**THE USE OF PRE-QUESTION STRATEGY IN IMPROVING STUDENTS’ READING ACHIEVEMENT**

**LINDA MELATI SUKMA**

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Email: [lindamelatisukma9@gmail.com](mailto:lindamelatisukma9@gmail.com)

**ABSTRACT**

Reading is a crucial skill that students need to master, as difficulties in reading can hinder their ability to acquire knowledge. The objectives of the research were to find out if there was any significance for the tenth-grade students of SMA PGRI 2 Palembang who were taught using the pre-question strategy in improving their reading achievement compared to those who are not. This study employed a quasi-experimental design, where one class was devided into two groups: the experimental group and the control group. The population of this study was the tenth grade students, the sample was one class were experimental and control group. By using the cluster sampling technique one group were taken as sample. Data collection technique use was reading test. The t obtained was 15.180 higher than t-table, t-table 1.691, significant level 0.05 with df=34. This shows that the t obtained was higher than the t-table value. It can be concluded that the english teacher is advised to apply the pre-question strategy in teaching and learning process, especially in teaching reading because it could help students understand the material easily. The pre-question strategy could increase the students’ confidence in a good reading text.

***Keywords:*** *Reading, Achievement, Pre-question Strategy, Teaching, Descriptive Text, Comprehension*