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EFFECTS OF PRE-QUESTIONING ON THE READING COMPREHENSION ACHIEVEMENT OF THE SECOND-GRADE AT MADRASAH ALIYAH IN KAPUAS KUALA

Abstract

This research aims to determine the effect of pre-questions on the reading comprehension achievement of second-grade students at Madrasah Aliyah Miftahul Ulum and to examine the impact of gender on this matter. The research was conducted in the 2023/2024 academic year, involving 68 second-grade Social Science students. The method used is a factorial experiment, with data collection, coding, scoring, and analysis using the SPSS application. The sample was divided into two classes, namely, the experimental class and the control class. As for the instruments in this study, they used tests, namely: essay tests and multiple-choice tests. The essay test was used for the pre-question test and the multiple-choice test for the student's reading comprehension test. The results of this research indicate that the pre-question has a significant effect on the students' reading achievement, while gender does not have a significant effect on reading ability. Then, a better understanding was shown in the experimental class that used pre-questions compared to the control class. This can be seen from the average score results and two-way ANOVA.

Keywords: Pre-questioning, Reading Comprehension, Achievement.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pra-pertanyaan terhadap hasil pemahaman bacaan siswa kelas 2 Madrasah Aliyah Miftahul Ulum dan mengkaji pengaruh jenis kelamin terhadap hal tersebut. Penelitian ini dilaksanakan pada tahun ajaran 2023/2024 dengan melibatkan 68 siswa kelas 2 Ilmu Pengetahuan Sosial. Metode yang digunakan adalah eksperimen faktorial, dengan pengumpulan data, koding, pemberian skor, dan analisis data menggunakan aplikasi SPSS. Sampel dibagi menjadi dua kelas, yaitu kelas eksperimen dan kelas kontrol. Adapun instrumen dalam penelitian ini menggunakan tes, yaitu: tes uraian dan tes pilihan ganda. Tes uraian digunakan untuk tes pra-pertanyaan dan tes pilihan ganda untuk tes membaca pemahaman siswa. Hasil penelitian ini menunjukkan bahwa pra-pertanyaan berpengaruh signifikan terhadap prestasi membaca siswa, sedangkan jenis kelamin tidak berpengaruh signifikan terhadap kemampuan membaca. Kemudian, pemahaman yang lebih baik ditunjukkan pada kelas eksperimen yang menggunakan pra-pertanyaan yang mana ini berbanding terbalik dengan kelas kontrol. Hal ini dapat dilihat dari hasil perhitungan Two-Way ANOVA dan skor rataannya.

Kata Kunci: Pre-questioning, Reading Comprehension, Achievement.

INTRODUCTION

When interacting with people from different countries, language is a crucial component of communication. Being a universal language, English is crucial and has numerous applications

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in daily life. English is taught from elementary school through university in Indonesia, Istiqomah (2016).

According to Agus (2023), mastering the four English language abilities of speaking, listening, reading, and writing is essential. A key component of education is learning ability; pupils must be taught and conditioned to possess strong analytical abilities.

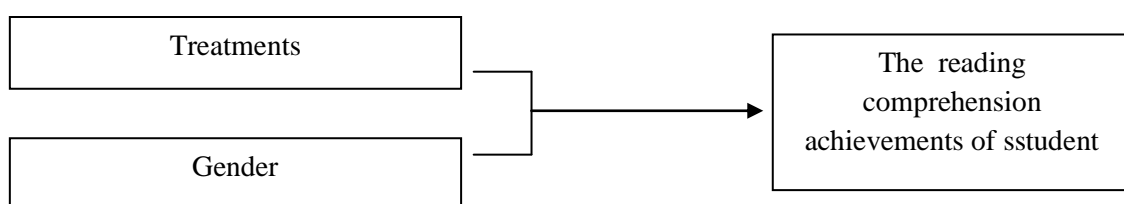
Analyzing is also a vital and fundamental aspect for students because their academic success greatly depends on their ability to analyze. If their learning ability is low, they are very likely to fail the exam or at least struggle to make progress. Conversely, if they have good analytical skills, they will have a higher chance of achieving exam results. When reading, readers must be able to manage each part of the text to understand it. This is because comprehension will be easier to improve when readers can organize the text. Sometimes, they will learn how to ask questions, and it is important for children to be able to identify the reading text when information is presented in a familiar way. Before students study the entire material, self-questioning theoretically can enhance their motivation and interest. Additionally, students can anticipate what will be discussed in the book. According to this analysis, students can also improve their reading comprehension if they understand the importance of self-questioning.

The main objective of the researchers is to understand how pre-questioning and pre-questioning affect students' comprehension performance. The researchers concluded that pre-questioning requires asking several questions before reading the entire book, based on the description provided above. Literary material often shapes students' interest and motivation to read it. The main objective of the researchers is to understand how and the effect of pre-questioning on the student's comprehension performance. The researchers concluded that pre-questioning requires asking several questions before students read the entire book, based on the description provided above. Literary material often shapes the motivation and interest of the student to read it.

METODE

Method of The Research

In this study, the researcher chose Experimental Research as the Research Method. This method allows researchers to control variables and determine cause-and-effect relationships more clearly, resulting in more accurate and reliable data, (Suwarno, 1987). In experimental research, researchers can design systematic experiments to test hypotheses and ensure that other factors do not influence the obtained results.



Picture 1. The Variable of The Research

Population and Sample of The Research

Population of The Research

Class II Madrasah Aliyah Miftahul Ulum has a total of 198 students across different subjects: Science 1 has 40, Science 2 has 40, Science 3 has 4, Social 1 has 38, and Social 2 has 39 students.

Sample of The Research

The researcher used cluster sampling techniques to determine the research sample. Cluster sampling is used when selecting individuals from the described population, which is more feasible or convenient than selecting a group of people, Toendan. (2006:93). This technique allows researchers to group the population based on certain characteristics, making it easier to collect data and analyze results that are more representative. This technique also helps

in reducing the costs and time required for research, as researchers can focus on specific groups without having to reach the entire population. In this study, the Social Science class, which consists of 2 classes, was used as the research sample. The sample was chosen because it is considered to represent characteristics relevant to the research objectives, so that the results obtained can provide an accurate picture of the phenomenon being studied.

The Data Needed

The researcher used the exam scores of Sosial Science class 2 students at MA Miftahul Ulum for the 2023–2024 academic year as the data source.

Criteria for the Admissibility of the Data

The students' answer sheets are used as a guideline to determine whether the data can be accepted or used in data collection by researchers because the data contains accurate information. The notes test the student's comprehension skills both with and without initial questions in this analysis.

Data Collection and Data Processing Procedures

The researchers gathered data through tests and then processed it using specific procedures:

- Editing

Find information about the second-grade students at MA Miftahul Ulum.

- Coding

To protect students' privacy, each response sheet is tagged. For example, X1, X2, Y1, Y2, and so on.

- Scoring

At this step, the researcher determines the correct answers and student scores using this formula, Depdikbud (1989:7):

$$\text{SCORE: } \frac{\text{Number of correct answers}}{\text{Number of items tested}} \times 100$$

- Tabulating

Data will be categorized in the table after the student's work has been evaluated.

Instrument of The Research

Tests were employed as data-gathering tools in this investigation. In this study, the instruments are separated into two categories: (1) experimental class tests and (2) control class tests. Multiple-choice and essay examinations are used in this research. The experimental class has 30 test items, while the control class has 20. Multiple choice is used for reading comprehension, and essays are used for pre-questioning (Romi & Astawan, 2021).

Data Analysis of The Research

To analyze the data, the researcher examines and scores the students' answers, then analyzes the data using the ANOVA statistical technique with the SPSS statistical computer program, and finally draws conclusions based on the obtained statistical results. In statistical data analysis, the researcher uses the significance value based on the Shapiro-Wilk formula. Additionally, to determine whether H_0 or H_1 is accepted, the data calculations can be seen in the ANOVA table. Welkowitz, Ewen, and Cohen (1982:251) state that if the significant value is greater than 0.50, then H_0 is accepted, whereas if the significant value is less than 0.50, H_0 is rejected.

RESULTS AND DISCUSSION

Results of Data Analysis

When evaluating the data, the researcher uses two-way ANOVA to evaluate the data from the table. The table that displays the two-way ANOVA's summary findings is below.

Table 1. Two-way ANOVA results

Tests of Between-Subjects Effects

	Type III Sum				
Corrected Model	2591.196 ^a	3	863.732	10.768	.000
Intercept	106396.556	1	106396.556	1326.476	.000
PQ	2230.179	1	2230.179	27.804	.000
Gender	283.008	1	283.008	3.528	.065
PQ * Gender	243.809	1	243.809	3.040	.086
Error	5133.437	64	80.210		
Total	116125.000	68			
Corrected Total	7724.632	67			

a.

As can be seen from the above table, students' reading comprehension is impacted by the Pre-Question treatment, whereas their gender has no effect on those same students' reading comprehension or achievement in reading comprehension. There are two sorts of hypotheses in this study that need to be proven: the alternative hypothesis (Ha) and the null hypothesis (Ho). Based on the significant values, it can be concluded as follows:

Hypothesis Testing I

Ha: The reading comprehension skills of the second-grade social science pupils at MA Miftahun Ulum are significantly impacted by both pre-questioning and non-pre-questioning treatments.

Ho: The reading comprehension skills of the second-grade social science pupils at MA Miftahun Ulum are not significantly impacted by either pre-questioning or no pre-questioning.

It is evident from table 2's summary findings of the ANOVA and the hypothesis that the Treatment's F value is 27.804 with a significance level of .000. A significance value of .000 < .05 means that Ha is approved while Ho is rejected. Thus, "There is a significant influence between the treatment and the pre-test questions regarding the reading comprehension achievement of second-grade Social Studies students at MA Miftahul Ulum," according to the ANOVA calculations above.

Hypothesis Testing II

Ha: The gender of the student has a major impact on the reading comprehension skills of the second-grade Social Science pupils at MA Miftahun Ulum.

Ho: The gender of the student has no discernible impact on the comprehension skills of the second-grade Social Science pupils at MA Miftahun Ulum.

It is evident from Table 2's ANOVA summary findings and the hypothesis that the gender F value is 3.528, with a significance level of 0.065. Given that the significance value is less than 0.05 (.065), Ho is accepted, and Ha is rejected. Accordingly, "The students' gender did not impact reading comprehension in Social Studies for second-graders at MA Miftahul Ulum, whether pre-questioning was used or not," according to the results of the ANOVA calculation above.

Hypothesis Testing III

Ha: The reading comprehension skills of the second-grade social science students at MA Miftahun Ulum are significantly impacted by treatments that include pre-questioning, those that do not, and the gender of the student.

Ho: Pre-questioning, non-pre-questioning, and student gender have no discernible effects on the reading comprehension skills of second-grade Social Science students at MA. Ulum MiftahunPre-questioning, non-pre-questioning, and student gender have no discernible effects on the reading comprehension skills of second-grade Social Science students at MA. Ulum Miftahun.

Table 1 shows the results of an analysis of variance (ANOVA), indicating that the F value for the gender treatment is 3.040, and the significance level is 0.086. This means the findings are not statistically significant: Ho is accepted while Ha is rejected.

Discussion

The purpose of this research is to determine how students' reading comprehension performance is influenced by treatment (with or without pre-questions) and students' gender. Specifically, for second-grade Social Science students at MA Miftahul Ulum for the 2023–2024 academic year. Therefore, a discussion and interpretation of the research findings are necessary, and the hypothesis can also be tested using the ANOVA table based on the data results from this study.

Here are the results of the hypothesis testing presented below:

Treatment Hypothesis Testing with Pre-Questionnaire and Without Pre-Questionnaire (Pengujian Hipotesis I)

The significant value for Treatments = .000, or sig. = .000 < (= .05, according to the results of the prior hypothesis testing, shows that H_a is accepted and H_o is rejected. These results show that students' reading comprehension is significantly impacted by both pre-questioning and non-pre-questioning interventions. In summary, pupils' reading comprehension performance is greatly impacted by the first questions.

Therefore, initial questions have a significant impact on how well children understand reading (Harmer, 1985): (1) Pre-questions before reading to confirm expectations. Pre-questions are used as a strategy to emphasize the initial phases, which stimulate students' interest in the subject matter of the text, motivate them to make predictions about its content, and provide them with interesting and inspiring reasons to read, and (2) In this case, pre-questions are used to enhance students' prior knowledge before reading for general comprehension.

The research shows that when students read and respond to initial questions, they can better predict and focus on the main topics in the text. This method, used in the Indonesian version of the instrument, aids students in understanding what will be covered.

Gender Hypothesis Testing (Hypothesis Testing II)

The gender of students does not have a significant effect on the reading comprehension ability of second-grade students in Social Studies at MA Miftahul Ulum, based on hypothesis testing. The ANOVA results show that the F value for gender is 3.528 with a significance value of $0.065 < 0.05$, which means H_o is accepted while H_a is rejected.

The findings indicating "a significant gender influence on students' reading comprehension performance" are likely to materialize; however, this would be the case if the researchers included additional samples for this investigation. Confirming the impact of gender on reading comprehension of students in this study, the researchers recommend that future researchers working on related topics use a larger sample.

Testing Gender Hypothesis (Hypothesis Testing III)

The hypothesis indicates that treatment type and student gender do not significantly impact the reading achievement of second grade social science at MA Miftahul Ulum. ANOVA results show an F value of 3.040 and a significance level of 0.086, so the null hypothesis can be accepted.

Based on the hypothesis testing, it can be concluded that students' reading comprehension is influenced by pre-questions, while students' gender does not have a significant effect. The researchers focused on the influence of treatment, gender outcomes, and remediation on student success. These findings are limited and cannot be applied to other types of situations. The research uses the cluster-sampling method, which may only be relevant to second-grade students at MA Miftahul Ulum. The researchers hope that future studies will involve a larger population and more variables for better results.

CONCLUSION

This research produces several conclusions regarding the influence of pre-questioning treatment and gender on the achievement of reading comprehension in second-grade Social Studies at Madrasah Aliyah Miftahul Ulum for the academic year 2023/2024. First, there is a significant influence between the treatment with preliminary questions and student achievement. However, there is no significant influence between the gender of students receiving the treatment and their reading achievement. Additionally, no significant influence was found between the treatment and the gender of students on this achievement. Several variables that can

influence the research results are the educational background of the teacher, the student's learning styles, the student's prior knowledge, and the student's socioeconomic conditions.

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