

**THE EFFECT OF USING LEARNING START QUESTION ON READING  
COMPREHENSION OF NARRATIVE TEXT AT X GRADE OF SMK N 1  
MERANTI IN 2022/2023 ACADEMIC YEAR**

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**Abstract**

The purpose of this study was to find out whether there was an effect of using the learning start question method on students' reading comprehension in class X narrative texts at SMK N 1 Meranti in the 2022/2023 academic year. This research is a quantitative study with a two-class design, the experimental class and the control class. The population of this study were all students of class X SMK N 1 Meranti. The research sample was taken from 30 students in the experimental class (X TKJ 1) and 28 students in the control class (X TKJ 2). The data collection instrument was in the form of multiple choice tests. Data were analyzed using the t-test formula. From this analysis, the average pre-test score in the experimental class is lower than and the average pre-test score in the control class ( $43.7 > 37.1$ ) while the average post-test score in the experimental class is higher from the average pre-test score in the experimental class. The average value of the control class post-test ( $88 > 70$ ) and  $T_o > T_{table} (5\%) = 8.86 > 0.2542$ . So,  $H_a$  accepted. In other words, the use of the Learning Start Question method is more effective and significant than the conventional method

**Keywords:** Learning Start Question Method, Reading Comprehension, Narrative text.

**INTRODUCTION**

English plays an important role in the process of globalization as one of the main international level to grow through conversation and information.

English is taught as a required subject in Indonesia, beginning in elementary school and continuing through junior and senior high school and universities. There are four abilities to learn when learning English: speaking, writing, listening, and reading. In this regard, our study focuses on reading because it has the potential to kill three other people. Reading is the process of introducing ideas to the reader and communicating with them. The reader interacts with the text, and the combination of his past knowledge with the print and visual (written) information results in his comprehension of the message.

Based on the statement above, it is very important to take into account to overcome problems and help students achieve success in reading comprehension. Teacher creativity and teaching methods are an important element in achieving From the existing problems, languages in the world. It is common for people to master

English at some efforts to improve reading skills require various ways to provide solutions to students' reading the goals of the learning process. A number of teaching methods, strategies or media have been used to get students interested in learning English.

The learning process involves four skills: listening, reading, speaking, and writing. In this study, researchers will focus on reading comprehension. Students who continue to struggle with reading, particularly narrative books. Some students struggle with reading comprehension. Students struggle to understand the context, the message to be delivered, retelling the story, closing, and the function and purpose of the work.

SMK N 1 Meranti, researchers found almost the same problems in reading. There are internal problems, namely students do not understand what they read, do not understand the message, cannot explain the story again, conclude, function and purpose of the text difficulties so that students can understand the reading as expected. Researcher want to use the LSQ (Learning Start Question) method in reading learning activities to overcome students' difficulties. The Learning Start Question method is a teaching and learning process that involves students in everyday life so that students are more easily stimulated to learn and trigger students to be more enthusiastic about learning.

The LSQ method will be used to teach students of SMK N 1 Meranti how to read. This learning method, called the Learning Start Question (LSQ), involves asking questions. Students are encouraged to read content before studying it, which gives them a better understanding of what will be learned. This way, if a problem arises during reading or discussing information, it can be identified, understood, discussed, and supported by all students. More than that, this approach is expected to help children develop their reading skills, which will later be combined with other abilities.

#### ***Learning Start Question (LSQ) Method***

Learning Start Question (LSQ) is a method of active learning based on questioning. In order for students to actively ask questions, they must first study the material to be studied, namely by reading. By reading, students gain an understanding of the material to be studied, so that if a concept error occurs while reading/discussing the material, it can be identified and justified collectively. According to Suprijono (2009), "the Learning Starts Question technique is an active learning method in asking questions, so that students are engaged in asking questions; students are required to study the subject that will be covered today by reading beforehand." By reading, students gain an overview of the content to be studied, allowing them to identify and justify conceptual errors when reading or discussing the material. The Learning Starts Question approach is a technique used by teachers to invite pupils to discuss lessons by asking questions aloud or in writing about challenging aspects of the subject matter or reading material.

I hope that this research can be useful and also help in improving students' reading comprehension, as well as helping teachers and future researchers regarding this method.

**METHOD**

This study made use of experimental research. According to Arikunto (2010), experimental research is a study to determine whether or not a therapy has an effect on the patient who is administered it. The quasi experimental design will be used in this study. The research approach was quasiexperimental with randomized control group pre-test and post-test. The quantitative data collection technique is used. This quantitative data will be derived from the students' pre-test and post- test scores. It will be distributed to the experimental and controlled groups. Quantitative data from try- outs and tests will be used in this study.

The multiple choice test will be used to collect data in this study. According to Arikunto (Arikunto, 2013) "A test is a tool or procedure used to find out or measure something in an atmosphere, in ways and rules that have been determined." So, the test is a measuring tool used to determine the success of a program.

**Tabel Experimental Class and Control Class**

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post- Test</b>
Exprimental	Y	Y	Y
Contro	X		X

**Validity of the Test**

To know the test is valid or not, this study applied the formul are commended by Arikunto (2009)as the following:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

**Results and Discussion**

This study was carried out at SMK N 1Meranti, Grade X. This study is employing the learning start question approach in teaching reading comprehension narrative text makes a substantial change in students' reading comprehension. This research has validated those assumptions.

Pre-test Scores in the Experimental and Control Groups Statistic Experimental Control. Being carried out in Gajah, Kec. Meranti, Kab. Asahan, Prov. Sumatera Utara. This study began in the months of March and April of 2023.

Class	Pre –test			Post –test		
	Max	Mean	Min	Max	Mean	Min
Experimental	80	70	50	90	88	70
Control	90	70	20	90	80	70

According to the data from the preceding section, it was discovered through this research that:

1. The highest score in the experimental class before using Learning Start Question method was 60, and the lowest was 5. The highest score in the experimental class after Learning Start Question method was 90, and the lowest was 65, so it was higher than in the controlled class after using Learning Start Question method.
2. The highest score in the control class before treatment was 95, and the lowest was 45. The highest score in the control class after using Conventional Strategy was 95, and the lowest was 50, so it was higher than in the controlled class after using Conventional Strategy.
3. The total score of pre-test experimental class is 1265 and in pre-test of control class is 1115. So the total score of pre-test of experimental class is higher than the pre-test of control class.
4. The total score of post-test experimental class is 2383 and in post-test of control class is 2120. So the total score of post-test of experimental class is higher than the post-test of control class.

The conclusion is that  $H_a$  is accepted if  $T_o > T_{table}$  and  $H_o$  is accepted if  $T_o < T_{table}$ . In this study, the scores were calculated using a T-test with a degree of freedom (df) of 50 and a significance level of 5%, with a  $T_{table}$  value = 2,002. The computation of the T-test revealed that  $T_o$  is higher than  $T_{table}$ , or it can be understood as  $T_o > T_{table}(5\%)$  with df 50 or  $32,2 > 2,002$ .

After counting the significant score of the pre-test and post-test, the data was analyzed by using T-test formula. It means that the alternative hypothesis ( $H_a$ ) is accepted and it revealed that hypothesis using Learning Start Question method in reading comprehension on narrative text is effective because reading comprehension on descriptive using Learning Start Question method gets higher result than without using Learning Start Question method.

## Discussion

Based on the data in table 4.3 above, it can be shown that the students' post-test scores were greater than their pre-test scores. The experimental class that uses the Learning Start Question approach to educate students' reading comprehension in narrative text has a rather large difference between the pre-test and post-test, with a mean score difference of 610. Meanwhile, based on the study in table 4.4 above, it can be shown that the post-test score of the students was greater than the pre-test score of the students. The control group, which uses a traditional technique to teach pupils reading comprehension in narrative material, only has a mean difference score of 360. The mean pre-test score of the pupils in the control group was 50. It barely increased by 12% after treatment with the standard technique. In the post-test, the mean score becomes 70. Meanwhile, the mean pre-test score of the pupils in the

experimental class was 61,6. The mean score in the post-test increased by 20,4% after treatment with the Learning Start Question approach. In SMK N 1 Meranti, the minimal learning mastery standard value was 75. As a result, the mean post-test score of the students in the control group was lower than the minimum learning mastery standard value in SMK N 1 Meranti, which was 58. Meanwhile, the mean post-test score of the experimental class pupils was higher than the minimum learning mastery standard value in SMK N 1 Meranti, which was 82. This demonstrates that the Learning Start Question strategy improves students' reading comprehension in narrative literature.

### **Conclulsion**

This research used quantitative research methods, including the total sample approach for sampling and pre-test and post- test for data collecting, in which students were given the test multiple choices. Based on the result of the research and discussion that has been presented in the previous chapter, it can be concluded that teaching reading comprehension narrative text by using Learning Start Question method is effective to improve the students' reading comprehension. There are significant differences in learning outcomes of the students who learned writing by using Learning Start Question method with the students who studied without Learning Start Question Method.

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