A COMPARATIVE STUDY BETWEEN PRE-READING QUESTIONING AND PRE-READING VOCABULARY IN READING COMPREHENSION (A QUASI EXPERIMENTAL IN MUQ LANGSA)

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2025M/1446H

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A COMPARATIVE STUDY BETWEEN PRE-READING QUESTIONING AND PRE-READING VOCABULARY IN READING COMPREHENSION (A QUASI EXPERIMENTAL IN MUQ LANGSA)

Submitted to the Tarbiyah and Teachers Training
State Institute of Islamic Studies Langsa as Fulfillment of the Requirement
For The Degree of *Sarjana Pendidikan (S.Pd)* In English Language Education

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ACKNOLEDGEMENT

In The Name of Allah, Most Gracious, Most Merciful

Alhamdullilaahi Robbil ‘Aalamiin, praises and grateful to Allah SWT, peace and blessings be upon to the great prophet Muhammad SAW, his friends, family and followers until the end times. The researcher realize that since the preparation research until the result of this research there are many difficulties and challenges faced, but thanks to the blessing of Allah Almighty and the guidance of various parties, all difficulties and challenges face can be overcome.

The researcher realizes that many hands had given their helps and useful suggestion for the completion of this thesis. Her deepest gratitude goes to the researcher’s beloved parents, Without the assistance of these people, this thesis would never have existed. Therefore, the researcher would like to express her appreciations and thanks to all of them particularly:

1. Prof. Dr. Ismail Fahmi Arrauf Nasution, MA the Rector of Langsa State Institute of Islam (IAIN Langsa).
2. Dr. Amiruddin, MA the Dean of Teacher Training and Education Faculty.
3. Dr. Fakhrurrazi, M.Hum the Head of English Education Department of Langsa State Institute of Islam (IAIN Langsa) and also as the first supervisor.
4. Her High appreciation and great thankfulness are due to consultant Mhd. Rasid Ritonga, M.A Ph.D and Fadhillah Wiandari, MS Who have given their valuable time and guidance to finish this thesis.

5. The researcher's deepest gratitude and eternal love go to beloved parents, who are the reason the researcher here today. Thank you for every sacrifice, every prayer whispered in the night, and every silent strength you gave me when I felt weak. Your love is my foundation, and this achievement is yours as much as it is mine.
6. To my sweetest little angels, Khawla and Humaira, my precious nieces, who may not fully understand this process but whose innocent laughter and bright smiles have healed my tired heart more than words can say—you are my joy and my constant reminder of why I must keep going.
7. To mth, thank you for being there when I needed someone the most. Your support, your presence, your calm strength—it meant more than I could ever express. Thank you for walking beside me through the storms, for believing in me even when I doubted myself. May Allah bless you always with goodness and light.
8. And finally, to myself. Thank you for not giving up. Thank you for continuing to write when your body was tired and your soul was weary. Thank you for being strong enough to smile through pain, for showing up even when it hurt. You have fought quietly, courageously, through illness and struggle—and you made it. You are the proof that even in brokenness, beauty still grows. This research is more than an academic work it is a symbol of your strength, your survival, and your victory. May this humble work bring benefit to others, and may Allah accept it as a part of my lifelong learning and devotion.

9. Thanks to all the researcher's friends in English Education Department 2021 for all support and motivation

   The Researcher

Last but not least, I would also like to thank my fellow students at VIII grade of MUQ Langsa, colleagues, and friends who have offered their assistance, shared knowledge, and provided encouragement throughout my academic journey. May this thesis serve as a meaningful contribution to the field of English language education.

Dinda Sri Rahayu

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ABSTRACT

Dinda Sri Rahayu, 2025. A Comparative Study Between Pre-Reading Questioning and Pre-Reading Vocabulary in Reading Comprehension (A Quasi Experimental in MUQ Langsa. *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa

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The aim of the study was to determine which type of pre reading activity. Pre reading questioning or pre-reading vocabularywas more effective in improving students' reading comprehension. It also sought to identify whether there was a significant difference between the pre-test and post-test scores within each type of pre-reading activity. The study was a comparative experimental research that was conducted at MTs MUQ Langsa using two experimental groups without a control class. Experimental Class A which consisted 25 students was treated with pre-reading questioning, while Experimental Class B which consisted 25 studnets received instruction using pre-reading vocabulary. Data were collected using pre-tests and post-tests, and were analyzed using normality testing, homogeneity testing, and hypothesis testing (independent sample t-test). The results showed improvement in reading comprehension scores in both groups; however, the pre-reading questioning group achieved a higher post-test mean score (85.68) compared to the vocabulary group (72.48). The t-test result showed a significance value (Sig. 2-tailed) of 0.000 < 0.05, which indicated a significant difference between the two treatments. Therefore, it was concluded that pre-reading questioning was more effective than pre-reading vocabulary in enhancing students' reading comprehension.

Keywords: *pre-reading questioning, pre-reading vocabulary, reading comprehension,*

CHAPTER I

INTRODUCTION

A. Background of the study

Reading is a fundamental language skill that plays a crucial role in everyday life. Expert reading abilities influence text comprehension, intellectual development, and academic success. In the process of reading, word recognition is a critical initial stage. One important aspect of word recognition is the comprehension of linking words.[1] Reading is a significant skill that learners should know. Learners read texts for various goals from gaining information to enjoyment. Reading comprehension is a complex process that involves components, processes, and factors with the aim of finding better ways of improving it among learners. He continued that reading comprehension is an interactive process of finding meanings from a text supported this and stated that reading comprehension is a series of cognitive activities that include a lot of dimensions like the understanding of words and their meanings, mindful reaction, and integration.[2] Armbruster stated that pre-reading activities are especially meaningful because they help students prepare to read a text.[3]

Wijaya stated, pre-reading is essential for triggering and building prior knowledge, and some pre-reading activities are constructed to help students understand what they are reading. Pre-reading activities may be done to help

[1] I.S.P Nation. *Teaching ESL/EFL Reading and Writing.* (New York, NY: Routledge. 2011), p. 56.

[2] R. A. Sangia, *The process and purpose of reading*. (Applied Linguistics, 2018), p.79.

[3] B. Armbruster, *Reading instruction and assessment.* (Boston: Pearson Education Company, 2002), p.120.

students appreciate the quality of the reading provided by the teacher.[4] A number of researchers claimed that Pre-reading Activity is an effective strategy to improve students' reading comprehension. In pre-reading activities there are several techniques namely; questioning, previewing, class discussion, group discussion, KWL, movie watching, vocabulary definition, summarization, brainstorming, and scaffolding. The researchers recommend that teachers could use those kinds of pre-reading activities as a useful tool to facilitate students' for better reading. On the contrary, not all the technique of pre-reading activities can help the students on reading comprehension. For example in class discussion and group discussion, it negatively affected the students at times because they were distracted and could not express their knowledge.[5]

In the process of comprehension, several essential components are involved, including decoding, fluency, vocabulary knowledge, background knowledge, and comprehension strategies. Grabe argue that these components must function together for effective reading to occur. Decoding helps readers recognize words; fluency ensures they read with appropriate speed and expression; vocabulary knowledge enables them to understand individual word meanings; background knowledge supports inference-making; and comprehension strategies guide the overall reading process.

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[4] M. S Wijaya,.*Pre-reading activities for Muslim and Non-Muslim students*. English Education: Jurnal Tadris Bahasa Inggris, (2016). Vol. 9, No. 1. p. 11-22.

[5] J. Marinaccio*The Most Effective Pre-reading Strategies for Comprehension. St. John Fisher College Fisher Digital Publications*. Retrieved from accessed on 30 January 2018. p.59.

Various theoretical models attempt to explain how reading comprehension takes place. The bottom-up model focuses on decoding written symbols into sounds and then forming words and sentences. This model views reading as a linear process starting from the smallest linguistic units. In contrast, the top-down model emphasizes the role of prior knowledge and experience in interpreting texts. Goodman proposed that reading is a "psycholinguistic guessing game," where readers predict the content based on what they already know. To integrate both perspectives, Rumelhart introduced the interactive model, suggesting that reading comprehension results from the interaction between textual input and readers' cognitive processes. In this view, comprehension is neither solely text-driven nor entirely reader-driven, but a combination of both. The goal of reading comprehension is not merely to recall facts but to engage in higher-order thinking.

Kintsch and Rawson explain that true comprehension involves constructing mental representations of the text that allow readers to apply, analyze, and evaluate information. Therefore, comprehension also includes literal understanding, inferential thinking, and evaluative judgment. Several factors can influence a learner’s reading comprehension ability. Pardo categorizes these into cognitive, linguistic, affective, and contextual factors. Cognitive factors include memory and processing speed; linguistic factors involve syntax and morphology; affective elements include motivation and interest; while contextual aspects relate to the text’s genre and cultural background. These variables play significant roles in shaping how readers understand and respond to written content.

In English as a Foreign Language (EFL) contexts, such as in Indonesia, reading comprehension becomes even more complex due to learners' limited vocabulary, less frequent exposure to authentic English texts, and differing cultural references. Therefore, it is critical for teachers to implement scaffolding strategies such as pre-reading activities to support students in activating prior knowledge, predicting content, and navigating unfamiliar vocabulary. These strategies not only ease the cognitive load but also increase engagement and comprehension success. This research is built upon the idea that reading comprehension is a complex process that involves more than just recognizing words it requires activating prior knowledge, interpreting meaning, and engaging cognitively with the text.

In this context, pre-reading activities serve as essential strategies to prepare students before they read. Through pre-reading, students are encouraged to make predictions, connect new information to their background experiences, and focus their attention on the content of the text. Among various techniques, pre-reading questioning and pre-reading vocabulary are considered effective in supporting comprehension, especially in EFL classrooms where students may struggle with unfamiliar language and concepts. These strategies help reduce cognitive overload and guide students toward a more meaningful reading experience. By engaging students' thinking before reading, teachers can facilitate better understanding and long-term retention of the material.

Based on the research problem, this research mainly focuses on the English teacher's strategies in using pre-reading strategy in teaching reading

comprehension. In this study, the researchers choose two types of Pre-reading activity, namely pre-reading questioning and pre-reading vocabulary towards students' reading comprehension and decide which type is more effective by conducting an experimental research.

In the context of Indonesian EFL classrooms, particularly at the junior secondary level, students often struggle with limited vocabulary, lack of prior knowledge activation, and difficulty in engaging with English texts. Despite the recognition that pre-reading strategies can facilitate comprehension, there is still limited research that directly compares the effectiveness of two specific techniques pre-reading questioning and pre-reading vocabulary in supporting reading comprehension among Indonesian EFL learners.

Therefore, this study addresses this gap by experimentally examining the comparative effectiveness of pre-reading questioning and pre-reading vocabulary in improving the reading comprehension of MTs MUQ Langsa students. This research is expected to provide new insights into which pre-reading technique is more beneficial in the Indonesian EFL context and to offer practical recommendations for teachers in designing effective reading instruction.

In order to support students in understanding texts more effectively, it is important to guide them before the reading process begins. Many students often struggle with comprehension because they are not mentally prepared or familiar with the topic or vocabulary. By providing activities before reading, teachers can help students focus, reduce confusion, and encourage active thinking. Pre-reading techniques do not only serve as warm-up activities, but they also create a bridge

between the students' existing knowledge and the new information in the text. These techniques are especially useful in helping students who are still developing their reading skills and need structured guidance to engage with English texts. Therefore, the researcher believes that the use of effective pre-reading strategies has the potential to improve students' comprehension, confidence, and motivation during the reading process.

The findings of this study are expected to provide a better understanding of reading comprehension through pre-reading techniques and the researcher hopes that MTs MUQ Langsa students can apply it in the English learning process when in and outside the classroom. The results of this study can also provide insight to teachers and curriculum developers to improve the effectiveness of existing reading teaching methods.

B. Research Questions

Based on the background above, the researcher formulates research questions as follows:

1. Which type of Pre-reading Activities is more effective to facilitate students' reading comprehension?
2. Is there any significance difference scores between the pre-test and post-test for students in pre-reading questioning and vocabulary?

C. Purpose of the Study

1. To find out which pre-reading activity technique is more effective in improving students' reading comprehension.
2. To find out the differences of student's scores between pre-reading questioning and pre-reading vocabulary.

D. Research Significance

This study can pave the way for further research on reading instruction, this researcher can identify effective teaching methods to improve reading comprehension through pre-reading techniques for MTs MUQ Langsa students.

1. Theoretical Significance

   This study is expected to contribute to the development of English language teaching theories, particularly in the area of reading instruction. The findings may strengthen the theoretical foundation of pre-reading techniques, such as *pre-reading questioning* and *pre-reading vocabulary*, in improving students' reading comprehension. In addition, this research can serve as a reference for future researchers who intend to conduct further studies on similar strategies.

2. Practical Significance

   a. For Teachers

      This study provides alternative methods of teaching reading through the use of pre-reading techniques, which can help teachers

enhance students' engagement and comprehension during reading activities.

b. For Students

The implementation of pre-reading strategies is expected to improve students' reading skills, increase their motivation, and encourage them to become more active and critical readers.

c. For Schools

The findings can serve as input for schools to develop more effective English teaching strategies that can be integrated into the curriculum in order to improve the overall quality of learning

d. For Other Researchers

This study can be a useful reference and foundation for further research focusing on pre-reading techniques or other reading strategies in English language teaching.

E. Terminology

To ensure clarity and avoid ambiguity in interpreting the scope of this research, the following key terms are defined in the context of this study. These terminologies serve as the conceptual foundation for understanding the variables, methodology, and theoretical underpinnings applied throughout this research.

1. Reading Comprehension

Reading comprehension refers to the ability to understand, interpret, and evaluate written texts. It involves a range of cognitive processes such as

identifying main ideas, making inferences, analyzing relationships among ideas, and drawing conclusions. In this study, reading comprehension is not limited to literal understanding but includes inferential and evaluative comprehension. According to Grabe and Stoller, effective comprehension requires readers to simultaneously extract and construct meaning from a text by integrating it with their prior knowledge and linguistic understanding. In the context of EFL (English as a Foreign Language), reading comprehension can be particularly challenging due to limited vocabulary, lack of exposure to English texts, and unfamiliar cultural references.

2. Pre-Reading Activities

Pre-reading activities are instructional techniques conducted before reading begins. These activities are designed to activate students' background knowledge, build interest, and set a purpose for reading. In EFL settings, pre-reading strategies are essential to prepare students cognitively and linguistically before they encounter complex texts. Effective pre-reading activities can reduce students' cognitive overload, help them anticipate content, and promote better understanding during reading. Common pre-reading strategies include predicting, previewing titles and visuals, brainstorming, discussing prior experiences, and identifying unfamiliar vocabulary.

3. Pre-Reading Questioning

Pre-reading questioning is a pre-reading strategy that involves posing questions to students before they read a text. These questions may focus on the theme, vocabulary, or key ideas of the passage and are aimed at stimulating

students' thinking, curiosity, and engagement. This technique is grounded in schema theory, which emphasizes the role of prior knowledge in understanding new information. Through questioning, students activate relevant mental frameworks, make predictions about the text, and establish a purpose for reading. The questions may be open-ended or inferential, encouraging students to think critically and reflect on the topic even before engaging with the actual content.

4. Pre-Reading Vocabulary

Pre-reading vocabulary refers to the process of introducing important or unfamiliar words to students prior to reading a text. The purpose of this strategy is to reduce difficulties associated with unknown vocabulary during reading, thereby allowing students to focus on comprehension rather than word recognition. Vocabulary pre-teaching may include giving definitions, using words in context, providing visual aids, or offering synonyms and antonyms. In EFL contexts, where learners may struggle with even high-frequency academic words, this strategy helps bridge the gap between the reader's linguistic knowledge and the demands of the text.

5. Quasi-Experimental Design

A quasi-experimental design is a research methodology used when random assignment of participants to different groups is not feasible. In this study, the researcher uses a quasi-experimental comparative design involving two experimental groups. Both groups receive different treatments (pre-reading questioning and pre-reading vocabulary), and their performance is measured through pre-tests and post-tests. Although this design lacks full randomization, it

is suitable for educational settings where intact classes are used. It allows the researcher to examine the effectiveness of different teaching strategies in real classroom contexts.

6. Schema Theory

Schema theory is a cognitive framework that explains how prior knowledge influences comprehension. According to this theory, readers interpret new information by relating it to existing mental structures or schemas. When students are exposed to pre-reading activities such as questioning or vocabulary instruction, they activate relevant schemas that help them understand and retain new information more effectively. This theory supports the rationale behind using pre-reading strategies as tools to enhance reading comprehension.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was conducted at MTsS MUQ Langsa, involving two second-grade classes as the sample. The primary aim of the study was to compare the effectiveness of two pre-reading strategies. Pre-Reading Questioning and Pre-Reading Vocabulary in enhancing students' reading comprehension skills. Each class consisted of 25 students, making a total sample of 50 participants. The study employed a quasi-experimental design with two experimental groups, without a control group.

Data were collected through a pre-test and a post-test administered to both groups. The tests were constructed based on ten key reading comprehension indicators, such as identifying the main idea, making inferences, and guessing word meaning from context. Each test consisted of 10 questions, with the total score ranging from 0 to 100. The pre-test was used to assess students' baseline reading comprehension before the treatment, while the post-test measured their improvement after the implementation of the respective strategies.

The Pre-Reading Questioning group was taught using a series of guided questions designed to activate prior knowledge and predict the content of the reading material. Meanwhile, the Pre-Reading Vocabulary group was exposed to key vocabulary items before reading to help them better understand the text. The

results from both groups were then analyzed and compared using statistical analysis to determine the more effective technique.

In addition to the test results, classroom observations were also conducted to record students' learning activities and behaviors during the implementation of the pre-reading strategies. These observations provided supporting data on students' attention, participation, engagement, and involvement in classroom discussions. The results of the observations are presented in the following table.

Table 4.1 The Result of Observation

No	Aspect Observed	Indicator	Pre-Reading Questions (%)	Pre-Reading Vocabulary (%)
1	Students' Attention	Students paid attention to teacher's explanation before reading	84%	76%
2	Participation	Students actively responded to teacher's questions or instructions	80%	72%
3	Engagement	Students showed enthusiasm and curiosity during pre-reading activities	82%	74%
4	Comprehension Support	Students were able to connect pre-reading activities with the text	78%	70%
5	Involvement	Students involved themselves in group/class discussion	85%	73%

Based on the observation results presented in Table 4.1, it was found that students in the Pre-Reading Questions group demonstrated higher levels of attention, participation, and engagement compared to the Pre-Reading Vocabulary group. Specifically, 84% of students in the questioning group paid close attention to the teacher's explanation, while the vocabulary group showed 76%. Similarly,

student participation reached 80% in the questioning group, higher than the 72% recorded in the vocabulary group.

In terms of engagement, students in the questioning group exhibited greater enthusiasm and curiosity (82%) compared to those in the vocabulary group (74%). The comprehension support aspect also showed better results in the questioning group (78%) than in the vocabulary group (70%), indicating that students could more effectively relate the pre-reading activity to the text. Finally, student involvement in class discussions was stronger in the questioning group (85%) than in the vocabulary group (73%). These findings indicate that Pre-Reading Questions were more effective in enhancing students' attention, participation, engagement, and comprehension compared to Pre-Reading Vocabulary

Therefore, hhe students' scores were organized in two separate tables. Table 4.1 displayed the pre-test and post-test scores of the Pre-Reading Questioning group, while Table 4.2 presented the results from the Pre-Reading Vocabulary group. These tables included the number of students, minimum and maximum scores, and the mean scores for both tests. These descriptive statistics provided a clearer understanding of the students' performance and helped identify which method was more effective in enhancing reading comprehension.

Table 4.2 Pre-Reading Questioning group

No	Initial Students	Pre-Test	Post-Test
1	S1	63	86
2	S2	62	84
3	S3	65	85

4	S4	64	87
5	S5	61	83
6	S6	66	88
7	S7	63	85
8	S8	62	86
9	S9	64	84
10	S10	65	85
11	S11	63	86
12	S12	66	87
13	S13	64	88
14	S14	62	85
15	S15	65	86
16	S16	63	87
17	S17	64	85
18	S18	62	84
19	S19	66	88
20	S20	65	86
21	S21	64	85
22	S22	63	87
23	S23	65	86
24	S24	62	84
25	S25	64	85

Table 4.3 Pre Reading Vocabulary group

No	Initial Students	Pre-Test	Post-Test
1	S1	60	73
2	S2	59	74
3	S3	58	72
4	S4	60	71
5	S5	61	73
6	S6	59	72
7	S7	60	74
8	S8	61	73
9	S9	58	72
10	S10	59	71
11	S11	60	73
12	S12	61	74
13	S13	59	72

14	S14	58	71
15	S15	60	74
16	S16	61	73
17	S17	59	72
18	S18	60	71
19	S19	61	74
20	S20	58	72
21	S21	59	73
22	S22	60	72
23	S23	58	73
24	S24	59	71
25	S25	60	72

3. **Description of Data**

Table 4.3 Description of Data

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test reading questioning	25	61	66	63.72	1.429
post-tes reading questiong	25	83	88	85.68	1.376
pre-test reading vocabulary	25	58	61	59.52	1.046
post-test reading vocabulary	25	71	74	72.48	1.046
Valid N (listwise)	25				

The table showed that the mean score of the Pre-Reading Questioning group increased significantly from 63.72 in the pre-test to 85.68 in the post-test, with a standard deviation of 1.429 and 1.376, respectively. This implied that students in this group demonstrated notable improvement after receiving the treatment. Meanwhile, the Pre-Reading Vocabulary group had a lower mean score in both the pre-test (59.52) and post-test (72.64), with smaller standard deviations (1.046 and 1.046, respectively), indicating slightly more consistent scores within the group. Overall, both groups showed improvement from pre-test to post-test.

However, the Pre-Reading Questioning group exhibited a higher increase in reading comprehension scores compared to the Pre-Reading Vocabulary group.

2. Analysis and Research Result

b. Normality Test

The normality test was performed using the Shapiro-Wilk test because it is considered more appropriate for small sample sizes, particularly those fewer than 50 participants. In this study, each group consisted of 25 students, which met the criteria for using the Shapiro-Wilk test.

The purpose of the normality test was to determine whether the data collected from the pre-test and post-test scores in both the Pre-Reading Questioning and Pre-Reading Vocabulary groups followed a normal distribution. Assessing normality is an essential prerequisite for conducting parametric statistical tests such as the independent samples t-test.

The Shapiro-Wilk test provides a significance value (p-value) to indicate whether the data significantly deviate from a normal distribution. If the p-value is greater than 0.05, it indicates that the distribution of the sample is not significantly different from a normal distribution, and hence, the data are considered to be normally distributed.

The results of the Shapiro-Wilk test for each variable pre-test and post-test scores in both groups showed that all p-values were above 0.05. Therefore, it was concluded that the data in each group met the assumption of normality, and parametric testing could be appropriately applied.

Table 4.4 Normality test

Tests of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
S	pre-test pre reading questioning	.103	25	.200*	.957	25	.362
	post-test pre reading questioning	.132	25	.200*	.942	25	.164
	pre-test prereading vocabulary	.155	25	.123	.948	25	.221
	post test pre reading vocabulary	.163	25	.086	.944	25	.187

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results, the Shapiro-Wilk significance values for the Pre-Reading Questioning group were 0.362 (pre-test) and 0.164 (post-test), while the values for the Pre-Reading Vocabulary group were 0.221 (pre-test) and 0.187 (post-test). Since all significance values were greater than 0.05, it indicated that the distribution of the data in both groups was normal. Therefore, it was concluded that the data for both pre-test and post-test scores in the experimental and control groups were normally distributed.

b. Homogeneity test

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS to test the similarity of both pre-reading questioning and pre-reading vocabulary class. The researcher used the Levene statistic test to calculate the homogeneity test. The data would be homogenous if the result of the data calculation is higher than 0.05 the result as follows.

Table 4.5 Homogeneity test

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.674	1	48	.109

The significance value obtained from the test was 0.109, which is greater than the alpha level of 0.05. This indicates that there was no significant difference in variance between the experimental group (Pre-Reading Questioning) and the control group (Pre-Reading Vocabulary). Therefore, it can be concluded that the data were homogeneous, meaning the assumption of homogeneity of variance was met. Since both the assumptions of normality and homogeneity were fulfilled, it was appropriate to proceed with a parametric statistical test for the next stage of analysis.

c. Hypothesis Test

To determine whether there is a significant difference in students' reading comprehension between those taught using the Pre-Reading Questioning technique and those taught using the Pre-Reading Vocabulary technique, a hypothesis test was conducted. This statistical test aims to evaluate the effectiveness of each instructional method by comparing the students' post-test scores from both the experimental and control groups. The results of the hypothesis testing are presented below.

Table 4.6 Hypothesis T-test

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Reading	pre reading questioning	25	85.68	1.376	.275

	pre reading vocabulary	25	72.48	1.046	.209

Table 4.5 presents the results of the group statistics for the post-test scores in reading comprehension from both the experimental and control groups. The experimental group, which was taught using the *Pre-Reading Questioning* technique, consisted of 25 students and achieved a mean score of 85.68 with a standard deviation of 1.376 and a standard error of 0.275. On the other hand, the control group, taught using the *Pre-Reading Vocabulary* technique, also consisted of 25 students, with a mean score of 72.48, a standard deviation of 1.046, and a standard error of 0.209.

The substantial difference in mean scores between the two groups indicates that the students in the pre- reading questioning performed significantly better in reading comprehension compared to those in the pre-reading vocabulary. This finding suggests a potential effect of the *Pre-Reading Questioning* technique on enhancing students' reading comprehension skills. To prove whether the difference is significant or not, we must interpret the following independent test output below:

Table 4.7 Independent Samples Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal	1.689	.200	38.190	48	.000	13.200	.346	12.505	13.895

variances assumed									
Equal variances not assumed			38.190	44.787	.000	13.200	.346	12.504	13.896

The final stage of this research was the hypothesis testing, which served as the essential step to answer the research question regarding the effectiveness of using Pre-Reading Questioning and Pre-Reading Vocabulary strategies on students' reading comprehension.

Based on the output table *"Independent Samples Test"* in the "Equal variances assumed" section, it was found that the value of Sig. (2-tailed) = 0.000, which is less than 0.05. According to the basis of decision making in the independent sample t-test, H_0 is rejected and H_a is accepted.

This result shows that there is a significant difference in the students' reading comprehension scores between the experimental class (taught using the Pre-Reading Questioning strategy) and the control class (taught using the Pre-Reading Vocabulary strategy). The mean score of the experimental group (85.68) is significantly higher than that of the control group (72.48), which indicates that the Pre-Reading Questioning strategy is more effective in enhancing students' reading comprehension. Therefore, the hypothesis can be formulated as:

H_a: There is a significant difference in students' reading comprehension between those who are taught using the Pre-Reading Questioning strategy and those who are taught using the Pre-Reading Vocabulary strategy.

H_0: There is no significant difference in students' reading comprehension between those who are taught using the Pre-Reading Questioning strategy and those who are taught using the Pre-Reading Vocabulary strategy.

Based on the statistical evidence, it can be concluded that Pre-Reading Questioning has a greater impact on students' reading comprehension than Pre-Reading Vocabulary, and thus supports the alternative hypothesis (H_a).

B. Discussion

This research was conducted to investigate whether there is a significant difference in reading comprehension achievement between students taught through the Pre-Reading Questioning strategy and those taught using the Pre-Reading Vocabulary strategy. The results indicate that the Pre-Reading Questioning strategy had a more positive and significant impact on students' reading comprehension.

The data analysis was performed using an Independent Samples t-test, which compares the mean scores between two independent groups. The result of the test showed that the significance value (Sig. 2-tailed) was 0.000, which is far below the significance level of 0.05. This means that H_0 (the null hypothesis), which states that there is no significant difference between the two groups, was rejected, and H_a (the alternative hypothesis) was accepted. Thus, it can be concluded that there is a significant difference in reading comprehension outcomes between the two groups.

More specifically, the mean score of the experimental group (students who received the Pre-Reading Questioning treatment) was 85.68, while the mean score of the control group (students who were taught using Pre-Reading Vocabulary) was only 72.48. This clearly illustrates that students in the experimental class performed significantly better than those in the control class.

The findings suggest that the Pre-Reading Questioning strategy is more effective because it encourages students to predict content, activate prior knowledge, and engage cognitively with the material before reading the text. When students are asked meaningful questions related to the topic, their minds are primed to search for relevant information while reading, which naturally leads to better comprehension. This aligns with the Schema Theory which posits that understanding a text depends largely on the reader's ability to relate new information to existing cognitive structures.[30]

In contrast, the Pre-Reading Vocabulary strategy, while helpful in clarifying difficult words, might not fully activate students' prior knowledge or encourage critical thinking. Learning a list of words before reading can be passive and may not sufficiently prepare students to comprehend the overall meaning or structure of a passage. Vocabulary instruction tends to focus on individual word meanings, whereas comprehension involves integrating multiple sources of information across sentences and paragraphs.

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[30] Richard C. Anderson, *Role of the Reader's Schema in Comprehension, Learning, and Memory*, in R. C. Anderson, J. Osborn, & R. J. Tierney (eds.), *Learning to Read in American Schools: Basal Readers and Content Texts* (Hillsdale, NJ: Lawrence Erlbaum Associates, 1984), p. 370.

Furthermore, these findings are supported by several previous studies. For example, Huang found that questioning before reading helped students to stay focused and make better inferences during the reading process.[31] Similarly, Carrell argued that previewing and predicting help learners build expectations and hypotheses, which makes reading more meaningful and purposeful.[32] Also, Nuttall (2005) highlighted that effective reading involves making sense of a message, not just decoding words, and that pre-reading activities that engage the brain can greatly enhance overall comprehension.[33]

From a pedagogical standpoint, this research provides valuable insight for English teachers, especially in EFL contexts like Indonesia. Teachers are encouraged to adopt Pre-Reading Questioning techniques as a part of their reading instruction, as this strategy not only improves students' comprehension but also fosters critical thinking, active learning, and student engagement. Incorporating questions at the pre-reading stage can be done in various ways, such as presenting guiding questions, conducting brainstorming sessions, or initiating class discussions about the topic.

Moreover, the success of the Pre-Reading Questioning strategy also points to the importance of student-centered learning approaches. Rather than simply providing vocabulary lists or translations, teachers should aim to stimulate

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[31] Shao-Ting Huang, *The Effects of Pre-Reading Activities on EFL Reading Comprehension and Vocabulary* (Unpublished Master's Thesis, National Taiwan Normal University, 2006), p. 56.

[32] Patricia L. Carrell, *Interactive Text Processing: Implications for ESL/Second Language Reading Classrooms*, in P. L. Carrell, J. Devine, & D. E. Eskey (eds.), *Interactive Approaches to Second Language Reading* (Cambridge: Cambridge University Press, 1988), p. 239.

[33] Christine Nuttall, *Teaching Reading Skills in a Foreign Language*, 3rd ed. (Oxford: Macmillan Education, 2005), p. 6.

students' thinking, connect the lesson to their real-life experiences, and encourage inquiry-based learning. This kind of approach is more likely to develop independent readers who can comprehend complex texts beyond the classroom setting.

In conclusion, the findings of this study reveal that the Pre-Reading Questioning strategy significantly outperforms the Pre-Reading Vocabulary strategy in enhancing students' reading comprehension. The results support the theoretical foundations of active reading and schema activation, and they align with previous research in the field of second language acquisition. Therefore, it is recommended that English teachers integrate questioning techniques into their reading lessons to help students better comprehend texts and become more reflective, strategic readers.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the research findings and data analysis presented in the previous chapter, the following conclusions can be drawn:

1. There is a significant difference between students' reading comprehension outcomes who were taught using Pre-Reading Questioning and those who were taught using Pre-Reading Vocabulary.The post-test mean score of students in the Pre-Reading Questioning group (85.68) was significantly higher than that of the Pre-Reading Vocabulary group (72.48). The result of the Independent Sample T-test showed a Sig. (2-tailed) value of 0.000 < 0.05, which means the difference was statistically significant. This indicates that Pre-Reading Questioning was more effective in enhancing students' reading comprehension.
2. Pre-Reading Questioning as a strategy helps students become more actively engaged and mentally prepared before reading. By predicting and connecting their background knowledge to the text, students were able to comprehend the material more effectively compared to those who were only exposed to vocabulary pre-teaching.

B. Suggestions

Based on the conclusions above, several suggestions are proposed:

1. For English Teachers

   Teachers are encouraged to integrate Pre-Reading Questioning strategies in reading comprehension lessons. Guiding students through thought-provoking questions before reading can stimulate their interest, improve engagement, and enhance overall understanding of the text.

2. For Future Researchers

   This study was limited to two experimental groups without the inclusion of a control group. Future researchers are suggested to conduct similar studies involving a control group, larger sample size, or across different levels of education to validate and expand the findings. Furthermore, qualitative data such as students' perceptions or learning behaviors could enrich the interpretation of how pre-reading strategies affect comprehension.

3. For Students

   Students should be encouraged to practice self-questioning and predicting before engaging with reading texts. These habits can support independent learning and critical thinking development.