

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents and discusses background of the research, research problems, objective of the research, research hypothesis, research assumption, significance of the research, scope and limitation of the research, and definition of key terms.

### **A. Background Of The Research**

Language is the tool of communication among the nations in all over the world. In Oxford Learner's Pocket Dictionary (2011:247), language is system of communication in speech and writing used by people of a particular country. It means that language is very important for communication in the country in daily life. English is one of the international languages. It has an important role in educational world. It could be seen that English has been learn in some level of education. In indonesia, English is considered as foreign language and compulsory subject from elementary school up to the university level. It says that English is learnt for all level of education in Indonesia.

English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills

(Harmer,1989:16). Reading is one the language skills that has a very important role. The students should comprehend the reading for certain purpose, however it needs a practical and suitable method.

The Idea is supported by the fact that reading now has a part of daily life. Reading can not be separated from daily life. For example, people read many kinds of written materials such as newspaper, magazines, novels, academic books and so on. Through reading, the people can get a lot of information and knowledge. So that way, when the people talk about reading, it might be automatically related to comprehend or understanding. The reader who understands what he has read can answer the questions about it. It means that understanding something is the main goal of reading. Reading is not easy task because reading is activity to read the text that understanding and getting the information. Reading should get more attention because the are many students who get difficulties in comprehending English text.

Taringan and Tarigan (1986:135) said “Reading is the key to the treasury. Knowledge stored in books should be explored and searched in reading activities”. From the statement it means that with reading we can rich knowledge. Reading skill becomes a part of language skill that the students have to master since reading skill has an important role education field, such as transferring information and knowledge from the textbook. Therefore, the students should have ability in reading comprehension.

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text

(previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klinger, et al 2007:8). Reading comprehension is fundamental for English foreign learners in getting information and knowledge. Good achievement in reading is very important for the students. Students will get information and and idea. In order to produce good reading ability, students need to use appropriate method in learning reading. Some English teacher considered that reading is not favorite activity for most students. In Indonesia, some English teacher still use traditional or conventional method to teach reading to solve that problem. Conventional method usually makes students bored because the method is monotonous and the students are not active. So, it makes learners get bored. Therefore, the teacher should find the technique to overcome this problem. One of the ways to make teaching reading effective is making the student active. The teacher should apply appropriate teaching technique as well as method to establish the effectiveness of English teaching. It will make easier and enjoyable for student receive the lesson. If they have a good ability in reading, they will have a better chance to succeed in their study.

For the explanation above, it means that the teachers must consider a technique that suitable for teaching reading in order to make the learning process become effective. The technique itself should be adjusted with the conditions of the class and ability of the students. Teaching reading in Junior High School can be done in many ways. So that, English teacher should be creative and selecting the technique to teach reading. Many techniques that is

used in teaching reading. The teachers can use pre-questioning techniques before learning process.

According to Brown (2001:176) pre-questioning is defined implicitly as some questions which are provided before the students read the whole text in order to build the students' interest and motivation, also cognitive factors and pre-questioning is very useful to activate the prior knowledge, thus the students can predict what will be faced by them in reading text. Theoretically, Pre-questioning itself can build the students' interest and motivation before students read the text. Moreover, the student can predict what will be discussed on the text. Pre-questioning is supposed to be an appropriate technique to teach reading comprehension. This technique will make the students more active in the classroom and will make enjoyable in the classroom. Pre-questioning can help the students set their purpose of reading text.

In this case, the researcher does the research students in teaching Narrative text and comprehending the content of the text. Narrative text is one of the kinds of text that is taught at the second grade of junior high school. Narrative text is a piece of the text which tells a story and, in doing so, entertains or informs the reader or listener (Mark and Kathy, 2003:8). Narrative text consists of the following generic structure. They are orientation, complication and resolution. The first is orientation it tells the audience about who is in the story, when the story is taking place and where the action is happening. The second is complication it sets off a chain of events that

influence what will happen in the story. The last is resolution it shows the way of participant to solve the crises.

The researcher wants to know the process of teaching reading narrative text, the difficulties of the students in understanding the text in SMP Islam Assalam Jambewangi. On the other side, the researcher is interested in this school because this school is categorized as good private school in subdistrict Selopuro. Its proven by the fact that this school often follow English contest and others contest in and outside province. This school is a private school that have enough power competence with the state school around Selopuro. Based on the background above, the teacher can use suitable and interesting technique which also suitable for the learners. The researcher is interested to finding out the effects of pre-questioning technique on the students' reading comprehension achievement in narrative text and concluded that the pre-questioning consist of some questions before the students read the text that given by the teacher to the students. It tends to build students interest, motivation, easy to understand, and comprehend the content of the text.

## **B. Research Problems**

Based on the background of study above, the research problem are formulated as the following:

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?

### **C. The Objective of the Research**

Based on the statements of the research problems above, the objectives of the research 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 in narrative text.

### **D. Research Hypothesis**

The hypotheses of this study can be mastered alternative and null hypotheses. The hypotheses are, as follows:

1.  $H_a$  (The alternative hypothesis): there is any significant effect of using pre-questioning technique on the students' reading comprehension achievement in narrative text of the second grade of SMP Islam Assalam Jambewangi.
2.  $H_o$  (The null hypothesis): there is no significant effect of using pre-questioning technique on the students' reading comprehension achievement in narrative text of the second grade of SMP Islam Assalam Jambewangi.

### **E. Significance of The Research**

The study is expected to be significance as follows:

#### **1. For the Teacher**

For English teacher, this research will be one simplest technique to create attractive and active in English especially in reading. Besides that, the teacher can motivate the students for study English.

#### **2. For the Students**

For the students, the result of the research helps them to read better. They will get stimuli that study English fun and attractive. In other hand, they will get motivation and enjoy for study English especially in reading.

#### **3. For the future researcher**

For the future researcher, this research can be references to develop their research.

### **F. Scope and Limitation Of The Research**

The research is conducted at SMP ISLAM Assalam Jambewangi. The subject of this study were VIII.B class. There are consist of 27 students and the focus of the research is to know the effects of pre-questioning technique especially the reading comprehension which is related to the eight grade of SMP Islam Assalam Jambewangi. The topic is the narrative text.

The limitation in this research is narrative text. The researcher chooses this text because narrative text is more interesting for the students. Most of narrative is fantastic story, so it will increase the students' motivation in reading class.

## **G. Definition of Key Terms**

There are some terms in this study that should be clarified, as follows:

### **1. Pre-questioning**

Some questions which are provided before the students read the whole text, in order to build the reading schemata and background knowledge of the students and also to rise their interest, and their cognitive aspect to predict what will faced by them in the next whole text.

### **2. Reading Comprehension**

Theoretically, reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. In other words, comprehension is a process by which the reader constructs meaning by interacting with the text. In this research, reading comprehension achievement operationally defined as the students' scores in comprehending the text on the reading comprehension tests, before and after being taught by using pre-questioning.

### **3. Narrative text**

Narrative text is to entertains, to gain hold the reader's interest in a story. Narrative text may also seek to teach or inform, to enjoyable the writer's reflections in experience, and perhaps most important and extend the reader's imagination. (Iwuk, 2007:80).



## **CHATER II**

### **REVIEW OF RELATED LITERATURE**

In this chaptetr, the researcher discusses of reading, reading comprehension, narrative text, pre-questioning technique and previous study.

#### **A. Definition of Reading**

English are consisting of four basic skills. One of them is reading skill. There are many definition of reading. These can be studied from a list of different definitions of reading. It is defined from different point of view. According to Harmer in *The Practice of English Language Testing* (1991:153) “Reading is an exercise dominated by the eyes and the brain”. Specifically, Nunan (1991:20) in his book also said that “Reading is a process of decoding written symbols, working from smaller units (individual letters) to larges ones (words, clauses and sentences)”.

Reading is the most useful and important skill for people and tool for academic success. Reading is not only source of information, but also an active process which consists of recognition and comprehension skill. Reading is certainly important activity for extending one’s knowledge of the language. (Patel, 2008:114)

De Boer and Dallmann, consider that reading involves the comprehension and interpretation of ideas symbolized by the written or printed page. According to Brown (2004:185) reading is what the reader to get the

meaning he needs from textual sources. Reading also is the process of acquiring and authors meaning and of interpreting, evaluating, and effecting upon those meaning.

Reading is really crucial our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc. Students should practice their reading more and more, so that their reading ability and their reading experience will be improved. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words.

Another thing should be remembered in reading that students should not open a dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in the passages. There are a lot of definitions of reading. Nunan (1991:72) give definition reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

### **B. Definition of Reading Comprehension**

The essence of reading act is comprehension; it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the message of the author, the students are hoped to have the ability

to comprehend the written textbook. Reading with comprehension means to understand what has been read.

Suyanto (2010:65) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities concern word meanings and reasoning with verbal concepts. It is necessary for the students of Junior High School to master reading 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 passages. Besides that, reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension.

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klinger, et al 2007:8). Reading comprehension, therefore, is a process of getting information from the context and combining disparate elements into new whole. It is a process of using

reader's existing knowledge (schemata) to interpret text in order to construct meaning (Cahyono, 2011:58).

In comprehending a content, the readers interacts with the text relates to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful techniques that will help the reader become a better reader. From some explanations above the researcher can conclude that reading comprehension is a process to understand, interpret and get some information of the text.

### **C. Narrative Text**

#### **1. Definition Of Narrative Text**

There are many different type of story. Every story cultures use story to entertain another, instruct, to reflect, on the meaning personal experience and to explain important events in the lives of the people in their group. Stories help a person talk and write about everything that happens to them and resolve problem they experience in ways that are inline with the context of the culture.

According Tarigan (1987: 56) said that: narrative discourse is the discourse that first person or third person in a special oriented to characters and all of them are based on the chronological order. Relating to kinds of text, which student has to complete studying in high school, narrative text is a text which retells the story or previous experiences where complication dominantly places participants into conflicts. He also stated that in writing a narrative, an author has a chance to make his or her mark on the world by relating a story that only her or she can tell. Whether it comes from the personal experiences or

one that writer has imagined, the point of a narrative is to bring one's subject to life. Iwuk (2007:80) stated that narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deal with problematic event lead to crisis or turning point of some kind in turn finds a resolution.

Narrative Text is telling either spoken or written. It sets out to entertain and amuse listener or readers. We often make sense of what has happened relating a narrative. Events are events in a story when they are seen as having a relationship one to another. Since events can have more than one description they may be narrated in more than one way. Different stories can be told about the same set of events, or the same story can be told through in different terms. There are many types of narrative. They are typically imaginary but can be factual or the combination of both. Imaginary narratives include fairy stories, mysteries, science, fiction, horror stories, adventure stories, romances, parables, fables and moral tales, myths and legend, historical stories, while autobiography and biography are the examples of factual narrative.

From the definition above, we can conclude that narrative text is a story tell us about something interesting that has purpose to amuse or entertain the reader or listener. You are using narrative when you tell a friend about something that happen to you at work or at school, when you tell someone a joke.

## 2. Generic Structure of Narrative Text

There are steps for constructing a narrative text:

a. Orientation/exposition

Sets scene and introduces the participants. The reader are introduced to the main characters and possibly some minor characters. Some indication is generally given of where action is located and when is taking place.

b. Complication

A crisis arises. The complication is pushed along by a series of events, during which usually expect some sort of complication or problem to arise. This complication will involve the main characters and often serves to temporarily hinder them from reaching their goal.

c. Resolution

The crisis are solved for better or for worse. In this part the implication may be resolved for better or worse. It is an optimal closure of event. On the other hand, resolution is the ending of the story.

3. Types of Narrative text

There are many different types of narrative text, that are as follows:

a. Humor

A humorous narrative is one of that aims to make audience laugh as part of telling story.

b. Mystery/horror

This type contains about identify, investigate, secret and surveillance.

c. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together.

d. Fantasy

May simply be a basic chronological narrative set in fantasy world but some fantasy narratives extend the 'fantastic' element to the structure as well. For example, the story may play with the concept of time so that characters find themselves moving through time in a different way.

e. Science Fiction

Science fiction narratives that the setting involving science and technology. Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society.

f. Folktales

Folktales usually feature ordinary and hardworking folks who use their wits and smarts to get them out of difficult situation. For example : Malin Kundang.

g. Diary Novels

This type of narrative has the text presented like a diary entries.

h. Adventure

A story which includes exciting and dangerous events and the characters has to solve; e.g. de jure. Adventure contains about the struggle, dangerous, survived, heroic, and treacherous.

i. Fables

A fable is a short allegorical narrative making a moral point, traditionally by means of animal character who speak and act like human beings.

j. Myths

Myths focus on stories that try to explain something about creation or the origin of people, place and things. They also try to explain some type of phenomena, either in nature or in regards to a person who has a unique ability. Example : Hercules.

k. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historized narrative performed in a conventional mode. Some define legend as folklore. For example: Rawa Pening, Sangkurian, Prambanan Temple, etc.

l. Fairy Stories

Fairy stories is an English language term for a type of short narrative. A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantment.

m. Personal Experience

Personal experience narrative is account of significant events in the life of the narrator or the community (Risdianto, 2012 p. 130).

By learning the types of narrative text, the students can get comprehensive understanding about the types of narrative text and the purposes of narrative text. The students can know detail information of narrative text briefly. So, they can build imagination when they have read with the knowledge they have got by the teacher explanation.



#### 4. The Language feature of narrative text

In this research, the students have to more pay attention when they want to write narrative text. Learner have to focus on some language features in narrative text. Related with the generic structure of narrative text L. Spancer (2005) have argue that narrative text usually include the following gramatical features:

- a. Action verb: action verb provided interest to writing. for example: instead of *The old woman in his way try The old woman barred his path*. Insted of *she laughed try she cackled*.
- b. Written in first person (I, we) or in the third person (he, she, they).
- c. Usually past tense
- d. Connective, linking words to do with time
- e. Specific noun: strong nouns have more specidic meaning, eg. *Oak* asopposed to *tree*.
- f. Active noun: make nouns actually do something, eg. It was raining could become rain splashed down or there was a large cabinet in the lounge could become a large cabinet seemed to fill the lounge.
- g. Careful use of adjectives and adverbs: writting needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide describtion and information.
- h. Use of the senses: where appropriate, the senses can be used to describe and develop the experiences, setting, and character:
  - 1) What does it smell like?

- 2) What can be heard?
- 3) What can be seen – details?
- 4) What does it taste like?
- 5) What does it feel like?

From the explanation above, it can be concluded that the students must be able to identify the significant language features of narrative text correctly in order that the students not only more understand the material of narrative text, but also the students will be able to write the narrative text correctly.

#### **D. PRE-QUESTIONING TECHNIQUE**

In this case, the researcher will presents about the definition of pre-questioning, kinds of pre-questioning, step to implement pre-questioning, the role of pre-questioning, and advantages and disadvantages of pre-questioning.

##### **1. The Definition of Pre-Questioning**

Pre-questioning tells the teacher what the students need to know from passage and how much knowledge they already have about the lesson. Based on Brown's (2001:176) 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.

Similarly, Dochy, Segers & Buehl (1999:157) said that Pre-questioning is basically some questions which are provided before the students

read the whole text, in order to build the reading schemata and prior knowledge of the students and also to rise the interest, and their cognitive aspect to predict what will faced by them in the next whole text. The philosophy of pre-questioning is it acan effectively build the students' prior knowledge and motivation before the students read the text. Of course prior knowledge has a large influence on students performance, explaining up to 81% of the variance in posttest scores.

## 2. Kinds of Pre-questioning

According to Harmer (1991:153), there are some kinds of Pre-Questioning, there are: Pre-questioning before reading to confirm expectations, pre-questioning before reading for general comprehension, pre-questioning before reading to extract specific information and pre-questioning before reading for detail comprehension.

The explanation four kinds of pre-questioning are follows:

### a. Pre-questioning before reading to confirm expectations

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 text. On the other hand, encourages students to predict the content of the text, and gives them an interesting and motivating purpose of reading. For examples: reading the fairy book and comic.

### b. Pre-questioning before reading for general comprehension

In this case pre-questioning used to build up the students' knowledge. For example: reading the holy qur'an and reading sport magazine.

c. Pre-questioning before reading to extract specific information

Pre-questioning as a tool to force the students to extract specific motivation from the text. The students 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. For example: reading the contents of vitamin in a supplement and reading the substance in book recipe.

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 themselves in the whole of the text. For example: reading the story book.

Based on the explanation above, in this study the writer only concern two kinds of pre-questioning, they are: pre-questioning before reading for general comprehension and the pre-questioning before reading to confirm expectations.

### 3. Step to Implement Pre-Questioning Technique

Implementation is the carrying out, execution, or practice of plan, a plan a method, or any design for doing something. In education implementation is practice doing of a plan from a method of teaching learning with precedes by several steps before doing an action. In there, the researcher have step to implement pre-questioning, it has a function as a key way of making/developing pre-questioning. The step as follows:

a. Selecting the type of question and its level of difficulty

The selection of what type of question to ask depends on the objective of the lesson, the progress made, and the learning needs of the students. The teacher decide whether to aksk recall, comprehension, application, analysis or evaluation question.

b. Phrasing the question and delivering it

The question should be a brief and concise, and delivered with clear enunciation. Pre-questioning is a question presents before the students read the whole of the text. So, here the question must be clearly because that is used to built knowledge before the students read the text.

c. The teacher give the students some text

The third step to implement this technique is the teacher give the students some text. In this research, the teacher focusses in narrative text. So, all the text that is given by the teacher is narrative text.

d. The teacher ask the student by using pre-questioning technique

Pre-questioning is given by the teacher to built prior knowledge. This question is given for the student before the student read the text. It has a function to built prior knowledge. Because this question will help the students to predict what will they have read.

e. Listening to the students response and priving feedback

The student may respond to the question in four major ways: 1) correctly, 2) incompletely, 3) incorectly , and 4) by not responding at all.

When the respond is correct or acceptable, the teacher may give praise elaborate on the reaponnd, probe, or move on to another question. To choose

among the responses, a teacher must consider the lesson objectives and the characteristics of each particular students. Some learners need abundant reinforcement and some are ready to be challenged so they develop a strong sense of competence. When the students response is incomplete, the teacher may add to statement to make it correct. Its not helpful to have student answer. When the student response is incorrect, the teacher must decided whether the students is able, with some teacher help to come up with and acceptable answer or if it best to response by giving the correct answer.

#### 4. The Role of Pre-questioning on Reading Comprehension

Pre-questioning have palyed a central role in the learning process. If a teacher utilizes questions effectively, students will discover that the questions is a very valuable learning tool. It's a device through which they can organize their thinking to achieve certain objectives. Students who aks themselves questions as they deal with various learning situations will provide themselves with data and wil develop awariness of wherethere are deficits in datathis type of knowledge is essential if students are to assume mojour roles in their learning process.

The questions should also play an important role in evry classroom both student and teacher questions. Brown (2007:221) said that encouraging students to develop their own strategies is an excellent means of stimulating the learner tools of interaction. Questions are important since themes themselves do not engage students as well as good questions. Students enjoy creating their own questions after themes have been developed.

Brown (2007:221) have argue that “responding genuinely to student-initiated questions is essential. Encouraging students to develop their own strategies in exellent means of stimulating the learners to develop tools interaction”. This process will help them to ask significant questions gives them ownership of the responses their create. The reseracher have opinion that entire lesson may be devoted to formation of questions that then guide students’ work and it also helps studentsask the right questions for any topic.

Similarry, Brown (2001:169) said that the most important key to create an interarctive learning isn the initiation of interaction from the teacher by using question. Appropriate questioning can fulfill a number of different functions, specifically: the firstis that the teacher’s questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. Its very scary for the students to have to initiate conversation of the topic for discussion. The second is the teacher’s question can serve ro initiate a chain reaction of students interaction among themselves.

Besides, the teacher might also decide to read to students opening pharagraph or two from a text section, enough to whet their appetite for the selection. Then ask “what else would you to know about the topic?” complete the question by focusing attention on some aspect of the selection that privotal to students’ comprehension. Active comprehension questions not only arouse interest and curiosity but also draw learners into the material. As a result, students will read the to satisfy purposes and resolve conceptual conflicts that they have indetified through their owns questions.

## 5. Advantages and Disadvantages of Pre-Questioning

### a. Advantages of Pre-questioning:

- 1) Pre-questioning greatly assist students in reading comprehension cognitive especially since students are challenged and feel aroused reading comprehension is a highly complex information processing that involves the interaction between reader and text.( Silberstein, 1994:12)
- 2) Pre-questioning influences students' performance
- 3) Pre-questioning builds students' interest and motivation. (Brown, 2001:176)
- 4) Pre-questioning activates students' prior knowledge therefore the students can predict what will be faced by them in reading text. (Brown, 2001:176)
- 5) Pre-questioning helps students to get specific information from the text. (Harmer, 1985:153)

### b. Disadvantages of Pre-questioning:

- 1) Need more time power in the class for the teachers. If the teacher does not mastering in class, it can make useless.
- 2) Students must be asked mastering material whether their vocabularies and very poor and it will influence in comprehend the reading text. (Susan and Gerald, 2009:323)

## **E. PREVIOUS STUDY**

Some people had conducted studies focusing on pre-questioning technique. Such as Jayanto (2012), he had entitled Improving The Students' Achievement In Reading Text By Using Pre-Questioning Before Reading At The Second Year Studentsin MTs.N Bandung In Academic Year 2011/2012 .



This research used Classroom Action Research (CAR) that had used two cycles. On the cycle I, some students look passive in teaching learning process. The students were not in good response. It means that study had not successfully. On the cycle II, the researcher always gave motivation and feedback to make students enthusiasm, the students were in good response. Many students look active to discuss in group. The result of reading test after two cycles, it could be concluded that the using of pre-questioning technique could improve the students' reading achievement.

This is supported by ana (2013), she had entitled The Effectiveness Using Of Pre-Questioning Technique To Enhance Reading Narrative Text Comprehension The Second Grade Students At SMP N 1 Banyubiru In Academic Year 2013/2014. This research used experimental research with control group and experimental group that is called quasi-experimental. In the experiment class, the researcher had given the treatment "Pre-questioning technique" and in the control class, the researcher had given " Question answer". The result of the research is the mean score of the posttest from the experimental group is higher (7,2) than posttest from controled group (6,4). According to the result of analysis of the research, it shows that the score of t-test in posttest is 32,65 and score of t-table from degree of freedom of significant of 5% and 1% are 2,00 and 2,66. It means that the score of t-test is higher than score of t-table. So, it can be conclude that teaching through pre-questioning techinque is effective than without using pre-questioning technique.

According to two researchers above, those are shown that Pre-Questioning can increase students' reading comprehension in narrative text. In contrast to the above mentioned studies, in this present research used on different research design and place. The researcher uses experimental research design with quantitative approach, and describes the effect of pre-questioning technique on the students' reading comprehension achievement by comparing between the student's score when before being taught by using pre-questioning technique and those are after being taught by using pre-questioning technique. In this research, the researcher used one group that is called pre-experimental. The researcher has a single case that observed at two time points, one before the treatment and one after the treatment. In present research was completed with some suggestions for pedagogical implication related to implementation pre-questioning technique for teaching reading comprehension achievement. Its proven by using pre-questioning technique in teaching reading comprehension achievement is effective.

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

This chapter presents and discusses methodology of research which consist of research design, population and sample, research instrument, validity and reliability testing, normality and homogeneity testing, data collecting method and data analysis.

#### **A. Research Design**

According to Arikunto (1997:45) research design is a design used by the researcher as the guidance in carrying out the research. This research is intended to investigate the effect of pre-questioning on the students' reading comprehension achievement in narrative text at the second grade of SMP Islam Assalam Jambewangi.

This research used quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics (Aliaga and Gunderson in Muijs, 2004:1). In this research, the researcher used the experimental research. Experimental research in the social sciences follows the same basic pattern as those (natural) sciences experiments (Muijs, 2004:13).

There are three major classes of experimental designs, single-variable design which involved two or more independent variables. Single variable designs are classified as pre-experimental, true-experimental and quasi-

experimental (Gay, 1992:318). This research, the researcher has a single case that observed at two time points, one before the treatment and one after the treatment. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group is employed. So, this research was use a pre-experimental research design with using quantitative approach with one group pre-test and post-test design.

The diagram group pretest and posttest

Y	X	Y2
Pretest	Treatment	Posttest
	(Dependent variable)	(Independent variable)

The procedures of pre-experimental research that use one-group pretest and posttest: The first is the researcher did pre-test before applying technique with the purpose to measuring the students' reading comprehension in narrative text at the second grade of SMP Islam Assalam Jambewangi. The second is the researcher applied the treatment with taught a teaching learning in reading narrative by using Pre-questioning technique. The last is the researcher did posttest after applied the technique that is to know the effect of treatment.

The researcher held the field research by taking the students score of the pre-questioning of the reading comprehension. The score that is gotten by pre-test and post-test will be comparing. From this study, the researcher want to know the effects of pre-questioning technique on the students' reading comprehension achievement in narrative text at the second grade of SMP Islam Assalam Jambewangi.

## **B. Population and Sample**

Population and sample are very important for the researcher to collect the information. Without both of them, this research cannot be conducted and actually a systematically. Here, the researcher would like to discuss population and sample.

### **1. Population**

Arikunto (2006:130) said that population is the whole of subject of research. Population in the research has certain characteristics that have been studied by researcher and then it is conclude. The population in this research is all of the students at the second grade of SMP Islam Assalam Jambewangi. There were two classes. The total number were 55 students.

### **2. Sampling Technique**

According to Porte (2002:234) Sampling refers to the process of obtaining samples. In this research uses purposive sampling. Purposive sampling is the technique that is used if the researcher has the certain consideration in determining the sample that is appropriate with the purpose of research (Sudjana & Ibrahim, 2007:85).

The researcher choose the sample based on who they think would be appropriate for this research. This is used primarily when there is a limited number of people that have expertise in the area being researched. The researcher had taken one class from the second grade of SMP Islam Assalam Jambewangi exactly VIII B class. In the VIII B class, there were consist of

heterogeneous students (low, middle, and high achievement). That class were selected base on the consideration such as, that are equal in level.

### 3. Sample

Sample is part of the population which investigated (Arikunto, 2006:131). From the explanation at the sampling technique above, the researcher take the sample by using purposive sampling in choosing the class. The researcher had taken VIII.B class as a sample.

### **C. Research Instrument**

Research instrument is tool of collecting data that should be valid and reliable. According to Arikunto (2006:126), the device the researcher uses to collect the data is called instrument. Instrument has important function in this research. The researcher used the test as an instrument to collect the data.

Arikunto (2006:127) states that “Test is a series question, exercise or other means which are used to measure the skill, knowledge, intellegent, ability or tallent done by individual or group”. The material of the test is taken from English book of Junior High School and syllabus with the subject of narrative text. The test is in the form of multiple-choice. The total numbers of the test item is 20 items. Those items were developed to measure the students reading achievement in narrative text.

The draft of the instrument was try out in ten students of SMP Islam Assalam Jambewangi. But, they were not the real subject of this research. Sharing common characteristics with the real subject. The try out of this instrument was conducted on April, 27<sup>th</sup> 2015. The result of try out is useful to

measure its valid or not. Then, the researcher revise some number of items test after the test was given for students and to reduce bias the researcher validate the test. To validate the expert one, the researcher knew that her advisor is the expert one. Based on the first concultation, the researcher has suggestion that the test is must use English language (instruction) and the researcher must be carrefull in using gramatically and chosing the language (items number 6, 7, 8, 10, 12, 19) . The draft of the test items can be seen in *appendix 2*.

From the second concultation, the researcher got suggestion that some items of the test consist of grammatically incorrect, the question sheet is it doesn't seem credible because, the content of the test is not valid to used as instrument to immediate level, and the choice of words is not effective and difficult to be understood by immediate level of students (in question). The researcher make validation guide for the expert teacher, the validation guide can be seen in *apendix 3*. In another hand, the reseracher revise the test based on feedback from teacher expert. For the feedback from the teacher expert, we can see at the draft of the instrument. The draft of the instrument can be seen in *appendix 4*.

As acording to Arikunto (2002:145) "A instrument is called valid when the instrument be able to measure what is the wanted". In this research, the test consists of explicit questions and implicit questions because the subjects of this research are those staying at immediate level. The final draf of the test can be seen in *apendix 5*.

#### **D. Validity and reliability**

Validity and reliability is very important to measure the test instrument. The researcher would like to present validity and reliability in this research, bellow:

##### **1. Validity**

Sudjana and Ibrahim (2007:117) have opinion that: “Validity in connection with accurately instrument, with the result that is valid measure what should be measured”. To know the validity of the instrument, the researcher uses content validity.

According to Toendan (2006:132), content validity refers to the extent to which data collection process measures a representative sample of the subject matter or behavior that should be encompassed by the operational definition. The content validity here is composed of two items. Those are sampling validity and item validity. Both of sampling validity and item validity involve having expert examine items that make up the instrument. In this test, the reseracher asked the students to answer the question based on the text and give some pre-questioning question before the students read of the text. The pre-questioning is be found in begining text before the multiple choice question. The pre-questioning is essay question. The researcher made this test based on the course objectives in the syllabus at the second grade of SMP Islam Assalam Jambewangi. Therefore this test is valid in term of content validity. The content validity in this research based on competence indicator, type of



question and level of question. the content validity based on competence indicator can be showed as bellow;

**Table 3.1 Competence Indicator**

Competence Indicators	Test items
2.Mengidentifikasi berbagai makna teks narrative	1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 13, 15, 16, 17, 18, 19, 20
3. Mengidentifikasi tujuan komunikatif teks narrative	8
4.Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative	11, 14

Based on Table 3.1 showed that the instrument of the test was valid based on the standard competence, basic competence, and indicator which mentioned in Syllabus.

In another hand, the researcher classified the the types of the question. They were a) Implicit question, b) Explicit question. This types showed as bellow;

$$\text{Implicit} : \frac{13}{20} \times 100 = 65 \%$$

$$\text{Explicit} : \frac{13}{20} \times 100 = 35 \%$$

Based on the type of question above, we know that 65% consist of implicit meaning and 35% consist of explicit meaning. The researcher would like to show the number of item in the table as follow;

**Table 3.2 Type of question**

No.	Types of question	Number of items
1	Explicit question	1, 2, 3, 4, 5, 9, 10, 11, 12, 14, 15, 17, 18,
2	Implicit question	6, 7, 8, 13,16, 19, 20

## 2. Reliability

Richard (1992:314) said that reliability is measure of degree to which a test gives consistent result. Reliability is the characteristic of very good test for it to be valid. A test must be reliable as a measuring the instrument. In this test, the researcher used test retest where the researcher examines the test with the same despondence in the different time. In trying out the instrument, the Cronbach's Alpha score was 0.576, those were not very reliable. Therefore, the researcher revise some items. After revising the test items, that showed the Cronbach's Alpha score for the instrument was 0.747. It means that the test is reliable.

According to triton in Sujianto (2009:97) the value the Cornbrash's Alpha can be interpreted as follow:

**Table 3.4 Cronbach`s Alpha Interpretation Based on Triton**

<b>Cronbach`s Alpha</b>	<b>Interpretation</b>
0,00 – 0,20	Less Reliable
0,21 – 0,40	Rather Reliable
0,41 – 0,60	Quite Reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very Reliable

Based on the table above, it can be concluded that the instrument of this research was in the category of reliable. For the result of Cronbath's Alpha can be seen in *Apendix 7*.

## E. Normality and Homogeneity Testing

### 1. Normality

Normality test is to determine whether the data normally or not. Normality test is a test to measure whether our data has a normal distribution, so the researcher use in a parametric statistic. In here, the researcher uses *Kolmogorov-Smirnov* test.

The instrument can be called as have normality if Asymp sig > 0,05. So that Ho ( null hypothesis) is accepted and Ha (alternative hypothesis) is rejected while instrument can be called as not normality if Asymp sig <0,05 so that Ho (null hypothesis ) is accepted. It was also can be concluded as follow:

Ho : the data is in normal distribution

Ha : the data is not in normal distribution

Here the result of normality instrument computed by using SPSS 16,0 for Windows. It can be seen as follow:

One-Sample Kolmogorov-Smirnov Test			Student
N			27
Normal Parameters <sup>a</sup>	Mean		80.07
	Std. Deviation		6.736
Most Extreme Differences	Absolute		.097
	Positive		.097
	Negative		-.078
Kolmogorov-Smirnov Z			.504
Asymp. Sig. (2-tailed)			.961
a. Test distribution is Normal.			

From the result of normality test, the researcher makes a conclusion. From the result of the out put can be seen that signification ( *Asymp Sig*) is 0,961. Because the significant  $> 0,05$ ,  $H_0$  is accepted. So, can be conclude that distribution student score is normal.

## 2. Homogeneity

Homogeneity test is to determine the similarity between two groups. Its use to make sure that the collected manipulation data in analysis is truly taken from a population which is too different each other. In this research the researcher uses *One Way ANOVA*.

ANOVA					
Nilaites					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1014.000	1	1014.000	18.964	.000
Within Groups	2780.370	52	53.469		
Total	3794.370	53			

From the result of the homogeneity test, the researcher takes a conclusion that there is a significant. Because, the result of significant by using SPSS 16.0 for windows is 0,00 and that is  $< 0,05$ . The result of the score between pretest and post test is different.

## F. Data Collecting Method

To get the data, the researcher proceeded with the test. According to Arikunto (2010:193) test is a sequence of questions or practice which used to measure skill, intelligence knowledge, ability or potency of someone or a

group. The test here which consists of pre-test and post-test. The function of pre-test is to know students reading ability before getting the different treatment. Whereas the function of post-test is to know the result of the experiment and usually on the instrument, after the treatment has been given (Muijs, 2004:18). The data proved that learning process when the technique is applied. It is very important in this case, not only to know the students own feelings but also to know how they think about their English (Arikunto, 2006:229).

**Table 3.8 The Schedule of Conducting the Research**

No	Date	Activity
1	May 11 <sup>th</sup> 2015	Pretest: The teacher gives pre-test for students
2	May 13 <sup>th</sup> 2015	Treatment 1 1. Greeting 2. The teacher says to the students that they are going to discuss about narrative text. 3. The teacher preparing narrative text material. 4. The teacher explain about narrative text (generic structure, purpose, social function and language feature). 5. The teacher explains how to use pre-questioning technique and gives an example to the students. 6. The teacher gives text for students. 7. The teacher asks the students about fairy tales they have already know. 8. The teacher gives pre-questions about text “The Legend of Nyi Roro Kidul” before reading text. 9. The teacher gives the guide questions to the students to make the students know the content of the text before they read the text. The guide questions those are: a. Have you ever read/hear the story? b. Do you know about “The legend of Nyi Roro kidul”? c. Who is Nyi Roro Kidul? d. Where did story happened? 10. After the teacher give some guides question, the teacher ask to answer the question based on the text. Then, discuss the difficulty words in the story.

		11. The teacher gives feedback.
3	May 18 <sup>th</sup> 2015	Treatment 2 1. Greeting 2. Reviewing the materials in the last meeting. 3. The teacher gives the students narrative text. 4. The teacher asks the students to identify generic structure, purpose, and language feature from the text "Snow White". 5. Before the teacher asks the students to answer the question, the teacher gives pre-questions as a guide to know the content of the text before the students read the text. 6. The guide of questions those are: a. Have you ever read the Snow White story? b. What do you think about the story? c. Who is main character at the story? d. Where did story happened? 7. After the teacher give some guides question, the teacher ask to answer the question based on the text. Then, discuss the difficulty words in the story. 8. The teacher gives feedback.
4	May 20 <sup>th</sup> 2015	Posttest: The teacher gives post-test for students

After the researcher know about score of the test, then the researcher compares both of the score. The score consist of the result from pretest and posttest. The type of the test is simple reading comprehension in narrative text that they got in the class. The test items are constructed by the researcher. The forms of test are answering the multiple choice questions. They are 20 items. The students answer the questions based on the text that the teacher given. The total score is 100.

### **G. Data Analysis**

Based on Prasetyo & Jannah (2005:184), data Analysis is a continuation process from the process of data processing to know how the

interpretation data, then data analysis of the result that has been on the level of result of data processing.

In this research, the purpose of the data analysis is to know the effect and the significant different between before the students taught by using pre-questioning technique and after the students taught by using pre-questioning technique. To calculate the test the researcher uses Paired Sample T test at SPSS 16.0 for windows. Indeed, the method of the data is as follow:

1. Formulating the hypotheses. The hypotheses are in the form of Alternative Hypothesis ( $H_a$ ) and Null Hypothesis ( $H_o$ )
2. Determining the value of  $t_{count}$ . It can be seen on the output of SPSS analysis.
3. Determining the value of  $t_{table}$ . The value of  $t_{table}$  can be seen from in significance level  $0.05:2 = 0.025$  (two tailed test) with degree of freedom (df) is  $n-1$ .
4. Determining hypothesis testing. Simply, the hypotheses testing are:
  - a. If  $-t_{table} \leq t_{count}$  and  $Sig > 0.05$  so  $H_o$  is accepted.
  - b. If  $-t_{count} < -t_{table}$  or  $t_{count} > t_{table}$  and  $Sig < 0.05$  so  $H_o$  is rejected.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher would like to presents the finding and the result of analyzing the data.

#### **A. Finding**

In the finding, there are 2 points; they are data presentation those are discusses about the result of data analysis and hypothesis testing.

##### **1. Data Presentation**

To obtain the data, the test was given to the experimental class. The purpose of the researcher is want to know the students' reading comprehension before and after being taught by using pre-questioning technique. Beside that, the researcher also want to know whether or not there is any significant effect of using pre-questioning technique on the students' reading comprehension achievement in narrative text of the second grade of SMP Islam Assalam Jambewangi. The researcher use small sample which connect each other (T test for one sample, that are the score between pre-test and post-test).

To describe the data, the researcher makes the score criteria from test. These criteria consist of categorization of the score of students. The function of these criteria is wanted to know the students' reading achievement that is good or not. The researcher classified the total score into five categories: very good, good, enough, less, and bad/low. The categories as the table follow:



**Table 4.1 The Score's Criteria**

No.	Interval Class	Criteria	Grade
1	100 – 85	Very Good	A
2	84 – 70	Good	B
3	69 – 60	Enough	C
4	59 – 50	Less	D
5	49 – 0	Bad/Low	E

From the table above, the researcher explained about the score criteria for students' reading achievement in pre-test and post-test. The researcher will present both percentage score in pre-test and post-test in the table as bellow:

**a. Data presentation students' score before being taught by using Pre-questioning Technique**

This data was taken from the result of students pre-test. This pre-test was given by asking students to answer questions based on the text. The number items was given by the researcher is 20 items. The 20 items is multiple choices. There were 27 students in the class as subjects. This test was done before the researcher give the treatment. That has a function to know the students' reading comprehension achievement before they got treatment. For the detailed students' pretest score can be seen in *apendix 8*.

From the list of pretest score, we know that the score of students before the researcher given the treatment. After the researcher know about the score of pretest, was continued with descriptive statistics. Descriptive statistics are used to describe the basic futures of data in this study. By using SPSS program 16.0 version, it was known that the mean of student's score in pretest was 71; the mode was 62; and the median was 71.4074.

**Table 4.2 Descriptive Statistics of pre-test**

Statistics		
Pretest		
N	Valid	27
	Missing	0
Mean		71.4074
Median		71.0000
Mode		62.00 <sup>a</sup>
Minimum		56.00
Maximum		88.00
Percentiles	25	65.0000
	50	71.0000
	75	76.0000

a. Multiple modes exist. The smallest value is shown

**Table 4.3 Frequency of pre-test**

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	3.7	3.7	3.7
	60	1	3.7	3.7	7.4
	62	2	7.4	7.4	14.8
	64	2	7.4	7.4	22.2
	65	1	3.7	3.7	25.9
	66	1	3.7	3.7	29.6
	67	2	7.4	7.4	37.0
	70	2	7.4	7.4	44.4
	71	2	7.4	7.4	51.9
	72	1	3.7	3.7	55.6
	73	1	3.7	3.7	59.3
	74	1	3.7	3.7	63.0
	75	2	7.4	7.4	70.4
	76	2	7.4	7.4	77.8
	77	1	3.7	3.7	81.5
	78	1	3.7	3.7	85.2
	82	1	3.7	3.7	88.9
	83	1	3.7	3.7	92.6
	84	1	3.7	3.7	96.3
	88	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

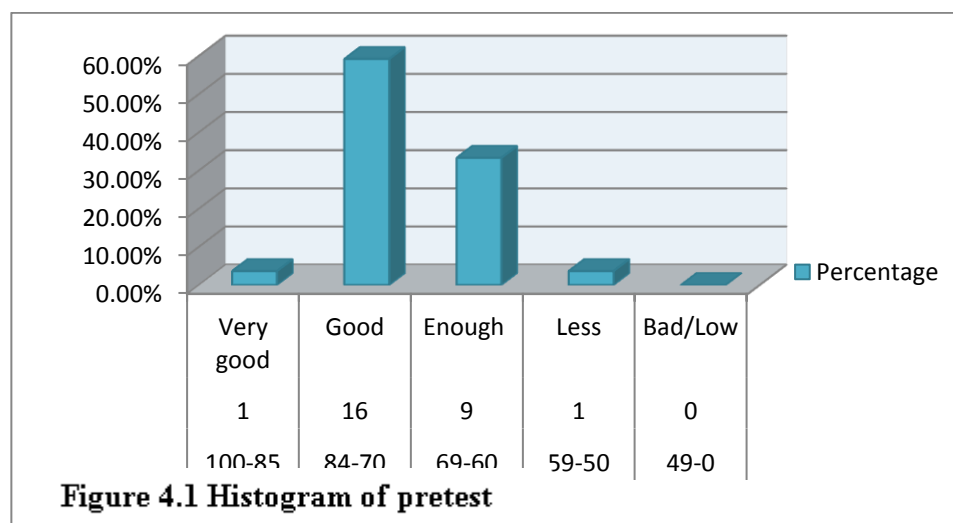
The table above described about frequency of pre-test score. It starts from the minimum score until maximum score. After the researcher look at the table above, the researcher conclude that based on that standard students' scores criteria are the students who got the less score is 1 student. This student

failed from this test because she/he got D, while student who got enough score are 9 students. Then, the student that have grade B or good score are 16 students. The score here are 70-84. The last grade of the score's criteria is A. The student who got very good is 1 student with the score 88.

**Table 4.4 The Frequency and Percentage of Students' Score on Pretest**

Intervals	Frequency	Categorization	Percentage
100-85	1	Very good	3.7%
84-70	16	Good	59.26%
69-60	9	Enough	33.34%
59-50	1	Less	3.7%
49-0	0	Bad/Low	0%

**Table 4.5 The frequency and percentage of students' score on pretest can be shown in histogram below:**



Based on the data of table 4.1, the researcher know that zero students or 0% get score between 49-0 in bad/low categorization, one student or 3.7% get 59-60 in less categorization, 9 students or 33.34% get score -69 in enough categorization, 16 students or 59.26% get 70-84 in good categorization and

3.7% get score 100-85 in very good categorization. From the result of the pretest score, the researcher conclude that the students' score are not spread.

#### **b. Data Presentation students' score after being taught by using Pre-Questioning Technique**

After give the treatment, the researcher gives a test. The test is called post-test. The post-test was given by asked the student to answer the question about narrative text. The test is the same because in this research the researcher use test retest. This test was intended to know the students reading comprehension achievement when they taught by using pre-questioning technique. The highest score was 95 and the lowest score was 68. The score of post-test can be seen in *apendix 9*.

From the list of protest score, we know that the score of students after the researcher given the treatment. After the researcher know about the score of posttest, was continued with descriptive statistics. Descriptive statistics are used to describe the basic futures of data in this study. By using SPSS program 16.0 for windows, it was known that the mean of student's score in posttest was 80.0741; the mode was 80; and the median was 80.

**Table 4.6 Descriptive Statistic of post-test**

Statistics		
Posttest		
N	Valid	27
	Missing	0
Mean		80.0741
Median		80.0000
Mode		80.00
Minimum		68.00
Maximum		95.00

*Continued ...*

*Continuation..*

Percentiles	25	75.0000
	50	80.0000
	75	84.0000

**Table 4.7**Frequency of Post-test

		Posttest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	1	3.7	3.7	3.7
	70	2	7.4	7.4	11.1
	72	1	3.7	3.7	14.8
	75	3	11.1	11.1	25.9
	77	3	11.1	11.1	37.0
	78	1	3.7	3.7	40.7
	79	1	3.7	3.7	44.4
	80	4	14.8	14.8	59.3
	81	1	3.7	3.7	63.0
	82	2	7.4	7.4	70.4
	83	1	3.7	3.7	74.1
	84	2	7.4	7.4	81.5
	85	1	3.7	3.7	85.2
	90	1	3.7	3.7	88.9
	91	1	3.7	3.7	92.6
	92	1	3.7	3.7	96.3
	95	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

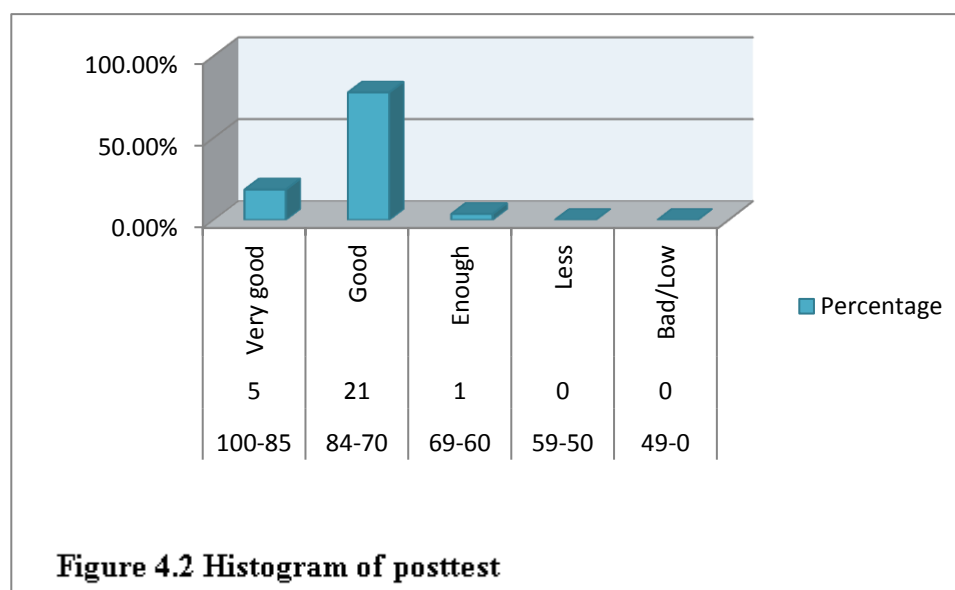
The table above explained about the score of post-test. It started from minimum until maximum score. The minimum score from the table above is 68 and the maximum score from the table above is 95. In thhis research, the researcher use scores criteria. The student that got enough score is 1 student with the score 68. Then, the student that got good score from the result of post-test is 21 students. While 5 students got score 85-90. They have very good and

got grade A. The researcher presents percentage and diagram of post-test as follows:

**Table 4.8 The Frequency and Percentage of Students' Score on Post test**

Intervals	Frequency	Categorization	Percentage
100-85	5	Very good	18.52%
84-70	21	Good	77.78%
69-60	1	Enough	3.7%
59-50	0	Less	0%
49-0	0	Bad/Low	0%

**Table 4.9 The frequency and percentage of students' score on posttest can be shown in histogram below:**



Based on the frequency and percentage data above, the researcher know that zero students or 0% get score between 49-0 in bad/low categorization, one student or 0% get 59-50 in less categorization, 1 students or 3.7% get score 69-60 in enough categorization, 21 students or 77.78% get 70-84 in good categorization and 18.52% get score 100-85 in very good categorization. From

the result of the proptest score, the researcher conclude that there is improvement students' score. It could be conclude that the student achievement during the implementation of pre-questioning

From the result of pre-test and post-test, the researcher have conclusion. There are differences the students' score between before being taught by using pre-questioning technique and after being taught by using pre-questioning technique. The data present that the score after being taught by using pre-questioning technique is better and higher than before using pre-questioning technique. So, pre-questioning technique is effective to teach reading comprehension for the students' at SMP Islam Assalam Jambewangi.

## **2. Hypothesis Testing**

From the data analysis it could be identify that:

3. When the value of  $t_{\text{count}}$  is bigger than  $t_{\text{table}}$  or the significant level is smaller than 0.05 (5%), the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It means that there is ): there is any significant effect of using pre-questioning technique on the students' reading comprehension achievement in narrative text of the second grade of SMP Islam Assalam Jambewangi. It also means that there is different score to the students before and after being taught by using pre-questioning technique. So, the different is significant.
4. When the value of the significant level is bigger than 0.05 (5%) or  $T_{\text{count}}$  is smaller than  $T_{\text{table}}$ , the null hypothesis ( $H_o$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. It means that there is no any significant effect of

using pre-questioning technique on the students' reading comprehension achievement in narrative text of the second grade of SMP Islam Assalam Jambewangi. It also means that there is no different score before and after being taught by using pre-questioning technique. So, the different is not significant.

After the researcher knew about the scores of pretest and posttest, the researcher want to know the significant level. To know whether the significant level is bigger or smaller than  $t_{table}$ , the researcher analyzed the data by using T-test in SPSS 16.0 for windows. It was intended to find out whether or not pre-questioning technique gave effect on the students' reading comprehension achievement. After entered the score before treatment and after treatment to be SPSS 16.0 for windows, the result it shows bellow:



**Table 4.10 The Result of analyzing Paired Sample Test**  
Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Sebelum pelatihan – Setelah pelatihan	-8.66667	3.53009	.67937	-10.06312	-7.27021	-12.757	26	.000

Interpretation for the data can be done by concerning on the value of  $t_{\text{count}}$  and significant value (Sig). The researcher uses both of them to analyze the data and the test the hypothesis. In this case,  $t_{\text{count}}$  is compared to  $t_{\text{table}}$  whereas if  $-t_{\text{count}} < -t_{\text{table}}$  or  $t_{\text{count}} > t_{\text{table}}$ , so null hypothesis ( $H_0$ ) is rejected and if  $t_{\text{table}} \leq t_{\text{count}} \leq t_{\text{table}}$ , so null hypothesis ( $H_0$ ) is accepted (Priyatno, 2008:77). In addition, in interpreting significance value, if it is higher than 0.05 (Sig > 0.05),  $H_0$  is accepted while if it is lower than 0.05 (Sig < 0.05)  $H_0$  is rejected. In other words,  $H_0$  is rejected if Sig < 0.05 and  $t_{\text{count}} > t_{\text{table}}$ .

On the table 4.10 shows the result of output Paired sample T test. The number of  $t_{\text{count}}$  is -12.757 and  $t_{\text{table}}$  is -2.056. The result of computation is  $-12.757 < -2.056$  ( $12.757 > 2.056$ ) while the significance value < 0.05 (0.00 < 0.05). The researcher make the conclusion that the  $t_{\text{count}}$  is bigger than  $t_{\text{table}}$  the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis is rejected. Its mean that there is any significant effect of using pre-questioning technique on the students' reading comprehension achievement in narrative text of the second grade of SMP Islam Assalam Jambewangi. Whereas null hypothesis ( $H_0$ ) which

state that there is no significant effect of using pre-questioning technique on the students' reading comprehension achievement in narrative text of the second grade of SMP Islam Assalam Jambewangi. So, the result is pre-questioning technique is effective to teach reading comprehension tex in narrative text. It means that after being taught by using pre-questioning technique can give good effect on the students reading comprehension achievement in narrative text.

## **B. Discussions**

The resul of the data analysis, the researcher knows that the mean of the total score of 27 students before being taught by using pre-questioning technique is 70.4074. However, after implementing pre-questioning technique in teaching reading comprehension to the students who have difficulties in comprehend the content of the narrative text, the mean of the total score increase 9.6667. At the present, the mean of their reading comprehension score is 80.0741. Accordingly, it can ba noted that the students after being taught by using pre-questioning technique proved to have better reading comprehension compared with those are before being taught by using pre-questioning technique. Beside that, based on the statistical using analysis T-test with the significant level 0.05 and the d.f=26 shows the value of table "t" = (2.056) while the  $t_{count}$  is (12.757). Because the  $t_{count}$  is higher than  $t_{table}$ , it means that alternative hypothesis ( $h_a$ ) is accepted and null hypotheis is rejected.

The finding of this research stating that pre-questioning technique is considered as an effective for the students' reading comprehension achievement in narrative text. It is in line with previous researcher. The first

research had been conducted by Jayanto (2012), he had entitled Improving The Students' Achievement In Reading Text By Using Pre-Questioning Before Reading At The Second Year Students in MTs.N Bandung In Academic Year 2011/2012. The finding in his research is pre-questioning technique could improve the students' reading achievement. The second research had been conducted by Ana (2013) entitled The Effectiveness Using Of Pre-Questioning Technique To Enhance Reading Narrative Text Comprehension The Second Grade Students At SMP N 1 Banyubiru In Academic Year 2013/2014. In the second research, the finding is teaching reading through by using pre-questioning technique is effective than without using pre-questioning technique.

As mentioned by Harmer's (1985:153) that was giving pre-questioning will help students in getting specific information from the text. Based on the result of test from teaching reading by using pre-questioning technique, its make the student understand the text easily. In another word, pre-questioning technique has best effect in helping students to find supporting detail. The increasing of the students score of supporting detail is was caused by pre-questioning wich help the students to get specific information.

In fact, pre-questioning technique can improve students' mastery in reading comprehension achievement. This finding was supported by theory provided by Dochy, Segers & Buehl (1999:157) said that Pre-questioning is basically some questions which are provided before the students read the whole text, in order to build the reading schemata and prior knowledge of the students

and also to rise the interest, and their cognitive aspect to predict what will faced by them in the next whole text. The philosophy of pre-questioning is it can effectively build the students' prior knowledge and motivation before the students read the text. Of course prior knowledge has a large influence on students' performance, explaining up to 81% of the variance in posttest scores.

The implication of the findings on English Language Teaching (ELT) is pre-questioning can help the student to predict the content of the text before they read the text. During the implementation of pre-questioning technique, the teacher always tried to speak English although only few students answered her in English. Because, all the form of guide pre-question is English Language. Some students answered the teacher's question in Indonesia, but the teacher tried to guide her students by repeating their answer in English whenever they spoke or answered the questions in Indonesia. This is can Increase the students vocabulary in English and increase the motivation.

In applying pre-questioning technique, the teacher gave the students some questions related to the content of the reading text that given to them. In this research, the teacher used questions or exercise as a tool of measurement in order to know the students' result after being taught by using pre-questioning technique. The result of this research showed that there is the improvement of students' score in pretest and posttest. In another word, pre-questioning before the students reading the text is very important. Because, this technique can built prior knowledge and help the students to predict what they will have read on the text. The theory above can accepted, because it can make student know

about they read the text before and it can improve on the students' reading comprehension achievement in narrative text at the second grade at SMP Islam Assalam Jambewangi.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Based on the description and findings presented the previous chapter, a conclusion and suggestion are presented in this chapter. The conclusion is substantively tied up with the research finding as the answer of research question and also summarizes all discussion of the research finding. Meanwhile, the suggestion is reflecting of the presentation of the research finding, the discussion, and conclusion. The formulation of suggestion must be in accordance to the significance the research.

#### **A. Conclusion**

From the result of research finding, it can be conclude that applying pre-questioning technique in reading comprehension, the students are able to predict the content of the text before reading the text. This is due to the fact that some questions addressed by the teacher related to the content of the text. This can help students to get better understanding during reading activities. It can motivate the students to read and answer the question. Moreover, in guiding the the students to undertand the text better, the teacher can connect between the students' experiences and prior knowledge towards the content of the text. The data analysis showed that more than half of the students had high score from the teacher's in reading class after being taught by using pre-questioning technique. Therefore, pre-questioning technique is effective in

teaching reading and it is suggested to use in English teaching. The questions or exercise that given by the teacher is to measure the students after being taught by using pre-questioning technique on the reading comprehension achievement.

### **B. Suggestions**

Dealing with conclusions, this research had proven that the use of pre-questioning technique in teaching reading comprehension achievement is effective. The researcher would like to give some suggestions for pedagogical implication related to implementation pre-questioning technique for teaching reading comprehension achievement. The first is for the teacher, in applying this technique the teacher should consider the level of difficulty in the term of the material and the students' background knowledge before the teacher give the question for the student. Since the students' ability in comprehending narrative text was moderate, the teacher should give more explanations about learning through pre-questioning technique and the teacher also asks the students to read a lot, to add their vocabulary, how to read a text with some technique. Then, the teacher should design the class activities and not only activate the teacher but also the students. Teacher creativity in giving appropriate question related to the content, because by appropriate questions that given by the teacher can help the student to predict the content. In here, the teacher should have a time because to make students focus on the subject especially on the reading text.



The second is for student. The researcher recommended for the students learn more about reading comprehension of narrative text of the main idea and supporting detail especially and the students should be obligated to bring dictionary in every English class. Because, it will help much both for the teacher and the students since the students can find the new vocabularies or difficult words.

Moreover, the researcher would like to suggest to the future researcher. This research is not perfectly yet. Moreover, It is recommended for them to develop other method, technique which is more effective and interesting to teach reading. This research still need revise by the other researchers not only in the same topic with this study but also in different topics and aspects which are closest to this research topic.

## REFERENCES

- Anderson, Khaty and Mark. 2003. *Text type in English 2*. South Yarra: Macmilan
- Arikunto, Suharsimi. 1997. *Prosedure Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Bima Aksara
- ..... Suharsimi. 2002. *Prosedur penelitian Suatu Pendekatan Praktek*. Jakarta: RinekaCipta
- ..... Suharsimi. 2006. *Prosedur penelitian Suatu Pendekatan Praktek*. Jakarta: RinekaCipta
- ..... Suharsimi. 2010. *Prosedur penelitian Suatu Pendekatan Praktek*. Jakarta: RinekaCipta
- Brown, H. Douglas. 2001. *Teaching by Principles*, SanFarnisco: addison Wesley Longman. Inc.
- ..... H. Douglas. 2004. *Language Assessment: Classroom Practices*. USA: Pearson Education
- ..... H. Douglas. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regent
- Dochy, F., Segers, M. & Behl, M.M. 2009. *The Relationship Between Assessment Practices and outcomes of Studies: The Case of The Research on Prior Knowledge*. Review of Educational Research
- E Israel, Susan & G. Duffy, Gerald. 2009. *Handbook Of Research On Reading Comprehension*. New York: Routledge
- Gay, L.R. 1992. *Educational Research Competencies for analysis and application Fourth Edition*. MacMillan: MacMillan Publishing Company
- Harmer, Jeremy. 1989. *The practice of English Language Teaching*. London: Longman
- ..... Jeremy. 1991. *The Practice of English Language Teaching*. Essex: Longman

- Iwuk P. 2007. *A Guidance For Reading Comprehension.: Panduan Memahami Bacaan*. Yogyakarta: PT Citra Adi Pratama
- Klinger et al. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. America. The Guilford Press
- Muijs, Daniel. 2004. *Doing Quantitative Research in Education*. London, Thousand Oaks, New Delhi: Sage Publications
- Nunan, David. 1991. *Language Teaching Methodology*. New York: prentice Hall.
- Oxford Learners' Pocket Dictionary. 2011. Oxford: Oxford University Press
- Patel, Dr. M.F, & Praveen M. Jain. 2008. *English Language Teaching (Method, tools, Technique)*. Jaipur: Sunrise Publisher& Distributors
- Prasetyo, Bambang. 2005. *Metode Penelitian Kuantitatif*. Jakarta: PT Raja Grafindo Persada
- Risdianto, Faizal. 2012. *Effective and Efficient Reading*. Solo: Rustam Publishing.
- Silberstein, Sandra. 1994. *Technique and Resources in Teaching Reading*, Oxford: Oxford University Pres.
- Sudijono, Anas. 2008. *Pengantar Statistik Pendidikan*. Jakarta: PT.Raja Grafindo Persada
- Sudjana, Nana. 2007. *Penelitian dan Penilaian Pendidikan*. Bandung: Sinar Baru Algensindo
- Sujianto, Agus Eko. 2009. *Aplikasi Statistik dengan SPSS 16.0*. Jakarta : PT. Prestasi Pustakarya
- Suyanto, Kasihani. 2010. *English for Young Learners: Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik, dan Menarik*. Jakarta: Bumi Aksara
- Djago, Tarigan dan Taringan, H.G. 1986. *Teknik Pengajaran Keterampilan Berbahasa*. Bandung: Angkasa
- Toendan, Wido H. 2006. *Educational Research Methods*. Palangkaraya: Unpublished Teaching Material