Exploring the Impacts of Teacher's Use of Pre-Questioning and Skimming Techniques: Indonesian EFL Students' Reading Comprehension and Their Reading Interest

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Abstract: This study aims to find out whether pre-questioning is more effective than skimming in improving the students' reading comprehension at different reading interests. This research is a quantitative study. The data were collected by using tests and questionnaires. The data were analysed through the steps: the normality test, the homogeneity test, and the 2x2 ANOVA factorial design. The finding showed that the students taught using pre-questioning have high reading interest and better reading comprehension that those who have low reading interest. However, both pre-questioning and skimming are proper techniques to teach reading comprehension, but pre-questioning is found to be more effective in this research.

1 INTRODUCTION

English becomes one of the compulsory courses in senior high school. Besides, it becomes one of the subjects examined in the National Final Examination that determined the success of the students' competency. Furthermore, English focuses on four language skills; listening, speaking, reading and writing. From those skills, reading is the essential part to be mastered by the students since reading is a dominant skill in English subject examination. In relation to this, the students should understand the quite long text to complete all of the questions in a very limited time. By doing so, a particular reading strategy must be understood by the students to support their success in comprehending the text easily.

In addition, reading is a multipart combination process used by the readers that involve a rapid, efficient, comprehensive, interactive, strategic, purposeful, and evaluative and linguistics process (Grabe 2009; Harmer 2001). Furthermore, reading comprehension refers to how the reader figures out the text then relates it to his/her background knowledge (Harmer, 2007). This statement implies reading comprehension is the process of meaning making that involve someone background knowledge. In brief, reading helps the reader to get more knowledge and new information such as news, announcement, advertisement, science, and other valuable information.

Unfortunately, teaching condition at school does not encourage the students to do so. Teachers' conventional systems still dominate classroom instruction that might hinder students' interest in reading. In a nutshell, the students cannot develop their understanding and comprehension better. From the teaching condition above, it leads to the conclusion that the students may struggle to comprehend the text without appropriate guidance from the teacher. Therefore, it is important to conduct a study on students' reading comprehension to know how successful reading techniques in assisting students learning.

Regarding the reading technique that can assist the students learning, several experts have conducted research. A study by Hendra (2011:4) provides an overview of how effective the application of pre-questioning technique on reading comprehension achievement. It employed the quasi-experimental method. The result showed that the students who were taught using the pre-questioning technique, which is in experiment class, pose better result than students in control class. In other words, pre-questioning gives a positive effect on students' comprehension.

The subsequent study by Prayoga (2013:4) explores how scanning and skimming technique influence students' reading ability. This research utilized experimental group pre-test and post-test design. The finding reported that there was a significant effect of using both techniques on the improvement of the students' reading ability.

Finally, a study by Saraswati (2013:8) evaluates the effectiveness of concept-oriented reading instruction (CORI) in teaching reading manual text toward students' reading interest. Further, it found out whether the concept-oriented reading instruction (CORI) is more valuable than direct instruction (DI). The author also captured students' high and low reading interest in reading comprehension and the interaction between teaching method and reading interest. In addition, this study was experimental research. The result showed that the former method is more effective than the later. In other words, CORI is better than DI in teaching how to read a manual text in particular. It also reported that the students with high reading interest perform better. Finally, the author concluded that there is an interaction between teaching methods (CORI & DI) and reading interest to teach reading a manual text.

In brief, this study is intended to (a) compare the effectiveness of pre-questioning and skimming technique in improving the students' comprehension, and (b) compare the reading comprehension of the students who have high interest and pose low interest, (c) capture the interaction between those teaching techniques and students' reading interest.

2 LITERATURE REVIEW

Reading comprehension is dealing with students' understanding of the text which is closely related to their cognitive development and background knowledge. Those aspects support students in comprehending the text easily. The following are theories under the research issue.

2.1 Reading Comprehension

Comprehension is the crucial part of reading. Moreover, it becomes challenges for whom teaching and learning reading skill (Mustaghfiroh, 2013:34). In addition, she inserted that if someone wants to know or understand the content of the text, she/he needs to pose good comprehension. Finally, reading with comprehension means understanding what has been read.

This statement is in line with what Harmer (2007) asserted that reading comprehension refers to how the reader figure out the text then relate it to his/her background knowledge. Moreover, Suyanto in Mustaghfiroh (2013:25) states that the elaboration of reading comprehension is as complicated as an intelligent process. It involves a lot of capabilities. The primary capabilities are closely related to word meaning and reasoning verbal concept. Therefore, it is important for reading to understand what the writer intends to present. By doing so, the essential meaning can be well-delivered to the readers.

Furthermore, in Saraswati (2013:5) Sweet & Snow argued that reading comprehension is a part of obtaining and engaging process gradually. It represents the challenge on how to figure out print words and connect them with the translation of its print to obtain accurate sound. In relation to this, she proposes three components of reading comprehension. First, the readers who are comprehending the text, second, the text being comprehended and the last, the activity of comprehension itself.

Based on the explanation above, reading comprehension can be concluded as understanding the content of the text. It is needed for the students to have a good ability to comprehend the textbook to gain useful information from what has been read.

2.2 The Concept of Pre-questioning

Pre-questioning helps someone to know basic knowledge of the text before he/she reads the text itself. Moreover, pre-questioning function as display questions, schema theory and students' background knowledge explanation (Brown, 2001). Furthermore, he also defines pre-questioning as the activity in questioning students with several questions regarding the text before reading the whole of it. This activity is done to build students' interest and motivation as well as their cognitive aspects. Further, it is very suitable to stimulate students' background knowledge. It also assists them in predicting the content of the text to make them easier in understanding the text.

Besides, Brown (2001) notes that the most significant activity to create interactive learning can be done by utilizing students-teacher interaction through the question. This questioning activity works in different purpose, for example, offer more opportunity to the students in producing language confidently, provide more change for students to

interact each other, provide direct feedback regarding the students' competence in comprehending the text and provide pre-reading activity.

Accordingly, questioning makes students become active and turn learning environment to students-cantered classroom activity domination for a goal-focused activity (Jacobsen, 2009). This technique will help students to know the type of the text effectively and also activate students' interest. In conclusion, pre-questioning is a technique which can stimulate students' interest that will convince them to read the text and finally give them initial information to confirm their expectation about the text.

Harmer (1985) in Hodijah (2012:3) mentions several varieties of pre-questioning. First, pre-questioning before reading that is done to confirm readers' expectation. Second, pre-questioning before reading that is done to obtain particular information. Third, pre-questioning before reading that is done to gain universal comprehension. And the last is pre-questioning before reading to get specific comprehension. The more detail elaboration is as follow.

- Pre-questioning before reading to confirm readers' expectation
  In this pre-questioning type, the teacher needs to put great encourage for the students to become interested in the text, predict the content and provide enough motivation as reading guidance.
- Pre-questioning before reading to obtain particular information
  The second type of pre-questioning is trying to lead the students in finding particular information in the text. This pre-questioning requires the students to answer the question before truly read the text.
- Pre-questioning before reading to gain universal comprehension
  This type of pre-questioning is employed to develop students' prior knowledge regarding the text.
- Pre-questioning before reading to get detail comprehension
  The last type of pre-questioning asks the students to get several specific information in the whole text. Hence, they have to find out that specific information in the text.

Moreover, the following are several advantages and disadvantages of pre-questioning (Silberstein 1994; Israel 2009 in Wijayanti, 2014). First, it greatly assists the students reading cognitive aspect particularly when students are challenges of high complex information development that employ reader and text interaction. Second, it can build students' interest and motivation before reading the text. On the other hand, the disadvantages are time-consuming and employing advanced students' vocabulary mastery.

All in all, teachers might use types of pre-questioning above to assist the students learning particularly in reading. Further, the question before reading can be used to stimulate or create pre-reading activity in teaching reading. By doing so, the students will be more focused and unconsciously enjoy reading activity.

2.3 The Concept of Skimming

Skimming refers to the activity when someone reads the text rapidly without knowing the detail of the whole text. Skimming skill is the ability to identify the main idea. Sometimes it is useful for the reader to get the general impression from the textbook, article, or certain story before deciding whether to read the book with more attention or not (The Team of Five, 2006).

Skimming or read text with rapidly moving the eyes that aims to get general ideas requires the reader to take only particular information or clue as a note such as identifying theme or topic of one text. Moreover, skimming is a technique to look for the "gist" of what the author is saying without doing an in-depth reading (Kustaryo in Hutabarat, 2011). Besides, a considerable quantity of practices is needed to skim and fulfil the purpose. In doing so, the students should be convinced that some words can be skipped and they can continue their reading. High concentration and practice will support the students in selecting keywords or phrases to absorb the material quickly. In short, skimming helps students to find the main idea of the text without reading the text in detail. It means that the students do not need to use a lot of time to know the core information of the text.

The skimming activities might include various activities such as sentence combination, fill in the gaps, tables and graphs, summary selection, nouns and verbs match, and facts identification (Agudelo, 2007:29). Moreover, in skimming, the readers do not need to read the whole text to gain particular information. The readers, in this case, students, need to be trained how to choose specific keywords to help them in skimming. Further, in skimming, the readers should be able to read the text by moving the eyes quickly to each line of the text. This activity

can be done by start reading from the very beginning of the text include introductory paragraph, content, and conclusion.

In addition, to utilize skimming technique in reading, the teachers might pursue some common steps. A number of steps in skimming that can be one of the readers' guidance in doing skimming (Hodijah, 2012:2). First, the readers should read the title, followed by introduction, subheadings, and think how they are connected each other. It continues to read the first and the last sentence of each paragraph. Then, seeking clues through the text and those activities should be done not more than fifteen minutes.

Further, several advantages and disadvantages of skimming are presented as follow (Susanti, 2013). First, skimming makes students more aware of the information available in the text since it prepares the students to be independent. Again, it makes students realize the importance of reading strategy to find out written and unwritten information. Conversely, the disadvantages are time-consuming if the teacher does not allocate certain time properly and skimming seems to be bored if the students have no interest in it.

2.4 Reading Interest

Interest is the most active element in studying English, and it is also the effective stimulant to study. Interest engages students' attention which is different from one to the other person.

Reading interest means students' strong desire to attempt reading. Furthermore, interest refers to a force that supports and influences the subject for taking part and giving attention to a particular activity (Syah in Karlina, 2013). When someone is curious about something, wants to know deeply, then finally knows what that thing is, it is called interest.

In other sources, interest denotes the feeling of wanting to give attention to something or wanting to be involved with and to find more about something (Cambridge Advanced Learner's Dictionary, 2008). In addition, interest plays a role in the decision to read, in the level of engagement with the text during reading, and also in the product the reader creates concerning comprehension of the text and learning from the text (McKenna in Fox, 2004). He added that the readers' level of interest in reading and in the content of that reading would help form the activity of text processing and development of comprehension in various ways.

In conclusion, reading interest is someone' eager to find out something new. This eager will aid one in comprehending the text quite easily. The following are the specification aspects of reading interest based on Hurlock in Saraswati (2013:51).

- Consciousness
  Consciousness leads a person to be interested in a certain object. It affects the person to identify the object she/he likes easily and wants to pursue it.
- Attention
  Attention is one of interest indications. It can be identified in early infants. It is because the infants have a certain simulation sensory that needs to be activated by surroundings.
- Concentration
  Concentration brings someone to focus on something he/she interested in. Further, she/he probably ignore what happens around in an intense stage of concentration.
- Willingness
  Motivational desire controlled by thought is called willingness. It produces a will and attention. Those aspects lead someone to concentrate on a certain object, and finally, the interest occur.
- Pleasure
  Pleasure is principally biological. It turns to a psychological element when perception and concept of the particular object are developed. Pleasure happens by watching people or particular object's movement. It gives a lesson to the children to avoid if it is disappointing and repeating if it is valuable to them.

From the explanation above, it can be concluded that reading interest involving some aspects: consciousness, willingness, attention, concentration and pleasure. These aspects impel her/him to do reading activity thus she/he has a better intensity, comprehension, and assumption toward reading the material.

3 METHOD

This research is quantitative research in the form of comparative study. The researcher employed factorial 2x2 design. The result of this study explained in the form of numerical data followed by a brief description.

3.1 Research Variables

Dependent variables reflect the outcome of the study, and a suitable technique to conceptualize them as outcome variables or outcome measures (Gamst et al., 2008). Likewise, they mention about independent variables. The term independent variables reflect the factors that perhaps influence the dependent variables. It can be abstracted as input factors, treatments, conditions, or treatment effects.

In this research, the researcher utilized three kinds of variables; they are independent variable: pre-questioning and skimming (as X_1 and X_2), attribute variable: reading interest (B) and dependent variable: reading comprehension (Y).

3.2 Population and Sampling

The population is all of the students at the tenth grade of one public school in Lampung, Indonesia. The population consists of 6 classes, and each class contains approximately 25 students. In short, the population of the research is 150 students. Moreover, to get the representative sample, the researcher employed random cluster sampling. This sampling technique was selected because the researcher as the third part has no right to make a new class out of the proper rule of the school, thus as the third part the researcher follow the rule and randomize the class other than the students.

The sampling was done by the following steps. First, name the six classes of the tenth-grade as X1, X2, X3, X4, X5, and X6. Second, write down every symbol on a piece of paper, then roll up the paper. After that take one of the papers randomly. The paper taken was the paper with X1 symbol. And finally, took the other one paper and the paper was X4 symbol. Therefore, the sample of the research was X1 and X4, and the total sample is 50 students.

3.3 Research Instrument

The researcher utilized a test and also a questionnaire as the instrument of the study. The test employed to find out students' reading comprehension consist of 50 questions of reading test taken from several sources of reading test. It aims to find out the result of students' reading comprehension using pre-questioning and skimming techniques through multiple choices test. Furthermore, the questionnaire employed to find out students' reading interest in 25 statements of Likert scale form.

3.4 Validity and Reliability

Validity focuses on ensuring what the instrument declares to measure is truly what it is measuring (Lodico et al., 2010). While reliability refers to the consistency scores. It happens when the instruments produce and use over time; it approximately presents the same score for an individual (Lodico et al., 2010).

Validating the test and questionnaire, the researcher used expert judgment. The calculation of Pearson product moment formula also employed to validate the items of the instrument.

3.5 Data Collection

The researcher gave the pre-test, treatments, and post-test to the students. The researcher handled both classes, experiments, and control class fairly. Before conducting treatments, the researcher gave pre-test first to know students' basic knowledge before giving treatments. After that, the researcher conducted four times face to face meeting and employed pre-questioning and skimming technique as the treatments. Finally, at the end of the meeting, the researcher conducted post-test to know how far the treatment changes students' understanding about the lesson and compare the result.

3.6 Data Analysis

In analysing the data, the researcher employed normality test, homogeneity test, and hypothesis test. One of the best assumptions of statistic computation was that the data should be sufficient to the qualification of a normal distribution. Therefore, analysing the normality of distribution of students' is crucial. To analyse the normality distribution of the score, the researcher utilized Lilliefors test.

In this research, the researcher also employed the ANOVA test called Univariate: Analysis Varian Factorial Design to find out whether the data were homogeny or not. The hypotheses of the research are as follow.

Ho: Four of the models have variance score which not homogeny

H_1: Four of the models have variance score which homogeny.

The criterion:

If sig. score < α (0,05), Ho is accepted

If sig. score > α (0,05), Ho is not accepted

The data also can be calculated by using test of homogeneity of variances, the formula:

$$F= \frac{S^2 \text{ (the highest variance)}}{S^2 \text{ (the lowest variance)}}$$

Moreover, in hypothesis testing the researcher utilized two ways ANOVA 2x2 formula to know whether the hypotheses in the research were verified or not. This test is commonly used to test the hypothesis of factorial design. The verbal hypotheses are as follow. First, pre-questioning is more effective that skimming technique, second, the students who have high reading interest have better reading comprehension, and third, there is an interaction between the students' reading interest and teaching technique toward their reading comprehension.

4 RESULTS AND DISCUSSION

The data analysis must be conducted systematically to get an acceptable result. This analysis aims to answer the following problems: 1) Is pre-questioning more effective than skimming technique to teach reading comprehension at the tenth grade of one public school in Lampung?; 2) Do the students who have high reading interest have better reading comprehension than those who have low reading interest?; 3) Is there any interaction between students' reading interest and teaching technique toward their reading comprehension? The researcher uses analysis of variance to answer these problems.

Table 1: The summary of the 2x2 analysis of variance.

Source of Variance	Db	JK	MK	Fo	F table 0,05	F table 0,01
Between columns/technique	1	567.19	567.18	9.22	4.06	7.07
Between rows/interest	1	438.02	438.02	7.12	4.06	7.07
Colm by rows/Inter	1	1222.39	1222.39	19.88	4.06	7.07
Within groups (Dal)	44	2704.16	61.45	-	-	-
Total (Tot)	47	2486.97	-	-	-	-

From the summary of 2x2 analyses of variances, it can be concluded that:

1. Fo between columns (9.22) is higher than $Ft_{(0.05)}$(4.06) and $Ft_{(0.01)}$ (7.07). Thus, the difference between columns is significant. It means the students' reading comprehension using pre-questioning of the tenth grade of one public school in Lampung is significantly different from those using skimming. The mean of the students' score taught by using pre-questioning (16.45) is higher than those taught by using skimming (9.58). In short, teaching reading comprehension using pre-questioning is more effective than using skimming in improving the students' reading comprehension score.

2. Fo between rows (7.12) is higher than $Ft_{(0.05)}$(4.06) and $Ft_{(0.01)}$ (7,07). Therefore, the difference between rows is significant. It means the students who have high reading interest taught by using pre-questioning is significantly different from those who have low reading interest in comprehending the text taught by using pre-questioning. The mean score of the students' who have the high reading interest (20.83) is higher than the students' who have the low reading interest (12.08). It means the students' reading comprehension of those who have the high reading interest is better than those who have low reading interest.

3. Fo interaction (19.88) is higher than $Ft_{(0.05)}$ (4.06) and $Ft_{(0.01)}$ (7.07). Therefore, there is interaction between teaching technique and reading interest.

This research aims to know the result of the students' reading comprehension by using two reading techniques to the students who have different reading interest. The researcher explains the finding of the research as the result of hypothesis data as follow:

1. There is a significant difference of the students' reading comprehension taught by using pre-questioning and skimming technique.

Pre-questioning is one of the techniques in teaching reading comprehension. It helps students to comprehend the text easily because, in pre-questioning, the teacher assists them by giving some questions which correlate with the text before they started to read the text. These questions can increase students' interest and motivation to know what the text tells about. Brown (2001) argues that the most important key to create interactive learning is the initiation of interaction from the teacher by using question. Hence, the students will have an opportunity to find out what they think. Furthermore, the teacher's question also helps the students find out the initial information from the text. Finally, curiosity will rise that lead them to read more. This technique is found to be a fun mode to comprehend the text easily. On the contrary,

skimming does not guide the students to have their motivation. It happens because in skimming the students only find certain important information of the text such as alphabetical written, number, italic written, the name of a place and so on. It will be difficult if the students have less practice.

In this section, the result of this research in compared with the previous research. The effect of pre-questioning and skimming on the students' reading comprehension is F_{count} 9.23. Meanwhile F_{table} (0.05) is 4.06 and F_{table} (0,01) is 7.07. Thus F_{count} (9.23) is higher than F_{table} (4.06/7.07). In short $F_{count} > F_{table}$. Then. in the previous research, the data calculation of pre-questioning on the reading comprehension achievement is t_{count} 2.52 and t_{table} (0.05) is 1.90. Thus, (Grabe, 2009) (Harmer, 2001) this research shows that $T_{count} >$ than T_{table}. The result of the data calculation is consistent and research done by the researcher has a better result than the previous research.

2. The students' reading comprehension of those who have high reading interest is better than those who have low reading interest.

McKenna in Fox (2004) declares that interest plays an important role in decision making to read or not to read a certain text. It also works on the engagement level during reading, and finally one can learn from the text through comprehension. He adds that the readers' level of interest in reading and in the content of that reading will help them to shape the activity of text processing and development of comprehension in various ways. In brief, students who have high interest achieve good motivation, attention, concentration, and willingness to the lesson given particularly in reading a text. Those are the criteria for good comprehension. On the other hand, the students with low reading interest are lack of motivation and have no desire to read the text deeply. As a consequence, their reading comprehension is low compared with the students who have high reading interest.

Then, here the researcher will compare the result data of the research with the previous data as follow: the research calculation data result of reading interest is F_{count} 7.13 while F_{table} (0.05) is 4.06 and F_{table} (0.01) is 7.07. Hence, F_{count} (7.13) is higher than F_{table} (4.06/7.07). Briefly $F_{count} > F_{table}$. And then the previous research data calculation of reading interest is F_{count} 18,7 and F_{table} is (0.05) is 4.04. Briefly, $F_{count} > F_{table}$. From the comparison of this research and previous research, the data showed that the there is a consistent but not significant increase, because the data result of reading interest in the

previous research is higher than in the research done by the researcher.

3. There is an interaction between teaching technique and reading interest.

Teaching technique plays an important role during the learning process. Pre-questioning is one of the techniques that can be applied in teaching reading comprehension. Pre-questioning will lead the students to have prior insight into the text. The students hear and analyse teacher's question, then they might expect what will happen in the text. After that, they will have an opportunity to confirm their expectation in reading the text by themselves. This technique is found to be a fun way to increase students' interest and motivation to read the text. Hurlock in Saraswati (2013) asserted that there are five aspects of reading interest: consciousness, attention, concentration, willingness, and pleasure. The students who have a high level of reading interest accomplished those aspects. Likewise, the students who have a low reading interest cannot accomplish those aspects.

From the data explanation, the hypothesis test showed that the students with high reading interest taught by pre-questioning have better reading comprehension. This shows that the techniques and reading interest have significant interaction in teaching reading comprehension. And the following is the data resulted from comparing this study with the previous research. The data of the interaction between teaching technique and reading comprehension is F_{count} 19.89 meanwhile F_{table} (0.05) is 4.06 and F_{table} (0.01) is 7.07. To sum up, $F_{count} > F_{table}$. Then in the previous research, the data calculation of teaching technique interaction and reading comprehension is t_{count} 39,60. Meanwhile F_{table} is (0.05) 4,04. In short $F_{count} > F_{table}$. The data showed that the results of interaction between teaching techniques and reading comprehension compare with the previous research is increasing consistently but not significantly. It happened because the data resulted in previous research is higher than the data in the research done by the researcher.

5 CONCLUSIONS

To sum up, this study reveals that pre-questioning is found to be more effective than skimming technique in improving the students' reading comprehension at the tenth grade of one public school in Lampung. The students having high reading interest have even better reading comprehension than those who have

low reading interest. In addition, there is an interaction between students' reading interest and teaching techniques in teaching reading comprehension.

The students who have been taught by using pre-questioning have the better score than the students who have been taught by using skimming, especially for those who have high reading interest. In addition, students' reading comprehension was influenced by the students' reading interest. Briefly, both pre-questioning and skimming technique is good technique to increase students' reading comprehension. Yet, pre-questioning is found to be more effective.

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