

THE USE OF PREQUESTION METHOD TO IMPROVE STUDENTS READING COMPREHENSION

SYAMSIA¹, NAFISA UMATERNATE²

ISDIK KIE RAHA MALUKU UTARA^{1,2}

Abstract

The aim of this research was to know about how the students' reading comprehension can be improve by using pre questioning method at the second grade students of SMP Negeri 1 Mangoli. In fact, based on the result of pre observation, the students of SMP Negeri 1 Mangoli have some problems in reading. They got lacks in vocabulary mastery, missed understanding, and they still translate word by word. The setting of this research was SMP Negeri 1 Mangoli. It consist six classes, each classes consist of 22 students. So the total number of population are 138 students. The subject of this research were the second grade students of SMP Negeri 1 Mangoli, they were 22 students. this research used classroom action research. Based on the result of the implementation of pre questioning technique to improve students' reading comprehension in the second grade students at SMP Negeri 1 Mangoli, the researcher concluded that the use of pre questioning technique can improve the students' reading comprehension. The students' result in cycle I, it was showed that just 5 students reach the result were success or in other word just 5 of 22 students pass the passing grade (70). While there were 17 of 22 students got the score under the passing grade. While, the students' result in cycle II, there were 20 of 22 students reached the result were success or in other word 20 students pass the passing grade (70). While just two students got the score under the passing grade.

Keywords: Reading Comprehension, Prequestioning.

INTRODUCTION

Reading is an important process in getting information either written text or the meaning from the writer to the reader. It is also the backbone of other language skills (Arianggi, 2014). It makes the students have to read more and comprehend the content of the text to answer the question. The main point of reading is comprehension. It is the process of the reader to read the text and find the gist such as an important message from the text. In reading comprehension, the reader must use their thinking, feeling, skill or strategies in finding the gist of the text (Fitri, 2018) When the reader reads the text especially English text comprehensively, she / he also gets more knowledge and information, finds new words, comprehends the content or the meaning from text and is able to make a conclusion about the text.

In reading, many students think that reading skill is not interesting and makes them boring. Most of the students feel the difficulties to comprehend the text. Incomprehensible text, difficult words, vocabulary, and length of the text are the cause of their difficulties (Zasrianita, 2016) According to Johnson and Pearson (Zuchdi, 2008) students' reading comprehension can be affected by internal and external factor.

The teacher has an important role in the classroom. An English teacher should use the right way to teach. Students need good ways to learn and also need motivation from the teacher. This helps them enjoy learning English, especially reading. The teacher should also make students feel happy and help them understand the lesson.

In fact, based on the result of pre observation, the students of SMP Negeri 1 Mangoli Utara have some problems in reading. They got lacks in vocabulary mastery, missed understanding, and they still translate word by word. Furthermore, their motivation to learn English and improve their reading comprehension is still low. They also find difficulties in comprehending text and finding the main idea of a text. The problems appeared because the method or the technique that is used does not make the students interested and they feel bored when they are learning English especially in reading skill. As a result, there is no improvement in the students' reading comprehension. Meanwhile, reading skill is one of the skills that always appear in a test and seek students' concentration more in comprehending the content of the text.

Based on the explanation above, the researcher wants to help solve students' problems in reading comprehension by using the pre-questioning technique. This technique is a way of asking questions before reading to help students think more deeply. It helps students connect what they already know with what they are going to learn, and it can improve their understanding of the text..

The Concept of Reading Comprehension

Reading comprehension is the application of a skill that involve for other purpose (listening or oral comprehension) to a new form of input (text). Unlike listening comprehension, reading comprehension is not something for which our brains have evolved. Whereas oral comprehension is more challenging and requires deliberate instruction. Humans have been doing oral comprehension for 100,000 years or more and virtually all humans do it; reading comprehension has only been practiced for 5,000 years, and for most of that time most humans did not to do it. It should be not surprising that it is difficult.

(Jeffries, 1996))-classify reading comprehension as a part of life. They describe the brain which is busy to make sense of what a person see, hear, smell, touch, or taste by interpreting, sorting, and raving them. The same process happens in reading comprehension Process. As the process happens, the Main tells the eyes what to look for in order to make connection. Sometimes the connection seems to happen by itself. But at other times, it is not so simple. The text may seem a mass of information with no meaning that will stick.

Pre-Questioning Technique

(Brown, 2001, p. 172) Explanation of display questions, schema theory and students' background knowledge explanation. He also define pre-questioning implicitly as some questions

which are provided before the students read the whole text, in order to build the students' interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text.

The researcher concluded that the pre-questioning consists of some questions provide before the students read the whole text. It tends to build the students' interest and motivation to read the text. Teachers can accomplish this by preparing questions in advance of reading. Teacher may ask questions that relate the material to previous experiences of students. This will help in guiding students as they complete their reading assignment. The teacher can also help students develop their own questions which will help them establish purpose and focus attention.

RESEARCH METHOD

This research used classroom action research. According to (Jeremy, 2004) action research is a process that teachers use to improve their teaching or to evaluate the effectiveness of their teaching methods and classroom activities. The researcher conducted this research based on Kemmis Mc Taggart in (Burns, 2010). The steps of this research was Planning, action, observing and reflecting.

The setting of this research was SMP Negeri 1 Mangoli. It consist six classes, each classes consist of 22 students. So the total number of population are 138 students. The subject of this research were the second grade students of SMP Negeri 1 Mangoli, they were 22 students.

The researcher used classroom action research procedure adapted from Kemmis and Mc Taggart that consists of five steps namely: (1) Planning, (2) Implementing, (3) Observing, and (4) reflecting.

Planning

In this step, the researcher arranged a preparation together with collaborator (english teacher) such as designing the lesson plan and setting the criteria of succes.

Lesson Plan

The lesson plans are developed to help the researcher maintain the procedures of implementing pre questioning technique in reading comprehension. The lesson plan contains several items regarding with the course identity, the instructional objectives, the materials and media, the procedures of implementing, and assesment.

Set the Criteria of Succes

The criteria of succes in the present study is concerned with the effort to maximize the students' ability in reading comprehension. It was established in order to know whether the students' improvement in reading comprehension is reach. The criteria of succes is based on the score.

The succes of the research is if 65% of the students are able to achieved the gain score of ≤ 10 point higher from the preliminary score, it means that the criteria of succes is achieved, so the implementation of the technique is successful.

Implementation

The implemenation of the action is based on what has been designed in the lesson plan. The plann regarding with the teaching and learning of reading comprehension is implemented after all preparation is made. The researcher teaches reading based on the lesson plan while the collaboration teacher plays the role as an observer in conducting the observation during teaching and learning process.

The implementation of the action have done until the criterion of succes is reached. The researcher planns 2 meetings for each cycle based on the lesson plan. In the first meeting, the researcher teach reading comprehension through pre questiong technique. And the second meeting is for testing the students' reading comprehension.

Observing

Observation is the process to collect the data dealing with the teaching and learning activities in the classroom using pre questioning technique. In this phase, the observer records the data about the students' activities in the classroom. The researcher used observation sheet.

Reflection

Reflection is the process of analysing data to determine how far the data collected have shown the success of the technique in solving the students' problems. Reflection also shows what factor support the succes of the technique or other problems may occur during the implementation. The analysis of the result is done by comparing the data collected with the target or the criteria of success.

FINDINGS

These classroom action research conducted in two cycle, every cycle consistf of two meetings.

Finding in Cycle I

In Cycle I, the researcher carried out two meetings that included planning, action, observation, and reflection. In the planning stage, the researcher prepared the materials, made a lesson plan, and created steps to apply the pre-questioning technique. The researcher also prepared observation sheets and a reading test. The planning was based on students' reading problems. Together with the teacher, the researcher chose suitable materials and made a lesson plan for two meetings. In the acting stage, the class was held for 2 x 40 minutes with 22 students. The focus was to apply the pre-questioning technique to help students improve their reading comprehension.

First Meeting

The first meeting was held for 2 x 40 minutes. The session started with a prayer, greeting, checking attendance, and asking how the students were. Before starting the lesson, the researcher asked the students about types of reading, but no one answered. Then, the researcher wrote and explained the types of reading on the whiteboard, especially narrative text, using simple sentences. Students were asked to read the sentences one by one, and the researcher corrected them if needed. After that, the researcher explained the pre-questioning method until the students understood. Some students were noisy and less focused during the lesson. At the end of the meeting, the researcher reviewed the material with the students and then closed the class with a farewell.

Second Meeting

The second meeting was held for 2 x 40 minutes. This meeting was used to give an assessment after students learned about the pre-questioning technique. The session began with a prayer, greetings, attendance check, and asking how the students were. The researcher asked a few questions about the material from the previous meeting, then gave the students a test. The test had 10 questions based on a reading text about the story of Lake Toba. Students received the text on a piece of paper and had 60 minutes to finish the test.

Observing

The act of observation is conducted by the researcher and their collaborator while engaging in the process of learning. Various observations were carried out, including monitoring the activities of the students, taking notes on the teacher's actions, and test.

First Meeting

During the teaching and learning process, the researcher began by introducing the pre-questioning technique to the students before distributing the reading text. Since this technique was new to them, the researcher used the whiteboard to explain each step clearly. After the explanation, the students received a narrative text titled "*Talaga Warna*" and were asked to answer several questions before reading the text. This activity aimed to activate their prior knowledge and guide their understanding. Most students showed interest and enthusiasm, although a few were still distracted and talked with their peers. Overall, the students responded positively to the pre-questioning activity and appeared more engaged. However, challenges remained. Many students struggled with vocabulary, identifying the main idea, and forming sentences using the correct present tense. When asked to write on the board, several students made grammar errors, especially in verb usage. Despite these difficulties, the students were generally interested in the topic. Some found it hard to add personal responses or ideas, indicating a need for further support in developing their critical thinking and writing skills.

Second Meeting

In the second meeting, the researcher gave a test to the students. Before the test, the researcher reviewed the topic from the last meeting. The students were active and gave good responses. They still paid attention to the steps of the pre-questioning technique, even though it had been explained before. All students followed the steps seriously. They were excited about the reading text and interested in the topic. After giving a short review, the researcher gave them the reading text and continued with the test to check their understanding.

Reflecting

Based on the teaching and learning process and the students' reading test results in the first cycle, the use of the pre-questioning technique had not reached the success criteria. The success criteria were set if 65% of the students could improve their score by at least 10 points from the initial test. However, in the first cycle, only 5 students or 22.7% met the criteria, while 17 students or 77.3% still scored below 70. Because of this, the researcher and the collaborator decided to continue to the second cycle. It can be seen on the table followed:

Table 1.1 Students' Score in Cycle I

NAME OF STUDENTS	SCORE	PASSING GRADE	RESULT
S1	50	70	Unsuccess
S2	50	70	Unsuccess
S3	40	70	Unsuccess
S4	60	70	Unsuccess
S5	30	70	Unsuccess
S6	30	70	Unsuccess
S7	80	70	Success
S8	70	70	Success
S9	50	70	Unsuccess
S10	40	70	Unsuccess
S11	70	70	Success
S12	50	70	Unsuccess
S13	50	70	Unsuccess
S14	70	70	Success
S15	60	70	Unsuccess
S16	60	70	Unsuccess
S17	80	70	Success

S18	50	70	Unsuccess
S19	50	70	Unsuccess
S20	60	70	Unsuccess
S21	60	70	Unsuccess
S22	40	70	Unsuccess
TOTAL	1200		
MEAN SCORE	54,54545		

Based on the table above, there are 22 students. but just 5 students reach the result were success or in other word just 5 students pass the passing grade (70). While there were 17 students got the score under the passing grade. So, they were unsuccessful.

Finding in Cycle II

The second cycle was done to fix the weaknesses found in the first cycle. In this cycle, the researcher followed the same steps: planning, action, observation, and reflection. However, the researcher made some changes based on the problems from the first cycle to improve the results. The cycle describer as follows:

Planning

In his cycle, the researcher prepared several steps to support successful teaching and learning. First, the researcher made a lesson plan and chose a reading material with the topic “*Crying Stone*” using the pre-questioning technique to improve students’ reading comprehension. Then, the researcher prepared the narrative text materials, an observation sheet, and a reading test as the assessment instrument.

Acting

For the action, the researcher did the same activities as in the first cycle but added more focus during the while-activity. The teaching and learning process was joined by 22 students and took 2x40 minutes. The main focus was to apply the pre-questioning technique to improve the students’ reading comprehension. The researcher and the teacher, as a collaborator, prepared a lesson plan for two meetings at once..

First Meeting

The researcher and the teacher entered the second grade classroom. At the beginning of the lesson, the researcher greeted the students and checked the attendance, just like in the first cycle. Then, the researcher reviewed the previous lesson by asking about the last topic. After that, the researcher introduced a new topic, “*Crying Stone*”, and gave the students a paper. The researcher explained the pre-questioning technique again and asked the students to relate their ideas to the topic. The students began to follow the steps of the technique. Some students found

it hard to find vocabulary to express their ideas, and the class became noisy when they started writing. However, they tried to write different sentences and add more supporting ideas. To help with the difficulties from the first cycle, the researcher prepared guiding questions to connect each step. Some students asked questions about their tasks, and the researcher monitored the class, reminded them to sit properly, and helped them with their work. At the end of the class, the students arranged their answers, submitted their work, and the researcher closed the lesson.

Second Meeting

In the second cycle, the researcher gave a reading test to the students. Before giving the test, the researcher did a short review of the narrative text material from the previous meeting. The researcher asked questions to help the students remember the topic. Then, the researcher used the same method, pre-questioning technique, to guide the students. The topic of the test was "Allah Knows Everything." The students looked active and interested. The researcher gave the test paper to all the students. They were happy and enjoyed the activity. The students seemed more confident and answered the questions without needing to be reminded. Some students used dictionaries, asked each other, or asked the researcher and English teacher for help. The researcher walked around the class to check on their work. The students still followed the pre-questioning steps. When time was up, they submitted their work.

Observing

First Meeting

In this cycle, the observation was the same as in the previous cycle. It focused on everything that happened during the teaching process. While the researcher taught, the teacher observed the students' activities. The students were still a bit noisy when writing their tasks and often asked the researcher for help with English words because they were too lazy to bring a dictionary. However, they were active in sharing ideas and showed enthusiasm for learning. Some students walked around the class to ask their friends about the task. They seemed more interested in the topic and reading text. They paid close attention when the researcher explained the pre-questioning technique and also discussed with their friends. The classroom was calm and quiet, which helped the students focus. To help with the weaknesses from cycle one, the researcher gave them guidelines about connecting words. Overall, the students were enthusiastic during the lesson and more excited to answer questions, especially since the researcher used different reading texts.

Second Meeting

In the second meeting, the researcher gave a reading test to the students. Before giving the test, the researcher explained again about the pre-questioning technique. Then, the researcher gave a narrative text and asked the students to answer the questions.

Based on the observation and notes, most students looked confident when answering the questions. The class was a bit noisy with students' voices during the test, but it was not a big problem. Some students finished early, while others were still working, but in the end, all students completed the test on time. Some problems from the previous cycle were solved in this meeting.

Reflection

In this cycle, the reflection was similar to the previous one. It discussed everything that happened during the learning process. The researcher and the English teacher felt satisfied because their efforts to improve students' reading comprehension in narrative text had shown good results. The students could understand how to create narrative texts and express their ideas more easily through the pre-questioning technique.

The students's motivation in learning English, especially reading, improved. They looked enthusiastic and confident when answering questions and became more active in class, even though some students were still noisy. The students also made fewer mistakes in vocabulary use, and their answers were mostly correct. In this cycle, 20 out of 22 students reached the minimum score (KKM 70), and although 2 students did not, their scores still improved compared to the first cycle. It can be seen on the table followed:

Table 1.2 Students' Score in Cycle II

NAME OF STUDENTS	SCORE	PASSING GRADE	RESULT
S1	100	70	Success
S2	80	70	Success
S3	70	70	Success
S4	80	70	Success
S5	80	70	Success
S6	80	70	Success
S7	100	70	Success
S8	80	70	Success
S9	80	70	Success
S10	70	70	Success
S11	90	70	Success
S12	80	70	Success
S13	80	70	Success
S14	90	70	Success
S15	80	70	Success

S16	80	70	Success
S17	100	70	Success
S18	60	70	Unsuccess
S19	80	70	Success
S20	90	70	Success
S21	90	70	Success
S22	60	70	Unsuccess
TOTAL	1800		
MEAN	81,81818		
SCORE			

Based on the table above, there were 20 of 22 students reached the result were success or in other word 20 students pass the passing grade (70). While just two students got the score under the passing grade. So, they were unsuccessful. but their score in the second grade were improve if compare with the first cycle.

After reaching the target of the research, the researcher and the teacher decided to stop the collaborative action research because it had already succeeded. There was no need to revise the plan. Based on the evaluation results, it could be concluded that the implementation of the collaborative action research using the pre-questioning technique to improve students' reading comprehension in narrative texts was successful and followed the plan that had been discussed by the researcher and the teacher beforehand.

Discussion

In this part, the result of findings would be explained clearly about students' improvement in reading comprehension. In findings, the data shows that the students' improvement in reading comprehension was significant after the researcher implemented the pre questioning technique.

The Students Improvment in Reading Comprehension by using pre questioning

The use pre questioning technique to improve students' reading comprehension especially in reading a narrative text was proven by the result of the research, The result showed that there were improvements in students reading comprehension through pre questioning technique in English teaching learning activity. (Nunan, 2003) reading is a fluent proccess combine information from a text and their own background knowledge to build meaning. The researcher have did an observation as a pre-research when she done the PPL II. The main problems of the teaching learning process in the class before the implementation of action was low interest in reading, the students had low motivation in reading comprehension. In order to solve the problems

occurring observed the researcher administered the research by implementing the pre questioning technique which consisted of two cycle.

The pre questioning technique makes it easier to apply various methods of teaching techniques (Carrel P. , 1996) Pre-questioning functions to get students to predict with in context area what the text will about before studying the text". The pre-questioning here consists of some questions about the whole test that can help the students to build up the prior knowledge about the material or the text. The researcher use this technique to help students in learning reading and made students more active in reading comprehension. It could improve the students ability in reading comprehension. It can be proven from the following fact.

The students' result on reading test in cycle I, it was showed that just 5 students reach the result were success or in other word just 5 of 22 students pass the passing grade (70). While there were 17 of 22 students got the score under the passing grade. So, they were unsuccessful. Their score of reading test was improve but not pass the KKM of the school. Therefore, it is still needed more improvement. So, The researcher continue the next cycle and reapplied the implementation of pre questioning technique. In cycle II, there were 20 of 22 students reached the result were success or in other word 20 students pass the passing grade (70). While just two students got the score under the passing grade. So, they were unsuccessful. but their score in the second grade were improve if compare with the first cycle. Because above 91% students passed the KKM and fulfilled the target of CAR, therefore, automatically, it can be said that the Classroom Action Research (CAR) is succeeded and the cycle is stopped.

Based on the similarity of the result of the previous research from (Yuliyanti, 2016) that the reading comprehension ability of the tenth grade students of SMA Muhammadiyah Kalosi in terms of critical reading comprehension has increse after using Pre-Questioning Technique. It can be seen from the different score of pre test and post test. Where the score of post test was higher than the score of pre test. The students' improvement of critical reading comprehension focused in the purpose of text was 40.14 %.

Pre-Questioning Technique was interesting and beneficial for the students who studied English as foreign language because can improve the students' reading skills. It's caused by the involvement of the students' during the process of teaching and learning activity. It also made English became joyful subject to be learnt.

From the discussion above, it could be concluded that the second grade students of SMP Negeri 1 Mangoli have good skills in reading after being taught through Pre questioning Technique, especially in reading comprehension.

CONCLUSION

Based on the result of the implementation of pre questioning technique to improve students' reading comprehension in the second grade students at SMP Negeri 1 Mangoli, the researcher concluded that the use of pre questioning technique can improve the students' reading comprehension. The students' result in cycle I, it was showed that just 5 students reach the result were success or in other word just 5 of 22 students pass the passing grade (70). While there were 17 of 22 students got the score under the passing grade. While, the students' result in cycle II, there were 20 of 22 students reached the result were success or in other word 20 students pass the passing grade (70). While just two students got the score under the passing grade. So, they were unsuccessful. but their score in the second grade were improve if compare with the first cycle. Because above 91% students passed the KKM and fulfilled the target of CAR, therefore, automatically, it can be said that the Classroom Action Research (CAR) is succeeded and the cycle is stopped. So, pre questioning technique can be used as one of the techniques to improve students' ability in reading comprehension

REFERENCES

- Albert, Pre-Questioning Technique, <http://pustakabakul.blogspot.com>. 25 September 2014
- Alexander, J. S. (1988). *Teaching Reading*. California: Foresman and Company.
- Arianggi, C. N. (2014). *The Effectiveness of Using REAP (Read, Encode, Annotate, Ponder) Strategy to Improve Reading Comprehension Ability in Narrative Text at The Tenth grade Students of SMP N 7 Purworejo in The Academic Year 2013/2014. Unpublished Thesis*. Purworejo: Muhammadiyah University of Purworejo.
- Arikunto, S. (2006). *Prosedur Penelitian : Suatu Pendekatan Praktik, Edisi. Revisi V*. Jakarta: PT Rineka Cipta.
- Brown, D. (2001). *eaching by Principles*. San Francisco: Addison Wesley Longman.
- Burns, A. (2010). *Doing Action Research in English Language Teaching*. New York: Routledge.
- Carrel, P. (1996). *Interactive Approaches in Second Language Reading Comprehension Exercises*. New York: Cambridge University Press.
- Carrel, P. L. (1996). *Interactive Approaches in Second Language Reading Comprehension Exercises*. New York: Cambridge University Press.
- Davies, K. (1973). *Forest Fire Control and Use*. Toronto: McGraw Hill .
- Donough, J. c. (2003). *Materials and Methods in ELT.A Teacher's Guide*. Oxford: Blackwel publishing.
- Fitri, A. I. (2018). *Reading Comprehension Achievement on Narrative Text by Using REAP Strategy. English Language Education and Literature, 3 (1), 1-7*.
- Harmer, J. (1985). *The Practice of English Language Teaching*. Longman: Pearson Education Limited.
- Jean Mc Niff, *Action Research Principle and Practice*, London and New York: rotledge Falmer, 2002

- Jeffries, M. B. (1996). *More Reading Power*. USA: Addison-Wesley Publishing Company, Inc.
- Jeremy, H. (2004). *How To Teach Writing*. Oxford: Person Education Limited.
- Jukes Mattew, Development of Assesment of Reading Ability and Classroom Behavior, Harvard Graduated School of Education:Cambridge, 2006
- Kahayanto. (2005). *A Comparative Study on Students' Achievement in Reading I of the Education Study Program of Palangkaraya University who Entered Through PSB and SPMB in Academic Year2003/2004*. Unpublished Thesis. Palangkaraya.
- Nunan, D. (2003). *Language Teaching Methodology*. London: Prentice Hall International.
- Nurmasita. (2009). *Improving Reading Comprehension Through Reciprocal Teaching Strategy*. Unpublish Thesis. Dempasar: Universitas Mahasaraswati Denpasar.
- Schoenbanc Ruth, what is reading ? an expert from reading for understanding, Cambridge: Willey Compani, 1999
- Scoot, B. (1990). *Keterampilan Berkomunikasi*. Agus Maulana. (Alih Bahasa). Jakarta: Binarupa Aksara.
- Siegel, D. L. (1994). *Finding the Balance in Literacy Development for all Children:Balanced Reading Instruction I*, 6-11.
- Suyanto, M. A. (2001). *Wajah dan Dinamika Pendidikan Anak Bangsa*. Yogyakarta: Adicita Karya Nusa.
- Syamsia, S. (2024). The Use of MURDER Strategy to Improve Students' Reading Comprehension. *Langua: Journal of Linguistics, Literature, and Language Education*, 7(1), 1-9. <https://doi.org/10.5281/zenodo.10804174>
- Valencia, B. M. (2002). *Below The Bar: Profiles of Students Who fail State Reading Assesment*. *Educational Evaluation and Policity Analysis*, 24(3),209-219.
- Westwood, P. (2001). *Reading and Learning difficulties: approach to teaching and assessment*. Victoria.ACER. Press.
- Yuliyanti. (2016). *HE USE OF PRE-QUESTIONING TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION (An Experimental Study of the Tenth Grade Students of SMA Muhammadiyah Kalosi*. Makasar: Makassar Muhammadiyah University.
- Zasrianita, F. (2016). *Using of Reading, Encoding, Annotating, and Pondering (REAP) Technique to Improve Students' Reading Comprehension*. *Ta'dib*, 19 (2), 147-164.
- Zuchdi, D. (2008). *Strategi Meningkatkan Kemampuan Membaca*. Yogyakarta: UNY Press.