

PRE-QUESTIONING TECHNIQUE TO TEACH READING COMPREHENSION FOR VOCATIONAL SCHOOL LEVEL

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Abstrak

Di Indonesia, bahasa Inggris dianggap sebagai bahasa asing pertama. Ada empat macam keterampilan dalam bahasa Inggris yang harus dikuasai oleh murid-murid yang belajar bahasa Inggris, yaitu : mendengarkan, membaca, dan menulis. Diantara keempat keterampilan berbahasa Inggris, keterampilan membaca dianggap sebagai salah satu hal yang paling penting dalam pembelajaran bahasa. Keterampilan membaca menjadi satu bagian dalam keterampilan berbahasa yang harus dikuasai oleh pelajar karena keterampilan membaca mempunyai sebuah peranan penting dalam bidang pendidikan. Membaca merupakan sebuah jembatan bagi murid-murid untuk mendapatkan informasi yang diperlukan di bidang pendidikan, seperti mentransfer informasi dan ilmu dari buku-buku paket atau panduan. Mengingat pentingnya keterampilan membaca untuk murid-murid, kreatifitas guru dibutuhkan dalam pemilihan teknik pembelajaran untuk pelajaran reading. Hal ini merupakan peranan guru untuk dapat menciptakan lingkungan kelas yang menyenangkan dan membangun minat dan motivasi murid-murid dalam pelajaran membaca dalam bahasa Inggris. Dalam pembelajaran membaca dalam bahasa Inggris, hal yang paling penting adalah pemahaman murid-murid terhadap teks bacaan untuk dapat menangkap makna/maksud penulis. Untuk dapat memahami sebuah teks bacaan, sebuah teknik yang tepat untuk mengajar reading sangatlah penting. Sehingga, seorang guru bahasa Inggris harus kreatif dalam memilih teknik pengajaran reading yang tepat. Salah satu teknik alternatif yang digunakan untuk menngajar reading adalah pre-questioning technique. Pre-questioning technique di definisikan sebagai beberapa pertanyaan yang akan diberikan pada murid-murid sebelum kegiatan pembelajaran bahasa Inggris, sebelum murid-murid membaca seluruh teks bacaan, untuk membangun minat dan motivasi murid-murid. Dengan memberikan beberapa pertanyaan sehubungan dengan topik bacaan yang akan diberikan, diharapkan dapat membantu murid-murid untuk dapat memahami bacaan lebih baik karena sebelum mereka diminta untuk membaca teks, mereka dapat menebak atau memprediksi isi dari teks bacaan melalui beberapa pertanyaan yang berhubungan dengan topik yang diberikan pada mereka sebelum mereka membaca teks bacaan. Dalam studi ini, peneliti mencoba untuk meneliti penerapan teknik pre-questioning pada kelas bahasa Inggris kelas Sekolah Menengah Kejuruan, Akuntansi, dan bagaimana untuk mengetahui bagaimana kemampuan murid-murid setelah penerapan teknik pre-questioning. Dalam studi ini, peneliti menggunakan metode penelitian deskriptif kuantitatif dengan non partisipasi peneliti. Dalam melaksanakan penelitian ini,

Abstract

In Indonesia, english is considered as the first foreign language. There are four skills that should be mastered by the English learners, they are: listening, speaking, reading, and writing. Among those four skills, reading is one of the most important skills in learning language. Reading skill becomes a part of language skill that the students have to master since reading skill has an important role in education field. Reading is a bridge for the students to get the information needed in their education field, such as transferring information and knowledge from textbooks. Considering the importance of reading for the students, teacher's creativity is needed to select the appropriate technique in teaching reading comprehension. It is the teacher's role to create enjoyable classroom environment and build up students' interest and motivation in learning reading. In learning reading, the most important point is students' comprehension toward the text in order to get the author's messages. In order to comprehend a text, an appropriate technique to teach reading is important. So that, an English teacher should be creative in selecting the technique to teach reading. One of the alternative techniques used to teach reading is pre-questioning technique. Pre-questioning technique is defined as some questions provided before the students read the whole text, in order to build the students' interest and motivation. By giving some questions related to the theme of the text given, it is expected to help the students comprehend the text better since before they are asked to read the text, they can predict the content of the text through some related questions given before they read the text. In this study, the researcher tries to observe how is the implementation of pre-questioning technique to the English class of vocational school level, and how is the students' ability after the implementation of pre-questioning technique. In this study, the researcher uses descriptive quantitative research with non-participant researcher. In conducting this study, the researcher collected the data by observing both the teacher and the students' activities during the implementation of pre-questioning technique. The subjects of this study are the

English teacher and the first grade students of accounting class of SMK Pawiyatan Surabaya. The result of this study showed that by applying the Implementation of pre-questioning technique, the students can understand the text well. To know the students' ability after the implementation of pre-questioning technique, the teacher used exercises in form of short-answer questions or W-H questions and True or False completion. The result of the students' achievement are analyzed based on Heaton's way and show "Good" classification. From this result showed, finally the researcher can conclude that the implementation of pre-questioning technique to teach reading comprehension is successful.

Key words: *pre-questioning, technique, teaching reading, reading comprehension*

INTRODUCTION

Mastering English as a foreign language in this modern era is a crucial need since language has an important role as a means of communication among others. In Indonesia, English is a foreign language which is taught at schools. It is not only given as compulsory subject which is examined in the national final examination (UNAS), but it is also given to prepare students facing the global era for now and their future life.

English is used as a means of communication both oral and written. Here, to communicate means to comprehend and convey information, thought and feeling by using English. Language is expected to help students knowing themselves and others. English as a foreign language is needed not only in academic field but also in the development of science and technology, many work fields and life activities, such as in the process of getting knowledge, transferring information from the textbooks and mass media (newspaper, magazine, radio, TV and internet).

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Among those four skills, reading is one of the most important skills in learning language. Reading skill becomes a part of language skill that the students have to master since reading skill has an important role in education field. Reading is a bridge for the students to get the information needed in their education field, such as transferring information and knowledge from textbook. Moreover, when the students study in the university, they will find more textbooks which are written in English that should be understood in order to get clear definition of what the textbooks mean. Therefore, the students should have ability in reading comprehension. According to Stanovich in Iwai (2010), reading comprehension refers to constructing the meaning of the oral message. Moreover, Iwai (2010) says that comprehension involves the ability of understanding the intended message of a text. Reading comprehension is based on using the appropriate meaning-making processes from the printed messages. Reading comprehension involves the passage, the reader, and the context.

Considering that having ability in reading comprehension for the students is crucially needed, teacher's creativity to select the appropriate technique in teaching reading is important. It is the teacher's role to create enjoyable classroom environment and build students' interest and motivation in learning reading. So that, students' boredom during the teaching-learning process can be avoided. In achieving this goal, teachers have to leave the traditional way in teaching reading, that is by asking the students to answer the questions based on the text. This is not a good way in teaching comprehension since it will arise a boredom for the students. Besides, it does not guarantee that they get the point of what the text is about.

Discussing about the appropriate technique which is important to attract students' interest in learning reading, pre-questioning is supposed to be an appropriate technique to teach reading comprehension. Pre-questioning includes some questions related to the text given by the teacher to the students before they read the whole text. The questions provided will help students to build a knowledge and a view of what the text is going to discuss about. Brown (2001) defined pre-questioning implicitly as some questions are provided before the students read the whole text, in order to build the students' interest and motivation. Furthermore, their cognitive factors and pre-questioning are very useful to activate the schemata. Thus the students can predict what will be faced by them in the reading text.

According to Harmer (1985:153), there are some kinds of pre-questioning, they are; pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and pre-questioning before reading for detail comprehension. In this study, the researcher only concerns on the two kinds of pre-questioning, they are; pre-questioning before reading for general comprehension and pre-questioning before reading to confirm expectations. In pre-questioning before reading for general comprehension, pre-questioning is used to build up the student's prior knowledge. While in Pre-questioning before reading to confirm expectations, pre-questioning is used as a tool to motivate students on the lead-in stage (where students are

encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose of reading.

In this study the researcher describes how is the implementation of pre-questioning technique to teach reading comprehension to the first grade students of accounting class in vocational school level. This study is expected to make the teacher knows that the implementation of pre-questioning technique can help the students comprehend the text better.

Since the students of Vocational School use different English program with the students of Senior High School, the material which is given to the students of Vocational School is different with the students of Senior High School. It is related to ESP (English for Specific Purpose) which is designed for students of Vocational School. English for specific purposes (ESP) teaching involves teaching English with particular attention to a certain area, for example, business, tourism, medicine, the law or engineering. ESP teachers tend to have some general English as a foreign language (EFL) teaching experience first.

According to Dudley-Evans (2001) the term "specific" in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts.

According to Dudley-Evans (2001) the absolute characteristics of ESP are:

- ESP is designed to meet the specific needs of the learners.
- ESP makes use of the underlying methodology and activities of the specialism it serves.
- It is centred not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities.

From the point above in can be concluded that in applying ESP for students of Vocational School, the English material which is given to them should be in relevance to their field and their needs. The materials and knowledge given, in this case is English, are also related to the work fields since the vocational school students' are prepared to work after graduate from their study. By

applying ESP program for vocational school students, it is expected that they will be ready to work after graduate from their study.

METHOD

The aim of this study is to describe how is the implementation of pre-questioning technique to teach reading comprehension. The subjects of the study were the first grade English teacher and the first grade students of vocational school in class of Accounting 3, SMK Pawiyatan Surabaya. In conducting this study, the researcher used descriptive quantitative research method. After stating the two statement of the problems the researcher collected the data are directed to answer the two research problems stated in the first chapter.

The data of the study contain the information about the implementation of pre-questioning technique during the teaching learning process of reading comprehension.

The teacher's and students' activities during the implementation of pre-questioning technique are the data which are obtained from observation and field notes. Then, the researcher wrote down the whole description of the activities in form of words, phrases, and sentences. To know the students' result, the teacher gave some questions in form of worksheet related to the text given without emphasizing to test them. The questions were in form of short answer questions and True or False completion. The researcher conducted the research in two meetings.

Furthermore, the researcher used two instruments in this study namely observation fieldnotes and students' test. Field notes were used to report the important events and all the students' and teacher's activities during the teaching learning process. It was aimed to get additional information from the teacher related to the teaching learning process of reading comprehension by using pre-questioning technique. For example, the problems that the teacher got during the teaching learning process. It was also included the way the teacher introduced the topic of reading, gave questions related to the topic before reading activities done, and gave exercises to the students.

The students' tests were the result of students works which were in form of short answer questions and True or False completion given by the teacher. The questions were related to the reading text given to the students.

In analyzing the students' work in form of WH questions and yes-no questions, the researcher analyzed it based on Heaton's way as follow :

Score	Criteria
10	Correct answer in a grammatically correct or

	a sentence containing only a minor error.
8	Correct answer in a sentence containing one or two minor errors (but causing no difficulty in understanding).
6	Correct answer but very difficult to understand because of one or more major grammatical errors.
0	Incorrect answer in a sentence with or without errors.

Table 3.9 Marking guide

(Adapted from *Marking guide for open-ended question* by Heaton (1988))

While, the students' work in form of true or false completion were scored as follow :

$N = \text{Correct answer} \times 5$

Where : each correct answer has score 20.

Next, from the criterion above, the researcher classified the total score as follow :

No	Classification	The score rate
1.	Excellent	100
2.	Good	>80
3.	Fair	>65
4.	Poor	<65

Table 3.10 the classification of the students' achievement

Then, the data was analyzed by using this formula :

$$P = \frac{f}{N} \times 100\%$$

Where :

P = prosentase

f = frequency which is searched its prosentase

N = number of students

Based on the data, the writer analyzed all the data and generated them into the students' result.

RESULT AND DISCUSSION

Result

The researcher conducted the observations in two meetings. The first meeting was held on June the 13th 2011. The class started at 1.45 p.m. and ended at 3.15 p.m.

At this first session the teacher created a pre-reading activity. The teacher was ready with some questions she was going to ask to her students as pre-questioning before reading to stimulate students' comprehension toward the

text. The purpose of this activity was to build up the students' mind toward the passage. So that the students can predict the content of the text after answering the questions given as pre-questioning technique done before reading. The questions were connected to the theme. For this time, the teacher had her own reading material taken from another source. The teacher did not take the reading material from students' textbook. The theme was about *application letter*.

By giving questions before reading the text as stated above, it is intended to help the students build their interest and motivation toward the text. By giving pre-questioning technique, it can activate the students' prior knowledge based on their own experiences toward the content of the text. The questions given to them also can build an image of what the text is going to discuss about. They finally, can connect between their prior knowledge, their own experiences toward the theme of the passage given to them.

After doing pre-reading activity by giving the students some questions related to the theme that lasted for about 20 minutes, the teacher asked the students to look for the difficult words from the text given to the students. She gave 15 minutes to make a list for some difficult words and check the meaning of them from their dictionary.

From the first observation, the researcher knew that the teacher had tried hard to stimulate the students' mind toward the passage. She tried to build the students' image of what the text was going to discuss about through the questions she gave to the students. Since the questions given were related to the passage she discussed, the students finally could guess what was the text going to discuss about. From the first meeting, the researcher can conclude that the questions as pre-questioning technique before reading given by the teacher to her students can motivate them to try to comprehend the text better.

The second observation was held on June 15th 2011. It was the last meeting scheduled by the teacher and the researcher. In this meeting, the teacher still used the same technique as she usually used in teaching reading comprehension. As usual, the teacher opening the lesson by greeting the students. After opening the lesson, the teacher gave some questions such as; (1) "Have you ever heard the term of "memo"?" (2) "Do you know what memorandum is?" (3) "What do you know about memo?" (4) "Have you ever written a memo?" (5) "What is memo written for?" (6) "What is memo written to?" These questions were given in order to connect between the students' prior knowledge with the information stated on the theme of the text. The questions were called as pre-questioning before reading for general

comprehension. This type of questioning is aimed to build up the students' prior knowledge. Besides, those questions are also called as pre-questioning before reading to confirm expectation. It means that the questions given can be used as a tool to motivate and encourage students, to become interest in the subject matter of the text. The questions also could encourage the students to predict the content or the theme of the text.

The questions given are aimed to stimulate the students' mind to think more deeply or to guess what was the text going to discuss about. By observing from the students' answer, the researcher can conclude that they finally could guess the theme of the text that was going to discuss.

In giving questions as pre-questioning technique, the teacher use some types of questions, as follow:

1. Simple question answerable by "yes" and "no". The questions are : (1) "Do you know what memorandum is?" (2) "Have you ever written a memo?" and some questions stated in the dialogue above.
2. W-H questions ; (1) "What is memo written for?" (2) "What is memo written to?"

To know the students' result or achievement during the implementation of pre-questioning technique before reading done in SMK Pawiyatan Surabaya, the teacher used assessments. Assessment is the process of collecting and measuring information related to the students' works. In the implementation of pre-questioning technique, to the first grade students of SMK Pawiyatan Surabaya, the teacher focused on assessing the students by using written assessment instead of oral assessment. The written assessment was given by the teacher in a form of questions stated on the text and some additional questions written down on the blackboard to be answered on a piece of paper. The questions are related to the text given. The written assessment given was aimed to measure how far the students comprehend the text. Sometimes, oral assessment was also given through the questions that the teacher asked to the students both by calling out their names or the students voluntarily answering the teacher's questions. The students' answer belonged to participation's score.

Based on the observations done by the reasearcher, the writer found that the teacher always gave the students exercises after the students finished reading the text. first, the teacher gave the students some questions related to the content of the text called as pre-questioning technique for reading comprehension. Next, the teacher asked them to find out the difficult words from the dictionary. After finishing to find out the difficult words from the text, she

asked the students to read the text silently. The last, the teacher gave the students exercises. The teacher used two kinds of assessment : short answer question and true or false completion. The short answer question was kind of literal comprehension questions. The answer of the questions are directly and explicitly stated in the text. Those two kinds of assessment were finally used to know how far the students' reading comprehension is by seeing their result from their works.

At the first meeting with the first material about "application letter", the teacher asked the students to answer the short answer questions written on the text given. Not only this, she also gave the students additional questions in form of true or false completion that were written on the blackboard. The questions should be copied on a piece of paper, then to be answered at the same paper. For the short answer questions were called as questions for literal comprehension. It is kind of questions that the answers are directly and explicitly stated in the text.

The second meeting was held on June 15th 2011. For this meeting, the theme given to the students was "about writing a memo". The teacher also used literal comprehension questions and true or false completion as the teacher gave at the first meeting. At this meeting, the teacher also gave an inferential question. It is type of question in which there is a sentence or a word that refers to the sentence stated on the text. The questions given above were aimed to measure the students ability to comprehend the text. It was also used as a tool to know the students' result or achievement during the implementation of pre-questioning technique.

Furthermore, the researcher took the students' works to be analyzed in order to know the students' achievement and knowing of the students' comprehension toward the text when they were taught by using pre-questioning technique. The students' works were analyzed based on marking guide as it was stated previously. Next, from the students' score, the researcher classified the total score into four categories : excellent, good, fair, and poor.

Based on the researcher's analysis, the students' result was categorized to "Good" classification. It was proven from the students' score showing that there are more students got score more than 80. While, the remains of the students got score more than 65 and categorized to "Fair" classification.

Here is the sun up of the students' score :

The text	Criteria	Prosentase
Application Letter	Excellent	-
	Good	59%
1. W-h question	Fair	41%

form	Poor	-
2. True or false completion form	Excellent	73%
	Good	-
	Fair	27%
	Poor	-
1. W-h question form	Excellent	-
	Good	70%
	Fair	30%
	Poor	-
2. True or false completion form	Excellent	78%
	Good	-
	Fair	22%
	Poor	-

Table 4.1 The Sum Up of The students' score

Based on the analysis above, it could be concluded that the students' achievement during the implementation of pre-questioning technique was categorized into "Good" classification, since there was no student categorized into "Poor" classification. Moreover, from the data, the researcher found that the implementation of pre-questioning technique before reading effectively helped the students to comprehend or understand the text, since most of them could answer the questions given by the teacher.

Discussion

From the result above, the researcher found that during the implementation of pre-questioning technique, the teacher always tried to speak English although only few students answered her in English. The teacher showed the researcher how hard she tried to train her students speaking in English. Some students answered the teacher's question in English but some still used Indonesian. The teacher tried to guide her students by repeating their answer in English whenever they spoke or answered the questions in Indonesian. From the observations, the researcher could see the teacher's effort in order to make the students become more familiar with English sounds or sentences. For example, she always opened the lesson by giving the same greeting. She also tried to translate almost each sentence she said to her students.

To solve the students' problem toward the difficult words, the teacher had a rule that must be obeyed by all the students. For this point, the students must bring their dictionary in her class since it was important to find out the new vocabularies or difficult words stated in the reading text. Whenever they did not find the words meaning from their dictionary, the teacher would help them to tell the words' meaning.

In the implementation of pre-questioning technique, the teacher gave the students some questions related to the topic of the reading text given to them. The text was from the teacher. At this session, in order to help the students comprehend the text better, the teacher showed the researcher her ability in giving some questions as pre-questioning before reading. Each question was in relation to the reading text. The teacher was also able to stimulate the students to think or guess to what was the text going to discuss about. At the beginning, she tried to connect between the students' prior knowledge and experience toward the text. The teacher successfully led the students to think about the content of the text as it discussed previously. By making some notes and listening carefully to the teacher's questions given as pre-questioning technique, it could help the students to do the exercises given to them after reading the text.

The teacher used exercise as a tool of measurement or called as assessment in order to know the students' result when they taught by using pre-questioning technique. The exercise was in a form of written short answer question and true or false completion. From the result, most of the students were categorized as "Good" classification which meant that this technique was successful. This technique could help the students understand the text better.

CONCLUSION AND SUGGESTION

Conclusion

From the observation results, the researcher concludes that the implementation of pre-questioning technique for reading comprehension effectively can build up the students' interest and motivation. By giving some questions related to the theme of the text, it will help the students to predict the content of the reading text. At this point, the teacher's ability to give relevant questions toward the text is needed since the students will not get the point of what the content of the text if the teacher fails to give relevant questions. Finally, relevant questions are expected can lead the students to connect their answer to the content of the text. Moreover, in guiding the students to understand the text better, the teacher can connect between the students' experiences and prior knowledge toward the theme of the text. The last, before asking the students to answer the questions stated on the text and additional questions, the teacher gave the students a chance to find out for new vocabularies or some difficult words they found in the text. By finding out the difficult words before doing the exercise from the teacher, it is expected can minimize times consuming, since the students' concentration will

be interrupted when they were busy finding out the difficult words in the middle of they worked.

The last, exercises were given as a tool of measurement toward the students' result or achievement after the implementation of pre-questioning technique for reading comprehension. The result of the students' works in form of score were analyzed to know the students' comprehension toward the text. Based on the students' result, after the data were analysed, the researcher concludes that this technique was successful. It showed by the criteria of "Good" classification achieved by the students and no one students were categorized into "Poor" classification.

Suggestion

The researcher would like to give some suggestions for the teachers related to the implementation of pre-questioning technique for reading comprehension. In applying this technique, the teacher should consider the students' background knowledge and the level of difficulty in the term of material selection. In this case, teacher's role in selecting the appropriate material for reading is important since inappropriate material will arise confusion and boredom for the students. Thus, the teacher can take or select the materials not only got from the students' textbook, but he or she can also get them from many sources such as internet, magazines, or newspapers as a variety for reading materials. The most important point is that the combination between an appropriate material and level of difficulty can lead the students to be more motivated in understanding the text.

While in applying this technique, teacher's creativity in giving the appropriate questions related to the theme is needed. It is the other important point after teacher's ability in selecting the appropriate materials for reading comprehension. In giving some questions as pre-questioning technique before reading, it should be connected to the students' prior knowledge or background of knowledge, students' experiences, level of difficulty toward the text given. Thus, by giving appropriate questions can help the students to predict the content of the text. It can also help the students to build up their motivation and interest. By being able to answer the appropriate questions given by the teacher during pre-reading activity, it is expected to help the students understand the text better, since they will get the point of the text which is going to be discussed.

The last point, it also has an important role in order to stimulate the students' mind in predicting the content of the text. It is related to the term of finding out the difficult words from the dictionary. By giving a rule that all the students must bring the dictionary in the english class will help much both for the teacher and the

students since the students can find the new vocabularies or difficult words independently. While teacher's role is also needed in this point. The teacher should help them to explain for any strange words for the students.

Moreover, the researcher would like to suggest the other researchers to develop other researches. It is recommended for them to develop other method, technique or strategy which is more effective and interesting to teach reading. By doing so, it is expected to help students reach a better achievement or result in english subject. Finally, the researcher hopes that this technique will be useful for both the teacher and the students.

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