THE USE OF PRE-QUESTIONING TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION

(An Experimental Study of the Tenth Grade Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year 2013/2014)

A GRADUATING PAPER

Submitted to the board of examiner as a Partial Fulfilment of the Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I)

In the English Department of Education Faculty State Institute for Islamic Studies (STAIN) Salatiga

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SALATIGA
2014
DECLARATION

In the name of Allah the Most Gracious.

Hereby the writer fully declares that this graduating paper is made by the writer herself, and it is not containing materials written or has been published by other people and other peoples’ ideas except the information from the references.

The writer is capable to account to her graduating paper if in the future it can be proved of containing others’ idea or in fact, the writer imitates others’ graduating paper.

Likewise, this declaration is made by the writer to be understood.

Salatiga, August 16th, 2014

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Assalamu’alaikum, wr.wb

After reading and correcting Ika Setya Wijayanti’s graduating paper entitled ”The Use of Pre-Questioning Technique to Improve Students’ Reading Comprehension by the Tenth Grade Students of SMA MUHAMMADIYAH (PLUS) Salatiga in the Academic Year 2013/2014” I have decided and would like to propose that it could be accepted in the Educational Faculty and I hope this thesis can be examined as soon as possible.

Wassalamu’alaikum, wr.wb

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GRADUATING PAPER

“The Use of Pre-Questioning Technique to Improve Students’ Reading Comprehension by the Tenth Grade Students of SMA MUHAMMADIYAH (PLUS) Salatiga in the Academic Year 2013/2014”

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Has been brought to the board of examiners of English Department of Educational Faculty of State Institute for Islamic Studies (STAIN) Salatiga in September, 2013, and hereby considered to completely fulfill the requirement of the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education Department.

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Motto

إنَّ مَعَ الْعَسْرِ يَسُرًا ۖ فَقَانَ مَعَ الْعَسْرِ يَسُرًا ۚ

Surely there is ease after hardship.
Aye, surely there is ease after hardship.
(Al Insyroh : 6-7)
Dedication

To

My beloved mom and dad

My lovely two young sisters
ABSTRACT


Based on the background of the study, the writer states that the problems of the study are (1) how far the difference of students’ reading comprehension between the students taught by pre-questioning technique (2) what is the extent the significant different of students’ reading comprehension between the students taught by pre-questioning technique and those taught by conventional technique. The objectives of the study are to find out the difference of students’ reading comprehension between the students taught by pre-questioning technique and those taught by conventional technique and to find out the significant different of students’ reading comprehension between the students taught by pre-questioning technique and those taught by conventional technique. The method of the research used in this study is experimental study. Technique of collecting data in this research namely test. There are two kind of tests, pre-test and post-test. This research focused on the pre-questioning technique. The result of the research of this study were (1) The score of the post-test from experimental group was higher than the score of the post-test from control group (2) There was a significant difference between pre-test and post-test, with the score of t-test is higher than score of t-table. Furthermore, based on explanation above, the writer concludes that teaching reading use pre-questioning technique is effective than without using pre-questioning technique.

Keyword: Reading, Reading Comprehension, Pre-Questioning Technique
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This thesis entitled “The Effectiveness of Pre-Questioning Technique to Improve Students’ Reading Comprehension by the First Year Students of SMA MUHAMMADIYAH (PLUS) Salatiga in the Academic Year 2013/2014” is presented to Educational Faculty of State Institute for Islamic Studies (STAIN) Salatiga as one of the requirement for Sarjana Pendidikan Islam at English Department.

However, this success would not be achieved without those support, guidance, advice, help, and encouragement from individual and institution. It is an appropriate moment for the writer to deepest gratitude for:

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Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, August 16th, 2014

The Writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. Language is a process of communication between someone who has something and someone who receives the message. English is one kind of foreign language, and becomes international communication tool. People all over the world used English as the international language. They need English in every activity like trading, education or even in science and technology. By using English, people are able to improve the ability in understanding many kinds of knowledge.

English is taught in the school, which has functions as a means of developing students’ knowledge and technology. They learn to speak it and to understand it in their school. Their language ability will grow as they learn to read and write. English has many advantages to the students. The students will be equipped by the ability to communicate with other people who have different language especially English. In this case, students automatically expand their opportunity in looking for job.
In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Reading is one of the most important of the four skills in the second language, particularly in English as a second language or foreign language. Most English learners find themselves that reading is the main reason why student learn the language. Without reading proficiency, second language readers cannot perform the knowledge and perform speaking English as well. That reading is not passive, but rather than active, and in fact an interactive, process has been recognized for some time in first or native language reading (Carrel, 1996:1).

Reading skills became very important in the education field, so student must be trained in order to have a good reading skill. Reading is crucial for students, because the success of their study depends on their reading comprehension. It is essential for having reading ability, because we can transfer and develop science, technology, and culture by reading. In real life reading is often part of series of activities, including locating text and presenting material orally and in writing, even in a class, activities that include speaking and writing are well motivate.

In reading skill, the students must be able to understand and comprehend the text. Because of that, the teachers’ role is important for developing class situation. They should be able to design the lesson to make students interest in reading activities. In reading, to comprehend the text the readers should be able to manage every part of the text, because it
is easy to gain the comprehension in reading when the readers are able to organize the text. The common problems concern with the comprehension failure. This may be a simple matter of not knowing a word, so it needs a number of specific reading techniques. The reading techniques include pre-reading, while-reading and post-reading activities. It is important for student to comprehend a reading text with having knowledge in general view of the text and to build upon what students already know about a topic as a lead-in to the main reading task.

In this research, the writer chooses the student at the ten grade of SMA MUHAMMADIYAH (PLUS) Salatiga as the subject of this research because the student of the tenth grade of SMA MUHAMMADIYAH (PLUS) Salatiga has several problems in reading comprehension, one of the factors is their motivation in learning reading was low because of monotonous teaching strategy on teach reading and it makes them bored. Therefore, they were lazy to read the text of reading. On the other hand, the students in this school have difficulty to comprehend the text and it is influence to their achievement on reading comprehension. They have no desire if the teacher asks them to read the text. Because of that reason, they will fail when teacher gives them the task. In addition, the students have lack of vocabulary and motivation. (The writer had done by interview with English teacher in this school at Monday, March 24th, 2014).

From the explanation above, the teacher should be having strategies and method that suitable with this condition. To solve the problem in reading comprehension, the writer will propose to use pre-
questioning technique in order to improve students’ reading comprehension. Pre-questioning activities should be applied in teaching reading to make the students ready and also interested in the text that will be given by the teacher. Therefore the students will have high motivation in learning English to increase their comprehension especially in reading skill.

Then, the writer emphasizes the research in the use of pre-questioning technique by conducting experimental research. It helps students to understand and comprehend the text easily. Furthermore, the research focuses on “The Effectiveness of Pre-Questioning Technique to Improve Students’ Reading Comprehension of The Tenth Grade Students of SMA MUHAMMADIYAH (PLUS)Salatiga in the Academic Year 2013/2014.”

B. Limitation of the Problem

This research is focused on using of pre-questioning technique to meet the effect of treatments (with pre-questioning and without pre-questioning) on the reading comprehension, which focus on understanding the important information from the text; drawing inferences from the content; following the structure of a passage; recognizing the writer’s purpose; and vocabulary knowledge, and to improve the students’ reading comprehension. This research conducted at the tenth grade students of
SMA MUHAMMADIYAH (PLUS) Salatiga in the academic year 2013/2014.

C. Research Problems

The problems of this research can be formulated as follows:

1. How far the difference of students’ reading comprehension between the students taught by pre-questioning technique and those taught by conventional technique?

2. What is the extent the significant different of students’ reading comprehension between the students taught by pre-questioning technique and those taught by conventional technique?

D. Objectives of the Study

The objectives of this research are as follows:

1. To find out the difference of students’ reading comprehension between the students taught by pre-questioning technique and those taught by conventional technique.

2. To find out the significant different of students’ reading comprehension between the students taught by pre-questioning technique and those taught by conventional technique.
E. Hypothesis

This research is to answer the question about whether yes or not the use of pre-questioning technique is effective to improve students’ reading comprehension. To get the answer of the question, the researcher should propose alternative hypothesis (Ha) and null hypothesis (Ho) as bellow:

1. Alternative Hypothesis (Ha)

“There is significant improvement on students’ reading score taught by pre-questioning technique rather than taught without pre-questioning technique”

2. Null hypothesis (Ho)

“There is no significant improvement on students’ reading score taught by pre-questioning technique rather than taught without pre-questioning technique”

F. Benefits of the Study

The benefits of this research are as follows:

1. For the students:

   1) The finding of the research helps to solve student’s problem related with reading skill.

   2) These techniques help the student in comprehending the text and make the student’s interest in learning English.
2. For the teachers, to improve the teaching method in English teaching learning process, especially reading comprehension. This technique also help teacher in explaining the material.

3. For the writer, the finding of the research can be used as a starting point in improving the writer’s teaching ability, especially in teaching reading.

G. Previous Study

In this study, the writer takes three literature reviews from previous researchers. The first study was conducted by Sara Puspita Sari graduated from State Islamic University (UIN) of SyariefHidayatullah Jakarta (2007). She wrote “The Effectiveness of Pre-Reading Activities to Improve Students’ Reading Comprehension.” This study focused on activities that can teacher do before students reading text. She used the experimental quantitative research is to find out and a type of research. She draws the conclusion that using pre-reading activity has a great and positive influence in teaching reading. The students who are taught by using the pre-reading activities have higher score than students taught without pre-reading activities.

The second study was conducted by Mun’imMubarak (11304034) entitled “The Effectiveness of Skimming in Pre-Reading Activity of The Second Year Students of MTs Nu Salatiga in the Year Academic Year 2009/2010” the result of this study is, there is a significant different
between the skimming class and non-skimming class. It shows that using skimming in teaching reading comprehension is more effective than teaching reading comprehension without skimming.

The last study was conducted by YohanHeruPurnama (11307115) entitled “The Effectiveness of the Use of Scanning Strategy to Improve Students’ Reading Achievement of The Second Year Students of MTsNWonosegoro in the Year Academic Year 2011/2012” the result of this study is, there is a significant different between the scanning class and non-scanning class. It shows that using scanning in teaching reading can improve student’s reading achievement.

In summary, although some empirical studies have proven that use of reading strategy in pre-reading activity can be effective to improve students’ reading ability. This study related to use pre-questioning technique to improve students’ reading comprehension need to be conducted. By doing this study, it is to find out the difference of students’ reading comprehension between the students taught by pre-questioning technique and those taught by conventional technique and the significant different of students’ reading comprehension between the students taught by pre-questioning technique and thosetaught by conventional technique.

H. Definition of the Key Terms

To give clear description and avoid misinterpretation of the title, the writer gives limitation of the terms as follows:
1. Reading

According to Dallmann (1982:22) states that reading is a receptive skill. In this aspect, the cognitive processes involved are similar to those employed while listening. The goal is to be able to read comfortably which implies that the students should reach a level which they do not feel a conscious strain while reading.

2. Pre-Questioning

Based on Brown’s (2001:172) explanation of display questions, schema theory and students’ background knowledge explanation. He also defined 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.

3. Reading Comprehension

Reading comprehension itself is a process of making sense of writing ideas through meaningful interpretation and interaction with language (Dallman, Rouch,Char, &DeBoer, 1982: 25). Lawin (2003:2) point out that reading comprehension is complicated in understanding the meaning of the conceptual text.

4. Effectiveness

According to Hornby (1974:277) effectiveness I having an effect able to bring about the result intend. Jap Scheerens (1992:11) states that
effectiveness is to the degree to which educational means processes result in the attainment of educational goals.

5. First year students of SMAMuhimmadiyah (PLUS) Salatiga is those who follows teaching learning activity in there.

I. Graduating Paper Outline

This thesis consists of 5 chapters:

Chapter I presents the introduction which contains the background of the study, limitation of problem, research problems, the objectives of the study, the benefits of the study, definition of key terms, and the graduating paper outline.

Chapter II deals with the theoretical framework, which presents Pre-Questioning Technique and Reading Comprehension description.

Chapter III deals with the description of research methodology which present the general situation of SMA MUHAMMADIYAH (PLUS) Salatiga, population and sample of the study, the choice of the population, sample, sampling technique, technique of data analysis, and data presentation.

Chapter IV deals with finding and discussion that consist of research findings, the analysis of data, the test of hypothesis, and the interpretation and discussion of data.
Chapter V is the last chapter. It contains closure, which deals conclusion and suggestion for teacher and students deal with using Pre-Questioning technique.

The last part is bibliography and appendix.
CHAPTER II
THEORETICAL FRAMEWORK

D. Reading

Reading is an essential skill for English as a second or foreign language, and reading is important skill to be mastered. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good skill in reading, they will have a better chance to succeed in their study.

1. Definition of Reading

According to Harmer (1991:153) “Reading is an exercise dominated by the eyes and the brain”. Specifically, Nunan (1991:20) also said that “Reading is a process of decoding written symbol, working from smaller units (individual letters) to large ones (words, clause, and sentences). Silberstein (1994:6) argue that the reading is an active process. The students work intensively and interactively with the text in order to create meaningful discourse.

Reading is an active, fluent process which involves the reader and the reading material in building meaning. The important thing in reading process is to understand the meaning revealed the
writer. Meanwhile, Anderson (2000:3) defined reading as an interaction between reader and a text. It means that reading involves between reader, the writer materials, and the interaction. Reading is not just a mechanical process of decoding word, rather reading requires the use of all individual’s capabilities in deriving meaning from printed material. Reading is considered to be a relatively simple mechanical process. Some think of reading as a surrounding out of printed words, either with or without a comprehension of meaning, and others restrict their concept of reading to the ability to read aloud.

The definition of reading is the process of acquisition such messages from writing text or another source. Carell (1998:12) said that, reading is a respective language process. It is a psycholinguistic process in that is stars with a linguistic surface representation encoded by a writer and ends with meaning which reader constructed. There is an essential interaction between language and the though in reading. The writer encodes thought as language and the reader decodes language thought. When a reader interacts with print, his prior knowledge combined with the print and the visual (written) information results in his comprehending the message. By reading, the reader will know what they read and challenged to response the ideas of the author.
In short, reading be viewed as the meaning full interpretation or printed or written verbal symbols. For the beginner, reading is concertinaed mainly with learning to recognize the printed symbols that represent language and respond intellectually and emotionally when being asked about the context of the text he has read. The reasoning side of reading becomes increasingly important as word recognition is mastered. As proficiency in reading increases, individual learn to adapt their reading strategies in accordance with the purpose for reading restriction imposed by the material. The nature of reading tasks, therefore, changed as learner progress to the mature levels. Reading is not one skill but a large number of highly interrelated skills that develop gradually over the year, Harris (1990:13).

The definition above explains that reading is combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated. By reading the reader will know what they read and challenged to response the ideas of the author. In order to make the messages or information that comes from the author can be understand and comprehended easily by the reader.

However, reading is a way of living many lives in one. Through reading, the reader extends his/her knowledge far beyond the boundaries of his own limited experience. Through reading
new words and ideas are learned; concept are enlarged and clarified; information is digested and combined with what was known before. Then, reading is a way of learning, changing and developing.

2. Aims of Reading

The aims of reading described by Mahmoed (1992: 103-104) there are at least five main purpose for comprehensive reading. All these purpose require necessary skills in order to be accomplished efficiently. These purposes include:

a. Reading for pleasure

Individuals read for many pleasurable reasons. This includes reading popular magazines, newspapers, novels, and other similar material. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This form of reading calls for total involvement in the reader.

b. Reading for information

Reading for information is common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly. Looking up a word in the dictionary or a number in the telephone book is the example of reading for information.
c. Reading for Application

Reading for application used to accomplish a special task.

This type of reading may consist of reading a cake recipe or following instruction to make or fix something.

d. Reading for Ideas

This type of reading requires paying special attention to main ideas, concept and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for ideas is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

e. Reading for Understanding

Reading for understanding requires comprehension of relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs, and the main idea.

3. Technique of Reading

According to a Wright(1999:159) there are some technique of reading, such as:
a. Skimming

Skimming is glancing rapidly through a text to determine its general context. For example, quickly glancing through an article to see if it interests him or her, being able to look over material rapidly for given purposes without reading every phrase is great asset for a reader to possess. Skimming enables people to select content that they want to read to discard, which is inconsequential for their purposes. Skimming permits people to gain a general idea about material when that is their purpose, rather than to read all material in detail.

b. Scanning

Scanning is reading to locate specific information. For example, locating a telephone number in a directory, being able to search through material rapidly with given purposes in mind in order to find a specific fact or an answer to particular question plays a large role in much of a youngster’s reading.

Scanning enables people to locate specific information without reading all material around it. Scanning permits people to use a variety of sources with economy.

c. Extensive Reading

Extensive reading is reading longer text, usually for one’s own pleasure. This is a fluent activity, mainly involving global
understanding. For example, reading novel, newspaper, and short story.

d. Intensive Reading

Intensive reading is reading shorter to extract specific information. This is more an accuracy activity involving reading for detail. For example, reading dosage instruction of medicine.

4. Principle of Reading

In accordance to Harmer (2001:70), there are some principles behind the teaching of reading:

1) Reading is not a passive skill. Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.

2) Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with the reading text, actively, not interested in what they are doing, are less likely to benefit.

3) Students should be encouraged to respond to the content of a reading text, not just the language. It is important to study reading texts for the way they use language, the number of paragraph they contain and how many times they use relative clause.
4) Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the context before we actually read.

5) Match the task to the topic. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks, the right kind of questions, engaging and useful puzzle etc.

6) Good teacher exploit reading text to the full. They integrate the reading text into interesting class sequences, using the topic for discuss and further tasks, using the language for study and later activation.

5. Principle of Teaching Reading

According to Harmer, there are some principles in teaching reading:

a. Encourage students to read as often and much as possible.

   The more students read the better. Everything teachers do should encourage them to read. It is good idea to discuss this principle with student.

b. Students need to be engaged with what they are reading.

   When student are reading, they should be involved in joyful reading. During the lesson the teacher will do the test to
ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

c. Encourage students to respond the content of a text.

   It means students explore their feeling about the text not just concentrate on its construction. Because it is important for students to study reading text in class in order to find out such things as the way they use language. As a result, teacher must give students a chance to respond to that message in same way. It is important that students should be allowed to show their feeling about the topic.

d. Prediction is major in reading.

   Students frequently have good idea of the content before we actually start reading. Book cover give us a clues, the book cover, the headline, the web page banner, their brain starts predicting what we are going to read. Expectation is set up and the active process of reading is ready to begin. In teaching reading process, teacher should give students ‘hint’. So that students also have a chance to predict what is coming.

e. Match the task to the topic.

   Teacher needs to choose good reading tasks the right kind of questions, appropriate activities before, during and after reading and useful study exploitation etc.
f. Good teachers exploit reading text to the full.

Good teachers integrate the reading text into interesting lesson sequences, uses the topic for discussion and further task, using the language for study and then activation and using a range of activities to bring the text to life.

B. Pre-Questioning Technique

1. Questioning Strategies

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001:169). Appropriate questioning can fulfill a number of different functions, such as:

a. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion.

b. Teacher question can serve to initiate a chain reaction of students interaction among themselves.

c. Teacher questions giving immediate feedback about students’ comprehension.

d. Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their
own opinions and reactions are. This self-discovery can be especially useful for a pre-reading activity.

Perhaps the easiest way to conceptualize the possibilities is beginning with display questions that attempt to elicit information already known by the teacher and the students. Teacher should also encourage students to ask their questions and express their curiosity. Furthermore, the writer interested to use prequestioning in order to make the general frame of the knowledge.

2. Pre-questioning

Based on Brown’s (2001:172) explanation of display questions, schema theory and students’ background knowledge explanation. He also defined 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 writer concluded that the pre-questioning consists of some questions provided 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.

Questioning is an important teacher verbal behavior. Through questions teachers find out what students know and are thinking, stimulate them to think and help them structure and change their thinking. Since reading is a cognitive process and is not observable, asking questions is one of the major ways that teachers can probe for children’s effectiveness as readers.

Question is an evaluation tool and provides ways of guiding, directing, and focusing the mental activities involved in reading. Question can be a focusing, expanding vocabulary and developing all levels of comprehension, including critical and creative reading.

The questioning is aimed at stimulating students’ curiosity about a passage to be read, activating prior knowledge, leading the students to anticipate and elaborate what they read and focusing attention on important information.

Students can comprehend text more easily if they have a clear idea about what kind of information they can expect to encounter. Questioning is useful tools for helping readers examine their own values, attitudes, opinions or related experiences before
they interact with the text. It means that the teacher may ask several questions to the students about the topic they are going to discuss.

3. Kinds of Pre-questioning

According to Harmer (1985:153) There are some kinds of pre-questioning, they are: Pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and pre-questioning before reading for detail comprehension. The explanations are as following:

a. Pre-questioning before reading to confirm expectations

The use of pre-questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

b. Pre-questioning before reading to extract specific information

Pre-questioning as a tool to force the students to extract specific information from the text. They are going to answer before reading the text. If they do this it will be possible for them to read in the required way, they should see the text only to extract the information the questions demand.
c. Pre-questioning before reading for general comprehension

   In this case pre-questioning used to build up the students’ prior knowledge.

d. Pre-questioning before reading for detailed comprehension

   This kind of pre-questioning intends to give the students some detailed information that should be found by them in the whole of the text.

4. **Purpose of Use Pre-Questioning Technique**

   According to Alexander (1988:225) teachers use questions before and after reading to achieve a number of purposes:

   a. To motivate and arouse interest,

   b. To give the children reasons for further reading,

   c. To assess and develop background experiences, concepts and information,

   d. To improve comprehension,

   e. To help vocabulary development,

   f. To review and reinforce concepts and information,

   g. To serve as a basis for deciding whether or not children should read particular selections,

   h. To help students to determine the most appropriate reading rate

   i. To aid in memory.
5. Kinds of Question in Reading Comprehension

According to Anne Juwita (2009:79-82), usually the questions in reading comprehension test are about:

a. Main Idea

The question about main idea asks the reader to determine the main idea or topic from a reading text, and commonly it is signed by words such as: main point, mainly discussed, main idea, best title, main purpose, mainly concerned, main topic.

Here are some examples of questions to ask about main idea:

1) What is the main idea of the passage?

2) With which of the following is the passage mainly concerned?

3) What is the main part of the passage?

4) Which of the following would be the best title?

b. Supporting Details

The question about supporting details asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by word such as: according to the author..., according to the passage..., who, what, when, where, why, how, which.
Here are some examples of questions to ask about supporting details:

1) *When* did ‘something’ happen?

2) *Who* did ‘something’?

3) *According to the passage*, which statement is true?

4) *Which* of following question does the passage answer?

c. Implied Question

   In the test reading comprehension, there is a passage that shows fact or information. Based on it, we are asked to make a decision. It is signed by word such as: *implied, probably*.

   Here are some examples of questions to ask about implied questions:

   1) *It is implied* in the passage that?

   2) What *probably* happened in the passage?

d. Find the details of Question

   It is the question that need as careful as possible in the answer of question. It is to find the answer that there is no in the passage or in the statement. It means that if there are four answers, it is three right answers but one wrong answer.

   Here is the example of question to ask about details of questions:
1) All the following are stated in the line…..except?

e. Pronoun

It is to determine who or refers to pronoun itself. The first sequence is noun and after that pronoun.

Here is the example of question to ask about pronoun:

1) The pronoun….in the line….refers to…

f. Passage organization

This is the question related to the passage or information in the paragraph. There is relationship between every paragraph in answering the questions. It is commonly signed by word such as: ...passage organized? , differ...., is included....related to the first paragraph....

Here are some examples of questions to ask about passage organization:

1) How is the information in the passage organized?

2) How is the information in the passage related to the first paragraph?

3) How does the information in the second paragraph differ from the first paragraph?

4) What type of information is included in the first paragraph?
g. Transition of the question

This question is usually to guess what is contents of previous or obvious passage in the paragraph. It is commonly signed by words such as: the preceding paragraph...., the following paragraph....,

Here are some examples of questions to ask about transition of the question:

1) The preceding paragraph in the passage most probably discussed?

2) The following paragraph in the passage most probably discussed?

6. Advantages and Disadvantages of Pre-Questioning

a. Advantages of Pre-Questioning

1) Based from the purpose that pre-questioning greatly assist students in reading comprehension cognitive especially since students are challenged and feel aroused reading comprehension is highly complex information processing that involves the interaction between reader and text (Silberstein, 1994:12)

2) Pre-questioning can build the interest and motivation before the students read the text.
b. Disadvantages of Pre-Questioning

1) Need more time and power in the class for the teacher. If the teacher does not mastering the class it can make useless.

2) Students must be asked mastering the material whether their vocabulary are very poor and it will influence in comprehend the reading text (Israel, 2009:323).

C. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension itself is a process of making sense of writing ideas through meaningful interpretation and interaction with language (Dallman, Rouch, Char, & DeBoer, 1982: 25).

Reading is stick connected with comprehension. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passage. Accomplished reader (like most of us) have become so good at it through a lifetime of practice that it’s easy to forget how thought it really is, how complicated the comprehension process it. In this case Lawin (2003:2) point out that reading comprehension is complicated in understanding the meaning of the conceptual
text. There will be many possibilities emerges in the mind of the readers. This is caused by the reader perspective in the comprehending the information.

Comprehension is the process in gaining the goal of reading. Krashen and Terrel (1989:131) describe that the aims and the text could create reading comprehension which is also able to form the language acquisition. In reading second language or foreign language, the reader will develop their language acquisition of L2. However, the most important in this process of reading is comprehension that can lead the reader to get the goal of reading.

There are many elements of reading should have in the reading comprehension. Comprehension in the reading seems complicated to be defined because this skill can be inferred as the particular understanding of reading. However, this can be implied with some elements which bring to detail understanding of comprehension in the reading.

Comprehension is an absolute necessity in the reading. Reading with comprehension is meant constructing meaning from what is being perceived in writing. In fact, reading without understanding should not be called reading, for reading necessarily involves comprehending. Reading and comprehension cannot be separated each other. Reading
comprehension is an activity to understand written ideas through recognition of written materials, interpretation of meaning and interaction with exiting or background knowledge.

2. Components of Comprehension

A study by Davis (in Heilman, Blair, & Rupley, 1981:241) is generally regarded as the significant attempt to delineate separate comprehension skills. His analysis showed the following five comprehension skills:

a. Recalling word meaning (vocabulary knowledge)

b. Drawing inferences from the content

c. Following the structure of a passage

d. Recognizing a writer’s purpose, attitude, tone and mood.

e. Finding the answers to questions answered explicitly or in paraphrasing.

According to Davis, those five elements are the most important in the comprehension in reading. It can be the measurement or indication of comprehension in issued or not. Such as knowledge in word meaning, if a student reads a text or information, he or she has to know the meaning of every single word and the knowledge of the word in that context (passage).
3. **Levels of Comprehension**

In constructing the meaning of a text, readers may engage in different types or levels of thinking. According to Dallmann (1982:25), there are three levels of comprehension are typically identified: literal, interpretative, and critical.

a. **Literal Comprehension**

Literal comprehension is an understanding the ideas and information explicitly state in the passage. The abilities are:

1) Knowledge of word meaning
2) Recall of details directly stated and paraphrased in own words.
3) Understanding of grammar clues—subject, verb, pronouns, conjunctions, and so forth.
4) Recall of main idea explicitly stated.
5) Knowledge of sequence of information presented in passage.

b. **Interpretative comprehension**

Interpretative comprehension is an understanding of ideas and information not explicitly stated in passage. The abilities are:

1) Reason with information presented to understand the author’s tone, purpose, and attitude.
2) Infer factual information, main ideas, comparisons, cause-effect relationship not explicitly stated in the passage.

3) Summarization of story content.

c. Critical Comprehension

Critical comprehension includes analyzing, evaluating, and personally reacting to information presented in the passage. The abilities are:

1) Personal reacting to information in a passage indicating its meaning to the reader.

2) Analyzing and evaluating the quality of written information in terms of some standards.

4. Factor Affecting Comprehension

To help students handle their shortcomings in comprehending what they read, the teachers must understand the factors that affect comprehension (Dallman, Rouch, Char, & DeBoer, 1982: 25). Here as follows:

a. Difficulty of material

One of the major factor causes of lack of comprehension is that the teachers expect them to read materials beyond their level.
b. Intelligence

A child’s ability to comprehend in reading as sometimes limited by the conceptual “load” that his mental ability enables him to carry. All the mechanical reading skills in the world will not able to read materials involving abstractions beyond the level of his mental development.

c. Environment

Noisy surrounding, inadequate lighting, high or low temperature, stimulating or distracting surrounding may interfere with maximum comprehension. The extent to which the environment affects comprehension varies with individuals. The same person may at one time not to be bothered by factors that other times decidedly decrease his comprehension.

d. Emphasize on word recognition

Method of teaching that concentrate on the recognition of individual words but neglect attention to meanings that can be derived from connected discourse may account for deficiencies in comprehension.

e. Emphasize on reading

Oral reading can have either a desirable or a detrimental effect on comprehension. At time oral reading of a selection that is particular difficult for the reader may
increase his understanding of it, since then not only sees but also hears what he reads.

f. Background for reading selection

A frequent cause of poor comprehension is lack of an experience background essential to the understanding of what is being read. Lack of knowledge of the words used and of understanding of the concepts involved are limitations to comprehension.

g. Adjustment of reading techniques to purpose and type of material

Effective reading requires a flexible approach to the printed page. There should be versatility in adapting the reading method to the reading purpose and to the nature of the material being read.
CHAPTER III
REPORT OF THE RESEARCH

A. Place and Time of the Research

1. Place of the Research

This research was conducted on SMA Muhammadiyah (PLUS) Salatiga. This school established in 1997. The further explanation about this school described as follows:

a. General Information of SMA Muhammadiyah (PLUS) Salatiga

Senior High School Muhammadiyah (PLUS) Salatiga is one of the favorite senior high school in Salatiga. It is located Kyai Haji Ahmad Dahlan street, No.1, Soka, RT 03 / RW 06, Sidorejo Lor, Salatiga,. There are 128 students enroll this school each year. The detail of this school described as follows:

Name of School : SMA Muhammadiyah (PLUS) Salatiga
Address : Kyai Haji Ahmad Dahlan, No.1, Soka,
Post Code : 50711
Subdistrict : Salatiga
District : Sidorejo
City : Salatiga
Province : Central Java
b. Vision and Mission

1) Vision

The vision of this school is “Characterize, Creative, and Excellent Achievement”.

2) Mission

a) Developing the potential of religious/Islamic, character, and morality of learners and the school community.

b) Implementation of learning that encourages creativity and the development of the totality of the learners.

c) Growing spirit of achievement in the school community.

d) Growing joyful learning, familiar, and participate actively.

c. Situation of SMA Muhammadiyah (PLUS) Salatiga

In this school, the lesson is started at 07.00 a.m. and finished at 15.00 p.m. except on Friday the lesson ended at 11.00 a.m. and on Saturday there was no teaching learning process, only extracurricular. It was 45 minutes for one hour lesson and there are two break times at 10:00-10:15 and the second break at 11.45-12.30. English is taught twice a week that is 4 x 45 minutes.

The subjects taught in tenth grade students of SMA Muhammadiyah (PLUS) Salatiga are Mathematic, Indonesian Language, English, Javanese, Physics, Chemist, Biology, Sociology, History, Economy, Geography, TI, Penjaskes (Sport),

d. Teachers of SMA Muhammadiyah (PLUS) Salatiga

In this school there were 31 teachers in total. Those teachers teach different subject divided into 25 subjects. The lists of the teachers can be seen on the table below:

Table 3.1 Lists of Teachers SMA Muhammadiyah (PLUS)

Salatiga in the academic year of 2013/2014

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dian Indrihartani, S.Sos, M. Pd</td>
<td>Sociology</td>
</tr>
<tr>
<td>2.</td>
<td>Drs. Amin Hartawan, M. Pd</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>3.</td>
<td>Dwi Swatiningsih, S. Pd.</td>
<td>Counseling</td>
</tr>
<tr>
<td>4.</td>
<td>Dra. Suratilah</td>
<td>Citizenship</td>
</tr>
<tr>
<td>5.</td>
<td>Nur Hadi, S. Ag.</td>
<td>Ibadah</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aqidah Akhlak</td>
</tr>
<tr>
<td>6.</td>
<td>Dra. Widyastuti, M. Pd</td>
<td>English</td>
</tr>
<tr>
<td>7.</td>
<td>Drs. Heru Sutopo.</td>
<td>Counseling</td>
</tr>
<tr>
<td>8.</td>
<td>Dra. Nurdiyah Purwani</td>
<td>Anthropology</td>
</tr>
<tr>
<td>9.</td>
<td>Sapto Rini Hinonah, S. Pd.</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indonesian Literature</td>
</tr>
<tr>
<td>10.</td>
<td>Dra. Siti Ruqoyah.</td>
<td>Al Qur’an and Hadist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ke-Muh-an</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tarikh</td>
</tr>
<tr>
<td>11.</td>
<td>Sulasfiana Alfi Raida, S.Pd.</td>
<td>Biology</td>
</tr>
<tr>
<td>12.</td>
<td>Robachul Muslim, S. Pd</td>
<td>Penjaskes</td>
</tr>
<tr>
<td>13.</td>
<td>Sugiyani, S. Pd.</td>
<td>Art and Culture Citizenship</td>
</tr>
<tr>
<td>15.</td>
<td>Sartika Wulandari, S. Pd</td>
<td>Economy</td>
</tr>
<tr>
<td>16.</td>
<td>Tugini</td>
<td>Physic</td>
</tr>
<tr>
<td>17.</td>
<td>Andari Puji Astuti, S. Pd</td>
<td>Chemist</td>
</tr>
<tr>
<td>18.</td>
<td>Dra. Endry Naneforini</td>
<td>Mathematic</td>
</tr>
<tr>
<td>19.</td>
<td>Djayadi, S. Pd</td>
<td>Mathematic</td>
</tr>
<tr>
<td>20.</td>
<td>Hesti Ariestina, S. Pdi</td>
<td>English Arabic Life skill</td>
</tr>
<tr>
<td>21.</td>
<td>Sunarno, S. Pdi</td>
<td>History Kemuhammadiyahan</td>
</tr>
<tr>
<td>22.</td>
<td>Dewi Oktara Pancawati, S. Pd</td>
<td>TIK Economy</td>
</tr>
<tr>
<td>23.</td>
<td>Dewi Ariyanti, A. Md</td>
<td>Japanese</td>
</tr>
<tr>
<td>24.</td>
<td>Abidah, S. Pd</td>
<td>Geography</td>
</tr>
<tr>
<td>25.</td>
<td>Dra. Susi Marti Astari</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

e. Students of SMA Muhammadiyah (PLUS) Salatiga

There were 128 students of SMA Muhammadiyah (PLUS) Salatiga in the academic year of 2013/2014. There were 47 students in the first grade (X Class) divided into ten classes start from X-A up to X-C. There were 28 students in the second grade classes of XI IPA and XI IPS. There were 52 students in the third grade divided into 1 class of XII IPA, 1 class of XII IPS, and 1
class of XII Bahasa. 90% of the students came from Salatiga and 10% of the students came from outside Salatiga.

f. Staff Members of SMA Muhammadiyah (PLUS) Salatiga

There were 6 staff members of SMA Muhammadiyah (PLUS) Salatiga consist of 3 staff of administrator employees, 2 staff of janitors and 1 staff of Guards.

g. Facilities of SMA Muhammadiyah (PLUS) Salatiga

SMA Muhammadiyah (PLUS) Salatiga was built on State-Owned Area as wide $5.445m^2$ and building area as wide $1.885m^2$. The list of facilities in SMA Muhammadiyah (PLUS) Salatiga presented on the table below:

**Table 3.2 List of Facilities in SMA Muhammadiyah (PLUS) Salatiga**

<table>
<thead>
<tr>
<th>No.</th>
<th>Room/Equipment</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>1.</td>
<td>Theory/ Classes</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Laboratorium</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Language</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Library</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Sport</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Aula</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Mosque</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Principal Office</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Teacher Office</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
2. Time of the Research

This research was conducted in SMA Muhammadiyah (PLUS) Salatiga in the academic year of 2013/2014. There were some steps that the writer did to conduct this research, they were preparation, implementation, analysis the data, report the result of the research. Those steps described briefly as follows:

a. Preparation

2) Proposal Draft Consultation : 20\textsuperscript{th} March 2014

3) Application for Research Permission : 25\textsuperscript{th} March 2014

4) Research Permission : 30\textsuperscript{th} March 2014

5) Observation : 24\textsuperscript{th} March 2014

b. Implementation

1) Data Collection : 22-24\textsuperscript{th} April 2014

a) Pre-Test:

   Experimental Class : 22\textsuperscript{nd} April 2014

   Control Class : 23\textsuperscript{rd} April 2014

b) Treatment:

   Experimental Class : 23\textsuperscript{rd} -24\textsuperscript{th} April 2014

c) Post-Test:

   Experimental Class : 24\textsuperscript{th} April 2014
B. Object of the Research

1. Population

Population is all subject intended to be investigated. (Hadi, 1990:20). The population of this research is the entire first year students of SMA Muhammadiyah (PLUS) Salatiga in the academic year of 2014/2014. They are 47 students, consist of 26 female students and 21 male students.

2. Sample and Sampling Technique

The population of the study was 47 students from the first year students of SMA Muhammadiyah (PLUS) Salatiga, which consists of three classes. The sample was taken in term of purposive sampling technique. Purposive sampling is a sampling technique with particular consideration for example by specifying specific criteria to be selected to the sample (Prasetyo and Jannah, 2005: 135).

The writer used purposive sampling technique because it is in line with the method of the research. Usually in order to select a sample with purposive sampling, the writer chose a sample by
selecting people who really know or have competence with the research topic. In this research, the writer used purposive sampling to choose the sample according to the English teacher’s recommendation.

The writer only took two classes that were X.B and X.C, one class as the experiment class and the other class as the control class. The reason the writer took the two classes because Mrs. Widyastuti, the English teacher, said that both classes were considered as the more appropriate classes to be researched than the other classes. She recommended X-B class as the experimental group because some of the students in that class still have difficulties in comprehend English text. The teacher recommended using that class as the experimental group with expectation that Pre-Questioning Technique can help them to improve their reading comprehension. The teacher also recommended X-C as the control group because some of the students in that class have same reading comprehension with the previous class.

Therefore, the samples of this research were X-B as the experimental group and X-C as the control group. There were 13 students in X-B class and 13 in X-C Class. The experimental class was given treatment using Pre-Questioning Technique and the control class was not given any treatment.

The data respondents in this research presented on the table 3.3 and table 3.4 below:

**Table 3.3 List of X-B Class as**
### EXPERIMENTAL CLASS

<table>
<thead>
<tr>
<th>No.</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ani Rochayati</td>
</tr>
<tr>
<td>2.</td>
<td>Eka Wahyu Budiati</td>
</tr>
<tr>
<td>3.</td>
<td>Fitria Anindita Ramadhani</td>
</tr>
<tr>
<td>4.</td>
<td>Hida Utami</td>
</tr>
<tr>
<td>5.</td>
<td>Imam Mashuri</td>
</tr>
<tr>
<td>6.</td>
<td>M Syaifudin</td>
</tr>
<tr>
<td>7.</td>
<td>Mei Gita Dewi Parmadi</td>
</tr>
<tr>
<td>8.</td>
<td>Nur Lestariningsih</td>
</tr>
<tr>
<td>9.</td>
<td>Qonitan Al Aziz</td>
</tr>
<tr>
<td>10.</td>
<td>Rachmawati</td>
</tr>
<tr>
<td>11.</td>
<td>Rozzaki Fatkhur Rahman</td>
</tr>
<tr>
<td>12.</td>
<td>Siti Rohimah</td>
</tr>
<tr>
<td>13.</td>
<td>Tri Ratmi</td>
</tr>
</tbody>
</table>

### Table 3.4 List of X-C Class as CONTROL CLASS

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Andhika Risky Kholifah</td>
</tr>
<tr>
<td>2.</td>
<td>Deka Feby Monika</td>
</tr>
<tr>
<td>3.</td>
<td>Giyarni</td>
</tr>
<tr>
<td>4.</td>
<td>Imas Rahmasari</td>
</tr>
<tr>
<td>5.</td>
<td>M. Suluh</td>
</tr>
<tr>
<td>6.</td>
<td>Muftilatun</td>
</tr>
<tr>
<td>7.</td>
<td>M Iqbal F</td>
</tr>
<tr>
<td>8.</td>
<td>Rahmat Yusfi</td>
</tr>
<tr>
<td>9.</td>
<td>Reni Astuti</td>
</tr>
<tr>
<td>10.</td>
<td>Sodiq Basuki</td>
</tr>
</tbody>
</table>
C. Research Design

Table 3.5 The Differences between Experimental and Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher gave the students pre test</td>
<td>Teacher gave the students pre test</td>
</tr>
<tr>
<td>2</td>
<td>Calculation of the pre-test</td>
<td>Calculation of the pre-test</td>
</tr>
<tr>
<td>3</td>
<td>Analysis</td>
<td>Analysis</td>
</tr>
<tr>
<td>4</td>
<td>Treatment by pre-questioning technique</td>
<td>Treatment by conventional technique</td>
</tr>
<tr>
<td>5</td>
<td>The teacher gave students post-test to evaluate them</td>
<td>The teacher gave students post-test to evaluate them</td>
</tr>
<tr>
<td>6</td>
<td>Calculation of the post test</td>
<td>Calculation of the post test</td>
</tr>
<tr>
<td>7</td>
<td>Analysis</td>
<td>Analysis</td>
</tr>
<tr>
<td>8</td>
<td>Concluding the result of the finding</td>
<td>Concluding the result of the finding</td>
</tr>
</tbody>
</table>

D. Instrument

The instrument used in this research is a test. There was a written test to measure the students’ reading comprehension. In the written test the
writer use rubric to evaluate the students’ reading comprehension. The rubric is:

**Table 3.6 Reading Comprehension Evaluation Rubric**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary knowledge</td>
<td>Understand all vocabulary</td>
<td>Understand 3 vocabulary</td>
<td>Understand 2 vocabulary</td>
<td>Do not understand any vocabulary</td>
</tr>
<tr>
<td>Following the structure of the passage</td>
<td>Understand the structure of the text</td>
<td>Knowing the structure of the text, but something missing</td>
<td>Guessing the structure of the text</td>
<td>Do not understand the structure of the text</td>
</tr>
<tr>
<td>Recognizing the writer purpose</td>
<td>Understand the purpose of the text</td>
<td>Knowing the purpose but something missing</td>
<td>Guessing the purpose without understanding</td>
<td>Do not understand the purpose of the text</td>
</tr>
<tr>
<td>Drawing inferences</td>
<td>Can make a conclusion that connect to the content</td>
<td>Make a conclusion but something missing</td>
<td>Make a conclusion but not connect to the content</td>
<td>Cannot make a conclusion</td>
</tr>
<tr>
<td>Understand the important</td>
<td>Understand all the</td>
<td>Understand part of the</td>
<td>Understand few important</td>
<td>Do not understand</td>
</tr>
</tbody>
</table>
Employs two kind of data collection namely pre-test and post-test is used to know the student prior ability of the two groups by using the different material and the same level of difficulty, and post-test is given after giving different treatment to know the result of the different treatments for the calculation of the score total is by using formula:

\[ S = \frac{R \times 4}{2} \]

Where is:

- \( S \) = score
- \( R \) = number of right answer
- \( 2 \) = consonant number

E. Research Methodology

The writer has tried to arrange the research methodology systematically in order to be capable to analysis the collected data easily.

1. Data Source

Data source is subject where the data acquired (Arikunto 2010:172). Moleong in Arikunto (2010:22) also states that data sources of quantitative research are presented in spoken or written accurately.
In order to know whether there are significant differences between students who were taught using Pre-Questioning Technique and those who were not. The writer used the data sources both from primary and secondary data that described as follows:

a. **Primary**

   The primary data sources of this research were taken from students test during pre-test and post-test both from experimental and control class.

b. **Secondary**

   The secondary data of this research was taken from the writer’s observation in the class while the research was conducted.

2. **Research Approach**

   The writer used quantitative approach. The research shows the relation between two groups that different of two groups after being given different treatment with make an experimental class. The writer made two groups of class. The first group was the students that were taught by using pre-questioning, and the second group is those who were taught without pre-questioning technique. After being treatment, they were tested to examine the effectiveness of using the technique.

   The independent variable refers to as the experimental variable, the cause of treatment, the activity or characteristic believed to make a
difference. In this research, it involves the strategies to teaching. There is pre-questioning technique.

The dependent variable also refers to as the criterion variable, effect or post-test, the outcome of the study, the change or different in group that occurs as a result of manipulations of the independent variable. The variable of this research is the students’ comprehension in reading. The steps in an experimental study are basically the same as for other types of research.

3. Type of research

This is experimental research. Experimental is one of the types of quantitative research design. Experimental research in the social sciences follows the same basic pattern as those (natural) science experiments (Muijs, 2004:13). There were experimental and control group investigated. The first is experimental group that consisting of student taught by pre-questioning and the second group that consist of student taught by not pre-questioning.

The two groups received the different treatment that might relate to performance of the dependent variable. After the group has been exposed to the treatment for some periods of time, the writer administers a test of the dependent variable and then determines whether yes or not there is a significant difference between the groups.
4. Technique of Collecting Data

There were several data collection techniques used in this research namely:

a. Observation

Besides doing the test, the writer did class observation. The observation was used to know the situation of the teaching and learning process when the technique is applied. It was very important in this case, not only to know the students own feelings but also to know how their think about English (Arikunto, 2006:229)

According to Darlington (2002:74), observation is very effective way of finding out what people do in particular contexts, the routines and interactional patterns of their everyday lives. In addition, observational research methods can provide an understanding of what is happening in encounter between a service provider and user, a committee, a ward or residential unit, a large organization or a community.

Before doing the research, the writer observed the location and the population as well. Observation on the research site was done at Monday, March 24th, 2014. The research was done by
interviewed the English teacher to know the problems in teaching English, especially in students’ reading comprehension.

b. Test

A test is a series of questions or other instruments, which is used to measure individual or group skills, knowledge, intelligence, capability, or talent (Arikunto, 1992:115). The writer used test to find out the effectiveness of using pre-questioning technique to improve students’ reading comprehension.

There were two kinds of test: pre-test and post-test. Pre-test is a test, which is used to know the students’ language ability at the beginning of the language-teaching program (Soenardi, 1996:20). Pre-test is held before the writer teaching new material by using pre-questioning technique. The purpose of it is to know the students’ early reading comprehension before they are given different treatments. Afterward, the two groups were taught by different strategies in certain period.

Post-test is a test that carried out at the end of language teaching program (Soenardi, 1996:21). It is given after teaching by pre-questioning technique. Then the writer calculates the result of the test to understand the difference score of the two groups.

The theme of the reading material was news items. The test consists of 15 questions. 10 essay questions that related to the
reading text and 5 matching questions that included new vocabulary in the reading text.

c. Documentation

Documentation is needed to know about the situation of the students, teachers, and profiles of school. Documentation includes not only the official organizational papers, brochures and reports, but not also more of work a day, work plans, and materials (Arikunto, 2010:201-201).

The documentary data were book, transcript and history book of SMA Muhammadiyah (PLUS) Salatiga. This method used to know the condition of students and teachers, structure of school organization, profile and location of school.

The writer completed the research by using document to explain about the school and the data which is needed for this research. The writer asked with the school to give complete data, so this research can produce result.

5. Technique of Analysis Data

The purpose of the data is to know the difference of students’ reading comprehension, and the significant contribution of using pre-questioning in improving students reading comprehension of the First year of SMA Muhammadiyah (PLUS) Salatiga.
The first main steps are given the pre-test and calculate the score in order to know students’ prior reading skill before they are taught by using different method. The post test is to prove the significant different score between two classes. To calculate two tests the writer used the test t- simple randomizes design test (Hadi, 1982:443)

To analyze the data of this research the writer used two formulas, they are:

a. Mean Score

\[ M = \frac{\sum X}{N} \]

In which:
- \( M \) = mean score
- \( \sum X \) = sum of test
- \( N \) = number of group

b. T-test

The mean score that was obtained through the above formula was analyzed and interpreted. Finally, the present writer computed the hypothesis was significant, to know whether \( H_0 \) was accepted or not. For the sake of computation, the formula was as follows:

\[
 t_0 = \sqrt{\frac{(M_a - M_b)^2}{\left(\frac{\Sigma (X_a^2 - X_b^2)}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}
\]

Where:
\[ t_o = \text{t-value} \]

\[ \text{Ma} = \text{Mean of Experimental Class} \]

\[ \text{Mb} = \text{Mean of Control Class} \]

\[ Xa^2 = \text{Deviation of the individual score from Ma} \]

\[ Xb^2 = \text{Deviation of the individual score from Mb} \]

\[ N = \text{Total respondent} \]

\[ Xb^2 = \text{Deviation of the individual score from Mb} \]

\[ N = \text{Total respondent} \]
CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Finding

This part discussed about the result of pre-test and post test of the experimental and control class.

1. Experimental Group

   a. The pre-test score of Experiment Group

   Table 4.1

Pre-test Score Distribution of Experimental Group

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ani Rochayati</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Eka Wahyu Budiati</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Fitria Anindita Ramadhani</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>6,5</td>
</tr>
<tr>
<td>4</td>
<td>Hida Utami</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Imam Mashuri</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>M Syaifudin</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Mei Gita Dewi Parmadi</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8,5</td>
</tr>
<tr>
<td>8</td>
<td>Nur Lestariningsoh</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5,5</td>
</tr>
<tr>
<td>9</td>
<td>Qonitan Al Aziz</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Rachmawati</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>5,5</td>
</tr>
</tbody>
</table>
Based on the table above shown that the lowest score in the experimental class was 5; there were four students who got the lowest score. The highest score for the experiment class was 8.5; there were two students who got the higher score. The total score of the experimental class is 84.5. Furthermore, the English’s Completeness Minimal Criterion (KKM) in SMA Muhammadiyah (PLUS) Salatiga is 7.5. Based on pre-test score there were 4 students who got score upon the KKM.

b. The post-test score of Experiment Group

Table 4.2

The Post-test Score Distribution of Experimental Group

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Rozzaki Fatkhur</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Rahman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Siti Rohimah</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8.5</td>
</tr>
<tr>
<td>13</td>
<td>Tri Ratmi</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>84.5</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Ani Rochayati</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Eka Wahyu Budiati</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fitria Anindita</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ramadhani</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Hida Utami</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Imam Mashuri</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>M Syaifudin</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mei Gita Dewi Parmadi</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Nur Lestariningsih</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Qonitan Al Aziz</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Rachmawati</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Rozzaki Fatkhur Rahman</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Siti Rohimah</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Tri Ratmi</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>107</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above shown that the lowest score in the experimental class 6.5; there were three students who got the lowest score. The highest score for the experiment class is 10; there were two students who got the higher score. The total score of the experimental class is 107. There were 9 students got score upon the KKM.
Besides that, the writer also made score of the students’ reading comprehension before giving treatment by pre-questioning technique. It was elaborated into five scales through the table distribution frequency and the percentage. It was classified based on component of comprehension that consist of vocabulary knowledge, drawing inferences, following the structure of a passage, recognizing a writer's purpose, and finding the answers of important information were presented as follows:

1) **Vocabulary knowledge**

The students’ vocabulary knowledge in experimental group presented as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>N = 13</td>
<td></td>
</tr>
</tbody>
</table>

The table above shown the students’ reading comprehension before and after giving treatment in vocabulary knowledge. Based on the table above, before giving treatment there were 3 students (25%)
got the score 4, there were 4 students (30%) got score 3 and there were 6 students (45%) got score 2.

According to the table shown that most of the students’ reading skill in vocabulary knowledge before giving treatment is poor and they have to improve their vocabulary in order to help them comprehend the reading text.

The students’ reading comprehension after giving treatment (post-test) in vocabulary knowledge is excellent. Based on the above table, there are all students (100%) got the score 4.

2) Drawing inferences

The students’ skill in drawing inferences in experimental group presented as follows:

Table 4.4

Frequency Distribution and Percentage of the Students’ Reading Comprehension in Drawing Inferences

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before</td>
<td>After</td>
<td>Before</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>5</td>
<td>30%</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>8</td>
<td>35%</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
<td>-</td>
<td>25%</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>-</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>N = 13</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
The table above shown the students’ reading comprehension before and after giving treatment in drawing inferences. Based on the above table, there were 4 students (30%) got the score 4. There were 5 students (35%) got score 3, there were 3 students (25%) got score 2, and 1 student (10%) got score 1. After giving treatment, there were 5 students (40%) got the score 4 and 8 students (60%) got score 3.

According to the table above it can be concluded that most of the students’ skill in drawing inference before given treatment was good with score 3 and 4 meant that errors in making conclusion is quite rare. Furthermore, the students skill in drawing inference after giving treatment shown the improvement. It meant that their skill in making conclusion was comprehensible and generally correct.

3) **Following the structure of a passage**

The students’ skill in following the structure of a passage in experimental group presented as follows:

**Table 4.5**

Frequency Distribution and Percentage of the Students’ Reading Comprehension in Following the Structure of a Passage

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>N = 13</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The table above shown the students’ reading comprehension before and after giving treatment in following the structure of the passage. Based on the above table, before giving treatment there were none student got the score 4. There were 2 students (15%) got score 3, there were 10 students (75%) got score 2, and 1 student (10%) got score 1. After giving treatment, there were 5 students (40%) got score 4, 3 students (25%) got score 3, and 5 students (40%) got score 2.

According to the table it can be concluded that most of the students’ skill in comprehend the structure of the text before given treatment is average. There are 75% of the students in experimental group do not know the right structure of the text. Furthermore, after giving treatment, the students reading comprehension in following the structure of a passage shown the improvement. There are more than 50% of the students in experimental group have a good and excellent classification in comprehend the structure of the text.

4) Recognizing a writer’s purpose
The students’ skill in recognizing the writer’s purpose in experimental group presented as follows:

### Table 4.6

**Frequency Distribution and Percentage of the Students’ Reading Comprehension in Recognizing the Writer’s Purpose**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>N = 13</td>
<td></td>
</tr>
</tbody>
</table>

The table above shown the students’ reading comprehension before and after giving treatment in recognizing writer’s purpose. Based on the above table, before giving treatment, there was 1 student (10%) got the score 4. There were 6 students (45%) got score 3, there were 4 students (30%) got score 2, there were 2 students (15%) got score 1. After giving treatment (post-test), there were 4 students (30%) got the score 4. There were 4 students (30%) got score 3, there were 4 students (30%) got score 2 and 1 student (10%) got score 1.
According to the table it can be concluded that most of the students’ comprehension in recognizing the purpose of the writer/text before given treatment is good. Furthermore, the students’ comprehension in recognizing the writer’s/text’s purpose after given treatment was good with score 4 and 3. More than 50% of the students show the improvement that they had good comprehension.

5) Understanding important information

The students’ comprehension in answering the important information in experimental group presented as follows:

Table 4.7

Frequency Distribution and Percentage of the Students’ Reading Comprehension in Answering the Important Information

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>N = 13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above shown the students’ comprehension in answering the important information before and after giving treatment. Based on the above table, before giving treatment, there were 3 students (25%) got the score 4. There were 4 students (30%) got score 3, and 6 student (45%) got score 2. After giving treatment (post-test), there...
were 6 students (45%) got the score 4. There were 4 students (30%) got score 3, there were 3 students (25%) got score 2.

According to the table above it can be concluded that most of the students’ comprehension before giving treatment is average with score 2. There were more than 50% of the students in experimental group had difficulties in finding answers to important information’s questions. Furthermore, after giving treatment was excellent with score 4 and 3. There were more than 50% of the students in experimental group were not have difficulties in finding answers to important information’s questions.

2. Control Group

a. The Pre-test score of Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Andhika Risky Kholifah</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Deka Feby Monika</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5.5</td>
</tr>
<tr>
<td>3</td>
<td>Giyarni</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5.5</td>
</tr>
<tr>
<td>4</td>
<td>Imas Rahmasari</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>8.5</td>
</tr>
<tr>
<td>5</td>
<td>M. Suluh</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Muftilatun</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>8.5</td>
</tr>
<tr>
<td>7</td>
<td>M. Iqbal F</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>5.5</td>
</tr>
<tr>
<td></td>
<td>Rahmat Yusfi</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>Reni Astuti</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Sodiq Basuki</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5.5</td>
</tr>
<tr>
<td>11</td>
<td>Sri Rahayu</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5.5</td>
</tr>
<tr>
<td>12</td>
<td>Trimanto</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>Walidatus Tsamrotul Ummi</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>81.4</td>
</tr>
</tbody>
</table>

A = Vocabulary knowledge  
B = Drawing Inference  
C = Following the structure of a passage  
D = Recognizing a writer’s purpose  
E = Finding answer of important information

Based on the table above shown that the lowest score in the control class 5; there was one student who got the lowest score. The highest score for the control class is 8.5; there were two students who got the higher score. The total of the control class is 81.4. There were 3 students got score upon the KKM.

**b. The Post-test score of Control Group**

**Table 4.9**

The Post-test Score Distribution of Control Group
<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Andhika Risky Kholifah</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Deka Feby Monika</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>3</td>
<td>Giyarni</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Imas Rahmasari</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>M. Suluhe</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Muftilatun</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>8.5</td>
</tr>
<tr>
<td>7</td>
<td>M. Iqbal F</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Rahmat Yusfi</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>Reni Astuti</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Sodiq Basuki</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>Sri Rahayu</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>Trimanto</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>8.5</td>
</tr>
<tr>
<td>13</td>
<td>Walidatus Tsamrotul Ummi</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>8.5</td>
</tr>
</tbody>
</table>

Based on the table above shown that the lowest score in the control class is 6; there was one student who got the lowest score. The highest score for the experiment class is 8.5; there were three students who got the higher score. The total score of the experimental class is 91. There were 4 students got score upon the KKM.
Besides that, the writer also made score of the students’ reading comprehension in the pre-test of control group. The details of the students’ reading comprehension were presented as follows:

1) **Vocabulary knowledge**

    The students’ vocabulary knowledge in control group presented as follows:

    **Table 4.10**

    **Frequency Distribution and Percentage of the Students’ Reading Comprehension in Vocabulary Knowledge**

    | Classification | Score | Frequency | Percentage |
    |----------------|-------|-----------|------------|
    |                |       | Before    | After      | Before | After |
    | Excellent      | 4     | -         | 12         | -      | 90%   |
    | Good           | 3     | 7         | 1          | 55%    | 10%   |
    | Average        | 2     | 6         | -          | 45%    | -     |
    | Poor           | 1     | -         | -          | -      | -     |
    | Total          | N = 13|           | 100%       |         |        |

    The table above shown the students’ reading comprehension of the control class in vocabulary knowledge. Based on the table, before giving treatment, there were 7 students (55%) got the score 3, and 6 students (45%) got score 2. After giving treatment, there are almost all students (90%) got the score 4.

2) **Drawing inferences**
The students’ skill in drawing inferences in control group presented as follows:

**Table 4.11**

**Frequency Distribution and Percentage of the Students’ Reading Comprehension in Drawing Inferences**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>N = 13</strong></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table, before giving treatment, there were 4 students (30%) got the score 4, 8 students (61%) got score 3, and 1 student (9%) got score 2. After giving treatment, there were 8 students (61%) got the score 4, 3 students (24%) got score 3, and 2 students (15%) got score 2.

According to the table above, it can be concluded that most of the students’ skill in drawing inference is good, it meant that they can make conclusion well.

3) **Following the structure of a passage**

The students’ skill in following the structure of a passage in control group presented as follows:
Table 4.12

Frequency Distribution and Percentage of the Students’ Reading Comprehension in Following the Structure of a Passage

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before</td>
<td>After</td>
<td>Before</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N = 13</strong></td>
<td></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

The table above shown the students’ reading comprehension of control group in following the structure of the passage. Based on the table, before giving treatment, there are none student got the score 4, 2 students (15%) got score 3, 8 students (60%) got score 2, and 3 students (25%) got score 1. After giving treatment, there are 7 students (55%) got score 2, and 6 students (45%) got score 1.

According to the table above it can be concluded that most of the students’ skill in comprehend the structure of the text is average. There are 60% of the students in control group do not understand the structure of the text.

4) Recognizing a writer’s purpose
The students’ skill in recognizing the writer’s purpose in control group presented as follows:

Table 4.13

Frequency Distribution and Percentage of the Students’ Reading Comprehension in Recognizing the Writer’s Purpose

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>N = 13</td>
<td></td>
</tr>
</tbody>
</table>

The table above shown the students’ reading comprehension of the control class in recognizing writer’s purpose. Based on the above table, before giving treatment, there were 3 students (25%) got the score 4, 1 students (9%) got score 2, 9 students (66%) got score 1. After giving treatment, there were 4 students (30%) got the score 4, 3 students (25%) got score 3, and 6 students (45%) got score 1.

According to the table it can be concluded that most of the students’ comprehension in recognizing the purpose of the writer/text is poor with score 1.

5) Understanding important information
The students’ comprehension in answering the important information in control group presented as follows:

**Table 4.14**
Frequency Distribution and Percentage of the Students’ Reading Comprehension in Answering the Important Information

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>N = 13</td>
<td></td>
</tr>
</tbody>
</table>

The table above shown the students’ comprehension in answering the important information of the control class. Before giving treatment, there were 7 students (55%) got score 3, and 6 students (45%) got score 2. After giving treatment, there are 12 students (91%) got the score 3, and 1 student (9%) got score 2.

According to the table it can be concluded that most of the students’ comprehension in answering the question that connect to the text is good with score 3.

**B. Discussion**
1. The difference of students’ reading comprehension between the students taught by pre-questioning technique and those taught by conventional technique.

In order to know the effectiveness of pre-questioning technique to improve students reading comprehension, the writer compared the mean both from experimental and control groups from pre-test and post-test. If the mean increased on pre-test and post-test, than it is assumed that the students’ reading comprehension also improve. The mean counted using this following formula:

\[
\text{Mean} = \frac{\Sigma X}{N}
\]

\[
\Sigma X \quad = \text{Total Score}
\]

\[
N \quad = \text{Total Respondents}
\]

**Table 4.15**

**Mean Distribution of Experimental Class and Control Class**

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Experimental group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>6.5</td>
<td>6.3</td>
</tr>
<tr>
<td>2</td>
<td>Post-test</td>
<td>8.2</td>
<td>7</td>
</tr>
</tbody>
</table>

The result of the research in this study is the mean score of the post-test from the experimental group is higher (8.2) than post-test from control group (7). Then, before giving treatment, in the experimental group there were 4 students got score upon the KKM, and after giving treatment, there were 9 students got score upon the KKM. Furthermore, the writer
concluded that experimental group is more successful than the control group.

2. The significant different of students’ reading comprehension between the students taught by pre-questioning technique and those taught by conventional technique.

a. The pre-test data analysis

Table 4.16
The Score of Students’ Reading Comprehension in Pre-test
(Experimental Group)

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>SCORE</th>
<th>$X_a$</th>
<th>$X_a^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ani Rochayati</td>
<td>5</td>
<td>-1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>2</td>
<td>Eka Wahyu Budiati</td>
<td>8</td>
<td>1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>3</td>
<td>Fitria Anindita Ramadhani</td>
<td>6.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Hida Utami</td>
<td>5</td>
<td>-1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>5</td>
<td>Imam Mashuri</td>
<td>5</td>
<td>-1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>6</td>
<td>M Syaifudin</td>
<td>7</td>
<td>0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>7</td>
<td>Mei Gita Dewi Parmadi</td>
<td>8.5</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Nur Lestariningsih</td>
<td>5.5</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Qonitan Al Aziz</td>
<td>5</td>
<td>-1.5</td>
<td>2.25</td>
</tr>
</tbody>
</table>
Table 4.17

The Score of Students’ Reading Comprehension in Pre-test

(Control Group)

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
<th>Xₚ</th>
<th>Xₚ²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Andhika Risky Kholifah</td>
<td>6</td>
<td>-0.3</td>
<td>0.09</td>
</tr>
<tr>
<td>2</td>
<td>Deka Feby Monika</td>
<td>5.5</td>
<td>-0.8</td>
<td>0.64</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score</td>
<td>Difference</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>---</td>
<td>--------------------</td>
<td>-------</td>
<td>------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>3</td>
<td>Giyarni</td>
<td>5.5</td>
<td>-0.8</td>
<td>0.64</td>
</tr>
<tr>
<td>4</td>
<td>Imas Rahmasari</td>
<td>8.5</td>
<td>2.2</td>
<td>4.84</td>
</tr>
<tr>
<td>5</td>
<td>M. Suluh</td>
<td>6</td>
<td>-0.3</td>
<td>0.09</td>
</tr>
<tr>
<td>6</td>
<td>Muftilatun</td>
<td>8.5</td>
<td>2.2</td>
<td>4.84</td>
</tr>
<tr>
<td>7</td>
<td>M. Iqbal F</td>
<td>5.5</td>
<td>-0.8</td>
<td>0.64</td>
</tr>
<tr>
<td>8</td>
<td>Rahmat Yusfi</td>
<td>5</td>
<td>-1.3</td>
<td>1.69</td>
</tr>
<tr>
<td>9</td>
<td>Reni Astuti</td>
<td>6</td>
<td>-0.3</td>
<td>0.09</td>
</tr>
<tr>
<td>10</td>
<td>Sodiq Basuki</td>
<td>5.5</td>
<td>-0.8</td>
<td>0.64</td>
</tr>
<tr>
<td>11</td>
<td>Sri Rahayu</td>
<td>5.5</td>
<td>-0.8</td>
<td>0.64</td>
</tr>
<tr>
<td>12</td>
<td>Trimanto</td>
<td>6</td>
<td>-0.3</td>
<td>0.09</td>
</tr>
<tr>
<td>13</td>
<td>Walidatus TsamrotulUmmi</td>
<td>8</td>
<td>1.7</td>
<td>2.89</td>
</tr>
</tbody>
</table>

**Total** | **Mean** | **Difference** | **Standard Deviation** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>81.4</td>
<td>6.3</td>
<td>0</td>
<td>17.82</td>
</tr>
</tbody>
</table>

In the above table, it shows the students’ score of experiment class \((X_a)\) and control class \((X_b)\) and mean from both classes. After calculating the difference of mean scores between experiment and control class, the writer calculated the significant difference by using t-test formula as follows:

\[
t_o = \frac{|Ma - Mb|}{\sqrt{\frac{\Sigma(Xa^2) - Xb^2}{Na + Nb - 2} \left[ \frac{1}{Na} + \frac{1}{Nb} \right]}}
\]
\( t_o = t\)-value

Ma = Mean of Experimental Class

Mb = Mean of Control Class

\( Xa^2 \) = Deviation of the individual score from Ma

\( Xb^2 \) = Deviation of the individual score from Mb

N = Total respondent

The \( t\)-value of experimental group counted as follows:

\[
t_o = \frac{|Ma - Mb|}{\sqrt{\frac{\sum(Xa^2 - Xb^2)}{Na + Nb - 2} \left( \frac{1}{Na} + \frac{1}{Nb} \right)}}
\]

\[
t_o = \frac{|6.5 - 6.3|}{\sqrt{\frac{(24 + 17.82)}{13 + 13 - 2} \left( \frac{1}{13} + \frac{1}{13} \right)}}
\]

\[
t_o = \frac{0.2}{\sqrt{\frac{41.82}{24}}}
\]

\[
t_o = \frac{0.2}{\sqrt{0.268}}
\]

\[
t_o = \frac{0.2}{0.517}
\]

\[
t_o = 0.386
\]

After that looking for degree of freedom (df) = Na+Nb-2 = 24.

In this study, the level of significance was set equal or less than \( \alpha = \)
5%. If the $t_0 \geq t$ -table 5%, it meant that null hypothesis (Ho) was accepted and alternative hypothesis (Ha) rejected. T-table for standard significant with df 24 shows 2.064. According to this result it can be concluded that

\[
t_0 \leq t_t \\
0.386 \leq 2.064
\]

It was assumed that null hypothesis (Ho) was accepted and alternative hypothesis (Ha) rejected. Therefore, it can be concluded that “There is no significant different on student’s reading comprehension scores taught before giving the treatment.” It can be happened because the experimental and controlled class have same background and ability in reading comprehension.

b. The Post-Test Data Analysis

Table 4.18

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>SCORE</th>
<th>$X_a$</th>
<th>$X_a^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ani Rochayati</td>
<td>7</td>
<td>-1.2</td>
<td>1.44</td>
</tr>
<tr>
<td>2</td>
<td>Eka Wahyu Budiati</td>
<td>10</td>
<td>1.8</td>
<td>3.24</td>
</tr>
<tr>
<td>3</td>
<td>Fitria Anindita Ramadhani</td>
<td>8</td>
<td>-0.2</td>
<td>0.04</td>
</tr>
<tr>
<td>4</td>
<td>Hida Utami</td>
<td>7.5</td>
<td>-0.7</td>
<td>0.49</td>
</tr>
<tr>
<td>5</td>
<td>Imam Mashuri</td>
<td>6.5</td>
<td>-1.7</td>
<td>2.89</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Score</td>
<td>$X_b$</td>
<td>$X_{b2}$</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------</td>
<td>-------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>6</td>
<td>M Syaifudin</td>
<td>8</td>
<td>-0.2</td>
<td>0.04</td>
</tr>
<tr>
<td>7</td>
<td>Mei Gita Dewi Parmadi</td>
<td>10</td>
<td>1.8</td>
<td>3.24</td>
</tr>
<tr>
<td>8</td>
<td>Nur Lestariningshih</td>
<td>8.5</td>
<td>0.3</td>
<td>0.09</td>
</tr>
<tr>
<td>9</td>
<td>Qonitan Al Aziz</td>
<td>6.5</td>
<td>-1.7</td>
<td>2.89</td>
</tr>
<tr>
<td>10</td>
<td>Rachmawati</td>
<td>7</td>
<td>-1.2</td>
<td>1.44</td>
</tr>
<tr>
<td>11</td>
<td>Rozzaki Fatkhur Rahman</td>
<td>9.5</td>
<td>1.3</td>
<td>1.69</td>
</tr>
<tr>
<td>12</td>
<td>Siti Rohimah</td>
<td>9.5</td>
<td>1.3</td>
<td>1.69</td>
</tr>
<tr>
<td>13</td>
<td>Tri Ratmi</td>
<td>9</td>
<td>0.8</td>
<td>0.64</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>19.82</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>8.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.19

The Score of Students’ Reading Comprehension in Post-test

(Control Group)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Mean</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Rahmat Yusfi</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Reni Astuti</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Sodiq Basuki</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>11</td>
<td>Sri Rahayu</td>
<td>5.5</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Trimanto</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>13</td>
<td>Walidatus Tsamrotul Ummi</td>
<td>8</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>91</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Based on above table, it can be seen that the students’ score of experiment class ($X_a$) and control class ($X_b$) and mean from both classes. $M_a$ is mean of experimental group and $M_b$ is mean of the control group. After that looking for $t$-value as follows:

$$t_o = \frac{|M_a - M_b|}{\sqrt{\frac{\sum (X_a^2 - X_b^2)}{N_a + N_b - 2} \left[ \frac{1}{N_a} + \frac{1}{N_b} \right]}}$$

$$t_o = \frac{|8.2 - 7|}{\sqrt{\frac{(19.82 + 16) \left[ \frac{1}{13} + \frac{1}{13} \right]}} = \frac{1.2}{0.22} = 2.55$$
After that looking for degree of freedom (df) = Na+Nb-2=24.

In this study, the level of significance was set equal or less than $\alpha = 5\%$. If the $t_o \geq t$ -table 5%, it meant that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) accepted. T-table for standard significant with df 38 shows 2.064. According to this result it can be concluded that

$$t_o \geq t_t$$

$$2.55 \geq 2.064$$

It was assumed that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) accepted. Therefore, it can be concluded that “There is significant different on student’s reading comprehension scores taught by pre-questioning technique rather than taught without pre-questioning technique.”

CHAPTER V

CLOSURE

In this chapter the researcher present the conclusion and suggestion related to research finding and discussion.

A. Conclusion
After conducted the research of teaching reading about News item text by applying pre-questioning technique, the researcher draws some conclusions based on the discussion. The conclusions are:

1. Based on the data from the result of tests and observation that have been done and analyzed in the previous chapter, it shown that the mean score of the post-test from the experimental group is higher (8.2) than post-test from controlled group (7). Furthermore, the experimental group which using pre-questioning technique is better in improving reading comprehension than the control group which not using pre-questioning technique. The data from the calculation indicated the experimental group was more successful than the control group.

2. According to the result of analysis of the research, it shown that the score of t-test in post-test is 2.55 and the score of t-table from the degree of freedom on degree of significant of 5% = Na+Nb−2=24 are 2.064. It means that the score of t-test is higher than score of t-table. Therefore, it can be concluded that there is significant difference on student’s reading comprehension scores taught by pre-questioning technique rather than taught without pre-questioning technique. Furthermore, teaching reading by using pre-questioning technique can support and improve the students’ reading comprehension.

B. Suggestions

At the end of this chapter, the researcher would like to propose some suggestions, which hopefully would be useful.
1. For the teacher
   a. The teachers are suggested to be more creative. The teacher should apply the best methods in order to make student to be active in the classroom and interest in attending the lesson.
   b. It is important for the teacher to improve the students’ comprehension in reading text by giving any assignment, especially the question in form of main idea and supporting detail, which is regarded more difficult for the students.
   c. The teacher must give attention the vocabulary and spelling more.
   d. Teacher should build a favorable atmosphere at time of teaching learning process, because a conductive condition in teaching would become the access to carry the success of material to be taught.

2. For students
   a. The students must be active in learning process. They should not be shy to share their idea during the lesson or ask the teacher when they get difficulties.
   b. The students should be obligated to bring dictionary in every English class, in order to improve their vocabulary. They also should read and learn the material before join the class, so that they are ready to involve in learning process.
REFERENCES


Darlington, Yvonne, Dorothy Scott. 2002. *Qualitative Research in Practice: Stories from the Field*. Australia: Allen&Unwin


**Teaching Learning Process**
RPP Bahasa Inggris SMA (Lesson Plan)

Nama Sekolah : SMA Muhammadiyah Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X/2
Alokasi Waktu : 1x 45 Menit
Topik Pembelajaran : News item
Ketrampilan : Reading

A. Standar Kompetensi
11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

B. Kompetensi Dasar
11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *news item*.

C. Indikator
<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Nilai Budaya Dan Karakter Bangsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi ide pokok berita yang dibaca</td>
<td>Senang membaca, Komunikatif, Teliti, Kreatif, Kerja kera, Mandiri</td>
</tr>
<tr>
<td>Mengidentifikasi informasi penting dari berita yang dibaca</td>
<td></td>
</tr>
<tr>
<td>Mengidentifikasi langkah-langkah retorika dari teks</td>
<td></td>
</tr>
<tr>
<td>Mengidentifikasi tujuan komunikasi teks dibaca</td>
<td></td>
</tr>
</tbody>
</table>

D. Tujuan Pembelajaran

- Mengidentifikasi ide pokok berita yang dibaca
- Mengidentifikasi informasi penting dari berita yang dibaca
- Mengidentifikasi langkah-langkah retorika dari teks
- Mengidentifikasi tujuan komunikasi teks dibaca

E. Methode: Pre-Questioning Technique

Discussion

F. Materi

1) Pengertian Prequestioning Technique

*Prequestions:* Whenever teachers or students decided on questions to be answered by reading, they are activating prior knowledge. These questions tend to focus attention and provide for purposeful reading. Teachers can accomplish this by preparing questions in advance of reading. 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.

- What information do you know about this topic?
- What information do you hope this article will include?
- What questions do you hope this article will answer?
- Where you usually find this article?
• What is the purpose of the text?
• When the event happened?
• How came it happened?

2) Pengertian News Items

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

**Seven Killed in Accident on Jalan Sultan**

Seven people were killed in a collision between a bus, a car and a truck at 10:35 p.m. on Jalan Sultan last night.

The dead were all passengers in the car. Police believe the car may have been trying to overtake the bus when it was struck by a truck coming by opposite direction. The driver of the car may not have been using his lights, as the truck driver said he did not see the car approaching.

The police said the car should not have been trying to pass the bus, since overtaking is not allowed on Jalan Sultan. In addition, the police reported that the car a small Japanese car should not have been carrying more than five people. The names of the victims are not yet known.

**The structure of news item text is divided into three parts:**

- Newsworthy event: recount of the event in summary form
  - Background of event: elaboration of what happened, to whom and in what circumstance.
- Source: comment by participant, witnesses and authorities expert on the event.

Social function of the news item: to inform the readers, listeners or viewers about event of the day which are considered newsworthy or important.

G. Langkah langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Menyampaikan tujuan pembelajaran
4. Pre-test

**Kegiatan Inti (80 menit)**

**Eksplorasi** (15 menit)
- Guru memberikan contoh teks berita yang ditampilkan.
- Guru memberikan pertanyaan yang berkaitan dengan teks yang akan ditampilkan, sehingga siswa termotivasi untuk membaca.
- Siswa membaca contoh teks berita yang ditampilkan.
- Siswa dan guru mendiskusikan materi mengenai teks berita
- Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatical dalam teks berita

**Elaborasi** (50 menit)
- Guru membagi teks berita kepada masing-masing murid.
- Siswa bekerja untuk menentukan generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
- Menjawab soal-soal tentang text yang dibahas

**Konfirmasi** (15 menit)
- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

**Kegiatan Penutup (5 menit)**
1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
2. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

**H. Sumber**
(http://departments.weber.edu/teachall/reading/prereading.html)

I. Media Pembelajaran
1. Teks bacaan
2. Buku-buku yang relevan
3. Gambar

J. Penilaian
1. **Indikator**: Mengetahui inti berita yang dibaca
   Membuat teks news item
   Teknik : Tes tertulis
   Bentuk : Tugas essay, menjawab pertanyaan dan
            Mengerjakan pre-test dan post-test.

2. **Instrument:**

   **Fire Damaged Shopping Center**

   YONKERS, Nov 12th. A four alarm fire damaged 14 stores today in the Cross County Shopping Center, the largest shopping, the largest shopping center in Westchester County. Two fire investigators said the blaze apparently started in a pile of cardboard cartons at the rear of a shoe store and spread through a utilities duct above the 13 other stores.

   The fire started at 4.40 p.m. and was declared under control at 6.14 p.m. The center is on the Cross County Parkway at the Gov. Thomas E. Dewey Thruway. Five fire-fighters were busy at the scene. Lieut. John Carey of the Yonkers Arson Squad said the cause of the fire was under investigation.

   Answer the questions correctly!
1. What is the main idea of the first paragraph?
2. How many investigators and fire fighters were involved in the scene?
3. How are the generics structures of the text above?
4. When was the fire damage happened?
5. Where was the fire damage happened?

Answer key:
1. a fire in the shopping center
2. Two
3. Newsworthy event : A four alarm fire damaged 14 stores today in the Cross County Shopping Center, the largest shopping, the largest shopping center in Westchester County.
Background : Two fire investigators said the blaze apparently started in a pile of cardboard cartons at the rear of a shoe store and spread through a utilities duct above the 13 other stores. The fire started at 4.40 p.m. and was declared under control at 6.14 p.m. The center is on the Cross County Parkway at the Gov. Thomas E. Dewey Thruway. Five fire-fighters were busy at the scene
Source : Lieut. John Carey of the Yonkers Arson Squad said the cause of the fire was under investigation

4. November, 12
5. The Cross County Shopping Center, the largest shopping, the largest shopping center in Westchester County

3. Pedoman Penilaian

- Pedoman penskoraan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.
- Perhitungan nilai akhir
dalam skala 0 – 100 sebagai berikut :

Skor Perolehan

Nilai Akhir: ------------------ X 100
Skor maksimal
Salatiga, 22 April 2014

Guru Pamong Praktikan

Dra.Widyastuti, M.Pd Ika Setya Wijayanti

Mengetahui,

Kepala Sekolah

RPP Bahasa Inggris SMA (Lesson Plan)

Nama Sekolah : SMA Muhammadiyah Salatiga
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B. Kompetensi Dasar
12.2 Mengungkap-kan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk news item

C. Indikator
<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Nilai Budaya Dan Karakter Bangsa</th>
</tr>
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<tbody>
<tr>
<td>Mengidentifikasi ide pokok berita yang dibaca</td>
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</tr>
<tr>
<td>Mengidentifikasi informasi penting dari berita yang dibaca</td>
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</tr>
<tr>
<td>Mengidentifikasi langkah-langkah retorika dari teks</td>
<td>Mandiri</td>
</tr>
<tr>
<td>Mengidentifikasi tujuan komunikasi teks dibaca</td>
<td></td>
</tr>
</tbody>
</table>

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- Mengidentifikasi ide pokok berita yang dibaca
- Mengidentifikasi informasi penting dari berita yang dibaca
- Mengidentifikasi langkah-langkah retorika dari teks
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- What information do you know about this topic?
- What information do you hope this article will include?
- Where you usually find this article?
• Have you ever played this sport?
• Do you like sport?
• With whom you were watch movie/go to the theatre?
• What kind of sport do you like? Why?
• How many times do you usually do exercise?

2) Pengertian News Items

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

**Taufik Hidayat Quiting National Badminton Team**

After 13 years of service, which culminated in an Olympic gold medal, shuttler Taufik Hidayat announced Friday his resignation from the national training camp in Jakarta.

“My decision to resign is final. It’s not an impulse or emotional decision. I’ve been thinking about quitting the national team since 2004, after I won at the Athens Olympics,” he said. “However, people kept on encouraging me to stay in the national team, considering my potential and my youth. Therefore I stayed until 2008.”

In 2001, Taufik threatened to quit the training camp because of Mulyo’s exclusion. Mulyo is his mentor. He only joined the national team after the head of PBSI Djoko Santoso has agreed to restore Mulyo. In 2004, Taufik made yet another threat to quit, and again backed down from it.

“It’s time for younger players to take the baton. I’m giving way to them. It’s all about regeneration in Indonesian badminton,”

(By kompas.com 2008)

The structure of news item text is divided into three parts:

- Newsworthy event: recount of the event in summary form
Background of event: elaboration of what happened, to whom and in what circumstance.

Source: comment by participant, witnesses and authorities expert on the event.

Social function of the news item: to inform the readers, listeners or viewers about event of the day which are considered news worthy or important.

G. Langkah langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)
1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Menyampaikan tujuan pembelajaran

Kegiatan Inti (80 menit)

Eksplorasi (15 menit)
- Guru memberikan contoh teks berita yang ditampilkan.
- Guru memberikan pertanyaan yang berkaitan dengan teks yang akan ditampilkan, sehingga siswa termotivasi untuk membaca.
- Siswa membaca contoh teks berita yang ditampilkan.
- Siswa dan guru mendiskusikan materi mengenai teks berita
- Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatical dalam teks berita

Elaborasi (50 menit)
- Guru membagi teks berita kepada masing-masing murid.
- Siswa bekerja untuk menentukan generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
- Menjawab soal-soal tentang text yang dibahas

Konfirmasi (15 menit)
Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas

Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

Kegiatan Penutup (5 menit)
3. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
4. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
5. Post-test

H. Sumber
(http://departments.weber.edu/teachall/reading/prereading.html)

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4. Teks bacaan
5. Buku-buku yang relevan
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1. Indikator: Mengetahui inti berita yang dibaca
   Membuat teks news item
   Teknik: Tes tertulis
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2. Instrument:
   Taufik Hidayat Quiting National Badminton Team
   After 13 years of service, which culminated in an Olympic gold medal, shuttler Taufik Hidayat announced Friday his resignation from the national training camp in Jakarta.
   “My decision to resign is final. It’s not an impulse or emotional decision. I’ve been thinking about quitting the national team since 2004, after I won at the Athens Olympics,” he said.
“However, people kept on encouraging me to stay in the national team, considering my potential and my youth. Therefore I stayed until 2008.”

In 2001, Taufik threatened to quit the training camp because of Mulyo’s exclusion. Mulyo is his mentor. He only joined the national team after the head of PBSI Djoko Santoso has agreed to restore Mulyo. In 2004, Taufik made yet another threat to quit, and again backed down from it.

“It’s time for younger players to take the baton. I’m giving way to them. It’s all about regeneration in Indonesian badminton,” he said.

(By kompas.com 2008)

**Answer the question correctly!**

- How many years Taufik Hidayat played badminton with the national team?
- Since the year how he plans to quit the national team?
- How many times he plans to quit the team of national badminton?
- Who the coach of Olympic gold winner?
- It’s all about regeneration in Indonesian badminton,” he said. The word “he” refers to?

**Answer Key**

1. 13 years
2. 2004
3. Three times
4. Mulyo
5. Taufik Hidayat

**3. Pedoman Penilaian**

Pedoman penskoraan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.
Perhitungan nilai akhir dalam skala 0 – 100 sebagai berikut:

Skor Perolehan
Nilai Akhir: --------------------- X 100
Skor maksimal

Salatiga, 01 April 2014

Guru Pamong
Praktikan

Dra. Widyastuti, M.Pd
Ika Setya Wijayanti

RPP Bahasa Inggris SMA (Lesson Plan)

Nama Sekolah: SMA Muhammadiyah Salatiga
Mata Pelajaran: Bahasa Inggris
Kelas/ Semester: X/2
Alokasi Waktu: 2x 45 Menit
Topik Pembelajaran: News item
Ketrampilan: Reading

A. Standar Kompetensi
11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

B. Kompetensi Dasar
11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk news item.

C. Indikator
<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Nilai Budaya Dan Karakter Bangsa</th>
</tr>
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<tr>
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</tr>
<tr>
<td>Mengidentifikasi tujuan komunikasi teks dibaca</td>
<td></td>
</tr>
</tbody>
</table>

D. Tujuan Pembelajaran

- Mengidentifikasi ide pokok berita yang dibaca
- Mengidentifikasi informasi penting dari berita yang dibaca
- Mengidentifikasi langkah-langkah retorika dari teks
- Mengidentifikasi tujuan komunikasi teks dibaca

E. Methode: Three Phase Technique

Discussion

F. Materi

1) Pengertian News Items

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

**Seven Killed in Accident on Jalan Sultan**

Seven people were killed in a collision between a bus, a car and a truck at 10:35 p.m on Jalan Sultan last night.

The dead were all passengers in the car. Police believe the car may have been trying to overtake the bus when it was struck by a truck coming by opposite direction. The driver of the car may not have been using his lights, as the truck driver said he did not see the car approaching.

The police said the car should not have been trying to pass the bus, since overtaking is not allowed on jalan Sultan. In addition, the
police reported that the car a small Japanese car should not have been
carrying more than five people. The names of the victims are not yet
known.

The structure of news item text is divided into three parts:

- Newsworthy event: recount of the event in summary form
  - Background of event: elaboration of what happened, to whom and
    in what circumstance.
- Source: comment by participant, witnesses and authorities expert on
  the event.

Social function of the news item: to inform the readers, listeners
or viewers about event of the day which are considered news worthy
or important.

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)
1) Mengucapkan salam dengan ramah ketika masuk ruang kelas
2) Mengecek kehadiran siswa
3) Menyampaikan tujuan pembelajaran

Kegiatan Inti (80 menit)

Eksplorasi (30 menit)
- Pre-test
- Guru memberikan contoh teks berita yang ditampilkan.
- Siswa membaca contoh teks berita yang ditampilkan.
- Siswa dan guru mendiskusikan materi mengenai teks berita
- Guru menjelaskan unsur dan langkah retorika dan ciri lexico
  grammatical dalam teks berita

Elaborasi (35 menit)
- Guru membagi teks berita kepada masing-masing murid.
- Siswa bekerja untuk menentukan generic structure dan isi teks
  berupa topik teks, gagasan utama suatu paragraf dalam teks
tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.

- Menjawab soal-soal tentang text yang dibahas

**Konfirmasi** (15 menit)

- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

**Kegiatan Penutup (5 menit)**

6. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
7. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

**H. Sumber**


(http://departments.weber.edu/teachall/reading/prereading.html)

**I. Media Pembelajaran**

7. Teks bacaan
8. Buku-buku yang relevan
9. Gambar

**J. Penilaian**

1) **Indikator**: Mengetahui inti berita yang dibaca

   Membuat teks news item

   **Teknik**: Tes tertulis

   **Bentuk**: Tugas essay, menjawab pertanyaan dan Mengerjakan pre-test dan post-test.

2) **Instrument:**

   Fire Damaged Shopping Center
YONKERS, Nov 12th. A four alarm fire damaged 14 stores today in the Cross County Shopping Center, the largest shopping, the largest shopping center in Westchester County. Two fire investigators said the blaze apparently started in a pile of cardboard cartons at the rear of a shoe store and spread through a utilities duct above the 13 other stores.

The fire started at 4.40 p.m. and was declared under control at 6.14 p.m. The center is on the Cross County Parkway at the Gov. Thomas E. Dewey Thruway. Five fire-fighters were busy at the scene. Lieut. John Carey of the Yonkers Arson Squad said the cause of the fire was under investigation

Answer the questions correctly!

1. What is the main idea of the first paragraph?
2. How many investigators and fire fighters were involved in the scene?
3. How are the generics structures of the text above?
4. When was the fire damage happened?
5. Where was the fire damage happened?

Answer key:
4. a fire in the shopping center
5. Two
6. Newsworthy event: A four alarm fire damaged 14 stores today in the Cross County Shopping Center, the largest shopping, the largest shopping center in Westchester County.

Background: Two fire investigators said the blaze apparently started in a pile of cardboard cartons at the rear of a shoe store and spread through a utilities duct above the 13 other stores. The fire started at 4.40 p.m. and was declared under control at 6.14 p.m. The
center is on the Cross County Parkway at the Gov. Thomas E. Dewey Thruway. Five fire-fighters were busy at the scene.

Source: Lieut. John Carey of the Yonkers Arson Squad said the cause of the fire was under investigation.

4. November, 12

5. The Cross County Shopping Center, the largest shopping, the largest shopping center in Westchester County.

3. Pedoman Penilaian

- Pedoman penskoraan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.
- Perhitungan nilai akhir
dalam skala 0 – 100 sebagai berikut :

<table>
<thead>
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Salatiga, 22 April 2014

Guru Pamong Praktikan

Dra. Widyastuti, M.Pd Ika Setya Wijayanti

11310078
RPP Bahasa Inggris SMA (Lesson Plan)

Nama Sekolah : SMA Muhammadiyah Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X/2
Alokasi Waktu : 2x 45 Menit
Topik Pembelajaran : News item
Ketrampilan : Reading

A. Standar Kompetensi
11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar
11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-
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</table>

D. Tujuan Pembelajaran

- Mengidentifikasi ide pokok berita yang dibaca
- Mengidentifikasi informasi penting dari berita yang dibaca
- Mengidentifikasi langkah-langkah retorika dari teks
- Mengidentifikasi tujuan komunikasi teks dibaca

E. Methode: Three Phase Technique

Discussion

F. Materi

1). Pengertian News Items

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

Taufik Hidayat Quiting National Badminton Team

After 13 years of service, which culminated in an Olympic gold medal, shuttler Taufik Hidayat announced Friday his resignation from the national training camp in Jakarta.

“My decision to resign is final. It’s not an impulse or emotional decision. I’ve been thinking about quitting the national
team since 2004, after I won at the Athens Olympics,” he said. “However, people kept on encouraging me to stay in the national team, considering my potential and my youth. Therefore I stayed until 2008.”

In 2001, Taufik threatened to quit the training camp because of Mulyo’s exclusion. Mulyo is his mentor. He only joined the national team after the head of PBSI Djoko Santoso has agreed to restore Mulyo. In 2004, Taufik made yet another threat to quit, and again backed down from it.

“It’s time for younger players to take the baton. I’m giving way to them. It’s all about regeneration in Indonesian badminton,” he said

( By kompas.com 2008 )

The structure of news item text is divided into three parts:

 Newsworthy event: recount of the event in summary form
 Background of event: elaboration of what happened, to whom and in what circumstance.
 Source: comment by participant, witnesses and authorities expert on the event.

Social function of the news item: to inform the readers, listeners or viewers about event of the day which are considered news worthy or important.

G. Langkah langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)
1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Menyampaikan tujuan pembelajaran

**Kegiatan Inti (80 menit)**

**Eksporasi** (15 menit)
- Guru memberikan contoh teks berita yang ditampilkan.
- Siswa membaca contoh teks berita yang ditampilkan.
- Siswa dan guru mendiskusikan materi mengenai teks berita
- Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatical dalam teks berita

**Elaborasi** (35 menit)
- Guru membagi teks berita kepada masing-masing murid.
- Siswa bekerja untuk menentukan generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
- Menjawab soal-soal tentang text yang dibahas

**Konfirmasi** (30 menit)
- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.
- Post test

**Kegiatan Penutup (5 menit)**
8. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
9. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

**H. Sumber**

(http://departments.weber.edu/teachall/reading/prereading.html)

**I. Media Pembelajaran**
10. Teks bacaan
11. Buku-buku yang relevan

12. Gambar

J. Penilaian

1. Indikator: Mengetahui inti berita yang dibaca
   - Membuat teks news item
Teknik: Tes tertulis
Bentuk: Tugas essay, menjawab pertanyaan dan Mengerjakan pre-test dan post-test.

2. Instrument:

   **Taufik Hidayat Quiting National Badminton Team**

   After 13 years of service, which culminated in an Olympic gold medal, shuttler Taufik Hidayat announced Friday his resignation from the national training camp in Jakarta.

   “My decision to resign is final. It’s not an impulse or emotional decision. I’ve been thinking about quitting the national team since 2004, after I won at the Athens Olympics,” he said.
   “However, people kept on encouraging me to stay in the national team, considering my potential and my youth. Therefore I stayed until 2008.”

   In 2001, Taufik threatened to quit the training camp because of Mulyo’s exclusion. Mulyo is his mentor. He only joined the national team after the head of PBSI Djoko Santoso has agreed to restore Mulyo. In 2004, Taufik made yet another threat to quit, and again backed down from it.

   “It’s time for younger players to take the baton. I’m giving way to them. It’s all about regeneration in Indonesian badminton,” he said

   (By kompas.com 2008)

**Answer the question correctly!**
How many years Taufik Hidayat played badminton with the national team?
Since the year how he plans to quit the national team?
How many times he plans to quit the team of national badminton?
Who the coach of Olympic gold winner?
It’s all about regeneration in Indonesian badminton,” he said.
The word “he“ refers to?

**Answer Key**

- 13 years
- 2004
- Three times
- Mulyo
- Taufik Hidayat

**3. Pedoman Penilaian**

Pedoman penskoraan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.
Perhitungan nilai akhir dalam skala 0 – 100 sebagai berikut:

Skor Perolehan
Nilai Akhir: --------------------- X 100
Skor maksimal

Salatiga, 01 April 2014

Guru Pamong
Praktikan

Dra.Widyastuti, M.Pd

Ika Setya Wijayanti

11310078
Answer the questions correctly!

**Man Jailed for Striking RI Maid.**

SINGAPORE: A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote control, news reports said on Thursday.

Muhammad Shafiq Woon Abdulah admitted in a Singapore court he physically abused the women on several occasions between June and October 2002, The Straits Times said. The magistrate’s court heard that Shafiq(31) began striking Winarti(22) about a month after she started working for him.

He hit her on the head with the TV set’s remote control because he was unhappy with her work. On one occasion, he punched her on the back after accusing her of daydreaming. S.S Dhilon, Shafiq’s lawyer, said his client lost his better sense when he saw his daughter’s face covered as she lay in bed. He said his client thought the maid had put child in danger.
1. What is the main idea of first paragraph?
2. How long was the supervisor Jailed?
3. Why was the man Jailed?
4. When was the physically abuse begin?
5. Who is Winarti?
6. ” S.S Dhilon, Shafiq’s lawyer, said his client lost his better senses”.
   The bold word refers to……
7. What is the conclusion of the text?
8. What type of text is used by the writer?
9. What is the purpose of the text?
10. What is the structure of the text?

Find the meaning of the words bellow in the right box!
1. Jailed :-----------------
2. Occasion :-----------------
3. maid :-----------------
4. Covered :-----------------
5. Unhappy :-----------------

Answer Key of Post Test

I. Essay Questions

1. A supervisor was jailed for two months for repeatedly striking his Indonesian maid

2. A supervisor was jailed for two months

3. The man jailed because he repeatedly striking his Indonesian maid on the head and back with a television remote control

4. Shafiq began striking Winarti about a month after she started working for him.

5. Winarti is Indonesian maid
6. His refers to Shafiq

7. The conclusion of the text is a supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote control. Shafiq began striking Winarti about a month after she started working for him, because he was unhappy with her work.

8. The type of the text is news items

9. The purpose of the text is to inform the readers, listeners or viewers about event of the day which are considered news worthy or important.

10. Newsworthy event; paragraph 1

   Background of event: paragraph 2

   Source: paragraph 3

II. Match Questions

1. Jailed = Di penjara
2. Occasion = Kesempatan
3. Maid = Pembantu
4. Covered = Menutupi
5. Unhappy = Tidak senang
Bridge breaks in Central Java

A footbridge packed with tourists broke at a mountainous resort on Java Island Wednesday, killing five people and injuring 29 after they plunged into a rocky riverbed, police and tourist officials said.

The accident occurred as the country enjoys a weeklong holiday marking the end of the Islamic month Ramadan, when people traditionally flock to holiday sites. Baturaden, located 300 kilometers (190 miles) east of the capital Jakarta, is one of the most popular resorts on the slopes of Mount Slamet (3,428 meters, 11,246 feet). It is the Java's second-highest peak.

The victims were evacuated to three nearby hospitals, said Surono, an employee at the Baturaden resort in Central Java province, adding that they fell more than 20 meters (yards) after one of the steel cables holding the small bridge snapped. Local police chief Emron Putra Agung said five people were killed and 29 injured.
11. What is the main idea of first paragraph?
12. Why the bridge breaks?
13. Where is the location of Baturaden?
14. When was the accident happened?
15. Who is Surono?
16. ”It is the Java's second-highest peak.” (last sentence). It refers to……
17. What type of text is used by the writer?
18. What is the purpose of the text?
19. What is the conclusion of the text?
20. How is the right structure of the text?

Find the meaning of the words bellow in the right box!

6. Broke :......................
7. Injuring :......................
8. Victim :......................
9. Slopes :......................
10. Flock :......................

Answer Key of Pre-Test

I. Essay Questions

1. A footbridge packed with tourists broke at a mountainous resort on Java Island

2. The bridge breaks because one of the steel cables holding the small bridge snapped

3. Baturaden located 300 kilometers (190 miles) east of the capital Jakarta

4. The accident happened when a weeklong holiday marking the end of the Islamic month Ramadan

5. Surono is an employee at the Baturaden resort in Central Java province

6. It refers to Mount Slamet
7. The conclusion of the text is a footbridge packed with tourists broke at a mountainous resort on Java Island Wednesday, killing five people and injuring 29 they fell more than 20 meters (yards) after one of the steel cables holding the small bridge snapped.

8. The type of the text is new items text.

9. The purpose of the text is to inform the readers, listeners or viewers about event of the day which are considered news worthy or important.

10. Newsworthy event; paragraph 1

   Background of event: paragraph 2

   Source: paragraph 3

II. Match Questions

1. Broke = Patah
2. Injuring = Terluka
3. Victim = Korban
4. Slopes = Lereng
5. Flock = Berkumpul

Curriculum Vitae

Name : Ika Setya Wijayanti
Place of Birth : Kab. Semarang
Date of Birth : November, 3rd 1991
Sex : Female
Religion : Islam
Address : Putat, Rt 05 Rw II, Kel. Sindang Sari, Kec. Pasar Kemis, Kab. Tangerang, Banten
E-mail : ikawijayanti13@yahoo.com
<table>
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</tr>
<tr>
<td>2010-2014</td>
<td>STAIN Salatiga</td>
<td></td>
</tr>
</tbody>
</table>

August, 27th 2014

Ika Setya Wijayanti