



THE USE OF PRE-QUESTION STRATEGY IN IMPROVING STUDENTS' READING ACHIEVEMENT

Linda Melati Sukma¹, Asti Veto Mortini², Noviati³, Nur Aisyah⁴, Lim Wei Jie⁵

^{1,2,3} Universitas PGRI Palembang, Indonesia

⁴Universiti Malaya, Malaysia

⁵Universiti Sains Malaysia, Malaysia

E-mail: [1lindamelatisukma9@gmail.com](mailto:lindamelatisukma9@gmail.com), [2astiveto.avm@gmail.com](mailto:astiveto.avm@gmail.com), [3noviati01969@gmail.com](mailto:noviati01969@gmail.com), [4aisyah.zulkifli@um.edu.my](mailto:aisyah.zulkifli@um.edu.my), [5weijie.lim@usm.my](mailto:weijie.lim@usm.my)

Accepted :

10 January 2025

Published :

10 June 2025

Corresponding Author:

Linda Melati Sukma

Email Corresponding :

lindamelatisukma9@gmail.com

ABSTRACT

Reading proficiency is an essential skill that students must develop, as challenges in this area can significantly impede their ability to absorb and process information. This research aimed to determine whether the application of the pre-question strategy had a statistically significant impact on the reading achievement of tenth-grade students at SMA PGRI 2 Palembang compared to those who were not exposed to this instructional method. The study utilized a quasi-experimental design, dividing one class into two distinct groups: an experimental group and a control group. The population consisted of tenth-grade students, and the sample included a single class, selected through cluster sampling, which was further divided into experimental and control subgroups. Data were collected through a reading test. The analysis revealed that the obtained t-value was 15.180, which exceeded the critical t-value of 1.691 at a significance level of 0.05 with 34 degrees of freedom. This indicates a statistically significant difference between the two groups. Based on these findings, it is recommended that English teachers incorporate the pre-question strategy into their instructional practices, particularly in reading instruction, as it appears to facilitate students' comprehension of the text. Furthermore, this strategy has the potential to boost students' confidence when engaging with reading materials.

Keywords: *Reading, Achievement, Pre-question Strategy, Teaching, Descriptive Text, Comprehension*

1. INTRODUCTION

In today's interconnected world, English proficiency is no longer optional it is a necessity. As the dominant international language, English serves as the medium of communication in diplomacy, global commerce, technology, education, and scientific research. In many non-native English-speaking countries, including Indonesia, English has been integrated into the national curriculum as a key subject aimed at preparing students to participate effectively in the global community. Its role extends beyond classroom walls, influencing students' academic performance and future career opportunities.

English is a vital subject aimed at enhancing students' proficiency in language use, encompassing both oral and written communication (Adnan & Marlina, 2017; Joshi et al., 2024). Instruction focuses on the development of the four fundamental language skills: listening, reading, speaking, and writing. As a global lingua franca, English is the most commonly spoken language across nations. Hadi et al. (2021) and Sirisrimangkorn (2021) assert that "English has become the medium of communication in every field in the local and global environment," underscoring its significance in diverse sectors. In Indonesia, English is instrumental in fostering global

Vol 8 No 2 (2025): ESTEEM

connectivity and advancing domains such as education, economics, science, and technology.

Among the core skills, reading holds a critical role in knowledge acquisition. Sa'adah (2020) and Sheng (2019) emphasizes that reading entails both physical and cognitive processes to derive meaning from written symbols, including letter recognition. Reading, therefore, is the capacity to interpret, analyze, and extract meaning from textual content, requiring comprehension skills that are influenced by analytical ability and inferencing. Effective reading comprehension hinges on three essential components: the reader, the text, and the tasks performed during reading, all situated within a broader sociocultural context (Noviati & Rosmiyati, 2022; Rojabi, 2021; Duke & Pearson, 2017).

Strategic approaches to reading are essential in facilitating comprehension. According to Siregar (2019) and Boudah (2018), applying specific reading strategies enables learners to process texts more effectively and manage their reading time more efficiently. While readers engage with various types of texts, the fundamental process remains consistent: constructing meaning by integrating textual cues with prior knowledge. In the Indonesian educational context, the primary aim of reading instruction is to foster text comprehension, enabling students to broaden their horizons and deepen understanding (Mortini, 2017; Kafarina et al., 2023; Fadilah et al., 2023).

Self-efficacy also plays a vital role in reading performance. Learners' belief in their abilities significantly affects outcomes, even when they possess comparable knowledge and skills (Wray et al., 2022; Warren et al., 2020; Tiyuri et al., 2016).

This research explores the impact of pre-question strategies on reading

achievement among tenth-grade students at SMA PGRI 2 Palembang. The study seeks to determine whether this approach yields significant improvements in reading outcomes compared to conventional instructional methods. Harmer (2017) categorizes pre-reading questions into several types: those designed to confirm readers' expectations, locate specific details, evaluate general understanding, and enhance detailed comprehension. These question types aim to activate students' prior knowledge and guide their focus throughout the reading process.

2. LITERATURE REVIEW

Concept of Reading

Reading is a fundamental skill that enables students to comprehend sentences. By engaging with reading materials, students can understand vocabulary found in notebooks or texts encountered in their daily surroundings.

Reading comprehension, in turn, is often linked to the skill of decoding words and understanding their meanings. However, language comprehension also involves other cognitive processes, such as understanding, problem-solving, and intelligence (Kızılaslan and Tunagür, 2021). According to Widiastika & Iswaram (2022), reading is a straightforward process in which readers decode each word in a text and automatically grasp its meaning, similar to how they understand spoken language in everyday life.

Arrasul et al. (2023) emphasize that reading comprehension is essential not only for understanding texts but also for broader learning. It plays a crucial role in daily activities and social interactions, whether it's reading emails or engaging on social media. Reading comprehension is a complex skill, requiring the integration of various cognitive abilities.

Vol 8 No 2 (2025): ESTEEM

Reading can be categorized into two types: intensive reading and extensive reading.

- Intensive Reading

According to Pujiono, et al., (2024), intensive reading involves engaging with a text under the guidance of a teacher or through an assignment that encourages students to pay close attention to the text. The goal of intensive reading is to gain a deep and detailed understanding of the text, not only in terms of its meaning but also in how that meaning is constructed. Examples of intensive reading include reading textbooks, articles, or journals. Techniques that can be used in intensive reading are Close Reading, Annotating, and Summarizing.

- a. Close reading technique is a reading technique that encourages readers to read the text several times to deeply analyze the structure of the text such as the selection and details of diction, arguments, and mixing between sentences so that readers can express, and understand the information and ideas of the text.
- b. The annotating technique is almost the same as the close reading technique above, Annotation is a strategy in reading using marking by underlining and highlighting words from the given text.
- c. The summarizing technique is one of the important techniques in intensive reading that helps readers identify and understand the main information of a text.

- Extensive Reading

According to Pujiono, et al., (2024), Extensive reading is the process of reading large amounts of text quickly and for general comprehension. As such, it can involve a variety of reading skills or strategies, also referred to as reading “styles” or “ways.” The purpose of

extensive reading is to gain exposure to new ideas and information and to improve overall reading fluency. Examples of extensive reading include reading newspapers, reading blogs, reading social media posts, reading non-fiction books, reading novels, etc.

Techniques that can be used for extensive reading are Skimming, Scanning, and Previewing.

- a) The skimming technique is a technique of reading quickly and briefly to get the main idea of a text. Skimming allows readers to read quickly to get an overview of a text so that readers can decide whether the text has useful information for them.
- b) The scanning technique is a fast-reading technique to find specific information in a text. This scanning technique allows readers to identify important points or information sought without having to read each word carefully.
- c) Previewing technique is a technique of reading the beginning and end of a text to get an overview of its contents. This can be seen first in the title of the reading and subtitle (smaller title in the reading) or artwork (photos, pictures, and others) that accompany the reading.

Reading Process

The reading process is a complex activity that involves interactions between reading ability, language knowledge, experience, and understanding of specific content. Everyone has a different approach to reading based on their background, purpose of reading, and context of reading.

According to Uzer, (2020) reading is the process through which readers comprehend written material and acquire information or knowledge.

1. Before Reading: Pre-reading

Febrianti, et al., (2022) claim that Pre-reading activities include activities and discussions before reading that help students minimize their anxiety about the text. Before reading refers to any activity or preparation that occurred before someone began reading a text,

2. During Reading: Drafting

Drafting reading is a strategy used during the reading process to help readers understand the text better. This involves taking notes, summaries, or outlines while reading to capture the main ideas, important points, and relevant details of the text.

According to Vaughn, et al., (2024) it discusses three types of strategies that are interconnected, are types of strategies that can be utilized during and after reading. As recommended in the reading intervention guide, these include (1) teaching students to monitor their comprehension, (2) providing students with opportunities to ask and answer questions, and (3) teaching students to synthesize their understanding by starting the main idea and summarizing their understanding.

3. After Reading: Revising, Editing

The word revision means 'seeing again'. This stage demands writers to see their compositions again with their classmates and the teacher helping them. Editing involves correcting grammar, usage, punctuation, spelling, clarifying meaning, ensuring coherence and consistency, and shaping the text into a smooth, readable format.

Third after reading, to know how far students' comprehend the text by clarifying their understanding of the text. After reading, students summarize the information that they learned. Students respond and conclude (Asmara, 2018).

Achievement

Achievement is the result or achievement obtained by someone after making an effort or work in a certain field. In the context of education, achievement refers to the level of success or progress achieved by students in understanding, mastering, or completing academic tasks, such as reading skills, or other skills assessed through tests, exams, or performance assessments.

In the context of pre-questioning strategies in reading, achievement refers to measurable improvements in student's reading skills and comprehension as a result of using pre-questioning before engaging with a text. These pre-questioning, posed before a reading activity, are intended to activate students' prior knowledge, focus their attention on key ideas, and guide their reading process, ultimately improving their comprehension and retention of the material.

Descriptive Text

Descriptive text is a genre of writing intended to present a detailed and vivid portrayal of a person, place, object, or event, enabling readers to construct a clear mental image or sensory experience of the subject matter. This type of text encompasses narratives about animals, individuals, locations, and items, offering specific and elaborate information related to the topic being described (Mayekti et al., 2022; Dhananjaya et al., 2024; Ciptaningsih et al., 2021).

Within the framework of the pre-questioning strategy, descriptive texts serve a significant function in fostering students' reading comprehension. The pre-questioning technique involves presenting learners with guiding questions prior to engaging with a text. This approach activates prior knowledge, sets reading purposes, and encourages predictive thinking, all of which contribute to deeper engagement and improved understanding of descriptive content.

Vol 8 No 2 (2025): ESTEEM

Here is an example of descriptive text about Belitung:

Belitung: Paradise of White Sand Beaches and Granite Rocks

Belitung is an island located in the province of Bangka Belitung, Indonesia, and is famous for its enchanting natural beauty. This island has exotic beaches with the characteristic of soft white sand and large granite rocks scattered along the coastline.

One of the most famous beaches in Belitung is Tanjung Tinggi Beach, which is often dubbed "Hidden Paradise". Here, the sea water is clear blue, so you can see the seabed filled with coral and small fish. The towering granite rocks around the beach add to the beauty of the scenery as if they were naturally carved by nature for millions of years.

In addition to its beaches, Belitung also has Lengkuas Island, which is famous for its lighthouse. From the top of the lighthouse, visitors can enjoy a wide view of the blue ocean, the surrounding small islands, and clusters of granite rocks scattered in the middle of the sea. The atmosphere around this island is calm and peaceful, ideal for those who want to enjoy nature in tranquility.

Not only its natural beauty, Belitung is also known for its culinary specialties, such as Mie Belitung, which has a savory taste with a thick shrimp-based sauce and spices. The diversity of Malay culture is also thick on this island, with traditional houses and the friendliness of its residents.

Belitung is a tourist destination that offers natural beauty that is still pristine, charming beaches, and unique culinary

experiences. This island is truly worth a visit for nature lovers and those who want to get away from the hustle and bustle of the city.

Concept of Pre-question

Pre-questions are a learning strategy that involves asking students questions before they begin reading a text. The main purpose of these pre-questions is to direct students' attention to important information in the text and help them build a relevant frame of mind for understanding the material to be read. In teaching English, especially in teaching reading comprehension given to students, a strategy is needed. One of the strategies teachers use in teaching reading comprehension is the pre-questioning Strategy.

According to Dewi, et al., (2013), pre-questioning involves presenting a series of questions to students before they read the full text. The purpose of this approach is to enhance their reading schema, activate prior knowledge, and boost their interest and cognitive abilities to anticipate the content of the text.

The definition of Pre-questions is like asking several questions based on the topic text before reading the text. Pre-questioning strategies build students' interest, motivation, and cognitive factors. Therefore the initial question is very good at allowing the schema to predict what will happen in the reading text (Mousavian and Siahpoosh, 2018).

According to Fitriana (2016), The strengths of pre-question that measure students' reading comprehension cannot be separated from the speed or time of reading it. To measure reading comprehension, we should pay attention to the following reading comprehension indicators :

1. Students can find out the facts and details of the text.

Vol 8 No 2 (2025): ESTEEM

2. Students can find out the rote learning and memorization of the meaning of the text.
3. Students must surface understanding only in text reading comprehension.

The Procedure of Pre-question

A strategy had a procedure that starts from beginning to end. The process aims to get good grades. So, Pre-questions also have a process that must be carried out by students after they have read a text. There are several teaching steps through pre-questioning techniques before reading the text, as follows :

1) Preparation

According to the author, preparation refers to the careful planning and organization involved in the teaching-learning process. This includes the teacher designing lesson plans, selecting appropriate texts, and preparing media and other teaching materials to support effective instruction.

2) Introduction

This section provides input information where students are introduced to the teaching objectives and the topics to be covered. In this step, the teacher explains the meaning, significance, and procedures of the teaching technique (pre-questions), as well as its characteristics and examples related to a specific type of reading (descriptive text). The teacher also guides students on how to apply the technique (pre-questions) to assess their understanding of a particular reading type, such as descriptive text.

3) Activity

- a) Prepare questions in advance about previous material or material that would be studied.
- b) Ask interesting questions about the material to be studied.

- c) Ask students about previous material or material to be studied.
- d) Provide material that students know or don't know.

Example of the pre-questioning :

1. Have you ever visited Belitung? "Yes/No" If you ever visit Belitung, when?
2. Based on your opinion, how about Belitung? Why?
3. Tell me about Belitung.

4) Reviewing

Review is a crucial step in the process. During this phase, students are encouraged to ask constructive questions, provide answers, and offer comments or suggestions. The teacher assists students in reviewing the assignments, correcting any language errors, and addressing any weaknesses. This step plays a key role in enhancing students' understanding and performance, ultimately contributing to improved achievement in reading descriptive texts.

The Advantages and Disadvantages of Pre-question

There are advantages of using pre-question strategies.

1. Pre-questions can attract students' interest in the material to be studied, making them more interested and motivated to find answers to the questions given.
2. Pre-questions help students focus on important information when reading or studying because they would be looking for answers that are relevant to previously asked questions.
3. Pre-questions can activate the previous knowledge students have about a particular topic, helping them relate new information to what they already know.

Vol 8 No 2 (2025): ESTEEM

There are advantages of using pre-question strategies.

1. The teacher must dedicate more time and effort in the classroom. If the teacher is unable to effectively manage the class, all the preparation may become ineffective.
2. Students need to have a strong understanding of the material, even if they have limited vocabulary. However, their comprehension of the reading text may still be affected by these vocabulary limitations.

3. METHODS

This research adopted a quasi-experimental approach, wherein a single class was divided into two distinct groups: an experimental group and a control group. The primary aim was to evaluate the efficacy of the pre-questioning technique as an instructional strategy for improving students' reading comprehension. The target population consisted of tenth-grade students at SMA PGRI 2 Palembang during the 2024 academic year, comprising a total of 539 students. From this population, a sample of 36 students was purposively selected from one class and subsequently split into experimental and control subgroups.

To gather empirical data, the researcher employed both pre-tests and post-tests. The pre-test was administered to all participants at the outset of the instructional intervention, while the post-test was conducted at the conclusion of the teaching sessions. In both assessments, students were required to engage with descriptive texts. Their reading performance was jointly evaluated by the English teacher and the researcher using a comprehensive rubric that assessed key components such as content knowledge, vocabulary usage, fluency, critical thinking, and depth of engagement with the text. The

resulting data from the pre- and post-test scores of both groups were subjected to statistical analysis to determine the impact of the pre-questioning strategy on students' reading achievement.

4. RESULTS AND DISCUSSION

In this part the researcher presents the results of quantitative data collected from the pre-test and post-test of both experimental and control groups are analyzed. Then, the progress of students' reading in the experimental group was presented.

Research Questions

The purpose of this study was to determine whether there was any significance for tenth-grade students of SMA PGRI 2 Palembang who were taught using pre-questioning strategies in improving their reading achievement compared to those who were not. To achieve this purpose, students' reading scores were analyzed statistically.

Table 1. The Result of the Students' pre-test

| Students Number | Rater 1 | | | | | Total | Rater 2 | | | | | Total | Scores | Rank Different | |
|-----------------|---------|---|---|----|---|-------|---------|---|---|----|---|-------|--------|----------------|-----|
| | C | V | F | CT | E | | C | V | F | CT | E | | | RD | RD2 |
| 1 | 2 | 2 | 1 | 1 | 2 | 8 | 2 | 1 | 2 | 1 | 2 | 8 | 53 | 1 | 2 |
| 2 | 2 | 2 | 1 | 2 | 2 | 9 | 2 | 2 | 2 | 2 | 1 | 9 | 54 | 0 | 0 |
| 3 | 2 | 1 | 2 | 2 | 2 | 9 | 2 | 2 | 1 | 2 | 2 | 9 | 49 | -1 | -2 |
| 4 | 2 | 1 | 2 | 2 | 1 | 8 | 2 | 2 | 2 | 2 | 2 | 10 | 53 | 1 | 2 |
| 5 | 2 | 2 | 2 | 2 | 2 | 10 | 1 | 1 | 1 | 1 | 2 | 6 | 55 | -1 | -2 |
| 6 | 2 | 2 | 1 | 1 | 2 | 8 | 2 | 2 | 2 | 2 | 2 | 10 | 58 | 2 | 4 |
| 7 | 2 | 2 | 2 | 2 | 2 | 10 | 2 | 2 | 2 | 2 | 2 | 10 | 55 | -1 | -2 |
| 8 | 2 | 1 | 1 | 2 | 2 | 8 | 1 | 2 | 1 | 2 | 1 | 7 | 53 | 1 | 2 |
| 9 | 2 | 1 | 1 | 2 | 2 | 8 | 1 | 2 | 2 | 2 | 1 | 8 | 48 | 0 | 0 |
| 10 | 2 | 2 | 2 | 2 | 1 | 9 | 2 | 2 | 2 | 2 | 2 | 10 | 49 | -1 | -2 |
| 11 | 2 | 2 | 3 | 2 | 2 | 11 | 2 | 2 | 2 | 2 | 2 | 10 | 61 | -1 | -2 |
| 12 | 2 | 1 | 2 | 2 | 2 | 9 | 1 | 2 | 2 | 2 | 1 | 8 | 59 | 1 | 2 |
| 13 | 2 | 2 | 1 | 1 | 2 | 8 | 2 | 2 | 2 | 2 | 2 | 10 | 48 | 0 | 0 |
| 14 | 2 | 2 | 1 | 2 | 2 | 9 | 1 | 1 | 1 | 1 | 1 | 5 | 49 | -1 | -2 |
| 15 | 2 | 1 | 2 | 2 | 2 | 9 | 1 | 1 | 1 | 2 | 1 | 6 | 49 | -1 | -2 |
| 16 | 2 | 2 | 1 | 2 | 2 | 9 | 2 | 2 | 1 | 2 | 2 | 9 | 49 | -1 | -2 |
| 17 | 2 | 1 | 2 | 1 | 2 | 8 | 2 | 2 | 2 | 2 | 2 | 10 | 53 | 1 | 2 |
| 18 | 2 | 2 | 2 | 2 | 2 | 10 | 1 | 1 | 1 | 1 | 1 | 5 | 50 | -2 | -4 |
| | | | | | | 160 | | | | | | 126 | 945 | -3 | -6 |

Table 2. The Result of the Students' post-test

| Students Number | Rater 1 | | | | | Total | Rater 2 | | | | | Total | Scores | Rank Different | |
|-----------------|---------|---|---|----|---|-------|---------|---|---|----|---|-------|--------|----------------|-----|
| | C | V | F | CT | E | | C | V | F | CT | E | | | RD | RD2 |
| 1 | 2 | 2 | 2 | 2 | 2 | 10 | 3 | 3 | 2 | 2 | 2 | 12 | 65 | 1 | 2 |
| 2 | 2 | 2 | 2 | 2 | 1 | 9 | 2 | 2 | 2 | 2 | 2 | 10 | 59 | 1 | 2 |
| 3 | 2 | 2 | 2 | 2 | 2 | 10 | 2 | 2 | 2 | 2 | 2 | 10 | 60 | 0 | 0 |
| 4 | 2 | 2 | 3 | 2 | 2 | 11 | 2 | 2 | 2 | 2 | 2 | 10 | 61 | -1 | -2 |
| 5 | 2 | 2 | 2 | 2 | 2 | 10 | 2 | 2 | 2 | 1 | 1 | 8 | 60 | 0 | 0 |
| 6 | 2 | 2 | 2 | 2 | 2 | 10 | 2 | 2 | 1 | 2 | 1 | 8 | 55 | -1 | -2 |
| 7 | 2 | 2 | 2 | 2 | 2 | 10 | 2 | 2 | 2 | 2 | 2 | 10 | 60 | 0 | 0 |
| 8 | 2 | 1 | 2 | 2 | 2 | 9 | 2 | 1 | 1 | 2 | 2 | 8 | 49 | -1 | -2 |
| 9 | 2 | 1 | 1 | 2 | 2 | 8 | 2 | 1 | 1 | 2 | 2 | 8 | 48 | 0 | 0 |
| 10 | 2 | 2 | 1 | 2 | 2 | 9 | 2 | 2 | 1 | 1 | 1 | 7 | 49 | -1 | -2 |
| 11 | 2 | 2 | 1 | 2 | 2 | 9 | 2 | 2 | 2 | 2 | 2 | 10 | 59 | 1 | 2 |
| 12 | 2 | 2 | 2 | 2 | 2 | 10 | 2 | 2 | 1 | 2 | 2 | 9 | 55 | -1 | -2 |
| 13 | 2 | 1 | 2 | 2 | 2 | 9 | 2 | 2 | 1 | 1 | 1 | 7 | 49 | -1 | -2 |
| 14 | 2 | 2 | 2 | 2 | 2 | 10 | 2 | 2 | 1 | 2 | 2 | 9 | 55 | -1 | -2 |
| 15 | 2 | 2 | 1 | 2 | 2 | 9 | 2 | 2 | 1 | 1 | 1 | 7 | 49 | -1 | -2 |
| 16 | 2 | 2 | 1 | 2 | 2 | 9 | 2 | 1 | 1 | 2 | 2 | 8 | 49 | -1 | -2 |
| 17 | 2 | 2 | 2 | 2 | 2 | 10 | 2 | 2 | 2 | 1 | 1 | 8 | 55 | -1 | -2 |

The computation of normality test used SPSS Version 24. The result can be seen in table 3 below:

Table 2. Test of Normality

| | | Tests of Normality | | | | | |
|-------|-----------|---------------------------------|------|-----------|--------------|------|------|
| | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| Kelas | Statistic | df | Sig. | Statistic | df | Sig. | |
| Hasil | Pre Test | .178 | 18 | .139 | .904 | 18 | .068 |
| | Post Test | .176 | 18 | .144 | .875 | 18 | .021 |

a. Lilliefors Significance Correction

The researcher used One-sample kolmogorov-smirnov test to calculate the normality by using SPSS version 24, it was found that the significant level was 0.139 for pre test and 0.144 for post test. The data were normal distribution because it was higher than 0.05.

Table 3. Test of Homogeneity

| Test of Homogeneity of Variances | | | | |
|----------------------------------|------------------|-----|-----|------|
| Hasil | Levene Statistic | df1 | df2 | Sig. |
| | .470 | 1 | 34 | .498 |

It was found that the homogeneity was 0.498. It means that the post-test scores in the experimental and control groups were homogenous because it was higher than 0.05.

Table 4. Independent Sample t-test

| | | Independent Samples Test | | | | | | 95% Confidence Interval of the Difference | | |
|-------|-----------------------------|---|------|---------|--------|------------------------------|-----------------|---|-----------|-----------|
| | | Levene's Test for Equality of Variances | | | | t-Test for Equality of Means | | Lower | Upper | |
| Hasil | Equal variances assumed | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | | |
| Hasil | Equal variances assumed | 470 | .498 | -15.180 | 34 | .000 | -30.83333 | 2.03121 | -34.96125 | -26.70542 |
| | Equal variances not assumed | | | -15.180 | 32.591 | .000 | -30.83333 | 2.03121 | -34.96783 | -26.69883 |

The results showed that the level of sig (2-tailed) was 0.00. It was clear that there was a significant difference in scores between the experimental group and the control group. This means that there was a

significant difference in Reading scores between the groups. This shows that student's scores in the experimental group were better than those of the control group were.

Discussion

The results of this study demonstrate that the use of the pre-questioning strategy had a significant impact on improving students' reading comprehension skills. The independent samples t-test revealed a p-value (sig. 2-tailed) of 0.00, which is below the significance threshold of 0.05. This indicates a statistically significant difference in reading scores between the experimental group (taught using the pre-questioning strategy) and the control group (taught without the strategy).

The findings support the assertion that the pre-questioning strategy activates students' prior knowledge, thereby enhancing their comprehension during the reading process. As Hong & Nguyen (2019) and Mulatu and Regassa (2022) explains, pre-reading questions help guide students' attention, enabling them to predict the content, focus on key details, and process information more meaningfully. This cognitive engagement with the text fosters deeper understanding and retention.

Moreover, the normality and homogeneity tests conducted using SPSS version 24 showed significance values above 0.05, confirming that the data were normally distributed and homogeneous. This validates the use of parametric testing and strengthens the reliability of the study's conclusions.

The increase in post-test scores within the experimental group demonstrates not only the effectiveness of the strategy but also its potential to enhance student motivation and participation. As Kaforina et al. (2023) notes, effective reading strategies help students read with purpose and improve engagement by stimulating curiosity and

Vol 8 No 2 (2025): ESTEEM

focus. Likewise, Ajideh et al. (2024) emphasized that pre-reading strategies promote more efficient reading by equipping learners with expectations and goals before they approach the text.

In conclusion, the implementation of the pre-questioning strategy positively influenced students' reading achievement. This strategy is not only pedagogically sound but also practical, and its integration into classroom instruction is highly recommended to improve learners' comprehension of descriptive texts and foster critical reading habits.

5. CONCLUSION

The implementation of the pre-questioning strategy in teaching reading was shown to be an effective approach to enhancing students' comprehension of descriptive texts. Through guided anticipation of content, students demonstrated improved engagement and understanding, which contributed to a more meaningful interaction with the text. This method also encouraged active reading behavior, helping students to focus on relevant information and connect it with prior knowledge.

Given its positive impact, this strategy is strongly encouraged for use in the classroom, particularly in reading-focused lessons. It can serve as a practical tool to support students' cognitive readiness before encountering new material, thereby improving their overall reading experience.

For future studies, researchers are encouraged to explore the use of pre-questioning across various text types and language skills, such as narrative or expository texts, or even in listening comprehension. Moreover, incorporating mixed-methods approaches may offer richer insights by combining quantitative outcomes with students' perceptions, attitudes, and learning experiences. This broader perspective will help validate and refine the

strategy's effectiveness in diverse educational contexts.

6. REFERENCES

- Adnan, A., & Marlina, L. (2019). EFL students' learning style in english as general course at universitas negeri padang. *Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT 2019)*. <https://doi.org/10.2991/iselt-17.2017.41>
- Ajideh, P., Zohrabi, M., & Khojand, B. (2024). Exploring the effectiveness of pre- and post-reading activities on the development of reading motivation and self-regulation as essentials for reading comprehension. *Journal of Modern Research in English Language Studies*, 11(3), 25–49. <https://doi.org/10.30479/jmrels.2024.19503.2277>
- Arrasul, A. R., Rahmawati, L., Sabata, Y. N., Hardianti, S., & Haluti, A. (2023). Small group discussion in teaching reading comprehension at sma negeri 2 toili. *Bee Journal: BABASAL English Education Journal*, 4(2), 94–103. <https://lonsuit.unismuhluwuk.ac.id/BE EJ/article/view/2815/pdf>
- Asmara, I. F. (2018). *The implementation of before, during and after reading (bda) strategy to improve students' achievement in reading comprehension of narrative text at mtsn 2 medan*. Repository, <http://repository.uinsu.ac.id/id/eprint/4319>.
- Boudah, D. (2018). Evaluation of intensive reading strategies intervention for low-performing adolescents with and without learning disabilities. *Insights into Learning Disabilities*, 15(2), 195–205. <https://doi.org/10.31004/jele.v7i1.239>
%0Ahttps://jele.or.id/index.php/jele/article/view/239
- Ciptaningsih, D. J., Mering, A., & Astuti, I.

Vol 8 No 2 (2025): ESTEEM

- (2021). Pengembangan video animasi untuk pembelajaran descriptive text dalam mata pelajaran bahasa Inggris. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 10(2), 1–12. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/43758>
- Dewi, R. A., Sutarsyah, C., & Basturi, H. (2013). The effect of pre question strategy on the reading comprehension achievement. *Repository*, <https://repository.metrouniv.ac.id/id/ep rint/3304>.
- Dhananjaya, P. A., Karima, F. H., & Egar, N. (2024). Improving students' writing skill in writing descriptive text using brainstorming plus webbing techniques. *Journal of Nusantara Education*, 3(2), 69–78. <https://doi.org/10.57176/jn.v3i2.100>
- Duke, N. K., & Pearson, P. D. (2017). Effective practices for developing reading comprehension. *Sage Journals*, 189(1–2). <https://doi.org/https://doi.org/10.1177/0022057409189001-208>
- Fadilah, I. A., Jaya, A., & Uzer, Y. (2023). Visual representation and comprehension: the exploration of multimodal text to energize reading of the tenth grade students' at state vocational high school 5 of Palembang. *Esteem Journal of English Education Study Programme*, 6(1), 125–130. <https://doi.org/10.31851/esteem.v6i1.10226>
- Febrianti, M. S., Arifin, M. N., & Rohbiah, T. S. (2022). The use of pre-reading strategy in teaching reading comprehension. *JELTS*, 5(1), 15-21. <http://dx.doi.org/10.48181/jelts.v5i1.14363>
- Fitriana, E. (2016). The use of pre-questioning technique to increase the students' reading comprehension at the eleven graders of sma n 5 metro in the academic year of 2015/2016. *repository.metrouniv.co.id*, 13.
- Hadi, M. S., Izzah, L., & Hidayat, M. N. (2021). The comparative study of students' learning style on their achievement in reading skill. *ELTIN Journal*, 9(2), 65-74. <https://doi.org/10.22460/eltin.v9i2.p65-74> .
- Harmer, J. (2017). How to teach English. In *pearson Education Limited*. <https://doi.org/10.54414/mzlv3216>
- Hong, T. D., & Nguyen, H. B. (2019). Teacher beliefs and practices of scaffolding students' reading comprehension through questioning at pre-reading stage. *European Journal of Foreign Language Teaching*, 4(2). <https://doi.org/10.46827/ejfl.v0i0.2511>
- Joshi, A., Dabre, R., Kanojia, D., Li, Z., Zhan, H., Haffari, G., & Dippold, D. (2024). Natural language processing for dialects of a language: a survey. *Computer Science*, 1(1). <http://arxiv.org/abs/2401.05632>
- Kaforina, M., Mulyadi, M., & Jaya, A. (2023). The Students' Personality Based on Their Reading Attitude. *Esteem Journal of English Education Study Programme*, 7(1), 12–23.. <https://doi.org/10.31851/esteem.v7i1.12654>
- Kızılaslan, A., & Tunagür, M. (2021). Dyslexia and working memory: understanding reading comprehension and high level language skills in students with dyslexia. *Kastamonu Education Journal*, 2(95), 941-952. <https://doi.org/10.24106/kefdergi.741028>
- Mayekti, M. H., Faiza, D., & Yudha Bestari, A. C. (2022). An analysis of writing descriptive text at the second semester students' English language teaching unu purwokerto. *English Education*,

Vol 8 No 2 (2025): ESTEEM

- Linguistics, and Literature Journal*, 1(1), 30-36
<https://doi.org/10.5281/zenodo.12795776>.
- Mulatu, E., & Regassa, T. (2022). Teaching reading skills in EFL classes: Practice and procedures teachers use to help learners with low reading skills. *Cogent Education*, 9(1).
<https://doi.org/10.1080/2331186X.2022.2093493>
- Mortini, A. V. (2017). Teaching reading descriptive text through jeopardy game to the eight grade students of state junior high school 20 of palembang. *Jambi-English Language Teaching Journal*, 2(1), 13-17 14.
<https://doi.org/10.22437/jelt.v2i1.3664>
- Mousavian, S., & Siahpoosh, H. (2018). The effects of vocabulary pre-teaching and pre-questioning on intermediate iranian efl learners' reading comprehension ability. *International Journal of Applied Linguistics & English Literature*, 7(2), 58-63
<https://doi.org/10.7575/aiac.ijalel.v.7n.2p.58>.
- Noviati, H., & Rosmiyati, E. (2022). The effect of the bilingual story book on students' reading comprehension achievement. *Esteem Journal of English Study Programme*, 5(1), 57-65
<https://doi.org/10.31851/esteem.v5i1.7315>.
- Pujiono, I. P., Burhanuddin, A., Adiba, N., Rizqina, K. A., Apriani, A. N., Ulya, F., et al. (2024). *Penggunaan Teknologi dalam Pembelajaran Bahasa Inggris*. Pekalongan Jawa Tengah Indonesia: PT Nasya Expanding Management.
- Rojabi, A. R. (2021). EFL Learners' Perceptions on Schoology Use in the Reading Class. *VELES Voices of English Language Education Society*, 5(1), 10–26.
<https://doi.org/10.29408/veles.v5i1.3219>
- Sa'adah, L. (2020). Improving students' reading achievement by using think-pair-share. *Journal Keguruan dan Ilmu Pendidikan*, 4(2).
- Sheng, M. (2019). *Understanding Reading Comprehension: A Cognitive Approach*. Beijing University Press.
- Siregar, N. O. (2019). The correlation between reading strategies and reading comprehension achievement of the sixth semester in english study program of bengkulu university. *Journal of Applied Linguistic and Literacy*, 3(2), 122-132
<http://dx.doi.org/10.25157/jall.v3i2.2540>.
- Sirisrimangkorn, L. (2021). Improving EFL Undergraduate Learners' Speaking Skills Through Project-Based Learning Using Presentation. *Advances in Language and Literary Studies*, 12(3), 65.
<https://doi.org/10.7575/aiac.all.v.12n.3.p.65>
- Tiyuri, A., Saberi, B., Miri, M., Shahrestanaki, E., Bayat, B. B., & Salehiniya, H. (2016). Research self-efficacy and its relationship with academic performance in postgraduate students of Tehran University of Medical Sciences in 2016. *Journal of Education and Health Promotion*, 7(1), 11.
https://doi.org/10.4103/jehp.jehp_43_17
- Uzer, Y. V. (2020). Teaching Reading recount text through tri focus steve synder technique. *Holistic Journal*, 12(2), 41-42
<https://jurnal.polstri.ac.id/index.php/holistic/article/view/3030>.

Vol 8 No 2 (2025): ESTEEM

Vaughn, S., Boardman, A., & Kingner, J. K. (2024). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: A Division of Guilford Publication.

Warren, L., Reilly, D., Herdan, A., & Lin, Y. (2020). Self-efficacy, performance and the role of blended learning. *Journal of Applied Research in Higher Education*, 13(1), 98–111. <https://doi.org/https://doi.org/10.1108/JARHE-08-2019-0210>

Widiastika, W., & Iswaram, P. D. (2022). The virtual initial reading teaching and learning process during the covid-19 pandemic. *International Conference on Elementary Education*, 4(1), 883–890. <http://proceedings.upi.edu/index.php/icee/article/view/2067>

Wray, E., Sharma, U., & Subban, P. (2022). Factors influencing teacher self-efficacy for inclusive education: A systematic literature review. *Teaching and Teacher Education*, 117. <https://doi.org/https://doi.org/10.1016/j.tate.2022.103800>