

**USING THE PRE-QUESTIONING STRATEGY TO IMPROVE STUDENT
READING COMPREHENSION ACHIEVEMENT AT THE SEVENTH GRADE
STUDENTS OF SMP NEGERI 44 PALEMBANG**

THESIS

BY :

YUSRA ULANDARI

372022001



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITAS
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Yusra Ulandari

372022001

UNIVERSITAS MUHAMMADIYAH PALEMBANG
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ENGLISH EDUCATION STUDY PROGRAM

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**This written by Yusra Ulandari, which has been certified to be
examined**

Palembang, 27 April 2026

Advisor I,



Hj. Asti Gumartifa, S.Pd., M.Pd.

Palembang, 27 April 2026

Advisor II,



Dian Septarini, S.Pd., M.Pd.

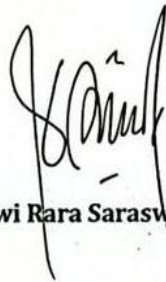
This is to certify that Sarjana's thesis of Yusra Ulandari has been approved by Board of Examiners as one of the requirement for the Sarjana Degree in English Language Education



Hj. Asti Gumartifa, S.Pd., M.Pd. (Chairperson)



Dian Septarini, S.Pd., M.Pd. (Member)



Dr. Dwi Rara Saraswati, S.Pd., M.Pd. (Member)

Acknowledged by
The head of English
Education Study program,



Hj. Asti Gumartifa, S.Pd., M.Pd.
NIDN. 0217108803

Approved by
The Dean of FKIP UMP,



Prof. Dr. Indawan Syahri, M.Pd.
NIDN. 0023036701

SURAT PERNYATAAN KEASLIAN KARYA

Yang bertanda tangan dibawah ini :

Nama : Yusra Ulandari

Nim 372022001

Program Studi : Pendidikan Bahasa Inggris

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Mahasiswa Yang bersangkutan



Yusra Ulandari

Nim. 372022001

MOTTO AND DEDICATION

“For every drop of sweat shed by my parents, there are a thousand steps for me to move forward.”

This is Dedicated to :

♡ **My beloved parents, Yaumal and Riani. Thank you for being wonderful parents who have always been my encouragement and my strongest support in the harsness of this world. Thanks to the prayers and support of my mother and father, I’ve reached this point. Please stay healthy and live longer.**

♡ **My beloved brother (Yarles and Jimmy) thank you for your endless encouragement, for reminding me to keep going even when the path was difficult.**

♡ **My honorable advisors, Hj. Asti Gumartifa, S.Pd., M.Pd and Dian Septarini, S.Pd., M.Pd. Who guide me to finish this research.**

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♡ **Last but not least, to myself Yusra Ulandari, thank you for staying strong, for not giving up, and for making it this far. This is proof that I am capable and worthy.**

ABSTRACT

Ulandari, Yusra. 2026. Using The Pre-Questioning Strategy To Improve Student Reading Comprehension Achievement At The Seventh Grade Students Of Smp Negeri 44 Palembang. This thesis by English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisor (1) Hj. Asti Gumartifa, S.Pd., M.Pd. (2) Dian Septarini, S.Pd., M.Pd.

The purpose of this study aimed to investigate the effectiveness of the pre-questioning strategy in improving students' reading comprehension achievement. The study was conducted due to students' difficulties in understanding English texts, low motivation, and problems in identifying main ideas and specific information. This study used a quantitative method with a quasi-experimental design, namely a nonequivalent control group design. The population consisted of all seventh-grade students at SMP Negeri 44 Palembang. Two classes were selected as samples through random sampling, involving 86 students. Class VII.3 was the experimental group, and class VII.1 was the control group. The experimental group was taught using the pre-questioning strategy, while the control group was taught using conventional methods. Data were collected through pre-tests and post-tests and analyzed using SPSS. The results showed that the experimental group had a higher improvement than the control group. The mean score of the experimental group increased from 60.13 to 74.53, while the control group increased from 59.02 to 67.65. The independent sample t-test result showed a significance value of 0.027 ($p < 0.05$), indicating a significant difference between the two groups. In conclusion, the pre-questioning strategy was effective in improving students' reading comprehension by helping them activate prior knowledge, focus better, and engage more actively in reading activities.

Key Words: *Pre-Questioning Strategy, Reading Comprehension, Quasi-Experimental, Reading Achievement*

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The researcher realized that this thesis is still far from being perfect. Therefore, any constructive comments, suggestions, and criticism are very much welcomed.

Palembang, 22 April 2026

The Researcher

Yusra Ulandari

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CHAPTER I

INTRODUCTION

The chapter presents, background of the study, formulation of the problem, objective of the study, significance of the study, hypothesis of the study.

A. Background of the Study

Education is one of the fundamental aspects that play a vital role in shaping human resources. In Law No. 20 of 2003 concerning the National Education System, education is defined as a conscious and planned effort to create a learning atmosphere and learning process thus students actively develop their potential to possess spiritual strength, religiosity, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, and the nation (Rahman et al., 2021). Education, therefore, is not only a means of acquiring knowledge but also a lifelong process to improve the quality of life.

In the educational process, students are expected to develop various skills that influence many aspects of learning and academic achievement. One of the most important skills, particularly in learning English, is reading. Reading plays a crucial role because it enables students to access information, understand academic materials, and expand their knowledge across different subjects. Through reading activities, learners are able to interpret written texts, identify key ideas, and connect new information with their prior knowledge. In addition, reading comprehension is considered a fundamental academic ability because it supports the development of other language skills such as writing, speaking, and listening. Therefore, reading becomes an essential skill that contributes significantly to students' success in language learning as well as in other areas of education (Grabe & Stoller, 2021).

Reading is the most essential language skill in English learning because it serves as the primary gateway for acquiring information and knowledge. According to Grabe & Stoller (2021), reading is a complex cognitive process that involves the recognition of written symbols, understanding of meaning, and the

integration of new information with the reader's existing knowledge. Thus, reading is not merely a mechanical activity of pronouncing words, but also an active process that requires interaction between the reader and the text.

Reading is an essential skill for students, especially in the context of learning English as a foreign language. As Erya & Pustika (2021) state, reading plays a crucial role in providing students with meaningful input for their studies and future careers. Students who lack reading skills often face difficulties in comprehending texts, which in turn affects their academic performance.

However, the quality of education in Indonesia still faces several challenges, particularly in the area of literacy. The results of the Programme for International Student Assessment (PISA) 2022 conducted by the Organisation for Economic Co-operation and Development (OECD) showed that Indonesia scored 359 in reading literacy, placing the country at 69th out of 81 participating countries, which is far below the OECD average of 476 (OECD, 2023). This indicates that Indonesian students still struggle with basic literacy skills, especially reading comprehension. In addition, the World's Most Literate Nations (WMLN) study ranked Indonesia 60th out of 61 countries in terms of reading interest (Miller & McKenna, 2016). These findings highlight the urgency of improving reading skills among Indonesian students.

At the junior high school level, which corresponds to the formal operational stage in human development (Raharjo, 2013), students are expected to be able to think symbolically and understand abstract concepts. This developmental stage makes it necessary for teachers to apply appropriate strategies that can enhance students' reading comprehension. Unfortunately, several studies, such as Pujiarti et al. (2024), have found that Indonesian students often face obstacles in reading, such as low motivation, lack of vocabulary, limited prior knowledge, and irregular school attendance. These factors contribute to the low achievement in reading comprehension.

Based on observations and interviews conducted by the researcher with an English teacher at SMP Negeri 44 Palembang, it was revealed that many students struggled to read smoothly and were unable to respond correctly to

questions related to the text. Furthermore, students showed low motivation in learning English, which negatively affected the learning process.

These problems were also influenced by several school-related factors. SMP Negeri 44 Palembang is situated in an urban area with students coming from various social and economic backgrounds. Although the school has provided basic learning facilities, including classrooms, a library, and language learning resources, the number of available English instructional materials remains limited. In addition, teachers often experience difficulties in handling large classes with different levels of student ability, which makes it challenging to provide individual guidance. As a result, these situations have led to students' low performance in reading comprehension. Therefore, the implementation of effective teaching strategies, such as the pre-questioning technique, is considered necessary to enhance students' reading comprehension abilities.

To overcome these problems, teachers need to apply effective instructional strategies that can help students engage more actively in the reading process. One effective strategy to address these issues is the use of the pre-questioning strategy. According to Sukma et al. (2025), pre-questioning involves providing students with guiding questions before reading a text. These questions serve to activate prior knowledge, focus attention on key ideas, and guide the reading process, which ultimately improves comprehension and retention. Pre-questioning not only helps students engage with the text but also reduces boredom and increases motivation in reading activities.

Pre-questioning is a learning strategy used by teachers to provide preliminary questions before students read a text. This strategy aims to activate students' prior knowledge, build predictions, and increase cognitive readiness in understanding the reading material. According to Riswanto (2022), providing questions before reading can help students focus on the main ideas and make connections between the text and their own experiences. Thus, pre-questioning plays an important role in fostering active student engagement from the early stages of reading activities.

Sari et al. (2025) stated that the use of pre-questioning can enhance students' learning motivation because it stimulates curiosity about the content

of the reading. With challenging questions, students are encouraged to read actively to find the answers, making the reading process no longer considered boring. This study shows that the pre-questioning strategy can also serve as a pedagogical tool to foster students' interest in reading, which has generally been low, especially in the context of English language learning in junior high schools.

Therefore, the implementation of effective teaching strategies, such as the pre-questioning technique, is considered necessary to enhance students' reading comprehension abilities.

Based on the description above, the researcher is interested in conducting a study entitled "*Using The Pre-Questioning Strategy to Improve Student Reading Comprehension Achievement at the Seventh Grade Students of Smp Negeri 44 Palembang*".

B. Formulation of the Problem

Based on the research background that has been described, the researcher will formulate the research problem as follows: whether reading the pre-questioning strategy can improve comprehension?

C. Objective of the Study

Based on the issues described above, the purpose of this study was to find out the improvement of reading comprehension achievement through pre-questioning strategy of seventh grade students at SMP Negeri 44 Palembang.

D. Significance of the Study

1. For students

This study is expected to help students improve their reading comprehension ability through the use of the pre-questioning strategy. By answering questions before reading, students can activate their prior knowledge, become more focused while reading, and understand the text more effectively.

2. For Teacher

The findings of this study may provide English teachers with an alternative teaching strategy to improve students' reading comprehension. Teachers

can use the pre-questioning strategy to create a more interactive and engaging reading learning process.

3. For Schools

The results of this research may serve as a reference for schools in developing effective teaching strategies to improve students' reading skills, particularly in English learning.

4. For Researchers

This study is expected to provide useful information and references for future researchers who are interested in conducting further research related to reading comprehension or the use of the pre-questioning strategy.

E. Hypothesis of the Study

A research hypothesis is a temporary answer to the formulation of the research problem, where the research problem is stated in the form of a question sentence (Sugiyono, 2021, p. 115). The hypotheses in this study were :

Ho : The application of the pre-questioning strategies could not improved students' comprehension to read English texts.

Ha : The application of the pre-questioning strategies improved students' comprehension to read English texts.

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