal recount text can improve the students' literal and interpretative comprehension at the tenth-grade students of SMA Negeri 3 Watampone. (31.40% from Cycle I to Cycle II). The implementation of pre questioning in personal recount text is very useful because the students have a good interest, participation, response and understanding. There is a significant improvement of students' literal reading comprehension, interpretative reading comprehension and participation of students in learning process.

SUGGESTION

In the conclusion above, the writer addresses the following suggestions; it is suggested that the teachers, especially those who teach English at the senior high school, use the pre questioning in personal recount text as one alternative among other teaching methods that can be used in teaching reading comprehension. The English teachers use the pre questioning in personal recount text in presenting the reading comprehension materials, because it is effective to improve the students' capability. For the teachers, they can attempt to call up all the abilities to increase study process quality as their tasks and responsibilities by doing or using Classroom Action Research in many classes. And for next researchers, they use this reading strategy in other kinds of reading text.

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