

**THE EFFECTS OF PRE-QUESTIONING TECHNIQUE ON THE
STUDENTS' READING COMPREHENSION ACHIEVEMENT IN
NARRATIVE TEXT AT THE SECOND GRADE OF SMP ISLAM**

ASSALAM JAMBEWANGI

THESIS



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STATE ISLAMIC INSTITUTE (IAIN)
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THESIS

Presented to

**State Islamic Institute of Tulungagung partial fulfillment of the requirements
for the degree of Sarjana Pendidikan Islam in English Education**



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MOTTO

“Don’t ever stop your study”

(Mr. Muqodim)

Don’t be the best but try to do the best

If you fall in down, face and get up

DEDICATION

This thesis is dedicated to:

- My lovely parents (Nur Ngalim and Kosidah), there is no doubt in my mind that without their continued support and counsel I could not have completed this process
- My lovely younger sister (Rika Usrotum Mufida) who give me motivation for my life.
- My heartfelt gratitude to Dr. Erna Iftanti, S.S, M.Pd. persevering with me as my advisor throughout the time it took me to complete this research and write the thesis.
- My respectful headmaster Drs. Khusnur Rofik, for allowing me to conduct my research at SMP Islam Assalam Jambewangi
- My respectful teacher Drs. Binti Sholihah at SMP Islam Assalam Jambewangi who has assisted me for finishing this thesis.
- All my classmates of TBI.C

DECLARATION OF AUTHORSHIP

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State that the thesis entitled “The Effects of Pre-Questioning Technique on The Students’ Reading Comprehension Achievement in Narrative Text at The Second Grade of SMP Islam AssalamJambewangi” is truly my original work and helped by the expert of this matter. It is written and published as the requirement for degree of SarjanaPendidikan Islam in English Education Program, Institute Islamic Collage of Tulungagung in 2014/2015 Academic Year. Due the fact, I am responsible for the thesis, if there is any objection or claim from other.

Tulungagung, July 09th 2015

The Writer

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ABSTRACT

Qolisoh, FiaNurotun. Student Registered Number. 3213113075. 2015. *The Effects of Pre-Questioning Technique on the Students' Reading Comprehension Achievement in Narrative Text at The Second Grade of SMP Islam Assalam Jambewangi*. Sarjana Thesis. English Education Department. Faculty Tarbiyan and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor: Dr. Erna Iftanti, S.S, M.Pd.

Keywords: Effects of Pre-questioning, Reading Comprehension

Students have some problems in learning English, especially in reading comprehension. So that, English teacher should be creative in selecting the technique to teach reading. In this research, the researcher is interested in finding out the effects pre-questioning technique on the students' reading comprehension achievement in narrative text.

The research problems are: 1) How is students' reading comprehension achievement before being taught by using pre-questioning technique? 2) How is students' reading comprehension achievement after being taught by using pre-questioning technique? 3) Is there any significant different between students' reading comprehension achievement before and after being taught by using pre-questioning technique?

The research objectives are: 1) To know the students' reading comprehension achievement before being taught by using pre-questioning technique, 2) To know the students' reading comprehension after being taught by using pre-questioning technique, 3) To find out whether there is any significant effect of using pre-questioning technique on the students' reading comprehension achievement.

This research used pre-experimental research with quantitative approach. The population was all the students of the second grade which consists of 55 students. The researcher took of VIII.B class as the sample. The instrument of this research is test of data were collected by administering pre-test and post test. Data analysis of this research was using Paired Samples T test with SPSS 16.0 for windows.

This research reveals that the mean score before being taught by using pre-questioning technique was 70.4074. Meanwhile the mean score obtained after using pre-questioning technique was 80.0741. T_{count} was 12.756 and T_{table} was 2.056 with significant level 0.05 was 0.00. This mean that H_a which state that there is significant effect of using pre-questioning technique on the students' reading comprehension achievement is accepted. Whereas, H_o stating that there is no significant effect of using pre-questioning technique on the students' reading comprehension achievement is rejected. So, pre-questioning is effective to teach reading comprehension achievement in narrative text of SMP Islam Assalam Jambewangi. The researcher suggest in applying this technique, the teacher should consider the level of difficulty in the term of the material and the students' background knowledge.

ABSTRACT

Qolisoh, FiaNurotun. Nomor Induk Mahasiswa. 3213113075. 2015. Efek dari teknik Pre-Questioning pada pencapaian pemahaman siswa dalam teks naratif pada siswa kelas 2 SMP Islam Assalam Jambewangi. Program S1. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung, Pembimbing: Dr.ErnaIftanti, S.S, M.Pd.

Kata Kunci: Efekdari Pre-Questioning, PemahamanMembaca

Siswa mempunyai banyak masalah dalam pembelajaran bahasa Inggris, khususnya dalam membaca. Oleh karena itu, guru bahasa inggris harus kreatif dalam memilih teknik untuk mengajar membaca. Dalam penelitian ini, peneliti tertarik untuk mengetahui efek dari teknik pre-questioning pada pencapaian pemahaman siswa dalam teks naratif.

Rumusan masalah penelitian inia dalah: 1) Bagaimana pencapaian pemahaman siswa sebelum menggunakan teknik pre-questioning 2) Bagaimana pencapaian pemahaman siswa setelah menggunakan teknik pre-questioning 3) apakah ada perbedaan yang signifikan antara pencapaian pemahaman siswas ebelum dan sesudah diajarkan menggunakan teknik pre-questioning?

Tujuan penelitian ini adalah 1) untuk mengetahui pencapaian pemahaman siswa sebelum diajarkan menggunakan teknik pre-questioning 2) untuk mengetahui pencapaian pemahaman siswa setelah diajarkan menggunakan teknik pre-questioning 3) untuk mengetahui apakah ada perbedaan yang signifikan dari menggunakan teknik pre-questioning pada pencapaian pemahaman siswa.

Penelitian ini menggunakan pre-experimental research dengan pendekatan kuantitatif. Populasi dari penelitian ini adalah semua siswa kelas 2 SMP Islam Assalam Jambewangi. Peneliti mengambil kelas VIII.B sebagai sampel. Instrument dari penelitian ini adalah tes dari data yang dikumpulkan dengan mengelola pre-test dan post-test. Data analisis dalam penelitian ini mengguanakan Paired Samples T test SPSS.

Penelitian ini menyatakan bahwa rata-rata nilai siswa sebelum diajarkan menggunakan teknik pre-questioning adalah 70.4074. Sementara rata-rata nilai yang dihasilkan setelah menggunakan teknik pre-quetioning adalah 80.0741. T_{hitung} adalah 12.726 dan T_{tabel} adalah 2.056 dengan signifikan level 0.05 adalah 0.00. Penelitian ini berarti bahwa H_a yang menyatakan bahwa ada efek yang signifikan dari penggunaan teknik pre-questioning pada pencapaian pemahaman siswa adalah diterima. Sebaliknya, H_o yang menyatakan bahwa tidak ada efek yang signifikan dari penggunaan teknik pre-questioning pada pencapaian pemahaman siswa adalah ditolak. Jadi, teknik pre-questioning efektif untuk mengajar pencapaian pemahaman siswa pada teks naratif di SMP Islam Assalam Jambewangi. Peneliti menyarankan dalam mengaplikasikan teknik ini, guru sebaiknya mempertimbangkan tingkat kesulitan dari materi yang diajarkan dan latarbelakang pengetahuan siswa.

ACKNOWLEDGEMENT

Alhamdulillah, very thankful to the God “Allah SWT” who has been giving her mercies and blessing, so this thesis can be accomplished. May Peace and Salutation be given to the Prophet Muhammad who has taken all human being from the Darkness to the lightness.

The writer knows that thesis has many weaknesses. In addition, this thesis could be finish without other people’s help. Therefore, in the occasion the writer would like to express her gratitude and appreciation to:

1. Dr. Maftukhin, M.Ag as chief of IAIN Tulungagung for his permission to write this thesis,
2. Dr. H. Abd.Aziz, M.Pd.I as dean of Faculty of Tarbiyah and teacher training IAIN Tulungagung who legalizes this thesis.
3. Mrs. ArinaShofiya, M.Pd, as the head of English Education Program who given her some information so I can accomplish this thesis.
4. Dr. Erna Iftanti S.S, M.Pd, as the writer’s advisor who has guided the writer patiently in finishing this thesis.
5. Drs. KhusnurRofik, as the head master of SMP Islam Assalam Jambewangi who has given her permission to conduct the research.
6. Drs.BintiSholihah, as English teacher for VIII B and E class who has helped her in conducting the research in SMP Islam Assalam Jambewangi.

The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 9th 2015

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