# The Use of Recount Text by Implementing Pre-Questioning Technique to Improve the Students' Reading Comprehension

Nur Rahmi Ratmeilia[1], Bahrun Amin[2], Erwin Akib[3],
[1],rahmiratmeilia@gmail.com [2],bahrunamin@unismuh.ac.id, [3],Erwin@unismuh.ac.id
[1,2,3],*Muhammadiyah University of Makassar, Indonesia*

## Abstract

The purpose of this study was to determine whether the pre-questioning technique was effective in increasing students' understanding in reading recount text or not, and to find out how students' perceptions of the pre-questioning and answering technique applied by the teacher to their understanding of reading recount text.   This study uses quantitative methods. This study used a pre-experimental design in which the pre-test, treatment, and post-test were carried out in class. The pre-test was conducted to determine the students' prior knowledge, while in the treatment process the students were taught recount text using the pre-question technique to improve their reading comprehension. Then a post-test was distributed to determine the progress or reading ability of students, this test was given after students were given treatment for four meetings through the pre-question technique.    The findings showed that the application of pre-questions was effective in improving students' reading achievement, especially in reading recount texts, this was indicated by the students' post-test scores which were better than the pre-test, both on multiple choice questions and essay questions. In addition, student learning achievement has been shown to increase significantly. This is indicated by the pre-test and post-test interval scores. Students can also find the main idea and supporting details in the text.

**Keywords***: Pre-Questioning Technique; Reading Comprehension; Recount Text; Pre-Experimental design*

**Introduction**

Reading is an activity that allows you to see, understand, and say what is written. Writing is an important aspect of reading. Because you can't talk about reading without writing. The text can be in the form of multi-letter words, multi-word sentences, or paragraphs. Reading should be performed by those who describe themselves as intellectuals. Growers and education require reading in communication. Reading is a very important part of language ability in life. Reading plays an important role in creating the next generation of intelligent, creative and critical people. While reading, you will get knowledge and information from various sources around the world.

When studying English text types, we all know that text formats have different formats. From story texts, descriptive texts, story texts to anecdotal texts. Of the many texts we can learn, we will focus more on recounting or recounting in English. Recount texts are a type of English learning text that has the ability to tell what happened or experienced in the past. This text is intended to inform and entertain the reader. Recount-Text contains several types of text that you can use to write. It can be customized for the purpose of writing itself.

The reality of the field shows that the ability of SMA Muhammadiyah Limbung students to read recounted texts has not yet met expectations. This can be seen from the fact that the average learning outcome for reading the text recounted on the daily test is still low in class X. Of the 30 students, 67 IIS 2, 18 students or only 56.25% have the minimum integrity criteria (KKM) is 70 set by the school and 14 students or 43.75%. Did not reach KKM. Another factor is a serious problem in understanding long sentences with complex structures. As a result, the students realized that they did not understand the main idea of the text. In addition, the students found it difficult to concentrate during the reading task and reading test.

One of the factors that reduces student learning outcomes when reading texts for retelling is the inaccurate application of this method in the learning process. The learning method used so far is the teacher's method. H. Students silently listen to the teacher and take notes on the materials presented by the teacher. Teachers focus on explaining various writing theories and examples of re-spoken texts, reducing opportunities for students to develop their reading practice potential. Under these circumstances, students become more and more passive, less challenged to actively participate in the learning process, and less reluctant to read.

This study uses different types of text as dependent variables that are affected by the implementation of the questioning technique. Previous studies included story texts and descriptive texts, but this study uses recounted texts. The second difference lies in the subject and setting of the survey. The final difference is the emergence of problems related to reading problems, where previous related

studies revolved around answering and understanding textual questions, drawing conclusions, and finding key ideas in the text. It was started. However, this study is inspired by the serious problems students face, such as understanding long sentences with complex structures and having difficulty concentrating on students when reading homework and tests.

With reference to the above problem, researchers are encouraged to carry out a study entitled "Use of Recounted Texts by Implementing Required Techniques to Improve Students' Reading Comprehension at SMA Muhammadiyah Limbung". it was done.

Based at the studies history above, the researcher will formulate a few studies questions on this take a look at as follows:

1. Is the pre-questioning technique is powerful in enhancing the students`
   comprehension in analyzing recount text?
2. What are the students` perceptions at the teacher`s applied pre-questioning
   Technique on their comprehension in analyzing recount text?

According to Nugroho, "reading is the process of simultaneously acquiring and building meaning through interaction and involvement with written language (Nugroho, 2017)." It consists of three components: reader, text, and reading activity or purpose.

According to Octarina, "reading is the recognition of written code (words), the understanding of what is read, and the discovery of the meaning of the text (Octarina, 2018)."

In addition, Noor demands that reading comprehension be much greater than the reader's reaction to the text. Reading comprehension is a multi-layered and highly complex process, with more between the reader and what should be included in the text (prior knowledge, strategic use) and variables related to the text itself, including interest and understanding of the text. About the genre of text that claimed to require interaction. Noor (2015)

Based on details, the author summarizes reading comprehension as the process by which students understand the key ideas in the text and apply them to the text.

In this inquiry, the researcher only deals with the main ideas and supporting details, since these two types of reading question tests need the most critically specific comprehension skills.

1) Main idea
   The main thought question requires the reader's ability to infer the main thought or topic from the reading text and is usually indicated by words such as: Mainly discussed. The point; the best title. Main goal; mainly influenced. Main subject. (Djiwandono, 2009)
2) Support details
   Questions about supporting details allow readers to find more information that

is explicitly found in the text. It is generally given in the form of the following words: by author / based on author ...; after / passing ...; who, what, when, where, why, how, what. (Djiwandono, 2009)

According to Hodijah (2012), there are several factors that affect students' reading comprehension and are interrelated. The factors are as follows:
a. Prior knowledge

Prior knowledge or background knowledge is an essential element in creating new knowledge. Without it, it makes no sense to compose the material. Prior knowledge is conveyed in the form of words. The more knowledge is actively used, the easier it is to understand the material. Previous knowledge develops the student's understanding of the written material and facilitates the acquisition of reasoning skills or predictions about the text (McNeil, 2011). It simply means that prior knowledge plays a very important role in the reading task in order to guess the meaning of the passage as soon as possible.
b. Schematic Theory

Schematic Theory describes how knowledge appears in key ideas and how these expressions facilitate the use of knowledge (Maghsoudi, 2012).   Simply put, schematic theory suggests that all knowledge is broken down into units. The schema is stored as information in these knowledge units. Then, in order to understand the knowledge, generalized details of the system are created in a conceptualized form.
c. Motivation

Motivation is a very important aspect not only for composition, but also for improving students' understanding of the text (Takaloo & Ahmadi, 2017). Students are advised to read only if they think they are looking for something important in the text.
d. Text Consistency and Structure

Text difficulty affects students' understanding of the text. Readers and texts need to be very focused on reading comprehension. Correct text uses the interrelationships between one paragraph and another. This is logically relevant and consistent so that the reader can easily understand the text (Zuhra, 2015). Sentence pattern and vocabulary choices can have a significant impact on the reader's understanding of the text.

Francoise said that each person has and includes three different reading levels.
a.   Independent reading level. At this level, students can easily read a book with a minimum of words that they find difficult, and can read some books on their own.

b. Instructional level. In at this level, students can read most of the words in a book, but are overwhelmed by a few words on every page.

c. Level of frustration. At this level, students often stop reading and try to decipher words. If you try to read a book at this point, you will encounter all kinds of frustration. (Francoise, 2010)

Recount Text is a text that lists and explains past experiences by retelling past experiences in chronological order (in chronological order). Therefore, the re-announcement text has a social function, and the purpose of the social function is to re-announce the event to inform and entertain the reader (Albab, 2014).

Recount notifies you of a series of events and evaluates their importance in different ways. It also aims to explain to the audience what happened and when it happened. The story that is handed down contains two elements, including attitude and emotion. These elements are usually created by the narrator for the event (Yildirim & Ates, 2012).

Albab (2014) stated that there are three kinds of recount text which include:
a. Personal recount
a personal recount text usually retells an experience in which the writer was personally involved. It lists and describes past event experiences by retelling event. It presents the events chronological (in order in which they happened). The purpose of personal recount text is to inform or to entertain the reader.
b. Procedural recount
A procedural recount records events such as a science experiment or a cooking experience. The purpose of procedural recount text is to inform listeners or readers.
c. Biographical recount
The purpose of biographical recount is to inform the reader by retelling past events and achievements in a person's life. A biographical recount uses specific names of the people involved in the biography.
Based on the above types of writing texts, researchers conclude that there are three types of writing texts. Procedural retelling records events such as scientific experiments and cooking experiences.

Erviani (2017) stated that there are some grammatical features of recount text, those are:
1) The use of nouns and pronouns to identify people, animals, and things involved
2) The use of actions verbs to refer to events.
3) The use of past tense to locate the events in relation to speaker's or writer's time.
4) The use of conjunctions and time connectives to describe the sequence of

events

5) The use of adverb and adverbial phrase to indicate place and time

6) The use of adjective to describe nouns.

Recount-Text uses a simple past tense as a language feature. Reaggregated text can be divided into several types, but basically it has a general structure and similar properties. The reaggregated text consists of three parts (Zare & Othman, 2013) and includes:

a. Orientation

This part informs the reader of the main ideas of the story described in the text. The orientation itself is background information that explains who is playing in the story, why something happens in the story, and when and where the story happens / starts. Events

b. Events are the most important aspect of the story. It helps to explain the direction to the reader in more detail. This part describes a series of events / routes that have occurred in the story. This part contains information about what happened and the current event in a temporary order. It is often communicated in chronological order. Personal comments and / or rating comments are resolved throughout the event protocol.

c. Re-orientation

Re-orientation is the final chapter of the story. Some recounts have a paragraph at the end. Still, this is not exactly the section needed to show the reader. It's the part that explains the story's return to the beginning, and sometimes the author gives comments and opinions about what happened.

According to the outline structure of the recount text above, researchers have summarized that there are three outline structures of the recount text, including orientation, events, and re-orientation.

According to Qolisoh`s (2015) rationalization concerning the displayed questions, schema principle and students` history knowledge, she described pre-thinking implicitly as a few questions furnished earlier than the scholars examine the complete textual content a good way to inspire the scholars to get involved and influenced to examine the textual content. Subsequently, the cognitive elements and pre-thinking are interrelated constructs which can be very useful to spark off the readers` schemata, consequently the scholars are capable of deliver prediction on what they'll face withinside the studying texts.

According to Chaerunnisa (2014), she found that the request had several categories that reflected its purpose. This includes look-ahead questions to confirm expectations, look-ahead questions to extract specific information, look-ahead questions for general understanding, and look-ahead questions for detailed

understanding. increase. The description is as follows:

a) Pre-questioning before reading to confirm expectations

1. The application of questioning techniques as a tool for placing great value is in the introductory stage (where students are interested and motivated by the subject matter of the text) and makes predictions about the content of the text. Students are an interesting and exciting goal for reading tasks.

2.Questions arouse students' interest and motivation before reading the text.

b) Pre-questioning before reading to extract specific information

Pre-questioning are tools that help develop students' ability to extract specific information from text. They try to predict the answer to the question before they start reading the text. Doing this makes it very possible to read the text at the request of the teacher. You need to refer to the pre-presented question and refer to the text to extract the information.

c) Pre-questioning before reading for general comprehension.

In this context, pre-questioning is utilized to establish the students' prior knowledge.

d) Pre-questioning before reading for detailed comprehension

This type of questioning technique is intended to provide students with detailed information that needs to be found throughout the text.

In this study, the author uses a query technique to obtain specific information. It can improve students' reading comprehension, especially with re-spoken texts.

This strategy is in chronological order. The purpose of the procedure is to get the appropriate value. Therefore, when making a request, after reading the text, follow the process that must be performed for the student (Albab, 2014). Based on Qolisoh (2015), he suggested five techniques for implementing the questioning technique using the following steps:

1. Introducing the types of questions and the difficulty of the selection process. Question selection should always be based on class objectives, progress, and students' basic learning needs.

2. Organize and convey your questions. Questions should be short, concise and clear. Questions are questions that students are asked before reading the full text. Therefore, in this context, the question needs to be clearly expressed as it is used to build the student's knowledge before reading the actual text.

3. The teacher provides the text to the student. In this study, teachers focus on text recounting. Therefore, all text provided by the teacher is reaggregated text.

4. The teacher asks the students some questions using the questioning technique. Students will be asked this question before reading the actual text. These types of questions develop the student's ability to predict what type of text to read, so it is used to build student prior knowledge.

5. Listen to students' answers and give constructive feedback. Students can

answer questions in four different ways: a) correct, b) incomplete, c) wrong, d) not answered at all. If the answers are correct, or perhaps accepted, the teacher may congratulate them and ask you to come up with the answers, check them, or proceed to other questions.

William mentioned that reading activity can be classified into three stages which include pre-, while and post-reading activities:
a.   Pre-Reading activity:
  At this stage, the teacher needs to do some preparatory work before the student encounters the actual text. These include topic introductions, skimming encouragement, activity scanning and prediction, and scheme activation to translate student knowledge and skills into text when given the opportunity to interact with passages.
  The purpose of the reading activity is to:
  1). Intriguing students and introducing topics to students,
  2). Encourage students to read by giving them a reason to read,
  3). Prepare some languages for your students before facing the passage.
b.   While- Reading:
Not all texts are extensive. However, there may be special facts and rhetorical tools that students need to emphasize when reading homework. It is better to encourage students to read by explaining their benefits than to encourage them to read. William states that this phase helps several points, including:
        1). Promote students' understanding of the structure of texts,
        2). Deepen students' understanding of the researcher's goal of writing texts,
        3). Helps clarify the content of the text.
      In this phase, the comprehension exercises at the end of the passage are part of a typical reading task. In the meantime, the excuse provided to the student may ask the student to find an answer to an interesting question in a passage, complete a diagram, make a list, and take notes.
c.   Post-Reading:
      Reading should serve the following purposes:
        1). Strengthen student remorse for what they read,
        2). Create a relationship between the text and background knowledge, interests, or student perspectives.
      At this stage, the activity includes a response about the passage during the reading activity.: Students say whether reading the text is fun or useful for them.
      To understand the effectiveness of the question method implementation and the student's perception of the implemented question method and other non-question methods, researchers use the Paired Sample Ttest in SPSS 16.0 for

Windows.

Advantages and Disadvantages of Pre-questioning Technique.
a). The advantages of Pre-questioning Technique:

. According to the purpose, it is said by Melati (2019) that pre-questioning significantly fosters the students' reading comprehension in cognitive aspect particularly when the students are given a challenge and feel motivated in reading comprehension. It is a highly complex information processing which triggers the interaction between readers and the text.

2. Pre-questioning can grow the students' reading interest and motivation before they read the entire text.

3. Pre-questioning can have a good impact on the students' reading performance.

4. Pre-questioning activate the students' schemata or prior knowledge thereby allowing the students to predict on what they will face in the reading text.

5. Pre-questioning helps the students obtain specific information derived from the text.


b) Diasadvantages of Pre-questioning Technique:

It is also stated by Ani, Natalina & Wahyuningsih (2013) that apart from the advantageous the pre-questioning technique offers, it also promotes these drawbacks.

1 . The teacher is required to spend more time and energy in the class. If the teacher cannot handle the class, the whole preparation can be pointless.

2. Students is required to understand the materials very well despite their poor vocabularies and the potential influence on the students' comprehension over the reading text.

According to the above explanation, the pre-questioning can increase the students' interest and make them feel challenged to participate in learning process. In addition to this,   more interaction between teacher and students can happen but it will be beneficial if the teachers can handle the class properly.


Perception is the pastime to apprehend and recognize the events, objects, and stimuli through the use of human`s 5 senses which encompass touch, sight, hearing, smell, and taste (Melor & Hadi, 2012). There are a few styles of notion which may be differentiated. The preliminary one is visible notion: this kind of notion makes use of visible records and stimuli. Auditory notion: that is the pastime of perceiving the records and incentives received thru human`s ears. This kind of notion desires the listener`s capacity for detecting any numerous styles of acoustic signals, and the listener`s capacity in judging the variations among them primarily based totally at the variations in such acoustic capabilities which encompass their frequency, order of occurrence, amplitude, and presentation charge in addition to speech notion: the

comprehension on speech, on the alternative hand, notion is the conviction or assumption consistent with how matters appearance alike (Yuksel, 2014).

Perception is notably related to the attitudes. Perception is the method of the way organisms make interpretation and control the sensational agency to generate a significant assumption in the direction of the world`s reports (Cillesen & Lafontana, 2002). On the alternative hand, someone is confronted with a circumstance or so-called "stimuli". The individual makes a few attempt to make interpretation in the direction of the stimuli into some thing significant for him/her through regarding their reports withinside the past. Nevertheless, what someone attempts to expect can be notably distinctive from its reality.

1.  Process of Perception

The perceptual process consists of four phases: stimulation, registration, organization, and interpretation. The state of consciousness and the willingness to accept stimuli are important aspects in facilitating the perceptual process (Atmowardoyo & Khaerati, 2017). Sensitivity to stimuli is strongly emphasized and may be limited by current belief system, attitudes, behaviors, motivations, and personality of the person (Dozza & Cavrini, 2012; Okpala & Ellis, 2005). Individuals may selectively choose which stimuli can meet their urgent needs and overlook stimuli that can lead to psychological anxiety.

2.  Factors Influencing Perception

Many factors play a role in defining perception. These factors are in the perceiver, the perceived goal or object, and the situation or context in which the perception is created or formed (Atmowardoyo & Khaerati, 2017). Factors come from the perceiver. For example, when a person looks sharply at an object and tries to interpret what he sees, the interpretation is primarily influenced by the personal characteristics of the individual perceiver. Perceptual personal characteristics that affect perception include attitudes, motivations, interests, experiences, and expectations (Pickens, 2018). Perceived target characteristics such as momentum, movement, sound, size, underground, proximity, and similarity can affect what is perceived. If the background in which people observe objects is an important aspect, those backgrounds include time, work environment, and social environment (Dozza & Cavrini, 2012). Based on the factors that affect perception, Matvev & Nelson (2004) categorized them into internal and external factors. The first is the perceiver's factor. This includes personal needs, desires, expectations, motivations or interests, personality, and personal experience and knowledge. Individual needs and desires play a decisive role in shaping perception, and individual experience and knowledge serve as a fundamental component of it. The second, on the other hand,

is an element that can be extracted from the external side of the perceiver. On the other hand, these factors affect the perceived characteristics of an object, event, or person. These characteristics include size, strength, frequency, and status.

Based on Petty & Krosnick (2005), they stated that four elements are essential to focus on a particular message and ignore other messages.

a. Intense stimuli - things which attract human attention (e.g.: loud people, loud music, interesting people or things).

b. Repetition - when a particular message is told repeatedly, it tends to grab our attention gradually, (most advertising companies or agents employ this trick, by repeating having the words repeated continuously).

c. Contrastive - when a certain point of message contradicts on what we have expected, it may attract our attention.

d. Self- serving bias - When the other people make a mistake, we blame on them, when we make a mistake, we blame the factors outside of ourselves.

There are also some situational factors which affect the perception considerably:

1) Relational satisfaction – the level of happiness we are at a relationship which may affect how we perceive the messages that someone communicates.

2) The level of involvement with other people – if we intend the future relationship with these kinds of people, we tend to view them more desirably than if we ignore the future involvement or association with them.

3) Experience – experiences you may have got with these people in the past, may impact on how you perceive their behaviors.

4) Expectations - how we expect the others to behave toward us may affect how we see their behaviors.

5) Social roles – The roles we expect others to live in society influence how we perceive them, (we tend to possess different expectations of men than of women in a wide range of situations).

6) Knowledge – How much the experience we have to face someone may change how we perceive their behaviors, (if you realized that your friend gets depressed regarding their family problems you might disregard their bad comments).

7) Self- concept – How we perceive ourselves affect the idea that we perceive the others, (if someone has a negative self-image on someone so that they may understand the other people's messages in negative way (Richards & Schmidt, 2010).

Similarly, Marzano (2012) argued that perception plays an important role in communicating different expectations about the education of a given subject. This argument is supported by the claim that perception is a very important component in acquiring and practicing teacher abilities (Dozza & Cavrini, 2012). So, in short, perception plays a very important role in the realization and practice of something (Dozza & Cavrini, 2012)

**Method**

The method used in this study was a quantitative method. In this study, we applied the pre-experimental design. Pre-tests, treatments and post-tests were done in class. Pre-tests were conducted to determine the student's prior knowledge. Treatment teaches students to use questioning techniques to recount texts and improve reading comprehension. Post-tests were then distributed to determine the progress of students' reading comprehension. This test was run after the student was treated by the pre-questioning technique in four sessions. The draft is created as follows:

Table 2: A Pre-experimental design

| A Pre-Experimental Class | O1 | X1 | O2 |
| --- | --- | --- | --- |

(Gay et. al, 2006)

Note:

O1 = Pretest

O2 = Posttest

X1 = Treatment

1. Pretest

   Pretest was administered before treatment. It was aimed at finding out students' prior knowledge of recount text in reading comprehension. The teacher provided the students with pre-test (reading test online). After that, the teacher gave the students *online questionnaire* to complete in order to know their perceptions on the implementation of the previous techniques in teaching reading comprehension other than pre-questioning technique). (Sent through WA group).

2. Treatment

   After giving pretest, the researcher applied treatment for four meetings and each meeting consisted of 80 minutes. The students received treatment by using pre questioning technique. into three stages which include pre-reading activity, while reading and post-reading activities.

   During the process, it included online reading test and online questionnaire. The reading test and questionnaire were conducted online and given both in pre-test and post-test. The researcher gathered the data quantitatively (online reading test and online questionnaire). The whole data were collected online in order to comply with the strict rules of health protocol against Covid-19 outbreak.

   In the data collection process above, the researcher provided the students with reading comprehension tests by employing "*multiple-choice items* and *essay form*" to identify the students' responses in the teaching and learning process. *Pre-test* was employed to identify the extent to which the students have acquired the reading

comprehension skill before the students were given the materials about recount text and pre-questioning technique. In the treatment process, the students were given some teachings using recount texts and the implementation was also done to get the pre-liminary information regarding the students' ability in reading comprehension class. *Post-test* was employed to identify the students' final progress (through the students' final scores) after the implementation of pre-questioning technique in the treatment process. The *post-test* took form in "*multiple choice item*" and "*essay form*" too.

This research element aimed at obtaining information about the students' prior reading achievement this far. The researcher categorized the total score into seven categories: excellent, very good, good, fairly good, fair, poor and very poor.

In collecting the data, researchers used two devices that covered "reading tests and online surveys."

a. Reading test (soft file).

This test was conducted online due to the strict compliance rules of the Pandemic Health Protocol. The purpose was to find out if the questioning technique would improve students' understanding of reading recounted texts. The test was done online for only one day. First, on May 27, 2021 (Thursday), we sent a "test work" (soft file) to all students.

b. Online survey (closed question). The

Pretest Questionnaire was used to measure student reading comprehension, especially when recounting reading comprehension. Then, using the questionnaire given in the post-test, measure the student's perception of the effectiveness of the teacher's questioning method used by the teacher after two treatment sessions and understand while reading the retelling text. Helped. This instrument used the "odd Likert Scale" on the basis of "completely disagree, disagree, neutral, agree, fully agree" in unresolved questions. The questionnaire was distributed to students by sending it to them via their email address and a WA group class that must be completed within 20 minutes. The questionnaire consisted of 15 statements, followed by the "Odd Likert Scale".

**Findings and Discussion**

**Findings**

Is the pre-question technique effective in improving students' understanding of reading recount texts?

1. **Data Presentation on Students' Score in Literal Reading Comprehension in Pre-test and Post-Test.**

   **Table 4.1. Descriptive Statistics of Pre-Test. (Main Idea)**

   **Statistics**

|  |  | PRE_TEST | POST_TEST |
|---|---|---|---|
| N | Valid | 30 | 30 |
|  | Missing | 0 | 0 |
| Mean |  | 63.033 | 72.833 |
| Median |  | 63.000 | 72.000 |
| Mode |  | 60.0 | 71.0 |
| Std. Deviation |  | 3.0454 | 2.1348 |
| Variance |  | 9.275 | 4.557 |
| Minimum |  | 60.0 | 70.0 |
| Maximum |  | 70.0 | 78.0 |

From the explanation of both pre-test and post-test statistics above, she first gave us some information about student performance before and after the researcher's treatment with the question method. Using version 21 of the SPSS program, we found that the average student score for the pretest was 63,033. The mode was 60.0. The median was 63,000, but the post-test means, mode, and median were 72,833, 71.0, and 72,000, respectively. In the pretest, the minimum pretest score was 60.0, while the maximum score was 70.0. However, in the post-test, the minimum score was 70.0 and the maximum score was 78.0.

In summary, the total score showed a significant increase after treatment. The average increased by 9,800, but the median increased by only 9,000. The mode itself has changed from 60.0 to 71.0 (11 points). In the meantime, the minimum and maximum point increases were 10 and 8, respectively, but the standard deviation and variance values decreased from 3.0454 and 9.275 before the test to 2.1348 and 4.557 after the test.

From the records of each pre-take a look at and post-take a look at above, it led us to a few data concerning the scholars` history information earlier than the remedy and the scholars` development once they were given remedy for a few conferences thru the implementation of pre-thinking technique. By using SPSS software with 21 version, it turned into visible that, in pre-take a look at, the imply rating of the scholars turned into 67.433; the mode turned into 65.0; and the median turned into 67.000. Meanwhile, in post-take a look at - the imply rating turned into 77.133, the mode turned into 75. zero and the median turned into 77.000.

In pre-take a look at, the minimal rating of pre-exams turned into 65.0 even as the most rating were given 75.0. However, in post-take a look at - the minimal and most rating reached 75.0 and 84.0.

Concludingly, it may be in reality visible that the entire ratings underwent a vast development after the treatments. The imply, mode, median and the minimal rating had an enhance at 10 ratings even as the most rating had a boom at nine rating. Nevertheless, popular deviation and variance enjoy a decrease. The ratings of popular deviation and variance reduced from 3.0136 and nine.082 in pre-take a look at to handiest 2.1453 and 4.602 in post-take a look at respectively.

From the descriptive statistics of both pre-test and post-test above, it made us got well-informed about the students' prior knowledge before the treatment and their improvement after getting treatment for several meetings with the implementation of pre-questioning technique. By employing SPSS program with 21 version, it could be seen that, in pre-test, the mean score of the students was 61.9333; the mode was 60.0; and the median was 60.0000. Nevertheless, in post-test - the mean score was 70.7333, the mode was 70.0 and the median was 70.0000. In pre-test, the minimum score was 58.00 while the maximum score was 65.00. However, in post-test - the minimum and maximum score were at 68.0 and 75.00.

From the statistics test result of pre-test and post-test , it gave us information regarding the students' prior knowledge before the treatment and their improvement after getting treatment for several meetings through the application of pre-questioning technique. It could be seen that, in pre-test, the students' mean score was 66.7000; the mode was 65.00; and the median was 65.0000. Meanwhile, in post-test - the mean score was 75.2667, the mode was 75.00 and the median was 75.0000. In pre-test, the minimum score was 64.00 while the maximum score remained the same 64.00. However, in post-test - the minimum and maximum score included 70.00 and 82.00.

The interpretation for the data can be done by focusing on the value of $t_{cousent}$ and significant value (Sig). The researcher employed both of them for data analysis and hypothesis testing. In this case, $t_{count}$ is compared to $t_{table}$ whereas if $- t_{count} < - t_{table}$ or $t_{count} > t_{table}$, so null hypothesis (Ho) is rejected and if $t_{table} \leq t_{count} \leq t_{table}$, so null hypothesis (Ho) is accepted (Priyatno, 2008:77). Additionally, in the interpretation of significance value, if it is higher than 0.05 (Sig >0.05), Ho is

accepted while if it is lower than 0.05 (Sig < 0.05) Ho is rejected. In other words, Ho is rejected if Sig < 0.05 and $t_{count}$ > $t_{table}$.

On the table of paired sample test above, it displays the results of outputs of Paired sample T-test. The number of $t_{count}$ is -17.719 and $t_{table}$ is -2.045. The computational result is -17.719 < -2.045 (17.719 > 2.045) while the significance value < 0.05 (0.00<0.05). The researcher drew out the conclusion that the $t_{count}$ is bigger than t $_{table.}$ So, the alternative hypothesis (Ha) is accepted and null hypothesis is rejected. It means that there is any significant effect of employin pre-questioning technique on the students' reading comprehension achievement in recount text of the $10^{th}$ grade of SMA Muhammadiyah Limbung, Gowa. Meawhile, the null hypohesis (Ho) which stated that there is no significant effect of employing pre-questioning technique on the students' reading comprehension achievement in recount text of the $10^{th}$ grade of SMA Muhammadiyah Limbung, Gowa. Therfore, the result reveals that pre-questioning technique is effective to be employed for teaching reading comprehension class in recount texts. It means that after the implementation of pre-questioning technique, it can give a good impact on the students' reading comprehension achievement in recount text.

**2. The Students' Perceptions on the teacher's Implemented Pre-questioning Technique on their Comprehension in Reading Recount Text.**

In addition, we used questionnaires to examine students' perceptions of the questioning techniques used by teachers to help them understand the recounted text. Initially, the data obtained from the questionnaire showed that most students had some difficulty reading comprehension tasks, especially reading comprehension tasks. They regarded the reading comprehension task as a monotonous and tiring activity in the reading class. In general, most students had a hard time understanding the main ideas and support details of the textbook.

In addition to revealing the above results, researchers also found positive perceptions from some students about the application of the questionnaire method in the teaching and learning process. These include:

a. Activation of student prior knowledge,

From survey-based data, almost all students (27 students or 90%) are confident that their plans were born after introducing the survey method into English reading classes, of which 10% (3). It turns out that it is only a student). I hesitated about the existence of their prior knowledge if important questions (pre-questions) became available before reading the actual test.

b. Motivated and Interested by students

The second most important result of the survey was that the students were more interested and encouraged to solve the reading task because they had prior knowledge before examining the actual text and performing the reading task in the

text. That is. Of the 4,444 students, 25 (83.3%) agreed to be interested in conducting the survey and encourage them to immerse themselves in reading texts. However, only five students (16.67%) had the opposite view of the benefits of implementing a questioning technique for reading comprehension. They thought the preliminary study did not specifically increase their interests and motivations.

c.  Allows students to extract specific information or specific information from the text.

The third-largest result of the survey convinced 22 students (73.33%) that introducing questioning techniques into their English reading class would improve their ability to find specific information contained in the text. It was. Only about 26.67% (8 students) did not confirm in the questionnaire that they felt that the implementation of the questionnaire method in the classroom learning process was abnormal.

d.  It has a sufficient effect on students' reading comprehension. The latter result of the questionnaire prompted researchers to point out that implementing questioning techniques in reading classes indirectly improves student performance in reading classes. The questioning technique helped achieve the purpose of reading (reading for joy, reading for assignments, reading for self-development in school), thus providing more sources for students to complete their tasks. Recognized as the main trigger for reading). From the questionnaire, 18 students (60%) felt that the implementation of the question method was one of the factors that improved reading comprehension in the class, and 12 students or 40% of the class used the question method.

e.   Promotes the student's cognitive aspect of reading comprehension.

In the questionnaire, the majority of students found it useful to use the technique of asking questions before they started reading the actual text. They found that this technique challenged, excited, and felt invested in the learning process of English reading comprehension courses. Half of the class (15 students) or 50% of the students mentioned how important it is to implement the questioning technique in the reading class. Similarly, 50% or 15 students disagreed with the above statement.

## Discussion

In this study, there were four meetings carried out which consisted of one meeting for the pre-test and one meeting for the post-test. The other two meetings were employed to implement the technique of teaching (pre-questioning technique) in treatment sessions. These two meetings were conducted in separate days. No control group was employed since it applied one group pre-test and post-test design. The experimental group was X IIS 2 SMA Muhammadiyah Limbung, Gowa. They consisted of 30 students.

The result of the data analysis, the researcher got well-known that the mean of the total score of 30 students before being taught by using pre-questioning technique in finding the main idea was 63.033. However, after implementing pre-questioning technique in teaching reading comprehension toward the students who have difficulties to comprehend main idea and supporting details in recount texts, the mean of the total score increased in 9.800. Now, the mean of the students' reading comprehension score is 72.883. Subsequently, the mean of total score of students' pre-tests in terms of finding supporting details was 63.000 and it increased in 9.000. S, the current mean score became 72.000. Therefore, it was noticeable that students' reading comprehension achievement has turned into a better improvement compared to those before being taught by implementing pre-questioning technique. Apart from it, according to the statistical analysis using T-test with the significant level 0.05 and the d.f=29 shows the value of table "t" = (2.045) while the $t_{count}$ is (-17.719). Because the $t_{count}$ is higher than $t_{table}$, it means that alternative hypothesis (ha) is accepted and null hypothesis is rejected in this case. .

The philosophy of pre-questioning is that it can effectively construct the students' prior knowledge and motivation before the students start to read the real texts. Definitely, prior knowledge has a large impact on students' performance, accounting for 75% of the variance in post-test scores.

The implication of the findings on English Language Teaching (ELT) is that pre-questioning can develop the students' prediction skill on the content of the texts before reading the texts. During the implementation of pre-questioning technique, the teacher always tried to speak English although merely few students responded her back in English. This was because all the forms of guided questions (pre-questions) were set up in English Language.

Apart from the findings form the pre-test and posttest, questionnaire was also critical to be used to enquire the students' perceptions on the pre-questioning technique implemented by the teacher on the students' comprehension in reading recount text. Firstly, the data gathered from the questionnaire suggested that most students encountered some challenges in reading tasks especially in reading comprehension tasks. Generally, most students encountered the challenges in understanding and finding out the main ideas as well as finding out the supporting details in the text.

Besides the above findings, the researcher also suggested some 'positive comments on the implementation of pre-questioning technique in the teaching and learning process which covered: a). Activating the students' prior knowledge, b). Building the students' interest and motivation, c). Helping the students obtain specific or particular information's from the text, d). Giving a sufficient impact on the students' reading comprehension performance, and e). Fostering the students'

cognitive aspect in reading comprehension skill.

**Conclusion**

   According to the research findings and the analysis of the data, the researcher draws out some conclusions as follows: 1) the implementation of pre-questioning is effective to improve the students' reading achievement especially in reading recount text. It was shown by the students' scores in post-test which is better than pre-test. Both in multiple choice item and essay test item; 2) the students' achievement has proven to significantly improve. It is shown by the interval scores of pre-test and post-test; 3) In learning, the students are required to read and then they face some challenges in comprehending the text that they have read especially in finding out the main ideas and supporting details within the text. The pre-questioning technique was perceived by student as kind of enjoyment since it triggers their interest and motivation to read and train them to predict what will they face in the real texts. This kind of enjoyment of technique is represented by the students' enthusiasm in following the lessons from the beginning till the end. The students' achievement has improved considerably; the whole scores of post-tests showed better scores than those of pre-test in multiple choice – main idea discovery of mean (72.833 > 63.033) and the location of supporting details – mean (77.133 > 67.433). In essay test item, the main idea discovery – mean (70.7333.> 61.9333) and the location of supporting details (75.2667 > 66.7000).

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