THE EFFECT OF PRE-QUESTIONING AND SKIMMING TECHNIQUES ON STUDENTS’ READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT

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Abstract
In teaching and learning reading in English, the comprehension towards the material is the main goal. The reality shows that the majority of the students encounter many problems in comprehending English texts. This research aims to figure out the effectiveness of pre-questioning and skimming techniques on students’ reading comprehension achievement on narrative text. The research was conducted quantitatively with quasi experimental as the design for the research. The samples were two classes with each class consist of 20 students, the Twelfth Grade Students of Senior High School Darussalam Sengkubang, Kalimantan Barat, and Indonesia. The writer used t-test to analyze the data. The writer put side by side the scores between the divided two classes, experimental class and control class. Based on the calculation, it was found that $t_{count}$ value is 2.1253 and $t_{table}$ value is 1.99947. The result of the data showed that the score of the experimental group was 76 and the control group was 72. The findings indicated that that Pre-questioning technique and Skimming techniques gave positive effect on students’ reading comprehension achievement. Base on this research, the teachers can use pre-questioning and skimming techniques when they teach because it was effectively to use when teaching on students’ reading comprehension.

Keywords: effect, pre-questioning technique, skimming technique, reading comprehension achievement, narrative

INTRODUCTION
There are various reasons for people to read, for instance, for pleasure, to get specific information, or just to get a general understanding of a reading passage. Various strategies are introduced by experts, researchers and teaching practitioners to assist students with their reading. Numerous experimental research revealed several advantages of pre-questioning technique, for instances, students are able to predict the content of the text prior to reading the text as a whole, assist students to acquire a better understanding during reading activities, assist students to be more active and think critically, assist learners to be able to grasp the gist of the text, enhance students’ reading comprehension, and increase their curiosity and motivation prior to read the full story in the text. (Utami 2017). The second technique is skimming. Beale (2013, p.2) stated that skimming highlight the focusing on the general or main idea of a text. Skimming is used when a person is not interested in total comprehension and details, instead trying to locate essential points and major details. This strategy is suitable for students when they face
examination especially in national examination with a very limited of time when students don’t have enough time to read the whole texts.

Therefore, Darussalam Sengkubang Islamic Boarding School develops education to the formal education sector among which Madrasah Aliyah (MA) is the same as senior high school. MA Darussalam Sengkubang curriculum is K13. By the end of curriculum year of 2019-2020 UN (Ujian Nasional/National Examination) of MA or SMA had been used to regulate the language competence of the MA or SMA students. The reason why this research was conducted in the above school was because the school is both the administrators of national exam and madrasah exam.

Although a number of researches have reported the advantages of the two techniques, there is no research yet to be found when it comes to the combination of the two techniques, pre-questioning and skimming. Therefore, this study will contribute to this area of research that combines the two techniques. Pre-questioning will be applied before the text is given and skimming is during the reading text is given. In line with the explanation above, this research is aimed at uncovering whether the teaching of using pre-questioning and skimming techniques is effective on students’ reading comprehension achievement. The researcher combines those two techniques to improve students’ reading comprehension achievement and to affect on students’ reading comprehension achievement due to the low score of students Twelfth Grade of MA Darussalam Sengkubang in reading comprehension of narrative text.

RESEARCH METHOD

This study employed quasi-experimental design in which this design the control group is not randomized selected (Ary, Jacobs & Sorensen, 2010, p. 316). Due to schools’ schedules that cannot be disrupted, the researcher adopts this design.

The research was conducted in a quantitative research method. Quasi-experimental design applies the pre-test and post-test in the enactment of the experimental group and control group. The research involved two different classes; in the experimental group, the researcher used pre-questioning and skimming techniques as a strategy in teaching reading of narrative text, and in the control group, researcher did not use pre-questioning and skimming techniques in teaching reading of narrative text. Unlike the experimental group that attained treatment, control group received none. (Mitchell & Jolly, 2010, p.336)

<p>| Table 1 Criteria of the Students’ Mean Score |</p>
<table>
<thead>
<tr>
<th>Sample</th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
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<tbody>
<tr>
<td>Experimental Group (EG)</td>
<td>O1</td>
<td>XE</td>
<td>O2</td>
</tr>
<tr>
<td>Control Group (CG)</td>
<td>O1</td>
<td>-</td>
<td>O2</td>
</tr>
</tbody>
</table>

Legends:
O1 : Pre-test for EG
O2 : Post-test for CG
The treatment of experimental group by using Pre-Questioning and Skimming Techniques

The population of the study is the twelfth grade students of MA Darussalam Sengkubang. There are two classes and each class consists of 20 students. Thus, the total of the population is forty students. The researcher gave the pre-test to both of classes. The result of the pre-test was taken into consideration in dividing which students should belong to the experimental class or the control group.

The instrument in this research is the reading text of Narrative and the question were taken from Ujian Nasional from 2012/2013 – 2017/2018 and documentation. The instrument of the quantitative research was a reading comprehension test. The researcher administered a pre-test, treatments, and a post-test. The pre-test and post test that the researcher administered were the same but the numbers of the test were rearranged. The writer uses t-test to analyze the data. The writer evaluates the scores between the experimental group and control group using normality test and homogeneity test.

RESULT AND DISCUSSION

The data analysis result from pre-test in experimental class and control class demonstrates that the lowest value in the experimental class was 20, while the control class was at 12. The highest value was in the experimental class and control class at the 40. The average value was obtained by experimental class for 42.6 students; students who scored above the average were more than half of students at 55% while students who scored below average were nearly half of the students at 45%. In the control group, the average values are obtained at 42.7, students who scored above the average were close to half of the students at 47.5%, students who scored below the average were more than half of the students at 52.5%.

The data analysis results from post-test in experimental class and control class reveals that the lowest value in the experimental class was 44, while the control class was 40. The highest value in the experimental class was 76 and control class at the 72. The average value obtained by experimental for 63.90, student who scored above average were 50%, and students who scored below the average were at the same number of percentage at 50%. In the control group, the average values was obtained at 58.1, students who scored above the average were as many as 45% while students who scored below the average were 54%. It indicates that student learning outcomes in both classes have improved.

Data Analysis of Testing Requirement with normality test was performed on two sets of data. The first one is data value of the experimental group post-test and the second is control group post-test. To test the normality of the data, formula Kai Square Test (Chi square test) was used. Test results obtained show that in reception data $H_0$, namely $t_{count} > t_{table}$. The average value of experimental group is 63.90 and control group is 58.1. The results of hypothesis testing using t-test obtained $t_{count} > t_{table}$, namely $t_{count}$ value is 2.1253. $t_{table}$ value at 95% significance level ($\alpha = 0.05$) $t_{table}$ value is 1.99947. To put it briefly, pre-questioning and skimming techniques had influent upon students reading comprehension achievement once the two techniques were applied.
By means of the two techniques, the experiment class outperforms the control class in reference to the maximum score, minimum score, average score and standard deviation between experiment class and control class. The maximum score in the experimental class revealed significant difference from 40 in the pre-test increase to 76 in the post-test. It supported pre-questioning activity can be a key to building better comprehension for a text assuming that the way in which background is activated is effective. (Grabe, 2009, p.211). Meanwhile, The maximum score in control class is 40 on the pre-test and increase to 72 in the post-test. Then, the minimum score for experiment class is 20 in the pre test and change to 44 in the post-test. In control class, the minimum score is 12 in the pre test and change to 40 in the post-test. For the average in both of experiment and control class is different. The average in experiment class on the pre-test is 29.1 and change to 63.9 in the post-test. For control class, the average in the pre-test is 28.75 and 58.1 in the post-test. The standard deviation in experiment class is 5.78 on the pre-test and on the post-test it is 9.31. The standard deviation for control class in the pre-test is 6.97 and change 7.88 in the post-test.

<table>
<thead>
<tr>
<th>Table 2 Summary of pre-test and post-test</th>
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<tbody>
<tr>
<td>Data</td>
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<td>Score Max</td>
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In summary, when it comes to reading achievement, the experiment class surpasses the control class in which it was demonstrated through the maximum score from after and prior the test. Furthermore, the average and the standard deviation revealed significance difference from both of the classes. The experiment class outperforms the control class. The finding of this study confirmed the previous study conducted by Marliasari (2017). Her study reported that skimming technique is proven to be effective in enhancing students reading comprehension especially in narrative text. It is evident from the preceding finding that experiment class is able to comprehend the materials one step ahead in comparison with the control class that in the experiment class, it is more spread than control class in comprehension degree of the materials.

**CONCLUSION AND SUGGESTION**

The findings demonstrate that the value is 2.5213. T value at 05% significance level (α=0.05) value is 1.99947. Test results acquired indicate that in the reception area $t_{count} H_a$ namely $t_{count} > t_{table}$. Thus $H_0$ rejected and $H_a$ is accepted, the result revealed that there is an impact on the use of pre-questioning and skimming techniques on the reading comprehension achievement. This result demonstrated that there is significance difference on the students’ achievement
using pre-questioning and skimming technique. Thus, the use of pre-questioning and skimming in teaching reading are able to affect the students’ reading comprehension achievement in term of narrative text.

The teacher who intends to teach reading comprehension through pre-questioning and skimming techniques should consider the level of difficulty in term of materials, the teacher must give attention the vocabulary more and choose the reading text that is familiar with the students in order to make the students can easily answer the question in the reading a text.

The writer considers that this study can be improved and modified by further researches whether it is in the same area or in different aspects that are closely related to the research topic in this study. Furthermore, other researchers can conduct these techniques on different level of student and for the text such as descriptive, recount, explanation, etc.

REFERENCES


