# THE USE OF PRE-QUESTIONING TECHNIQUE AND INSTAGRAM TO COMPREHEND NARRATIVE READING TEXTS

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## ABSTRACT

The study was conducted to know the effect of pre-questioning technique and Instagram on reading comprehension of narrative text of legend. True experimental in randomized-groups-posttest-only control group design was applied to the tenth grade students of SMAN 3 Palangka Raya in academic year 2017/2018 chosen as the sample of the study. Reading test in form of multiple-choice was used as the main instrument in order to collect the data needed. The data obtained were analyzed statistically using Mann-Whitney U Test. The result of this study shows that the use of pre-questioning technique and Instagram gave a significant effect on reading comprehension of narrative text of the tenth grade students of SMAN 3 Palangka Raya in Academic Year 2017/2018.

**Keywords: Pre-questioning technique, instagram, reading comprehension**

## INTRODUCTION

English reading is one of the skills which is very important to be mastered by the students; its success is measured in terms of ability to comprehend the reading texts through understanding the idea to receive and construct the meaning and to obtain the message contained in the texts. Regarding the consideration above, the teacher has a strong responsibility to carry out the appropriate strategies in order to solve the commonly problem faced by students.

One of the possible strategies that can be used by the teacher in English teaching reading is by using Pre-questioning technique and Instagram. These technique and media may make students more active in the classroom and understand the content of the text. The various activities in the use of them may make learning enjoyable in the classroom. Pre-questioning technique in reading comprehension consists of some questions which are provided before the students read the whole text, in order to build the reading scheme and background knowledge of the students. This technique is also intended to rise their interest and their cognitive aspect to predict what will be faced in the next whole text. Meanwhile, Instagram is a very popular social networking application made for sharing photos and videos from a smartphone. Students are familiar with this application; most of them have this application in their smartphone. It is expected that it may help students in their learning in English reading.

One of the types of text stated in the 2013 curriculum for the tenth grade students is narrative text. Narrative text is a text focusing on specific participants. Its social function is to tell stories or past events, and entertain the readers. There are some problems in learning English reading faced by the students in SMAN 3 Palangka Raya, especially in reading narrative text materials. One of which is that the teaching and learning process was still teacher-centered; students were passive and it was not a fun atmosphere for them to learn English narrative reading text. In order to to

overome the problem, pre-questioning technique and Instagram were applied in this study. By having a more interesting way, it is expected to make the students to be active and have fun in learning English narrative text.

In order to get the best result in this research, there are some relevant research that have been done. The first is entitled the effects of pre-questioning on the reading comprehension achievement by Hendra (2011). He said that the use of pre-questioning method in teaching reading can affect the students reading comprehension achievement in positive ways.

The second is entitled Interactive English Reading Community Based on Social Network Sites by Min (2015). He said that an online interactive reading community for English majors has been designed to change monotonous teaching models, develop students' reading interest, improve their skills, and create a new way for learning reading. The interactive reading community has yielded satisfactory results after it ran for one year.

Students are more motivated for reading and develop a regular time for reading. Nevertheless, more efforts are needed to improve the reading community. For example, more should be done to enhance the interactions between teachers and students and diversify the reading models, without changing the students' core roles and interactions between students in the community. Tran, Carrillo, Subrahmanyam (2013) had done a research by the title Effects of online multitasking on reading comprehension of expository text. Much of college students' computer use, including for academic reading, occurs under conditions of multitasking. In the above three experiments, they investigated the college student's technology use and habitual multitasking and the learning effects of multitasking with online communication while reading expository text. They discuss possible explanations for why multitasking might enhance performance at lower levels of cognitive load and identify future directions for research.

This would all mean that the use of pre-questioning technique and Instagram may also be applied in this research to know whether they pose similar effect.

## RELATED LITERATURES
### Reading Comprehension

According to Brown (2004) as a process of acquiring meaning, reading concerns to get the comprehension of textual sources. This means that the essence of reading act is comprehension. In order to learn or understand the message of the author, the students are hoped to have the ability to comprehend the written textbook. Reading with comprehension means to understand what has been read. It is important to the students to master reading comprehension. Reading needs comprehension to find the information, meaning or message from the text. Cooper (1986) also states that comprehension is the process by which the reader constructs meaning by interacting with the text.

Based on definition above, it can be said that reading comprehension is a reading process to convey the author's message, meaning or information to the reader by reading activity. In reading comprehension, the readers should have knowledge about understanding of meaning in the readings.

### Narrative Text

There are many different types of narrave text. Every cultures use story narratively to entertain one another, instruct, or reflect on the meaning of personal experience and to explain important events in the lives of the people in their group. Stories help a person talk and write about everything that happens to them and to resolve problem they experience in ways that are in line with the context of the culture. Iwuk (2007) stated that narrative is defined as a text which function to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event leading to a crisis or turning point of some kind in turn to find a resolution. From the definition above, the writer can conclude that narrative text is a story tells us about

something interesting that has purpose to amuse or entertain the readers.

According to Rosen (2005), "In writing a narrative, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether it comes from a personal experience or is one that the writer has imagined, the point of a narrative is to bring one's subject to life. Common forms of narrative text which are studied in high school are among other a legend. A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. For examples the legends in narrative text are the legend of Tangkuban Perahu, the story of Toba lake, etc.

The generic structure of narrative rext consists of orientation or exposition, complication or rising action, and reorientation. As stated by Brown (2004), orientation sets the scene and introduces the participants. The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place. Meanwhile, complication is pushed along by a serious of events, during which usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. Reorientation is as an optional closure of event or the ending of the story of narratve text.

The language features of narrative text consist of characters with defined personalities/identities, descriptive language to create images in the reader's mind and enhance the story using action verbs to provide interest to the writing and written in the first person (I, we) or the third person (he, she, and they), usually past tense, but present tense and future tense also necessary, and using connectives or linking words to do with time.

**Pre-Questioning**

Based on Brown (2004), pre-questioning implicitly involves some

questions which are provided before the students read the whole text, in order to build the students' interest and motivation, also to activate their cognitive factors as the schemata, that the students can predict what will be faced by them in the reading text. Meanwhile Jacobsen (2009) explained that questioning make student's active and to be student centered learning environment for a goal focused activity.

Questioning is a process where an individual asks or makes an inquiry about something and the listener response verbally main purpose is to assess the extent of an individuals' knowledge, understanding, or comprehension of some topic or subject (Zenger, 1977). Questioning is a technique for improving comprehension (Dallmann, 1982). There are many strategies questioning, such as initiation of interaction from the teacher by using question. According to Brown (2001), appropriate questioning can fulfill a number of different functions to give students the opportunity to produce language comfortably without having to risk

initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion. By this means the teacher's question can serve to initiate a chain reaction of student's interaction among themselves.

**Instagram**

Instagram is a social networking application made for sharing photos and videos from a smartphone. Similar to Facebook or Twitter, everyone who creates an Instagram account has a profile and news feed. It can be a place for posting photoes or videos on Instagram that will be displayed on profile. Prichard (2013) states that Social Network Sites (SNSs), including Instagram, can be used to develop the four key skills of reading, writing, listening and speaking, in addition to the deveIopment of vocabulary, grammar and socio pragmatic awareness skills.

Reading in English language posted on SNSs has also been found to improve reading skills and absorption of the target culture

(Kabilan et al., 2010; Klimanova and Dembovskaya, 2010). Most of the time spent reading on other SNSs relates both to small informal and formal posts although Instagram has a limit of 2200 characters per post or comment which allows more extensive texts. Here are some of the ways in which the use of Instagram can benefit reading comprehension process:

1. Use videos and photos on instagram to teach the students about inference. For example: uploading some photos, videos, or both about something and then let the students discuss what they think is going on in the video or photos, or what caused the scene.

2. Use lnstagram to make in-class projects more entertaining by having students create and upload their own videos or photos relating to lesson material.

3. Have students re-create scenes from books they are reading using lnstagram to showcase their interpretation of the story.

4. Get students excited about an upcoming unit by using Instagram to create a unit preview.

5. Use Instagram videos to teach students how to predict what will happen next in a story. For example: stoping a story at a critical point, and ask the students to create videos saying what they think will happen.

6. Help students learn how to pronounce new words by turning the sound on a Instagram recording on, and connect the pronunciation of each word to a visual.

## METHOD AND PROCEDURE

True experimental research was done in this study, using experimental randomized-groups posttest-only control group design. The data needed in this research were students' scores on narrative reading test in form of multiple-choice. The data were collected from the tenth grade students of SMA Negeri 3 Palangka Raya in academic year 2017/2018.

The population of the study was the tenth grade students of SMA Negeri 3 Palangka Raya. According to Toendan (2014: 80), cluster random sampling is used when it is

more feasible or convenient to select groups of individuals that it is to select individuals from a defined population. In this study, Cluster Random Sampling was used to choose the sample from the tenth grade IPA students of SMA Negeri 3 Palangka Raya. Cluster random sampling resulted in two classes from the five classes of the tenth grade IPA as the population of the study.

Furthermore, the samples were divided into two groups of control or experimental groups. These groups were taught the same text, that is, narrative text about legend. The control group was taught using conventional method of teaching, and the experimental group was taught using pre-questioning technique and Instagram.

In this study, multiple-choice test was used to test the student's undrstanding of the aspects of generic structure of narrative text of legend, the theme, and the students' comprehension contained in the narrative text. Mmultiple-choice questions will be chosen in th as is study as the instrument of collecting

data. According to Gronlud (1985)," a multiple-choice consists of a problem and a list of suggested solutions. The list of suggested solutions may include words, numbers, symbols, or phrases and are called alternatives". The correct alternative in each item is called merely the answer, and the remaining alternatives are called distracters. Toendan (2008) mentions that multiple-choice question has two advantages, such as to measure recall, understanding and application of specific concepts of principle; and the students can answer a large number of questions in short time, a large sample of items covering a wide range of topics can be incorporated into the test.

In scoring, the score of the test was based on the correct answer by using the percentage formula. Because the data did not conform to normal distribution, the writer analyzed the data used the Mann-Whitney U test in .05 level of significance.

In order to know whether the instrument is on the level of the student or not, try out of the

instrument was previously done in another school which had similar characteristics with the sample of the study, i.e. the tenth grade students SMA Negeri 1 Palangka Raya. The result of try out was calculated using the formula of Soehartono (1998: 86) of $r_{xx} = 1 - \dfrac{VEM}{Sd^2}$ and the value was consulted to the standardization of coefficient reliability as follows:

(+0.90) – (+1.00)          : Excellent Reliability

(+0.85) – (+0.89)          : Very Good Reliability

(+0.80) – (+0.84)          : Good Reliability

(+0.70) – (+0.79)          : Fair Reliability

Less than (+0.70)          : Poor Reliability

Based on the calculation above, the instrumentation try out obtained a score of 10.92, and it was categorized into Excellent Reliability.

In the treatment for experimental group, the researcher taught the students by using Pre-

questioning technique and Instagram in reading of narrative text of legend. In the teaching and learning process, pre-questioning technique and the use of Instagram were explained by the teacher to build the students' background knowledge about reading narrative text of legend. The students were asked to access the Instagram account that has been set by the reseacher as follows:



Pre-questions were then asked to the students about the text, which was then followed by the

instruction to answer multiple choice questions about the narrative texts about legend above.

For control group the students were taught reading narrative text of legend in a conventional method as usually done in daily teaching and learning process. Then the students were asked to answer the same multiple choice test as that given in the experimental group.

There were two variables in this study, they are independent variable of pre-questioning technique and Instagram, and dependent variable of reading comprehension of narrative text of legend. The independent variable (pre-questioning technique and Instagram) may influence the dependent variable (reading comprehension of narrative text). There are two hypotheses of the study as follows: $H_0$ = there is no significant effect of pre-questioning technique and Instagram on reading comprehension of narrative text of legend of the tenth grade students of SMA Negeri 3 Palangka Raya, and $H_a$ = there is a significant effect of pre-questioning technique and

Instagram on reading comprehension of narrative text of legend of the tenth grade students of SMA Negeri 3 Palangka Raya.

**FINDINGS AND DISCUSSION**

The data in Tables 1 and 2 are in form of reading test scores obtained from the students in reading comprehension test of narrative text of legend

Table 1. Scores of Reading Comprehension of Experimental Group

| Student Code | Correct Answers | Score |
|---|---|---|
| E1 | 9 | 45 |
| E2 | 11 | 55 |
| E3 | 9 | 45 |
| E4 | 9 | 45 |
| E5 | 12 | 60 |
| E6 | 12 | 60 |
| E7 | 12 | 60 |
| E8 | 10 | 50 |
| E9 | 8 | 40 |
| E10 | 13 | 65 |
| E11 | 17 | 85 |
| E12 | 9 | 45 |
| E13 | 12 | 60 |
| E14 | 15 | 75 |
| E15 | 13 | 65 |
| E16 | 10 | 50 |

| | | |
|---|---|---|
| E17 | 10 | 50 |
| E18 | 9 | 45 |
| E19 | 13 | 65 |
| E20 | 15 | 75 |
| E21 | 12 | 60 |
| E22 | 15 | 75 |
| E23 | 17 | 85 |
| E24 | 17 | 85 |
| E25 | 9 | 45 |
| E26 | 7 | 35 |
| E27 | 15 | 75 |
| E28 | 10 | 50 |
| E29 | 10 | 50 |
| E30 | 9 | 45 |
| E31 | 9 | 45 |
| E32 | 12 | 60 |
| E33 | 12 | 60 |
| E34 | 15 | 75 |
| E35 | 16 | 80 |

Table 2. scores of reading comprehe
of control group

| Student Code | Correct Answers | Score |
|---|---|---|
| C1 | 15 | 75 |
| C2 | 7 | 35 |
| C3 | 8 | 40 |
| C4 | 9 | 45 |
| C5 | 7 | 35 |
| C6 | 9 | 45 |
| C7 | 8 | 40 |
| C8 | 10 | 50 |
| C9 | 10 | 50 |
| C10 | 8 | 40 |
| C11 | 6 | 30 |

| | | |
|---|---|---|
| C12 | 6 | 30 |
| C13 | 7 | 35 |
| C14 | 7 | 35 |
| C15 | 7 | 35 |
| C16 | 13 | 65 |
| C17 | 10 | 50 |
| C18 | 11 | 55 |
| C19 | 11 | 55 |
| C20 | 7 | 35 |
| C21 | 6 | 30 |
| C22 | 5 | 25 |
| C23 | 11 | 55 |
| C24 | 8 | 40 |
| C25 | 9 | 45 |
| C26 | 15 | 75 |
| C27 | 14 | 70 |
| C28 | 11 | 55 |
| C29 | 10 | 50 |
| C30 | 6 | 30 |
| C31 | 7 | 35 |
| C32 | 6 | 30 |
| C33 | 12 | 60 |
| C34 | 11 | 55 |
| C35 | 8 | 40 |

The data above were then inserted to the Mann-Whitney U test using z test statistics, because the sample size employed in a study was relatively large, they are more than 20.

$$z = \frac{U - \frac{n_1 n_2}{2}}{\sqrt{\frac{n_1 n_2 (n_1 + n_2 + 1)}{12}}}$$

$$z = \frac{283.5 - \frac{35.35}{2}}{\sqrt{\frac{35.35(35+35+1)}{12}}}$$

$$z = \frac{-329}{85.13} = -3.86$$

As has been stated previously that the hypotheses of the study of $H_0 =$ There is no significant effect of using pre-questioning technique and instagram on reading comprehension of narrative text at the tenth grade students of SMA Negeri 3 Palangka Raya in academic year 2017/ 2018, and $H_a =$ There is significant effect of using pre-questioning technique and instagram on reading comprehension of narrative text at the tenth grade students of SMA Negeri 3 Palangka Raya in academic year 2017/ 2018. Since the critical value for two-tailed test for z at $\alpha = 0.05$ is $z = 1.96$, and since $3.86 > 1.96$, then $H_0$ was rejected , and $H_a$ was accepted. This means that there was an effect of the use of pre-questioning technique and Instagram on reading comprehension of narrative text of legend at the tenth grade students of SMA Negeri 3 Palangka Raya in academic year 2017/2018.

## DISCUSSION

This research was aimed at knowing the effect of Pre-questioning Technique and Instagram on reading comprehension of narrative text at the tenth grade students of SMA Negeri 3 Palangka Raya in academic year 2017/2018.

Based on the objective of the study, a null hypothesis and an alternative hypothesis of the study were generated. These two hypotheses were analyzed to find out which one was rejected or accepted. In this study, nonparametric statistic test was applied by using the Mann-Whitney U Test. Based on the hyphothesis testing, $H_0$ was rejected and $H_a$ was accepted. In brief, Pre-questioning Technique and instagram had significant effect on the tenth grade students of SMA Negeri 3 Palangka Raya on reading comprehension of narrative text of legend as shown by the result of calcuation using Mann-Whitney U test.

In this study the data were tested by using nonparametric test, i.e. the Mann-Whitney U test. Based on the result of calculation, the Ha was accepted, hence the difference between the median of using Pre-questioning Technique and Instagram (Md = 60.0000) and the median of without using Pre-questioning Technique and Instagram (Md = 40.0000) was significant. This calculation, supports the result of gyptheses testing that there was a significant effect of using pre-questioning technique and Instagram on teading comprehension of narrative text of legend at the tenth grade students of SMAN 3 Palangka Raya in academic year 2017/2018.

The median value of with Pre-questioning Technique and instagram is 60.0000 and without Pre-questioning Technique and instagram is 40.0000. In other words, it could be categorized that there was a significant effect among both of them. The factor that might influence the hypotheses was students' motivation to answer test well was lower. However, the study only

focused on finding the effect of using pre-questioning technique and Instagram on reading comprehension of narrative text of legend, especially in generic structure of narrative text, at the tenth grade students of SMA Negeri 3 Palangka Raya in academic year 2017/2018. Moreover, the learning technique that was discussed in this study only with and without the use of Pre-questioning Technique and Instagram.

Result of the study also supported the previous rsearch results of Hendra (2011) on the use of pre-questioning technique, in which the use of the technique could affect the reading comprehension achievement in a postive ways. This also similar to the research result of Min (2015) who used social network (in this case Instagram) could change the monotonous teaching model and developed student;s reading interest. Moreover, the research results of Tran et al. (2013) who did a research to investigate the use of technology while reading expository text, also gave the same result. As Instagram is also a kind of technology, it can be stated similarly that Instagram could

also enhance performance of students in reading comprehension.

## CONCLUSION

Based on the result of the data analysis, the research results in a conclusion that there was a significant effect of using Pre-questioning Technique and Instagram on reading comprehension of narrative text of legend of the tenth grade students of SMAN 3 Palangka Raya in academic year 2017/2018.

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