**NAJMUDIN, 2014, “The Effectiveness of Pre- Questioning on Reading Comprehension Achievement”.**

(An Experimental Research at the second grade of MA Darul Irfan Kota Serang). Undergraduate Research Paper, Department of English Education Faculty of Education and Teacher’s Trainning, The State Institute for Islamic Studies “Sultan Maulana Hasanuddin Banten.”

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**ABSTRACT**

This research investigates the effectiveness of pre- questioning on reading comprehension achievement at MA Darul Irfan Kota Serang Banten.

Based on my observation in Darul Irfan Islamic Senior High School, as a foreign language, English is not easy to be learnt and understood by learners. But it is possible that the problem of these difficulties can be resolved when the learning process is packaged in a fun way.

In reading, to comprehend the text the readers should be able to manage every part of the text. Sometimes, they may find form of pre-questioning. Theoretically, pre-questioning itself can build the students’ interest and motivation before students read the whole text. Besides the main problems above, the writer specifiying questions they are : 1) How is students ability in learning reading comprehension at the second grade students of MA Darul Irfan Kota Serang Academic year 2013/2014? 2) How is the effect of teaching reading comprehension without using pre- questioning at the second grade students of MA Darul Irfan Kota Serang academic year 2013/2014? 3) How is the effect of using pre-questioning in teaching reading comprehension at the second grade students of MA Darul Irfan Kota Serang Academic year 2013/2014?

To answer the questions, the writer collected data from 50 (fifty) students from two classes, one class as experimental research and one class as control class. The classes were: XI IPS 1 which consisted of 25 students as the experimental class (treatment with pre-questioning), and XI IPS 2 which consisted of 25 students as the control class (treatment without pre-questioning). During the research, the writer used quasi experiment method and the data is gathered though pre-test and post-test.

Based on the result of the calculation, the writer obtained the value of to is 8.38, and degree of freedom (df) = 48. To know whether it is significant or not, we have to look at the t table in Appendix. The result of tt on significant 5% = 1.68 and 1% = 2.42. It is indicated that to > tt or 8.38> 1.68 and 8.38> 2.423 or (16.68 <8.38> 2.42). So the null hypothesis (H0) is rejected and the alternative hypothesis is accepted. This condition is proving that there is a significance effect of using pre-questioning in teaching reading on student experimental class to find out the student’s ability in learning reading.