

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF PRE QUESTIONING
TOWARD READING COMPREHENSION
AT THE NINTH GRADER STUDENTS OF SMP MUHAMMADIYAH 3 METRO**

Presented as a partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan Islam (S.Pd. I)
In English Education Study Program



BY :

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**TARBIYAH DEPARTEMENT
ENGLISH EDUCATION STUDY PROGRAM**

**STATE OF ISLAMIC COLLEGE
(STAIN) JURAI SIWO METRO
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STATEMENT OF RESEARCH ORIGINALITY

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Metro, January 30th 2012

SITI PURNAMA SARI
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MOTTO

“Or more of midnight, and read the holly Qur’an
truly”

(Al Muzzammil: 4)

“There is no success without reading, and the
success of reading is someone understands about
the grammatical form
and its meaning.”

DEDICATION PAGE

With all my heart, I dedicate this undergraduate thesis for:

1. Allah SWT, thanks God All about the precious gift inside to me.
2. My beloved Parents as spirit of my life who always supports, protects and advices me.
Thanks for your everlasting love, and incessant prayer.
3. My beloved husband, thanks for your love and your support.
4. My beloved brothers and sisters always support me to be successful in my education.
5. My beloved friends in STAIN Jurai Siwo Metro, I will never forget you all.
6. My Almamater, State Islamic College (STAIN) Jurai Siwo Metro.

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Peace is upon to Prophet Muhammad SAW, the last messenger and prophet, the one who brings human life from the darkness to the lightness. This undergraduate thesis is presented is partial fulfillment of the requirement the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Program in STAIN of Jurai Siwo Metro.

For the accomplishment of this an undergraduate thesis, the writer would like to thank to:

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This researcher also gives special thanks to my beloved parents, brother, sister, family, friends and all people who have given support and spirit, so the researcher could finish this undergraduate thesis.

Finally, the researcher realizes that this undergraduate thesis is far from completeness. Therefore, suggestion and criticism are expected. The researcher hopes that this undergraduate thesis can add information and be useful for development of science especially in English and other science generally.

Metro, January 30, 2012

The Researcher

SITI PURNAMA SARI

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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. In Indonesia, English considered as the first foreign language and taught formally from Elementary School up to the university level.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill.

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 the student's 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 the students have a good ability in reading, they will have a better chance to succeed in their study.

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. Sometimes, they may find form of pre-questioning and it is important for them

to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text. Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get good comprehension in reading.

This research will be held at the ninth grader of SMP Muhammadiyah 3 Metro which is consist of two classes for about 58 students there, and after doing the pre-test at the ninth grade of SMP Muhammadiyah 3 Metro at Imam Bonjol Street, Hadimulyo no. 102 Metro, the researcher gets the result as bellow:

Table 1
Students result in reading comprehension test
(Pre- Test on April 12, 2011)

No	Score	Explanation	Frequency	Percentage
1	0 – 50	Poor	35	60.34 %
2	51 – 64	Fair	15	25.86 %
3	65 – 79	Good	5	8.62 %
4	80 – 99	Excellent	3	5.18 %
Total			58	100 %

The English standard value in this school is 65 so from the data above, it can be known that the students' reading comprehension is low, and after having an interview with the teacher and the students, the researcher finds some cases in teaching English especially on reading subject. The main factor that influence this problem are the low strategy and technique in reading, beside it most of the students not interest with the topics because they feel that topics are very difficult to be understood.

Based on the explanation above, the researcher is interested in finding out the influence pre-questioning toward reading comprehension at the ninth grade students of SMP Muhammadiyah 3.

B. Problem Identification

Based on the background above, the problems are identified as follows:

1. The students have difficulties in reading comprehension, because the kind of the reading text is not suitable with the students' reading comprehension level.
2. The student's strategy and technique is low in understanding the text, it makes the students have difficulty to get main information from the text.
3. The less interest and motivation of students to read reading text. So it can make the students have difficulty to associate and learn the new information in the reading text
4. The low reading result of the students of ninth graders of SMP Muhammadiyah 3 Metro.

C. Problem Limitation

In this study, the researcher only focuses on the influence of pre-questioning toward reading comprehension. It is conducted only for the ninth graders of SMP Muhammadiyah 3 Metro in Academic year 2011/2012. Thus, the result of this study only generalized or applied to the target population, specifically to the ninth grade student of SMP Muhammadiyah 3 Metro.

D. Problem Formulation

The problem formulation in the research is “The Influence of Pre-Questioning toward Reading Comprehension at the ninth graders of SMP Muhammadiyah 3 Metro, in the academic year 2011/2012.”

E. Objective and Benefits of the Study

In every research, there will be aim and purpose. At the end of this research the researcher hopes that will have some advantages to the boarden teaching and learning process.

a. The Objective of the Study

This research is aimed at:

Finding out the influence of Pre-Questioning toward Reading Comprehension.

b. The Benefits of the Study

The study is expected to be benefit as follows:

1. Giving a description about the influence of treatment with pre-questioning and without pre-questioning on the students’ reading comprehension achievement.
2. Proving the result in reading comprehension scores on the Ninth Graders of SMP Muhammadiyah 3 Metro.

3. Giving a reference to development of teaching learning process especially in reading, that pre-questioning can make the students' reading comprehension will be better.
4. Giving a contribution to the students how to improve their skill in comprehending about the reading text.

CHAPTER II

THE REVIEW OF RELATED THEORY

A. Theoretical Review

1. Reading

a. The Concept of Reading

There are four skills in English which should be mastered, they are: reading, speaking, listening and writing and it cannot be denied that reading is one of the most important. Etymologically, the word “reading” in Oxford Advanced Learner’s Dictionary of Current English can be defined as follows: “1) Act of one who reads, 2) Knowledge, especially of books, 3) Way in which something is interpreted or understood.”¹

Terminologically, there are many experts that have different definitions for reading, but here the writer will take several definitions according to the experts as follows:

The first statement from Sanggam Siahaan, he state that “The receptive written language skill is called reading. It is the skill of reader or a group of reader to interpret information transferred by a writer.”² The second statement according to Anthony in Thomas SC Farrell’s book, “reading is the process of construction among the reader’s existing knowledge, the information suggested by the written

¹ AS Hornby, *Oxford Advanced Learner’s Dictionary of Current English*. Oxford University Press, London, 1974, P.699

² Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.3

language, and the context of the reading situation.”³ Reading English text is important for us because by reading, the students get knowledge and information, but for having a good reading is not easy, the student need more understanding about the content of reading text. Because of this, the students need some strategies to comprehend the text.

Based on explanation above, it can be known that reading is a process to convey the message or information. 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 understood and comprehended easily by the readers.

b. The Concept of Reading Comprehension

It is necessary for the students of Junior High School to comprehend reading. Comprehension is a process where the reader constructs meaning by interacting with the text.

Jean Wallace Gillet and Charles Temple states that comprehension is “understanding new information in light of what we already know.”⁴ 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.

According to Harris and Sipay, Reading Comprehension is “the result of the interaction among the reader’s perception of the graphic symbols that represent

³ Thomas SC Farrell, *Planning Lessons for a Reading Class*, SEAMEO Regional Language Centre, Singapore, 2002, p.1

⁴ Jean Wallace Gillet and Charles Temple, *Understanding Reading Problems*, United State of America; Harper Collins College Publisher, 1994. P.35

language, linguistic skills, cognitive skills, and knowledge of the world.”⁵ It can be known that 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.

Based on that statement above, reading is not only read, but also needs mind to think what we read and our language skills, without using that skill, someone will get misunderstanding in comprehending what the author message on the reading text.

In comprehending a topic, 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 strategies that will help the reader become a better reader.

1). Skimming

Skimming is a reading strategy that involves students looking through the text rapidly for the general meaning of an article. Skimming means getting the main point or gist before one reads for detail. The idea of skimming is not only to get main idea of a passage but also to increase the speed of reading.⁶

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

2). Scanning

⁵ Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability*, Longman: New York & London, 1984, p.444

⁶ Thomas SC Farrell, op. cit, P.28

Scanning is “a reading strategy that involves students reading a text in order to find specific information, it is a slower process than skimming.”⁷ It can be known that the students can learn that they do not have to read every word in the text in order to obtain specific information. To enable the student to scan effectively, he or she should know what kinds of information he or she need, also, he or she should have the strong belief where he or she will find such information needed from the text.

c. Models of Reading

1. Top-Down Model

The top-down model argues that readers bring prior knowledge and experiences to the text and that they continue to read as long as the text confirms their expectations.

2. Bottom-Up Model

The bottom-up model suggests that a reader reads the words, and sentences and looks at the organization of the text (without relating it to experiences or prior knowledge) in order to construct meaning from hat was written text, meaning depends both on knowledge of vocabulary plus syntax.

3. Interactive Model

The interactive model argues that both top-down and bottom-up processes occur when a person reads a text.⁸

Models of reading above used by reader when they trying to understand the meaning of reading text, they use their previous knowledge and experiences of the topic when they trying to understand the meaning of a passage.

⁷ Ibid, P.29

⁸ Ibid, P.2

d. Levels of Proficiencies in Reading

Following are readers of four different levels of proficiencies according to Alice C. Omaggio in Siahaan's book, there are:

1) Novice-level readers

Novice-level readers are able to recognize the writing symbols, words and expression used in some texts containing in general topics of their common experiences, such as basic classroom objects, colors numbers clothing telling the times, to read recombined short narrative and dialogues with a comprehension at minimal except for simple memorized material.

2) Intermediate level readers

Intermediate level readers are able to get main gist, key ideas and some supporting details of narrative text types on familiar topics such as instructions, personal information, money matters, meeting arrangement, well with some common misunderstanding of finer points.

3) Advanced level readers

Advanced level readers are able to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context and

descriptions, narrations and technical prose which contain newspaper accounts, instructions, directions, routine reports, non-technical prose, academic texts, current events, press, politics, economics, education with an enhancement of detail comprehension, but not still totally precise.

4) Superior level readers

Superior level readers are able to comprehend most materials on concrete and abstract topics, get main idea and most of the supporting details, understand new vocabulary in context through contextual guessing strategies which are written in lengthy narrative and description of all types of newspaper accounts, technical report, literary text that contains most practical, social abstract and professional topics in special fields of competence and particular areas of interest.⁹

Based on the explanation above the student of junior high school included in Intermediate level readers, they are must be able to get main gist, key ideas and some supporting details of report, persuasion or descriptive text types on familiar topics such as instructions, personal information, money matters, meeting arrangement, well with some common misunderstanding of finer points. Pre questioning before reading can help the student to comprehend the content of the text

⁹ Sanggam Siahaan, *Issues in Linguistics*, Graha Ilmu, Yogyakarta, 2008, P.106-107

e. Two Key Factors in Reading Comprehension

1. Prior Knowledge

Prior knowledge may be defined “as all the information an individual has in her or his long-term memory.”¹⁰ Prior knowledge or usually called background knowledge is important to create new knowledge, for without prior knowledge written material would be meaningless. The more knowledge the students can bring to bear, prior knowledge must be activated to be useful, the more likely it is that the material will be understood. Prior knowledge helps the students to comprehend what is written and making inferences or predictions about the text.

2. Schema Theory

Schema Theory attempts to explain how is “represented in the mind and how those representations facilitate the use of knowledge.”¹¹ A schema includes other information related to the concept and how this knowledge is to be used. Schemata allow the students to understand far beyond what is stated in the text. There are two categories of schemata, as follows:

- a) *Content Schemata* include what we know about people, the world, culture, and the universe
- b) *Formal Schemata* consist of our knowledge about discourse structure.

In line with the explanation above, the writer conclude that the use of pre-questioning is to build readers’ content schemata which are related to the background of knowledge.

¹⁰ Albert J. Harris and Edward R. Sipay, op. cit, P.480

¹¹ Ibid, p.481

f. Reading as a Process of Predicting

Reading has been considered only as a visual activity, because we do with the eyes. Reading is also an active process of predicting what is likely to come next. Our brain processes the visual information from our eyes, rapidly forming and revising hypotheses about the form and content of what you are reading.

Thomas SC Farrell state that “Prediction creates anticipation and gets students thinking about previous experience they may have had about the topic before they read about it.”¹² The purposes in using prediction is to motivate the students to increase their comprehension.

Thus, in this study the writer conclude that pre-questioning as the strategy to build up and to rise the students’ skill in predicting what will face by them in the whole text.

g. Some Factors that Influence Students’ Reading Comprehension

There are two factors that influence the students’ reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

1. The Internal Factor

The internal factor means the factor which come from the student himself. Or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

¹² Thomas SC Farrell, op. cit, P.27

a. Motivation

According to Ariani Niken & Dany Haryanto For success in learning process, motivation factor is main key.”¹³ “Motivation is some kind of internal of internal drive which pushes someone to do things in order to achieve something.”¹⁴ Motivation plays an important role in comprehending the text. The students will be motivated to read when they felt that they need something from the text. Brown divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.

Edward Deci in Brown’s book defined intrinsic motivation, as follow:

Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward... Intrinsically motivated behaviors are aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination.¹⁵

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

b. Interest

Interest is being one of the important factors in order to increasing the students’ comprehension achievement in reading. If one has interest to read, it

¹³ Ariani Niken & Dany Haryanto. *Pembelajaran Multimedia di Sekolah*. Prestasi Pustaka.Jakarta. 2010. P75

¹⁴Harmer, Jeremy. *The Practice of English Language Teaching*. New York: Longman, Inc. Tt, P.81

¹⁵ Douglas Brown, *Teaching By Principles*, San Fransisco State University: Person Education, 2001, P.76

means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

In line with the explanation of motivation and interest above, in this study the writer interested to use pre-questioning to build up the students' motivation and interest, and also want to see the effect of using pre-questioning in relationship with the students' reading comprehension achievement. Because, it is impossible for the students to understand the text if he or she has no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

2. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a. Reading Material

Other approaches in which learners are given choice in selecting reading material offer a degree of intrinsic motivation.¹⁶ The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

b. Teacher of Reading

¹⁶ Ibid, P.313

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension.

2. Pre Questioning

a. Questioning Strategy

Strategy used to describe a specific technique. Douglas Brown states that “the most important key to create an interactive learning is the initiation of interaction from the teacher by using question.”¹⁷ “Class participation and effective thinking are affected by the questions teacher ask.”¹⁸ Participation could be increased if teacher would increase the wait time between asking question and expecting respons.

Appropriate questioning can fulfill a number of different functions, such as:

1. 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.
2. Teacher question can serve to initiate a chain reaction of students interaction among themselves.
3. Teacher questions giving immediate feedback about students' comprehension.
4. 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.

¹⁷ Ibid, P.169

¹⁸ Johanna Kasin Lemiech, Classroom Management, California, Harper & Row Publishers Inc, 1979, P.243

Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information already known by the teacher and the students. In this study, the researcher interested to use pre-questioning in order to make the general frame of the knowledge.

b. Pre Questioning

Based on Brown's explanation above 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.

According to Muge Karakas "Pre-questioning involves presenting students with a set of written questions or having students generate their own questions on the topic of the reading passage."¹⁹ It can develop the students prior knowledge and schemata. The aim of the activity is two-fold, they are:

- 1) pre-questioning functions to motivate students to read what follows for a purpose, that is, to gain the requisite information to answer the question. Being motivated is one of the most important factors that can help students in the process of reading, the more students look forward to reading and anticipate in their minds

¹⁹ <http://eku.comu.edu.tr/makaleler/3.html>. Muge Karakas. *The Effects of Pre Reading Activities on ELT Trainee Teachers Comprehension of Short Stories*. Ttp

what the text could hold in store for them, the easier it will be to grasp the main points of the passage.

- 2) Pre-questioning also functions to get students to predict within a context area what the text will be about, before studying the text. They make students aware of what they wish to learn about the topic, since these questions set purposes for reading.

c. Kinds of Pre Questioning

According to Harmer (1985) in Mahdalena's thesis, 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:

1) 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.

2) 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 seen the text only to extract the information the questions demand.

3) *Pre-questioning before reading for general comprehension*

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

4) *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.²⁰

Based on the explanation above, in this study the researcher 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. Related to this study, the researcher use pre-questioning with Indonesian version, because the form of pre-questioning is only to deal the students' background knowledge. Thus, the students can predict easily what will be discussed on the text, after they read and answer the pre-questioning.

²⁰ Mahdalena, Leny, *Effects of Pre-questioning on the reading comprehension achievement of the second grade students at SMAN-2 Jekan Raya, Palangkaraya, 2007.*

c. Kinds of Questions in Reading Comprehension

According to Loughed and TOEFL Information Bulletin in Djiwandono, usually the questions in reading comprehension tests are about:

1. Main idea
2. Supporting details
3. Inferring meaning
4. Passage structure
5. Author's aim
6. Knowledge about certain vocabulary
7. Defining vocabulary based on the context²¹

In this study, the researcher only concerns on main ideas and supporting details, because two kinds of reading comprehension test above are most important specific comprehension skills.

a. Main Ideas

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

²¹ Djiwandono, P. I. *Strategi Membaca Bahasa Inggris*. Jakarta : PT. Gramedia Pustaka Utama. 2002. P.97

mainly concerned? 3) What is the main part of the passage? 4) Which of the following would be the best title?²²

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 words 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) Which of the following question does the passage answer? 2) According to the passage, which statement is true? 3) When did ‘something’ happen? 4) Who did ‘something’?²³

Based on the concept above the researcher try to investigate the influence of pre questioning toward reading comprehension and take the result from the research.

B. Theoretical Framework and Paradigm

1) Theoretical Framework

A research must have a theoretical framework as a concept for basic in research. There are two variable in this research. There are independent variable (X) and dependent variable (Y). The independent variable (X) is pre questioning and the dependent variable (Y) is reading comprehension.

²² Ibid, p. 98

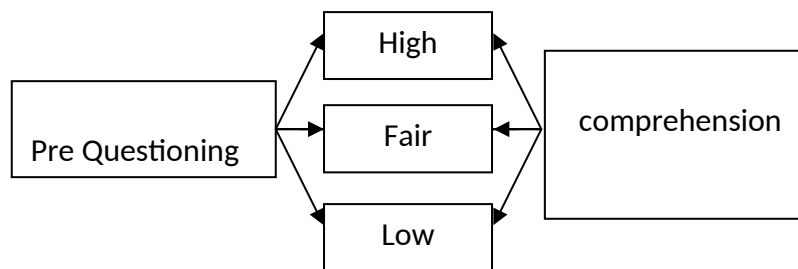
²³ Ibid, P. 99

Pre-questioning will give influence of the students in reading comprehension. The students are expected to be active in understanding a text as good, after they are given pre questioning. Therefore the implementation of pre questioning is important to build the students motivation and as the result, the student will follows and participate the lesson seriously.

Reading comprehension is one the objective in teaching learning. The students must understanding and knowing the content of a text that the teacher has given it to them.

2) **Paradigm**

Based on the theoretical framework above the researcher describes the paradigm as follows:



The researcher interprets the paradigm above as following:

- a. If the grade of students' pre questioning is high, the grade of students' reading comprehension will be too.
- b. If the grade of students' pre questioning is fair, the grade of students' reading comprehension will be too.
- c. If the grade of students' pre questioning is low, the grade of students' reading comprehension will be too.

C. Hypothesis Formulation

Based on the theoretical framework and paradigm above the researcher formulates the hypothesis as follows:

1) Alternative Hypothesis (H_a)

H_a : There is a positive and significant the influence of pre questioning toward reading comprehension at the ninth graders of SMP Muhammadiyah 3 Metro in the academic year of 2011/2012.

2) Null Hypothesis (H_0)

H_0 : There is no a positive and significant the influence of pre questioning toward reading comprehension at the ninth graders of SMP Muhammadiyah 3 Metro in the academic year of 2011/2012.

CHAPTER III

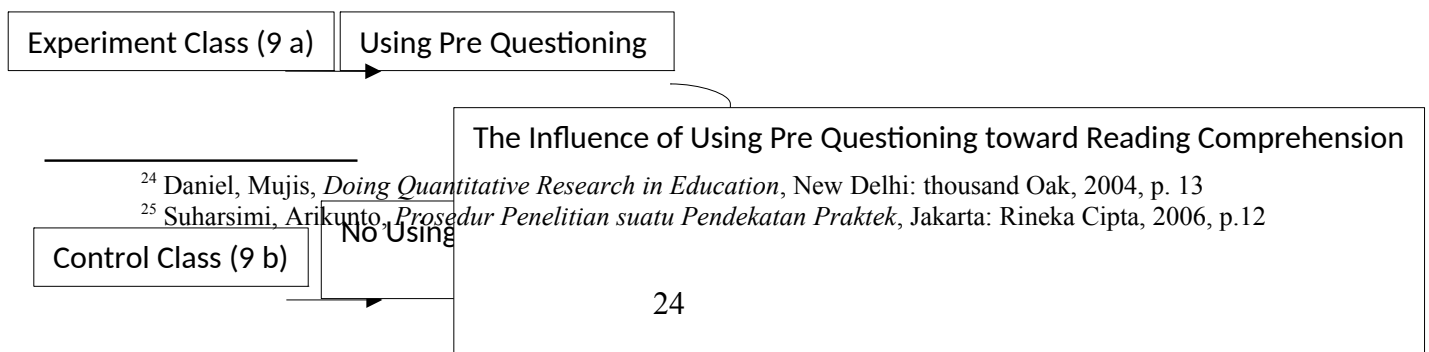
RESEARCH METHODOLOGY

A. Research Design

The focus of the research is the influence of Pre-Questioning Toward Reading Comprehension and it uses experimental design. In the experimental design there are two types experiment and control class. Such as Daniel Mujis said that there are two main types of quantitative research design, experimental design and non-experimental design. Basic from Experimental design is the experiment, which can be defined as: a test under controlled condition that is made to demonstrate a known truth or examine the validity of the hypothesis. The key element of this definition is control, and that is where experimental research different from non-experimental quantitative research.²⁴

Suharsimi Arikunto defines quantitative research as “appropriate with the name, this research is much demaded by using number, beginning from collecting the data, interpretation toward the data, and the result.”²⁵

Based on the definition of research method above, this research used the quantitative research. In this research used experimental research.



B. Population and Sampling Technique

1. Population

According to Kumarsingh “population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed”²⁶

It means that the population is all subject that will be observed in this research. The population of this research is the ninth grade students of SMP Muhammadiyah 3 Metro in the academic year of 2011/2012. There were three classes that consist of 84 students.

2. Sampling Technique

According to Edi Kusnadi “sample is the part of population that will be research.”²⁷ In deciding the experiment class, the researcher use the cluster sampling, and decide that class IX A as an experiment class and class IX B as a control class. And the total of students is presented bellow:

Table 2

The Total Students used in Sample

No	Class	Gender	Total
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²⁶ Yogesh Kumarsingh, *Fundamental of Research Methodology and Statistics*, New Delhi, new age international (P) limited, 2006, P.82

²⁷ Edi, Kusnadi, *Metode Penelitian*, (Bandar Lampung: Gunung Pesagi, 2002), p. 80

		Male	Female	
1	IX A (Experiment Class)	18	9	27
2	IX B (Control Class)	20	11	31

Experiment class as the class that use pre questioning in reading comprehension and control class as the class that not use pre questioning in reading comprehension, and all of this action is to know whether pre questioning has some influences on the students reading comprehension.

C. The Operational Definitions of Variables

Operational definition is “the definition which based on characteristic of the things that will be defined, and it can be observed or measured.”²⁸ Meanwhile, variable can be defined as an attribute of a person or of an object which “various” from person to person or from object to object. Based on the quotation above, the operational definition of variables as following:

1. Independent Variable

²⁸ Edi Kusnadi, *Op. Cit*, p. 75

The independent variable (X) in this research is the implementation of pre questioning at the teaching reading especially on reading comprehension in the ninth graders of SMP Muhammadiyah 3 Metro in the academic year 2011/2012.

The students must be able to understand a text as good, after they are given pre questioning.

2. Dependent Variable

Dependent variable (Y) of this research is Reading Comprehension at in the ninth graders of SMP Muhammadiyah 3 Metro in the academic year 2011/2012, it can be known the students must understanding and knowing the content of a text that the teacher has given it to them.

D. Data Collection Method

1. Documentation

The data documentation method is a searching data on variable that percent in a document form. Documentation method is search the data about thing or variable that is performed in document, transcript, book, paper, magazine, pre test, notable meeting, ledger, agenda and etc. From the definition above the writer have opinion that the documentation is the way to get data as important as possible by using the

documentation. And the documentation is used to know the data story of students, teacher, staff and other element of SMP Muhammadiyah 3 Metro.

2. Test

The test is using for knowing students ability in English, it can be about grammatical text comprehending, vocabularies comprehending, etc. In this research will be conducted pre-test and post-test either for experimental class or control class.

3. Interview

Interview is using for knowing students motivation in learning English. The researcher will ask to the students and teacher.

E. Research Instrument

The research instrument in this research is test which will be described as follow:

Instrument Blueprint

Arranging the grilles of instrument based on concept definition and operational definition. Research instrument that will be used in this research is test. The researcher used the test as an instrument to collect the data. There were two kinds of instruments in this research, they were: Instruments for the experimental class and for the control class. The tests were in the form of essay and multiple-choice. The multiple-choice used for the reading comprehension tests and essay used for the Pre-questioning questions. The total numbers of test items for the experimental class were 30 items and 20 test items for the control class. The higher score is 100 and the lower score is zero. The score will be calculated based on the formula as bellow:

<u>The correct answer</u> X 100%
Total of questions

Below are the descriptions of instrument blueprint:

Table 3

Instrument blueprint of Pre-questioning and Reading Comprehension

No	Variable	Indicators	Total Items	Type of Text	Form of Test
1.	Independent Variable (X) Pre- Questioning	Pre- questioning before reading for general comprehension	4 items	-	essay
		Pre- questioning before reading to confirm expectations	6 items	-	essay
2.	Dependent Variable (Y) Reading Comprehension	Main Idea	9 items	Report, Descriptive and Persuasion	Multiple Choice
		Supporting Details	11 items	Report, Descriptive and Persuasion	Multiple Choice

F. Data Analysis Technique

To investigate whether there is positive and significant influence of using pre questioning toward reading comprehension at the ninth graders of SMP Muhammadiyah 3 Metro in the academic year of 2011 / 2012.

The researcher used simple statistical formula to comparing the result of the pre-test and post-test. The data will be analyzed by using T-Test formula to know the significant and the treatment effect, before analyzing the data by using T-Test, the writer will account the variants of populations.

The formula is:

$$S_g^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where:

$$S_g^2 = \text{cluster of variants}$$

S = standard deviation

n = total of students

Furthermore the data will be analyzed by using T-Test, the formulation is:

$$t_{hit} = \frac{\bar{X}_1 - \bar{X}_2}{S_g \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where: \bar{X}_1 and \bar{X}_2 = Mean calculate

$$S_g = \text{cluster of variance}$$

n = total of students

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. General Description of SMP Muhammadiyah 3 of Metro

SMP Muhammadiyah 3 of Metro is a private school which was established in 1957, is located at Imam Bonjol street Number 102 Hadimulyo East of Metro. Just like another private school is owned by private institution. It was under of Elementary and Intermediate Education Majlis of Muhammadiyah Hadimulyo. It is organized by Muhammadiyah Education Foundation. It gives full authority to the head master to run teaching and learning process. This school has been accredited by Badan Akreditasi Nasional, it gets B accreditation score in the last.

SMP Muhammadiyah 3 of Metro has twelve class rooms (one of them is used for language laboratory too), one computer laboratory, one head master and administration room, one teacher's room, one library room, and two toilet rooms.

The human resources available to support teaching learning activities consist of, Head Master, Four vice head master, Twenty teachers, Two administrative staff, One librarian, One Office Boy.

Vision of SMP Muhammadiyah 3, is very simple. They are “Islamic, Popularize and have certain quality”. The Vision describes in Mission as follows: Competence, Democracy, Transparency, Professional, Accountability.

The goals of SMP Muhamamdiyah 3 of Metro are: quality outputs, professionalism, have a certain quality, and religious. To reach the goals, SMP Muhammadiyah 3 Metro has some strategies such as:

1. School based management.
2. Development of human being.
3. Work in system
4. Good Strategy

b. Research Steps

In conducting the research, the writer did some steps, they were:

1. Pre-test
2. Treatments
3. Test

2. Research Data

a. Result of Pre Test

The purpose of pre test is to know the students’ reading comprehension before treatment. The researcher will account the data using SPSS 10 for windows. The result of pre test can be identified as follows:

TABLE 5

The Result of Reading Comprehension Pre-Test at the ninth grade Students
(Control Class) of SMP MUHAMMADIYAH 3 Metro
In the academic year 2011/2012

	N	Minimum	Maximum	Mean	Std. Deviation
SKOR	31	20	80	51,61	15,94
Valid N (listwise)	31				

TABLE 6

The Result of Reading Comprehension Pre-Test at the ninth grade Students
(Experiment Class) of SMP MUHAMMADIYAH 3 Metro
In the academic year 2011/2012

	N	Minimum	Maximum	Mea n	Std.Deviation
SKOR	27	20	70	46,67	14,41
Valid	27				

Based on the table above shows that the average score of pre-test in control class is 51.61 and experiment class is 46.67, the criteria of the students who are successful in mastering the material are the students who get minimum standard (KKM) that is 65, it's mean that the result of the students reading comprehension in pre-test was not satisfactory. It is of the reason why the researcher uses the pre questioning strategy as an alternative strategy to teach reading.

b. Result of Post-Test

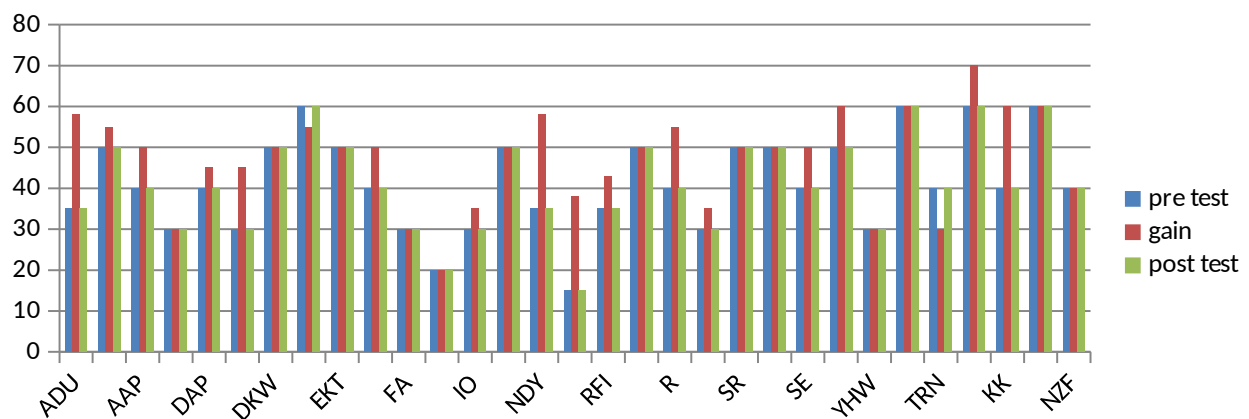
After applying three times treatment by using pre questioning for the experiment class then the post-test was given both of experiment and control class. The Result of post-test can be identified as follows:

TABLE 7

The Result of Reading Comprehension Post-Test at the ninth grade Students (Control Class) of SMP Muhammadiyah 3 Metro in the academic year 2011/2012

	N	Minimum	Maximum	Mean	Std.Deviation
SKOR	31	15	60	41,13	11,95
Valid N (listwise)	31				

Chart of Score Reading Comprehension Pre Test and Post-Test at the ninth grade Students (Control Class)



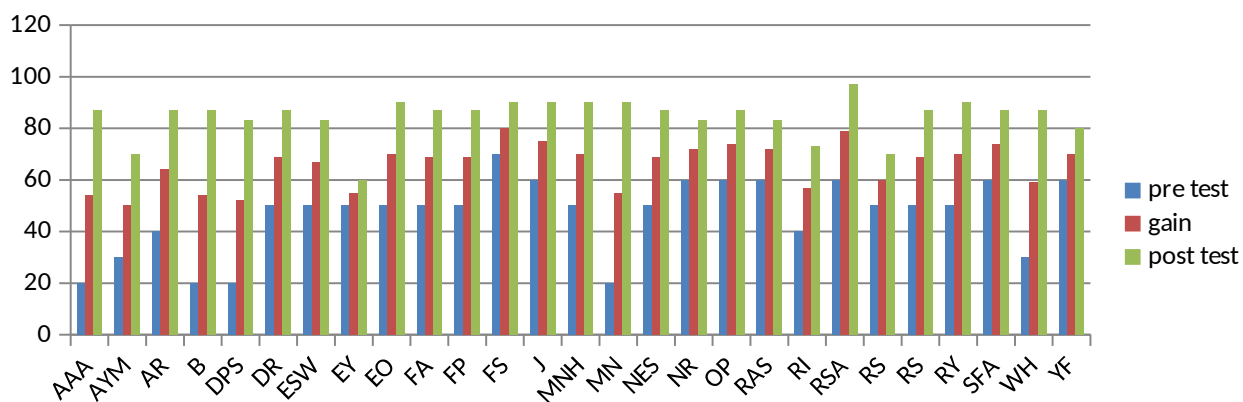
The researcher has done post-test to the experiment class. The result of post-test can be identified as follows:

TABLE 8

The Result of Reading Comprehension Post-Test at the ninth grade Students (Experiment Class) of SMP Muhammadiyah 3 Metro in the academic year 2011/2012

	N	Minimum	Maximum	Mean	Std. Deviation
SKOR	27	60	97	84,52	7,77
Valid N (listwise)	27				

**Chart of Score Reading Comprehension Pre Test and Post-Test at the ninth grade Students
(Experiment Class)**



B. The Influence of Pre Questioning toward Reading Comprehension

In order to know the influence of pre questioning toward reading comprehension the researcher used the test. The last step in the data analysis is the hypothesis test. It is to prove whether the hypothesis proposed by the

researcher is accepted or not. To do the researcher used t-test. A t-test is statistical test that is used to compare two means to determine the probability of influence is a real influence. In this case, the writer wants to know a positive and significant influence of pre questioning toward reading comprehension. The hypotheses of the test are:

- Ha: There is a positive and significant influence of pre questioning toward reading comprehension at the ninth grade students of SMP Muhammadiyah 3 Metro in the academic year 2011/2012.
- Ho : There is no a positive and significant influence of pre questioning toward reading comprehension at the ninth grade students of SMP Muhammadiyah 3 Metro in the academic year 2011/2012.

The criteria for the hypothesis testing are accepted Ha if t-observed is higher than t-table and accepted Ho if t-observed is smaller than t-table. The result of t-test can be seen in the output data in table below:

Table 9

The Hypothesis Testing
One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
post test-pre test	12,451	26	,000	37,56	31,36	43,76

From the result of calculation using SPSS 10 for windows above, significant level from t table by the rules $df = n-1$ and get t_{table} from $df=26$.

On level significant $\alpha = 5\%$

$T_{daf} = t (1-\alpha)$ and df

$$= t (1- 0.05) \text{ and } 26$$

$$= 0.95 \text{ and } 26$$

$$= 1.71$$

On level significant $\alpha = 1\%$

$$T_{\text{daf}} = t (1-\alpha) \text{ and } df$$

$$= t (1- 0.01) \text{ and } 26$$

$$= 0.99 \text{ and } 26$$

$$= 2.48$$

From the account above, on level significant 5% and 1% see that $t_{\text{observed}} > t_{\text{table}}$ ($12.451 > 1.71$ and 2.48), it's mean that H_a is accepted and H_o is rejected. In conclusion there is a positive and significant influence of pre-questioning toward reading comprehension at the ninth grade students of SMP Muhammadiyah 3 in the academic year of 2011/2012.

1. Interpretation

a. Interpretation of “t test”

The last step in the data analysis is the hypothesis test and to analysis data the researcher used t-test. A t-test is a statistical test that is used to compare two means to determine probability of difference is a real different. It can be seen from the result test of reading comprehension in control and experiment class.

1. if $t_{\text{observed}} \leq t_{\text{table}}$, H_o is accepted and H_a is rejected.

2. if $t_{\text{observed}} > t_{\text{table}}$, H_o is rejected and H_a is accepted.

a. Statistic Significance

The researcher has formulated the alternative hypothesis (Ha) and null hypothesis (Ho) as follows:

- Ha: There is a positive and significant influence of pre questioning toward reading comprehension at the ninth grade students of SMP Muhammadiyah 3 Metro in the academic year 2011/2012.
- Ho : There is no a positive and significant influence of pre questioning toward reading comprehension at the ninth grade students of SMP Muhammadiyah 3 Metro in the academic year 2011/2012.

Based on the data analysis and the result of computation of the data above it can be inferred that there is a positive and significant influence of pre-questioning toward reading comprehension at the ninth grade students of SMP Muhammadiyah 3 in the academic year of 2011/2012.

C. Limitation

After conducting the research and gaining the data from documentation and test, the researcher found some problems faced by the students, as follow:

1. Problems in having background knowledge

The students did not have enough background knowledge about the topics which learned.

2. Problems in interpreting new vocabulary

Some students were not able to answer the questions of reading comprehension test because they did not master the vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data analysis and the result of the computation of the data, the researcher draws two conclusions as follows:

1. The researcher did the pre test on april 12, 2011 and the mean score in control class is 51.61 and experiment class is 46.67, the researcher did post test on July 25,2011 and got the mean score of control class is 41 and experiment class is 84.
2. Based on the analysis data, in this research, t observed is 12.451 and t table is 1.71 or 2.48. So t observed is bigger than t table. It can be known that there is a positive and significant influence of pre-questioning toward reading comprehension at the ninth grade students of SMP Muhammadiyah 3 in the academic year of 2011/2012.
3. The achievement of reading comprehension of the students who are taught through pre-questioning is higher than those without pre-questioning. It is known from the mean score in the experimental class is 84, while from the

mean score in the control class is 41. It implies that the hypothesis proposed by the researcher is proved.

B. Suggestions

Considering the result of this study, the writer would like to give some suggestions.

They are as follows:

1. It is important for the teacher to improve the students' comprehension in reading text by giving any assignment or home work, especially the question in form of main idea and supporting detail, which is regarded more difficult for the students.
2. It is hoped that the teacher teach the reading comprehension from the easiest to the most difficult one.
3. The teacher should build a favorable atmosphere at times of teaching-learning process conducted, because a conducive condition in teaching would become one access to carry the success of material to be taught.

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The Condition of Teachers and Official Employees at Muhammadiyah Junior High School 3 of Metro

No	Name	Sex	Occupation	The last education
1.	Agus Pujiyanto, S.Pd	Male	Head Master	S1
2.	Warsito, B.A	Male	a. Vice Head Master (Curriculum Relation) Mathematic Teacher	D2
3.	Saiful Bahri, S.Pd	Male	a. Vice Head Master (Students Relation) b. SKI and Kertakes Teacher	S1
4.	Aris Sumanto, S.Sos.I	Male	a. Vice Head Master (Infrastructures Relation) KMD Teacher	S1
5.	Meli Nurwati, S.Pd.I	Female	Mathematic Teacher	S1
6.	Mujiono	Male	Sport Teacher	SMA
7.	Peni Rulia, S.Pd	Female	Lampung Language Teacher	S1
8.	Muji Rahayu, S.Pd	Female	a. Vice Head Master (Public Relation) b. Mathematic Teacher	S1
9.	Dra Batin Nimbang	Female	PPKn Teacher	S1
10.	Sri Yuniarti, B.A	Female	Social Teacher	D2
11.	Supriyati, S.Pd	Female	Indonesian Teacher	S1
12.	Multazam, S.Pd.I	Male	b. Arabic Teacher c. Qur'an Hadits and Tahfidz Teacher	S1
13.	Muro'ah, S.Ag.	Female	Qur'an Hadits and Tahfidz Teacher	S1
14.	Sukarman, A.Md.	Male	English Teacher	D3
15.	Romlah Teacher, A.Md	Female	Indonesian Teacher	S1
16.	Dra. Husna	Female	Qur'an Hadits and Tahfidz Teacher	S1
17.	Mistriningsih, S.Ag	Female	Fiqh Teacher	S1
18.	Noviarinto Kusworo, S.Pd	Male	Sport Teacher	S1
19.	Laila Qomariyah, S.Pd.	Female	English Teacher	S1
20.	Dra.Trik Setiawati	Female	Social Teacher	S1
21.	Umi Sabrina	Female	Computer Teacher	SMA
22.	Ledi Hidayati, S.Si	Female	Sciences Teacher	S1
33.	Magfiroh Ahmad, S.Pd.I	Female	Chief of Administration	S1
34.	Drs. Djumari sidiq	Male	Staff of Administration	S1
35.	Haminem	Female	Librarian	SMA

Source : Observation Result at Muhammadiyah Junior High School 3 of Metro on Oct 13, 2011.

The Quantity of Muhammadiyah Junior High School 3 Students
Academic Year 2011/2012

No	Class	Gender		Data
		Male	Female	
1	VII A	15	16	31
2	VII B	14	14	28
3	VII C	12	15	27
4	VIII A	18	22	40
5	VIII B	17	15	32
6	VIII C	15	19	34
7	IX A	17	10	27
8	IX B	20	11	31
9	IX C	15	9	26
Total		143	131	276

Source : Observation Result at Muhammadiyah Junior High School 3 of Metro on Oct 13, 2011.

Organization Structure of Muhammadiyah Junior High School 3 in the Academic Year of 2011/2012.

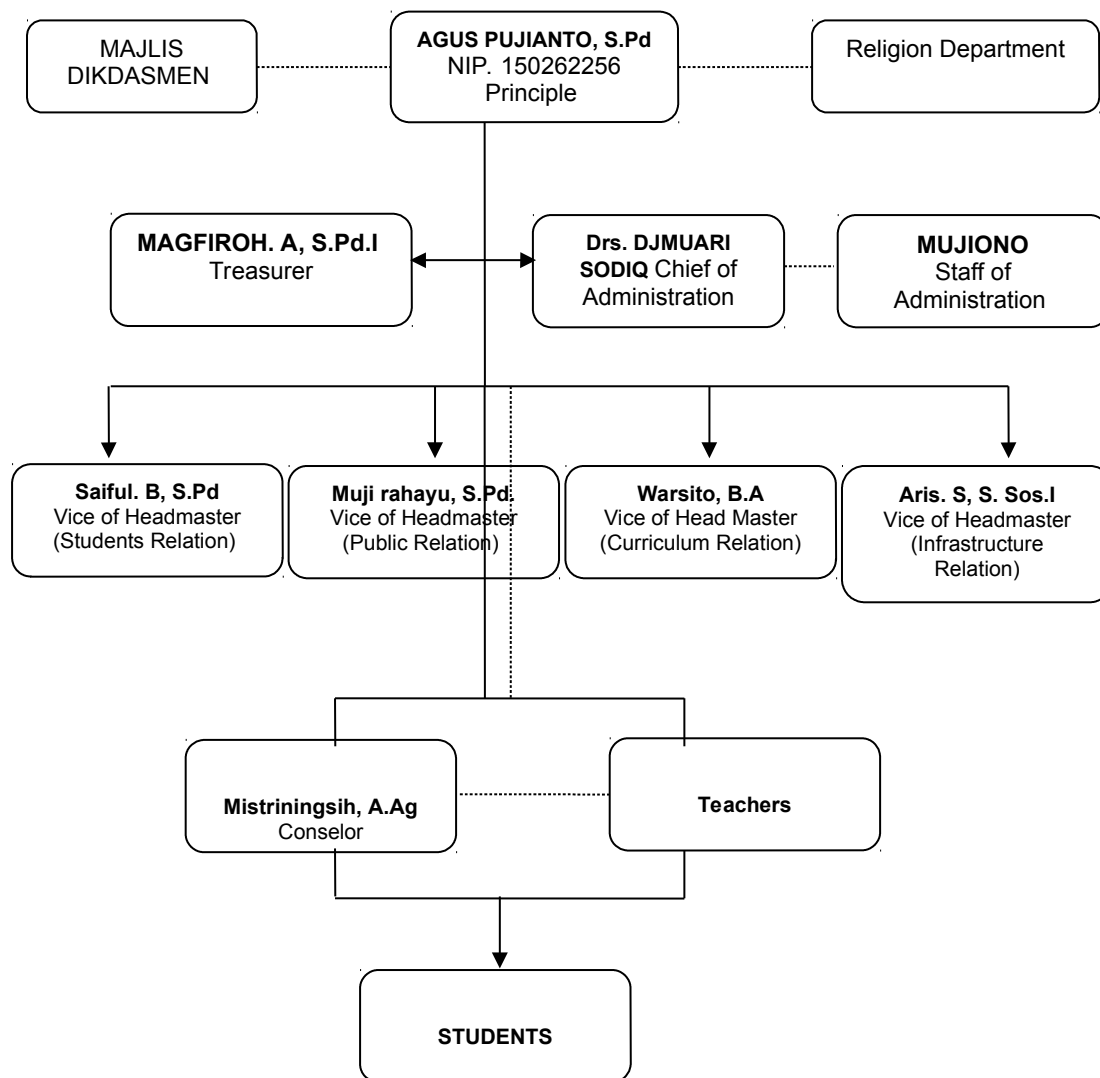


Figure 2

Organization structure of Muhammadiyah Junior High School 3 in the academic year of 2011/2012

Note:

_____ = Line Commando
 = Line Coordination

Source : Observation Result at Muhammadiyah Junior High School 3 of metro on Oct 13, 2011.

Location Sketch of Muhammadiyah Junior High School 3 of Metro in Academic Year of 2011/2012.

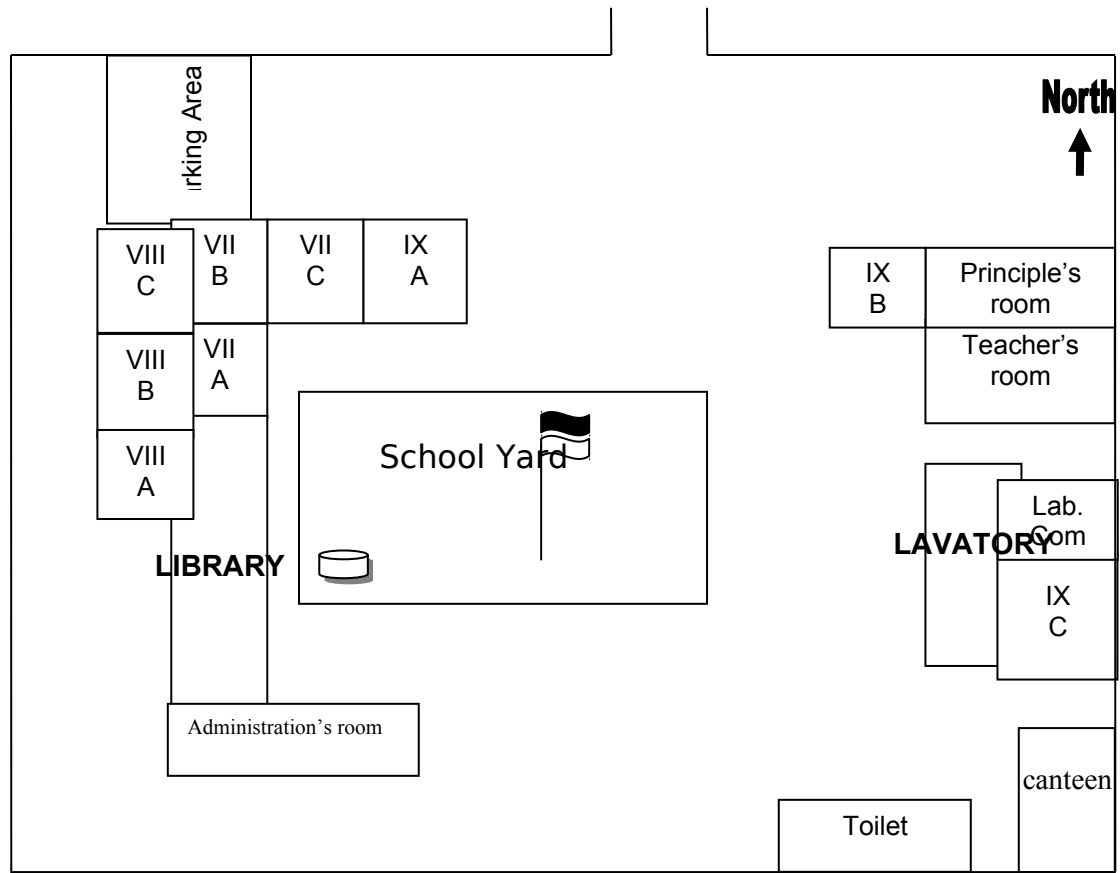


Figure 3
Location Sketch of Muhammadiyah Junior High School 3 of Metro
in Academic Year of 2011/2012.

Source : Observation Result at Muhammadiyah Junior High School 3 of Metro on Oct 13, 2011.