

**AN UNDERGRADUATE THESIS**

**THE USE OF PRE-QUESTIONING TECHNIQUE  
TO INCREASE THE STUDENTS' READING COMPREHENSION  
AT THE ELEVENTH GRADERS OF SMA N 5 METRO  
IN THE ACADEMIC YEAR OF 2015/2016**



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**STATE ISLAMIC COLLEGE (STAIN)  
JURAI SIWO METRO  
1436 H/2015 M**

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IN THE ACADEMIC YEAR OF 2015/2016**

Presented as a Partial Fulfillment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd) in English Education Program

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2015/2016**

**ABSTRACT**

By

**ELI FITRIANA**

Reading is one of the important aspects of the glittering world of education. Reading is also a skill that must be mastered by the learners of English. To be able to read the students need to be trained to use the method and appropriate reading materials to make it easier to understand the reading. In this study the author has the main objective is to know whether the pre-questioning technique is able to improve students' reading comprehension. Subjects in this study were the eleventh graders SMA N 5 METRO Academic Year 2015/2016. In addition, the researchers also wanted to know whether the strategy is able to make the students become more active in the process of learning English, especially reading.

This research is classroom action research. This study was conducted in two cycles, the first cycle was conducted three meetings, and the second cycle was conducted two meetings. Each cycle consists of planning, action, observation and reflection. In this study, students were given the initial test (pre-test) prior to treatment and final test (post-test) after treatment. The methods of data collection in this study is the observation, field notes, testing, and documentation. The purpose of the initial test and final test is to determine about the increasing of students score before and after the given action. This study is success if 80% of students scored above 72 and liveliness in the top 50%. This study was commissioned jointly by the subject teachers eleventh graders English SMA N 5 Metro.

The results of the study in the first cycle shows that the percentage of active students is 58.3 and the second cycle is 87.5 while the average value of the pre-test cycle 1 is 62.2 or 4 students completed, and post-test 1 was 70.4 or 12 students completed and the post test cycle 2 is 85.4 or 25 students completed. This fact is showing that the teaching of English to use the pre-questioning technique can improve students' reading comprehension in a text narration, especially the XI graders of SMA N 5 Metro.

**PENGGUNAAN TEKNIK PRE-QUESTIONING UNTUK MENINGKATKAN  
KEMAMPUAN PEMAHAMAN MEMBACA PARA SISWA DI KELAS XI SMA N 5  
METRO TAHUN PENGAJARAN 2015/2016 M**

**ABSTRAK**

Oleh

**ELI FITRIANA**

Membaca merupakan salah satu aspek yang penting dalam dunia pendidikan. Membaca juga merupakan salah satu ketrampilan yang harus di kuasai oleh pebelajar Bahasa Inggris. Untuk dapat membaca siswa perlu dilatih dengan menggunakan metode dan materi bacaan yang tepat agar lebih mudah untuk memahami isi bacaan. Dalam penelitian ini penulis memiliki tujuan utama yaitu ingin mengetahui apakah teknik pre-questioning mampu meningkatkan pemahaman membaca para siswa. Subjek dalam penelitian ini adalah para siswa kelas XI SMA N 5 Tahun Ajaran 2015/2016. Selain itu, peneliti juga ingin mengetahui apakah teknik tersebut mampu membuat para siswa menjadi lebih paham di dalam proses belajar Bahasa Inggris khususnya dalam membaca.

Bentuk penelitian ini adalah Penelitian Tindakan Kelas. Penelitian ini telah dilaksanakan dalam dua siklus, pada siklus pertama telah dilaksanakan tiga pertemuan, dan siklus kedua telah dilaksanakan dua pertemuan. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Dalam penelitian ini siswa diberikan tes awal (pre test) sebelum melakukan treatment dan tes akhir (post test) setelah melakukan treatment. Metode pengumpulan data dalam penelitian ini adalah observasi, field note, tes, dan dokumentasi. Tujuan dari tes awal dan tes akhir adalah untuk mengetahui peningkatan para siswa sebelum dan sesudah diberikan tindakan. Penelitian ini dikatakan berhasil jika 80 % siswanya mendapatkan nilai diatas 72 dan keaktifan di atas 50 %. Penelitian ini dilaksanakan secara kolaboratif dengan guru mata pelajaran Bahasa Inggris kelas XI SMA N 5 Metro.

Hasil penelitian pada siklus I menunjukkan bahwa persentasi keaktifan siswa adalah 58,3 dan pada siklus II adalah 87,5 sedangkan rata-rata nilai pada pre tes siklus 1 adalah 62,2 atau 4 siswa tuntas, dan post- test 1 adalah 70,4 atau 12 siswa tuntas dan pada post test siklus 2 adalah 85.5 atau 25 siswa tuntas. Fakta ini menunjukkan bahwa pengajaran Bahasa Inggris dengan menggunakan teknik Pre-questioning dapat meningkatkan pemahaman membaca para siswa dalam teks narasi, khususnya para siswa kelas XI SMA N 5Metro.



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**NOTA DINAS**

Number : Metro, August 11, 2015  
Appendix :  
Matter : In Order to Hold the Munaqosyah  
of Eli Fitriana

To:  
The Honorable the Head of  
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*Assalamu'alikumWr. Wb.*

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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AT THE ELEVENHT GRADERS OF SMA N 5 METRO IN  
ACADEMIC YEAR 2015/2016

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikumWr. Wb.*

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**APPROVAL PAGE**

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## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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State that this undergraduate thesis is originally the result of the writer's research,  
in exception of certain parts which are excepted from the bibliography mentioned.

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## MOTTO

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أقرَأْ وَرَبُّكَ الْأَكْرَمُ ۝

*“Read in the name of your Lord who created . He has created man from a clot. Read, and your Lord is the most merciful.”* (QS. Al A’laq : 1-3)

*“The reader became the book; and summer night. Was like the conscious being of the book.”*

*(Wallace Stevens)*



## **DEDICATION PAGE**

All praise be to Allah SWT, this undergraduated thesis is dedicated to:

1. My beloved parents (Mr. Rochmadi and Mrs. Siti Rodiyah), for giving their endless love and protecting me since I was born and breathed for the first time in this world, thank you so much for everything.
2. My beloved husband who always support me and accompany me. Thank you very much (Mr. Yulius Susanto), and my beloved sister Ichyana Suretno Ningsih, brother Juli Purwanto, sister Supartini and my young brother Eyon Wahrudin.
3. My Almamater STAIN Jurai Siwo Metro.

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The research proposal entitles "THE USE OF PRE-QUESTIONING TECHNIQUE TO INCREASE THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMAN 5 METRO". This research proposal is arranged as a fulfillment of requirement of the degree of Sarjana Pendidikan Islam (S.Pd.I) in English education study program of STAIN JURAI SIWO METRO.

The writer cannot stay alone, there were many people who contribute their meaningful hands in accomplishing this research proposal that the writer can not mention one by one. First of all, the writer would like to express her thanks to Mrs. Prof. Dr. HJ. Enizar, M.Ag as the principal of State Islamic College, to Mrs. Akla, M.Pd, as the head of tarbiyah department Mr. Ahmad Subhan Roja, M.Pd as the head of english education study program and Mr. Kuryani Utih, M.Pd as the first advisor who has contributed her expertise and idea to assist the writer. The writer also wishes express her deep thank you to Mrs. Yerni Amir, M.Pd as the second advisor who has given his knowledge and experience in finishing this

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Furthermore, the writer would like to express her thanks to all people who has support her, the honorable the lecturers of English Study Education Program, who give her big inspiring and motivation, her families who always give support and pray for her. She is grateful to have her parents, her lovely brother and sister who give big support to keep on going. The writer could not have done study alone without the support from her beloved friends in class who always accompany her in facing problem and always give big motivation to her. All classmate in class PBI B semester ten of English Department who make her spirit and smile, and also all her friends wherever they are who support and pray for her.

The writer in indebted to many people whom she cannot mention one by one. Nobody is perfect. The writer realizes the imperfectness of this work; nevertheless she hopes that this little piece of work can contribute something to betterment of English teaching in general.

Metro, August 11, 2015

The Writer

**ELI FITRIANA**  
ST.N. 1064657

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# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

English is one of the languages in the world. Nowadays English has become an International language that is used by all countries as the first, the second, or the foreign language.

In Indonesia, English becomes the first foreign language that should be learned by the students. Learning English as the first foreign language is not easy. It will be more difficult than learning English as the second language, because English is only used in the classroom when the students study it. They seldom use English in their daily life. These conditions occur in our country because people always use their mother tongue and Indonesian in their daily life.

Teacher should apply appropriate teaching technique as well as method to establish the effectiveness of English teaching. It will make easier and enjoyably for students receive the lesson. The appropriate method should be the fusion between linguistics theories the psychological state of students and the presentation of materials. To make the best method in language teaching, it need the alertness of teacher for interpreting, comprehending, reformulating, implementing and evaluating the use. Besides, a method can be best applied if there is a real effort for teachers to make progress in learning process.

English reading is one of the skills that educationally the most important thing to be mastered and to comprehend the language through delivering the idea based on the text in process to receive and construct the meaning and process the information as well as. Regarding the consideration above, teacher has the strong intention as well as responsibility to carry out the appropriate strategies in order to solve the commonly problem faced by students.

Sometimes, the students may find the form of pre-questioning to comprehend a reading text with having knowledge in general view of the text. Pre-questioning can build the students interest and motivation before students read the whole text. Besides that, the students can predict what will be discussed on the text.

English is usually learn and taught at JuniorHighSchool, SeniorHighSchool and at University. It means that English is an important thing to understand by Indonesian people, but in reality there are some problems that are faced by the students. It is realized that most students get bad score, get bad vocabulary, and get bad pronunciation. They get the problem because some factors, such as the teacher, students interest and motivation.

So far, English still becomes one of the difficult subjects at elementary school up to university. The four skills of the language that must be mastered by all language learners are listening, speaking, writing and

reading. Reading is a way of language acquisition, communication, sharing information and ideas.

Reading is one of the skills that the students have master. The students who have good skill in reading will be easy to get information, knowledge, and idea from sources they read. But so far, the learners still find difficulties to improve their reading skill because they seldom do the reading activity at school and material for reading is not interesting for them. Most of the students think that knowing every word in the passage would improve in comprehends the passage. So, it is caused the students still get difficulties in comprehend the passage.

In this research the writer choose pre-questioning technique as the technique in the teaching reading subject. In learning pre-questioning technique has emerged as useful and versatile learning tool in education. Originally, it is used to extract the specific information, to predict the content, to build the inteest, to build up the students' prior knowledge, and to give the students some details information.

From the data pre-test on July 28, 2015 at the eleventh graders in SMA N 5 Metro in academic year 2015/2016, the writer gets the score of the students' reading comprehension. They are 27 students in there, 6students are get the score 72-100, 9 students get the score 59-69, 12 students get the score  $\leq 55$ . And the other poblems in reading subject are as follows : 1) the students do not know how to learn reading comprehension well, 2) the students faced the difficulties in understanding text, 3) the

students are felt difficult and confused to find the main idea, 4) the students have low vocabulary; and 5) the students are difficult to determine the purpose of the text.

Referring the problem above, the researcher interested in finding out “THE USE OF PRE-QUESTIONING TECHNIQUE TO INCREASE THE STUDENTS’ READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA N 5 METRO ACADEMIC YEAR 2015/2016”.

### **B. Problem Identification**

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

1. The students do not know how to learn reading comprehension well.
2. The students faced the difficulties in understanding text.
3. The students are difficulty and confused to find the main idea.
4. The students have lack vocabulary.
5. The students are difficult to determine the purpose of the text.

### **C. Problem Limitation**

Based on the problems above, the writer limits the problems in the third problem that the students have difficulties and confuse to find the main idea. So, the writer will use pre-questioning as technique on teaching reading at the eleventh grade in Senior High School of SMA N 5 Metro in the academic year of 2015/2016.

#### **D. Problem Formulation**

The problem formulation in the research is : “ DoesThe Use of Pre-questioning Technique Increase the Students’ Reading Comprehension at the Eleventh Graders of SMA N 5 Metro, in the academic year 2015/2016.?”

#### **E. Objectives of the Study and Benefit of the Study**

##### **1. Objective of the Study**

Generally, the objective of this research is to increase the students’ reading comprehension at eleventh graders at SMA N 5 Metro especially, it is to find out whether pre-questioning technique can increase the students’ reading comprehension.

##### **2. Benefit of the Study**

###### **a. For the Researcher**

By this research, the researcher will improve the reading comprehension, so the optimal result of teaching learning process can be achieve.

###### **b. For the students**

Students in this case are the subject of the researcher. By conducting this research, hopefully the students can be more active and motivated in learning English. And also they can increase their reading comprehension to improve their achievement.

c. For the school

This research can give information to the English teacher at the eleventh graders of SMA N 5 METRO about learning teaching activity in the classroom and expect to improve the quality of education.

## CHAPTER II

### REVIEW OF RELATED THEORIES

#### A. Theoretical Review

##### 1. The Concept of Reading Comprehension

###### a. The Definition 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. Rivers stated that “ reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one’s which are knowledge of the language”.<sup>1</sup>

Many people think of reading as a skill that is taught once and for all in the first few years in a school. But Ruth Schoenbach said that reading is a simple process, a process when readers decode each word in text and then automatically comprehend the meaning of the words, as they do with their spoken language everyday.<sup>2</sup>

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<sup>1</sup> Mino Alemi, The Effects of Pre-reading Activities on ESP Reading Comprehension, Vol. 1, No. 5, pp. 569-577, Philipphine, September 2010 ISSN 1798-4769, 20 September 2014

<sup>2</sup> Ruth Schoenbanc, *what is reading ? an expert from reading for understanding*, (Cambridge :wiley company,1999), p.3

According to Kenneth Goodman, reading is the process of developing meaning between the readers knowledge through an interaction.<sup>3</sup>When someone read the text, they may collaborate their knowledge and their imagination to get the point of the writer means.

Reading is much more than the decoding of block marks upon a page, but reading is a quest for meaning.<sup>4</sup> Actually, reading is just way to look for message that written by the writer in the text.

Reading is a selective process in which a reader only chooses to use the most important graphic cues to assist him/her in comprehending. Thus, the reader is considered as an active participant in meaning-getting process in contrary to the behaviorist view that readers are just passive identifiers of letters and words.<sup>5</sup>

According to Cody, a text can only provide clues and directions, but the construction of meaning is done by the readers according to their own past experiences and knowledge.<sup>6</sup>

Based on the explanation above reading is an activity that used to understand something by written, to get information and message from the texts.

---

<sup>3</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Francisco: San Francisco State University, 2000), Second Edition, P.298

<sup>4</sup> Peter Guppy and Margaret Huges, *The Development of Independent Reading*, (Philadelphia USA:oxfordshire, 1999), p.8

<sup>5</sup> Katrina Ninfa Morales, *Promoting the Reading Comprehension of Freshman Engineering Students Through an Interactive Approach*, (Philippine : ESL Journal, 2010),p.59

<sup>6</sup> *Ibid*,p. 60



## **b. The Model of Reading**

There are three models of reading as follows:

### 1) Bottom- up Model

Bottom –up model in reading becomes one of the type of reading that use base of reading like meaning word by word, analyze noun, verb, adverb, modal, suffix, prefix, and etc. Then combine with students’ background knowledge.

According to David Nunan, bottom-up model is the process to identify the smallest unit of language and these are chained together to form the next highest unit<sup>7</sup>. Bottom-up model means that we see from the word to other word when we want to get the main of the text.

David Nunan assumes that the reader first identifies each letter in a text as it is encountered.<sup>8</sup>

Reading based on Peter Guppy and MargarethHuges bottom – up models is a process of interpreting graphic symbols into spoken language in oral reading into inner speech in silent reading.<sup>9</sup>

Most of bottom-up theories said that bottom-up process is the unique process in reading because the readers have to breaking

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<sup>7</sup> David Nunan, *Discourse Analysis*, (New York: Clays Ltd, 1993), p. 78

<sup>8</sup>*Ibid.*, p.79

<sup>9</sup>*Ibid.*,p. 12

the code. Look from the all theories, bottom-up process in reading it means that bottom – up models in reading, it is processing best describes learning to read.

## 2) Top – down Model

Based on theory of David Nunan top-down model in reading is evidence from source sources such as the reading miscues have led to an alternative model of language<sup>10</sup>. In other word, top down models elaborate in processing reading. The first step is the reader's predictions about are refused, verify, and refined. In this process the reader should be active in guessing the meaning.

Cambourne explain four steps in top-down model reading, they are past experiences, selective aspect of print, meaning then sound pronunciation (if necessary)<sup>11</sup>. Top-down model it's like eyes of eagle because the process is need background knowledge first then analyze words then get the meaning. Based on the theory of Christine Nutall, Top-down model is like taking an eagle's eyes view of a landscape below.

From the explanation above, top-down model is the process of comprehension deals with the background knowledge to forecast the meaning of the text. It the other word, a reader will read a text by reading the sentence, than tries to find the information by guessing the meaning.

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<sup>10</sup>*Ibid.*, p.81

<sup>11</sup>*Ibid.*

### 3) Interactive Model Reading

According to Christine Nuttall, interactive model reading is the combination of Top-down and Bottom-up process<sup>12</sup>. It means that interactive models recognize the interaction between bottom up models and top down models processes occur when a person reads a text.

David Nunan said that Interactive model is a process how to combine Top-down and Bottom –up reading to get the meaning of the text<sup>13</sup>. Interactive model reading is the superior to the two preceding it in several regards.

Other theory from Matthew Jukes explain Interactive model as an interaction process between top-down and bottom-up to find the message of the text<sup>14</sup>.

Based on the explanation above, interactive model combines the bottom-up and top-down models as an interactive process that readers use simultaneously to gather meaning from text. The readers use their previous knowledge and experiences of the topic when they are trying to understand the meaning of the passage.

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<sup>12</sup>*Ibid.*,p. 299

<sup>13</sup>*Ibid.*, p. 83

<sup>14</sup>Matthew Jukes, *Development of Assesment of Reading Ability and ClassroomBehavior*,(Cambridge :Harvard Graduated School of Education, 2006), p.3

### c. The Definition of Reading Comprehension

According to Meneghetti, Carretti, & De Beni Reading comprehension is a complex cognitive ability providing the ability to integrate text information with the background knowledge of the reader and resulting in the explanation of a mental representation.<sup>15</sup>

Furthermore Anderson, Hiebert, Scott, & Wilkinson said “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.”<sup>16</sup>

In other theory, David Nunan said that reading comprehension is the final step in a lengthy process of decoding ever large unit of reading<sup>17</sup>.

Other statement of Peter Guppy and Margaret Hughes said that reading comprehension is a skill to understand a piece of information in the written language.<sup>18</sup>

Based on the explanation above the researcher conclude that comprehension is the strategy to improve reading. Reading comprehension is looking for the information suggested from the

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<sup>15</sup>Mohammad Reza Ahmadi1, *English Language Teaching*; Vol. 6, No. 10; 2013  
ISSN 1916-4742 E-ISSN 1916-4750, (Cambridge: Willey Compani, 1999), 20 September 2014

<sup>16</sup>Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), P.2

<sup>17</sup>*Ibid.*,p. 79

<sup>18</sup>*Ibid.*,p.11

text or written language, the readers understand the total meaning of the reading texts are.

#### **d. Measurement of Reading Comprehension**

Measuring students reading comprehension can't be separated from the speed or time to read it. Each measurement is associated with ability to read is certainly include speed reading and understanding context. To measure the reading comprehension, we should look at the indicators of reading comprehension as follows:

- 1) Students are able to find out the facts and details of the text.
- 2) Students are able to find out the rote learning and memorization the meaning of text.
- 3) Students must surface understanding only in texts reading comprehension.<sup>19</sup>

The indicator mean the achievement of reading comprehension will be success if the students are able to fulfill it.

## **2. The Concept of Pre-Questioning Technique**

### **a. The Definition of Pre-Questioning Technique**

Based on Brown's 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

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<sup>19</sup>Albert J Harris and Edward R Sipay, *How to Increase Reading Ability*, (New York & London: Longman, 1985), p.144

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.<sup>20</sup>

Based on explanation above, the writer conclude that Pre-Questioning is some questions which are provided before the students read the whole text, in order to build the reading schemata and baground 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.

#### **b. Kinds of Pre-questioning Technique**

According to Harmer 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**

- a. 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

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<sup>20</sup>Brown, H Douglas. *Teaching by Principles*. (San Francisco: San Francisco State University, 2000), Second Edition, P.298

students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

- b. Pre-questioning can build the interest and motivation before the students read the text.<sup>21</sup>

### **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 be 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.<sup>22</sup>

In this research the writer use pre-questioning to extract specific information. It can help increase reading comprehension, especially in narrative text.

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<sup>21</sup>Sandra Sibertein, *Techniques and Resources in Teaching Reading*, (New York: OxfordUniversity Pres, 1994, p.12

<sup>22</sup>Albert, *Pre-Questioning Technique*, <http://pustakabakul.blogspot.com>, 25September 2014

### c. Procedure of Pre-questioning

In a strategy has procedure that is started from beginning until the last. The purpose of the processes is to get a good value. So, in Pre-questioning also has process that should be done for the students after they read a text. The students can follow the step process in this strategy. Below is the explanation about the steps process of this strategy.

Here are the process of using pre-questioning :

- a. Prepare the question about the material before or will be studying,
- b. Giving the interesting of the question about the material will be studying,
- c. Asking the student about material before or will be studying,
- d. Giving the material that the student know or no

Example of the pre-questioning :

1. Do you ever visiting Bali? *(yes/no) if you ever visiting Bali, when!*
2. Based on your opinion, how about Bali? Why!
3. Tell me about Bali?

### d. Advantages and Disadvantages of Pre-questioning

#### 1) Advantages of Pre-questioning:

1. Based on the purpose that 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.

2. Pre-questioning can build the interest and motivation before the students read the text.<sup>23</sup>

### **2) Disadvantages of Pre-questioning:**

1. Need more time and power in the class for the teachers. If the teacher does not master the class, it can be useless.
2. Students must be asked to master the material whether their vocabularies are very poor and it will influence in comprehending the reading text.<sup>24</sup>

Based on the explanation above, that pre-questioning can make the student's more interesting and challenged to follow the learning process, and more interaction between teacher and student's. But it is useful if the teacher can master the class.

### **B. Action Hypothesis**

Based on the frame of theories and assumption the researcher formulates the action hypothesis "The use of Pre-Questioning Technique can increase the students' reading comprehension at the eleventh graders of SMA N 5 Metro."

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<sup>23</sup> Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford University Press, 1994), p.12

<sup>24</sup> Susan E. Israel and Gerald G. Duffy, *Handbook of Research on Reading Comprehension*, (New York: Routledge, 2009), p. 323

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Setting and Subject of the Study**

The setting of this research is SMA N 5 Metro. SMA N 5 Metro is located on Subdistrict Metro Pusat, Province Lampung, Regency Metro. The total of teachers here are 51. The total of the students eleventh grade are 628.

The subject of this research is the students of SMA N 5 Metro, the students are fifty four students of class XI. The writer chosen this class because most of the students have low score in English lesson especially in reading.

#### **B. Object of The Study**

The object of this study is the students' reading comprehension. Students' reading comprehension as object, the researcher should know how to increase the students' reading comprehension.

In this strategy, the researcher applies pre-questioning technique as a technique. In pre-questioning technique students should understanding the main point of the text. Through pre-questioning technique, students can improve their reading comprehension.

### C. Action Plan

According to Frost (2002) Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice.<sup>1</sup> Mc Niff stated that action research is a name given to particular way of researching the own learning.<sup>2</sup>

Calhoun said that action research is continual professional development and provides a direct route to improving teaching and learning.<sup>3</sup>

In action research, the researcher as agent of change, subject or object that be researched to get the benefit from the result of our action and the researcher have active rule in teaching learning process.

It means that the teacher gives an action or instruction then the students do it. Classroom action research must concern with the effort of teachers in learning process.

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<sup>1</sup> Patrick J.M. Costello, *Action Research*, (London and New York: teaches collage press, 2003) P. 4

<sup>2</sup> Mc Niff Jean, *Action Research Principle and Practice*, (London and New York: rotledge Falmer, 2002), Second Edition, P. 15

<sup>3</sup> Ralph Hewitt, M.A., *Leading Action Research in School*, (State of Florida Department of State, 2005), P. 15

Here is step of classroom action research design:

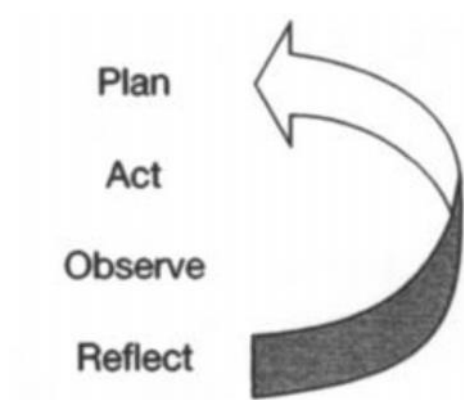


Figure 1.1. A basic action research model BY Forst Model.

In the line with the explanation above, action research is natural and appropriate for teacher to develop their expertise by reflecting on their practice. With the purpose to helps the teacher to continue and to develop a teacher by using action research as a tool in process of teaching learning. It can be concluded that the using classroom action research is a dynamic process that has four aspects in every cycles, there are planning, acting, observing, and reflecting. It is done in teaching learning to increase the quality of learning process.

Classroom Action research (CAR) Cycles are:

**a. Cycle 1**

**1. Planning**

Planning is the first step in each activity, without planning the activity that the writer does will not focus. The activities in planning are:

- a) Prepare the material, making lesson plan, and designing the steps in doing the action.
- b) Prepare list of the student's name.
- c) Prepare sheets for classroom observation
- d) Prepare a test, with the purpose to know the students' reading skill.

## **2. Acting**

The second step in the action research is acting. It is the implementation of the planning. In this step the writer acts as follows:

- a. Pre Teaching Activities
  - 1) Greeting, prays, absent and apperception.
  - 2) The teacher will divided the material consist of two cycles, every cycle is bringing about in two meetings and each them take 90 minutes.
  - 3) The researcher and collaborator ask the student's condition.
  - 4) The researcher and collaborator choose the appropriate with the material going to be taught.
- b. While teaching process
  - 1) The researcher gives the task of text to each student.
  - 2) The researcher explains how to do the tasks in front of class.

- 3) The researcher suggest that the student more clever to help another and discusses the task.
- 4) The students begin to finish the task and submit it.
- 5) After the students have done the task, the researcher asks student about the material whether the students have understand or not yet.

c. Post teaching process

- 1) The researcher asks the difficulties of the material
- 2) The researcher explains more together with the students about the material, and make conclusion
- 3) The researcher gives task as homework to the students.

After the students give the treatment in the cycle 1, the students will give a post test. The treatment that will be different with the treatments that have be given in pretest.

### **3. Observing**

Observing is the activity of recording the even and action. Based on the observation, the writer can determine whether there is anything that the writer has to be improved soon in order that the action can achieve the aim of writer wants. The observation is doing in teaching learning process. In this step, the writer observes the process of teaching learning by using form of observation.

#### **4. Reflecting**

The reflecting is the fourth steps that writer is done. The writer will try to see and amuse again something that writer has done. It is also know whether there is effect to the students' learning process. By reflection, the writer and teacher will know the strength and weakness from action that the writer and teacher have done. The writer decides that the next cycle focused on the weakness in preview cycle.

#### **b. Cycle 2**

##### **1. Planning**

- a) Study of the reflection in the first action
- b) Discuss about the action that will be done on cycle 2
- c) Arrange the detail plan about the action on cycle 2
- d) Collect the subject material and the learning

##### **2. Acting**

- a) Give the second pretest which is different with the first pre test
- b) Do the treatment how to use the pre-questioning technique in reading.
- c) Give the post test about the text by using pre-questioning technique.

### **3. Observing**

The collaborator observe and collect the data when the process of teaching learning doing by using format of observation to collect the data in action plan II .

### **4. Reflecting**

In this step, the writer will compare the score of pre-test and post-test. The writer reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

## **D. Data Colletion Method**

The data is collected by using several techniques as follows:

### **1. Observation**

Observation is data collection method by observing directly to the object that examined. Observation was conducted to see directly the situation and condition in the class.

### **2. Test**

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual.

The material in pre-test and post-test are different but have same difficulties.



The test is divided by two part as follows:

a. Pre-test

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post-test

The post-test was done in the end of meeting in class. This treatment had done in the last meeting after doing treatments have something as a purpose to find out the change of students' achievement in the class or not. Post-test is the result of treatment. The improvement can be identify if the average score of the post-test is higher than pre-test. This step will be done after the treatment to know the influence of the Interactive Reading whether it is able to improve the students' Reading Comprehension.

3. Documentation

Documentation as the method which is used to get information from the written source or document (for example: books, magazines, notes, and other) of information.

4. The Field Note

To collect the data to be more accurately, the researcher will use field note to make easy when analyze the data. This is to know students

activities during teaching process. It is done after finishing of teaching learning process<sup>4</sup>.

### E. Analysis

Data analysis will be conducted step by step to take the average score of the cycle I and cycle II. To know the students achievement after the actions are conducted and given test at the early and the last cycles.

a. The formula to get the average:

$$X = \frac{\sum X}{n}$$

b. The formula to get percentage:

$$P = \frac{\sum X}{N} \times 100 \%$$

X = average

$\sum X$  = total of score

N = total of students<sup>5</sup>      P = percent

Furthermore, to know the gain, the writer will compare between pre-test and post-test. Then, the result is matched by the minimum standard in this school at least 72. If from cycle I, there are some students not success, so we must conduct cycle II. At the classroom action research the minimum cycle is two cycle. If from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

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<sup>4</sup> Ibid, p 44

<sup>5</sup> Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta: Gajah Mada University Press, 2004), P.64

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Result of the Research

##### 1. The history of SMA N 5 Metro

This research is conducted at SMA N 5 Metro, which is located on street Walter Monginsidi East Hadimulyo Village of Central Metro district, Lampung. It had established on 2006. It was a long journey to be a good institute like this one which has a building stand in the own land more than 1,5 ha. The buildings and the facilities has been existed with the headmaster, 14 definite teachers, 4 honorarium teachers, 3 stafs, and 2 school supervisors. Furthermore, all the infrastructures have also completed which made the institute easier in achieving the purpose of the vision and mision from region environment “Today Must Be Better than Yesterday and tomorrow Must be Better than Today”.

All big families in SMA N 5 Metro from Headmaster up to the students always hope the best thing for the better continuance of this institution so that it can be such a place which always gives a good impression for accompanying the students to achieve their dreams. Amiin.

SMAN 5 Metro has vision and mission. *Vision*: to be superior in religious and achievement based on the nation, and have a conception of life environment. *Mission*: Increasing the discipline of the teacher, staf and students, creating a condusive, effective, and innovative learning condition, motivating the students and empowering the

academic achievement optimally, bringing the quality of graduation with the higher standard more than national graduation competence standard, constructing the students based on the religion and good attitude, completing the infrastructure of teaching and learning maximally, and increasing and developing the extracullicular activity.

## 2. The Teachers and Staffs

SMA N 5 Metro has 51 teachers. The data of the teacher's educational background and the staff of SMA N 5 academic year 2015/2016 can be seen through this table as follow :

Table 1

The data of the teacher and staff in SMA N 5 Metro academic year 2015/2016

Educational Background	Teacher		Staff		Staff Administration	
	Civil Servants	From another School	Library	Laboran	Fixed	Not fixed
S2	2	3	1	3		
S1	46					
D3						2
D2						
D1						
SLTA					3	8
SMK						
TOTAL	48	3	1	3	3	10

### 3. The Condition of Students

SMA N 5 Metro consist of 24 classes from X to class XII and it can be seen on the table bellow:

Table 2

The data of the students in SMA N 5 Metro academic year  
2015/2016

No	Grade	$\Sigma$ Classes	$\Sigma$ Students
1	X	8 Classes	221
2	XI	8 Classes	198
3	XII	8 Classes	209
Total		24 Classes	

### 4. The Building Condition of SMA N 5 Metro

Tabel 3

The Building Condition of SMA N 5 Metro

No	Rooms	Total	Wide	No	Rooms	Total	Wide
1	Class	15	1774 M	12	SHU	1	18 M <sup>2</sup>
2	Headmaster office	1	4 M <sup>2</sup>	13	OSIS	1	18 M <sup>2</sup>
3	Viece-office	1	4M <sup>2</sup>	14	Pantry	1	12 M <sup>2</sup>
4	Staff office	1	4 M <sup>2</sup>	15	Toilet	14	33 M <sup>2</sup>
5	Teacher office	1	56 M <sup>2</sup>	16	Parking area	1	24 M <sup>2</sup>
6	BK office	1	18 M <sup>2</sup>	17	Ceremony field	1	300 M <sup>2</sup>
7	IPA laboratory	1	56 M <sup>2</sup>	18	Committee Room	1	56 M <sup>2</sup>
8	Cooperation	1	20 M <sup>2</sup>	19	Canteen	3	20 M <sup>2</sup>
9	Computer	1	80 M <sup>2</sup>	20	Sport field	1	408

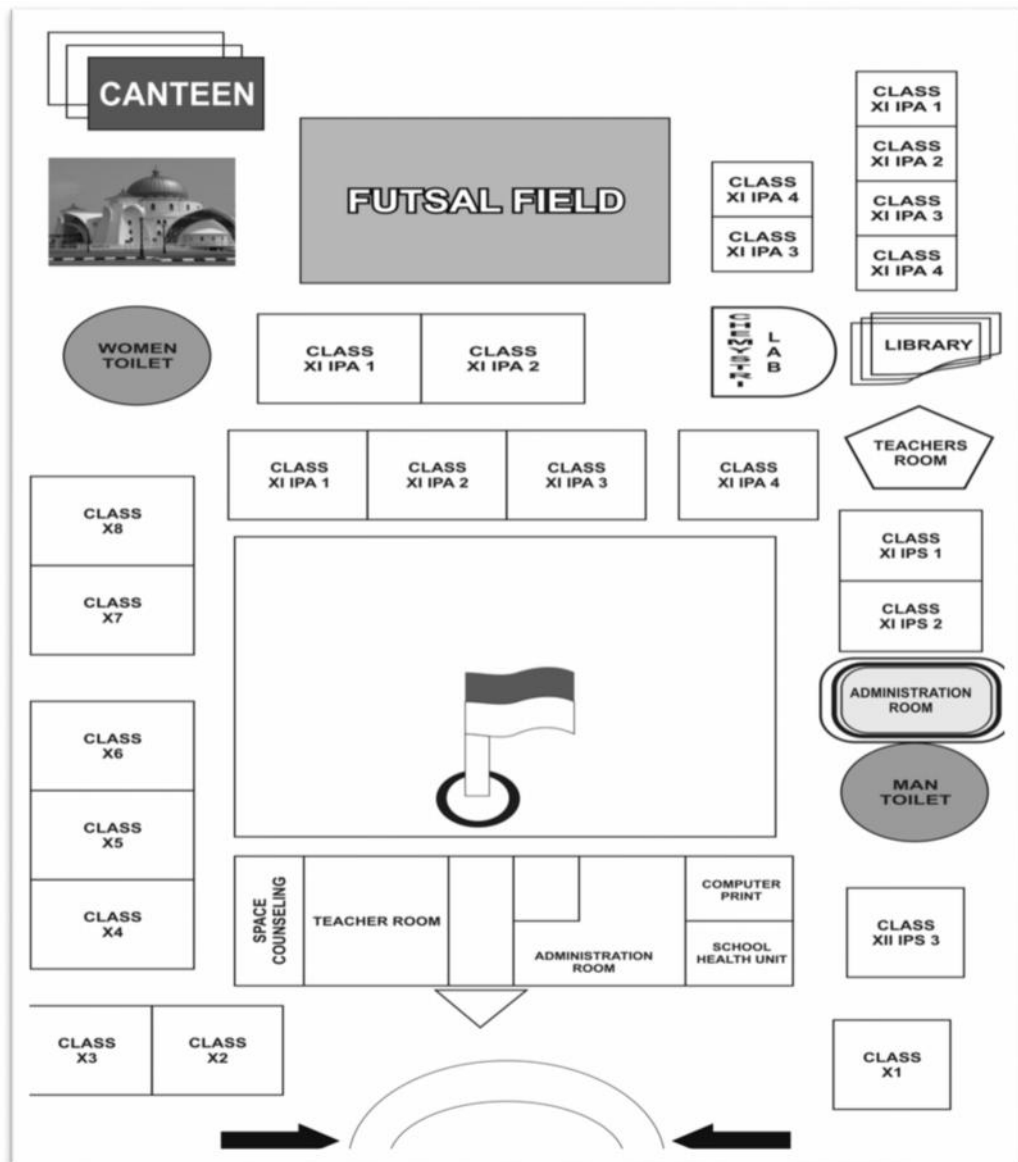
	laboratory						M <sup>2</sup>
10	Mosque	1	56 M <sup>2</sup>	21	Kitchen	1	12 M <sup>2</sup>
11	Library	1	96 M <sup>2</sup>	22	Fence	1	60

**5. The Location Sketch of SMA N 5 Metro**

**Figure 2**

**SITE PLAN SMAN 5 METRO**

**ACADEMIC YEAR 2015/2016**



## **B. Research Finding Description.**

This research used classroom action research. It was conducted in two cycles. The students result was gotten through test that was given to the students in the begin research and the end of every cycle, while the activity data was gotten from the observation the learning activity was happened.

The action in cycle 1 and cycle 2 were conducted about two meetings in each cycle and each meeting in these cycles took 2x40 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, researcher made lesson plan.

### **1. Cycle I**

#### **a. Planning**

In this section the researcher planned to giving the material about reading. The researcher prepared several things related to learning process such as prepared the lesson plan, material, media for implementing the Pre-questioning technique, made the instrument that would be done as the pre-test and post-test in the cycle 1, made the observation sheet of the student's activity, identified the problem and found the cause of problem at the first and the end of learning process, so planned to giving the evaluation

to measure the students ability in received the material that have been taught.

**b. Action**

The implementation of the action was conducted in 3 meetings. The first meeting was used to pre-test, second meeting was used to the action so the third meeting was used to post test. And here are the explanation of every meeting:

1) The First Meeting.

This meeting was conducted on July 28<sup>th</sup>2015 for 2x40 minutes, used as the pre-test before the students were given action. The meeting was started by praying, greeting and checking the attendance list, so asking the students condition.

In this stage, the condition of the class was effectived because the collaborator handed the class before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher. The researcher gave pre-test to the students. The test was reading comprehension including narrative text and it were essay consist of 10 questions that was answered by the students in written form.



The pre-test was done to measure how far the students ability in mastering the meaning of the text and their answers which given. The result of pre-test can be seen on table bellow:

Table 4

The Students Pre-test Score of reading comprehension

No	Students' Name	Score	Target>72
1	ANS	53,3	Failed
2	BLQ	53,3	Failed
3	DS	66,6	Failed
4	DW	63,3	Failed
5	DN	63,3	Failed
6	DTY	56,6	Failed
7	EG	56,6	Failed
8	EVT	60	Failed
9	FRH	53,3	Failed
10	GD	43,3	Failed
11	IDN	56,6	Failed
12	IND	80	Pass
13	IRF	66,6	Failed
14	M. RZ	66,6	Failed
15	MR	66,6	Failed
16	MT	56,6	Failed
17	MCHL	83,3	Pass
18	MHM	83,3	Pass
19	NR	73,3	Pass
20	NZL	80	Pass
21	PN	50	Failed
22	RN	63,3	Failed
23	RC	53,3	Failed
24	SF	46,6	Failed

25	SP	60	Failed
26	TN	50	Failed
27	WD	75	Pass
	Total	1680.7	
	Average	62.2	

From the result of pre-test, it can be seen that the highest is 83,3 and the lowest score is 46,6. So the average score of pre-test is 62,2. From the table 3, that were 22 students who got the below target of score ( under the MSC ) and 5 students got above score from the MSC. Then, based on the result of pre-test, it could be seen that the target based on Minimum Standard Criteria (MSC) has not been achieved yet.

## 2) The Second Meeting

The second meeting was conducted on July 29<sup>th</sup> for 2x40 minutes. In this meeting was used as the implementation of the action in cycle 1. The meeting started by praying, greeting, checking the attendance list and asking about students condition. Before begun to the material, the researcher asked the students understanding about kinds of reading. But they didn't answered it yet. Then the researcher gave them and than write the kinds of reading on the white board. The researcher explained well the kinds of reading, so she gave more explanation about narrative

text and gave them simple sentence on a paper. They should read the sentence one by one and the researcher correct the students reading.

After finishing students reading text, the researcher explained the technique (Pre-Questioning) to the students until they understood it well. Some of students were noisy and less active in teaching and learning process. In the last meeting the researcher asked to the students about the material above and conclude it. So the researcher greets to closing the meeting.

### 3) The Third Meeting

The third meeting was conducted on July 31<sup>th</sup> 2014 for 2x40 minutes. This meeting used as post-test after giving the treatment. It started by praying, greeting, checking attendance list and asking about students condition. The researcher asked about material had given in the last meeting, than the researcher gave them the post-test to the students. The kind of the test were essay with consist of 10 items, the researcher gave them the text about narrative text on a paper, than researcher gave them 60 minutes to answered it well. In the post-test only 10 students who got good score, but the result of the students test was better than the students test before giving treatment.

Table 5

The Students post-test 1 Score of reading comprehension

No	Students' Name	Score	Target>72
1	ANS	66,6	Failed
2	BLQ	66,6	Failed
3	DS	66,6	Failed
4	DW	73,3	Pass
5	DN	63,3	Failed
6	DTY	73,3	Pass
7	EG	63,3	Failed
8	EVT	50	Failed
9	FRH	90	Pass
10	GD	50	Failed
11	IDN	60	Failed
12	IND	93,3	Pass
13	IRF	66,6	Failed
14	M. RZ	90	Pass
15	MR	66,6	Failed
16	MT	80	Pass
17	MCHL	80	Pass
18	MHM	80	Pass
19	NR	60	Failed
20	NZL	76,6	Pass
21	PN	66,6	Failed
22	RN	73,3	Pass
23	RC	66,6	Failed
24	SF	80	Pass
25	SP	76,6	Pass
26	TN	66,6	Failed

27	WD	56,6	Failed
	Total	1902,4	
	Average	70,4	

### c. Observation

The observing is done by researcher and collaborator during learning process. There were some observations that had been done such as; observation on the students' activities, teacher notes, and observation on the result of the evaluation.

These are explanations from the points above:

#### 1) Students' Activities

In observing, the researcher presented in one meeting in cycle 1 of learning reading that related with narrative text. In this time the researcher gave the material to the students but the students still faced some difficulties in learning narrative text and answer the questions.

The observation that was conducted on students' activities as follows:

**Table 6**

#### **The Percentage of the Students' Activity**

No	Students' Activity	Frequency	Percentage
1	Give an attention to the teachers explanation	15	55,5%

2	Enthusiastically join the learning process	14	51,8%
3	Able to understand of material by using Pre-questioning	13	48,1%
4	Responding the teacher question	9	33,3%

Based on the data above explained that the total of students who give attention to the teacher explanation were 15 students (55,5%). Students enthusiastically join the learning process only 14 students (51,8%) but there were 13 students (48,1%) able to understand of material by using Pre-questioning. The poor activity was only 9 students (33,3%) were very lazy to responding the teacher question.

## 2) Teachers' Note

At this stage the researcher made a note of teacher activities and corrected by the collaborator. From the observation on cycle 1 in the beginning of learning before the researcher used the Pre-questoning technique, the teacher was prepare well the lesson but there were most of students still seemed confused in the class, most of students are not active in the learning process and they still respected not the teacher explanation.

## 3) Evaluation

Evaluation was given in cycle 1 are pre-test in beginning of learning and post-test was given at the end of learning. From

the result of pre-test that was given the researcher obtained the result: the highest score was 83.3 and the lowest score was 46.6. The average at the pre-test was 62.2. Then the result of post-test 1 that was given the researcher obtained the result: the highest score was 93.3 and the lowest score was 50. The average score of post-test 1 was 70.4.

#### **d. Reflection**

Based on the result of the first meeting, the researcher analyzes the difficulties in reading comprehension. In the second meeting, the students got many difficulties in finding the main idea, in guessing the function of the text, and in getting the answer of the questions given. Other factor that is made it not effective because the researcher didn't teach how to read the text well, the researcher couldn't explain the material well, the researcher couldn't make the class in good condition and the researcher didn't use the interactive reading correctly. In this meeting, there were many students felt bored in the class because the reading material not interesting enough.

With the end of cycle 1, the researcher and collaborator do the reflection together. Based on the data entered the reflection in cycle 1 was still found in the deficiencies that occurred in the cycle 1. As for deficiencies in the first cycle, there were; while the researcher explain the materials, the researcher gave less attention

to every student, the researcher was low in explain the material, so that students who were noisy and some students got failure in the test of cycle 1.

The reflection result can be inferred that:

- 1) The researcher should be more paying more attention to the students.
- 2) The researcher should monitor the students one by one while learning process.
- 3) The researcher should give more attention to the students who are responsive and try to give more attention to students who are irresponsive.
- 4) Furthermore, the result of the learning result in cycle I before and doing the treatment could be concluded in the following table.

Table 7

The Increasing of Students' Scores at Pre-test and Post-test

No	Name	Pre-test score	Post-test cycle I score	Increasing	Explanation
1	ANS	53,3	66,6	13,3	Increased
2	BLQ	53,3	66,6	13,3	Increased
3	DS	66,6	66,6	0	Constant
4	DW	63,3	73,3	10	Increased
5	DN	63,3	63,3	0	Constant
6	DTY	56,6	73,3	16,7	Increased
7	EG	56,6	63,3	6,7	Increased
8	EVT	60	50	-10	Decreased
9	FRH	53,3	90	36,7	Increased



10	GD	43,3	50	6,7	Increased
11	IDN	56,6	60	3,4	Increased
12	IND	80	93,3	13,3	Increased
13	IRF	66,6	66,6	0	Constant
14	M. RZ	66,6	90	23,4	Increased
15	MR	66,6	66,6	0	Constant
16	MT	56,6	80	23,4	Increased
17	MCHL	83,3	80	-3,3	Decreased
18	MHM	83,3	80	-3,3	Decreased
19	NR	73,3	60	-13,3	Decreased
20	NZL	80	76,6	-3,4	Decreased
21	PN	50	66,6	16,6	Increased
22	RN	63,3	73,3	10	Increased
23	RC	53,3	66,6	13,3	Increased
24	SF	46,6	56,6	10	Increased
25	SP	60	76,6	16,6	Increased
26	TN	50	66,6	16,6	Increased
27	WD	75	56,6	-18,4	Decreased
<b>Total Score</b>		<b>1680,7</b>	<b>2370,9</b>		
<b>Average</b>		<b>62,2</b>	<b>85,4</b>		

Based on the results above, it can be seen that almost students were not fulfill the standard minimum criteria. Furthermore the researcher conducted the cycle 2 in order to make students can reach the standard minimum criteria.

**Table 8**

**STUDENTS'OBSERVATION SHEET IN CYCLE 1**

No	Student's Name	The aspect that observed			
		Give an attention to the teacher's explanation	Enthusiast ically join the learning process	Able to understand of material by using Pre-questioning	Respondin g the teacher question

1	ASR		✓		✓
2	BA			✓	
3	DW	✓	✓		✓
4	DNW	✓	✓		
5	DAP	✓		✓	
6	DPA		✓	✓	
7	EG	✓	✓		
8	ERP				✓
9	FF	✓	✓		
10	GDS			✓	✓
11	IAS	✓			
12	ISD	✓	✓		✓
13	IFR	✓			
14	MRAS		✓		
15	MCM		✓	✓	✓
16	MNM	✓			
17	MF		✓	✓	
18	MD	✓	✓		
19	NH			✓	✓
20	NR	✓	✓	✓	✓
21	PA		✓		
22	RA	✓		✓	
23	RR	✓	✓		
24	SRC	✓		✓	
25	SAR			✓	
26	TJW			✓	✓
27	WAR	✓		✓	
Total		15	14	13	9

**Table 9**

**The Percentage of the Students' Activity in the Learning Process of Cycle I**

No	Students' Activity	Frequency	Percentage
1	Give an attention to the teachers explanation	15	55,5%
2	Enthusiastically join the learning process	14	51,8%
3	Able to understand of material by using Pre-questioning	13	48,1%
4	Responding the teacher question	9	33,3%

The data above explained that the total of students who give attention to the teacher explanation were 15 students (55,5%). Students enthusiastically join the learning process only 14 students (51,8%) but there were 13 students (48,1%) able to understand of material by using Pre-questioning. The poor activity was only 9 students (33,3%) were very lazy to responding the teacher question.

## **2. Cycle II**

Based on the result of cycle 1 was not success, in the stage need to be held the cycle II again to repair the weakness in the cycle

I. The step of cycle II as follow:

### **a. Planning**

Based on the activity in cycle I, the process at the cycle II was focused on the problem in Cycle I. There are still many weaknesses on cycle I such as the students not focus to join the class and they hard to understand the materials. The researcher and the collaborator planned the materials. The researcher prepared the lesson plann, material, gave the pot-test and gave evaluation. By using Pre-questioning Technique the researcher tried to increase the students' reading comprehension and hoped it would help to increase the students' interested in learning English.

## **b. Action**

The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting will be explained below:

### 1) The First Meeting

The first meeting was done on Tuesday, August 4<sup>th</sup> 2015 for 2x40 minutes. This meeting was opened by praying, greeting, asking the students' condition and checking the attendance list. In this meeting, the researcher gave Pre-questioning technique and reading material more interested in teaching and learning process. While teaching and learning process using Pre-questioning technique well and reading material more interested in the class to be more enthusiastic, interest, and the students gave full attention to the teacher explanation, so, it can made the students interest in learning process, especially in teaching reading using Pre-questioning technique.

Meanwhile, the researcher was explaining the material more clearly than before, and the researcher gave the example how to read the text, how to guess the main idea, how to answer the question correctly. The next stage, the researcher gave the reading material more interested to the students, and then the researcher gave the chance to the

students to read one by one, and gave change to students in answering those questions. It made the students more active and interest with the lesson. Most of students could read the sentences and answer the questions well and correctly.

The condition in the class of this meeting more effective than before. In the end of teaching and learning process, the researcher gave the evaluation to measure how far the material that the researcher explain can be understand by the students.

## 2) The Second Meeting

The second meeting was conducted on August 5<sup>th</sup>2015. This meeting used to post-test 2 in the end of cycle II for 2x40 minutes. The researcher gave post-test to the students. In this meeting, most of the students could practice how to read well, how to establish the main idea from the text. It can be seen from the result of post-test II.

Table 10

The Students' Post-test 2 Score of reading comprehension

No	Students' Name	Score	Target>72
1	ANS	73,3	Pass
2	BLQ	83,3	Pass
3	DS	76,6	Pass
4	DW	86,6	Pass
5	DN	90	Pass

6	DTY	90	Pass
7	EG	93,3	Pass
8	EVT	66,6	Failed
9	FRH	90	Pass
10	GD	73,3	Pass
11	IDN	66,6	Failed
12	IND	98,8	Pass
13	IRF	90	Pass
14	M. RZ	93,3	Pass
15	MR	90	Pass
16	MT	80	Pass
17	MCHL	90	Pass
18	MHM	90	Pass
19	NR	96,6	Pass
20	NZL	96,6	Pass
21	PN	76,6	Pass
22	RN	93,3	Pass
23	RC	86,6	Pass
24	SF	93,3	Pass
25	SP	80	Pass
26	TN	86,6	Pass
27	WD	76,6	Pass
	Total	2370,9	
	Average	85,4	

There are 25 of 27 students got score above the MSC (Minimum Standard Criteria).

### c. Observation

At this stage, the observation was done by researcher and collaborator during learning process. There were some observation that had been done, such as; observation sheet on the students' activities, teacher's note, and observation on the result of the evaluation.

#### 1. Students' activities

Observation was done on the cycle II was almost similar with the observation of the cycle I. From the observation of the students' activities on cycle II, can be seen that gave an attention to the teacher's explanation 90%, able to study in each of their team 86%, active in working cooperatively to identify the characteristics of narrative text 100 %, and practice make note from the material 86%.

**Table 11**

**STUDENTS' OBSERVATION SHEET IN CYCLE 2**

No	Student's Name	The aspect that observed			
		Give an attention to the teacher's explanation	Enthusiastically join the learning process	Able to understand of material by Pre-questioning	Responding the teacher question
1	ASR	✓	✓	✓	✓
2	BA	✓		✓	✓
3	DW	✓	✓	✓	✓
4	DNW	✓	✓	✓	✓
5	DAP	✓	✓	✓	
6	DPA	✓	✓	✓	✓
7	EG	✓	✓	✓	
8	ERP			✓	✓
9	FF	✓	✓		✓
10	GDS	✓	✓	✓	✓
11	IAS	✓		✓	✓
12	ISD	✓	✓	✓	
13	IFR	✓	✓	✓	✓
14	MRAS	✓	✓	✓	✓
15	MCM	✓	✓	✓	✓
16	MNM	✓		✓	✓
17	MF	✓	✓	✓	
18	MD	✓	✓	✓	✓
19	NH	✓	✓	✓	✓
20	NR	✓	✓	✓	✓
21	PA	✓		✓	✓

22	RA	✓	✓	✓	
23	RR		✓	✓	✓
24	SRC	✓	✓	✓	✓
25	SAR	✓	✓	✓	✓
26	TJW		✓		✓
27	WAR	✓	✓	✓	✓
Total		24	22	25	22

**Table 12**

**The Percentage of the Students' Activity in the Learning Process of Cycle II**

No	Students' Activity	Frequency	Percentage
1	Give an attention to the teachers explanation	24	88,8%
2	Enthusiastically join the learning process	22	81,4%
3	Able to understand of material by using Pre-questioning	25	92,5%
4	Responding the teacher question	22	81,4%

**2 . Teacher's note**

From the observation on cycle II, most of the students were interested in following the lesson, most of the students could reading narrative text based on the topics, most of the students were active during teaching learning process.

**3 . Evaluation**

Evaluation was given on cycle II was post-test 2 was given at the end of learning. The result of test, the highest score was 98,8 and the lowest score was 66,6. The average score of post-test 2 was 85,4.



#### d. Reflection

Based on the end part of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the teacher and they could accept the material more clearly. From the test result, it can be seen that the teaching learning process was successful, because the students who got score under the minimum standard criteria only 2 students. It mean that the teaching learning process interactive reading as a strategy have positive effect and interactive reading can increase the students' reading comprehension.

Table 13

The Students' Score at Cycle 1 and 2 of reading comprehension

No	Name	Post-test cycle I score	Post-test cycle II score	Increasing	Explanation
1	ANS	66,6	73,3	6,7	Increased
2	BLQ	66,6	83,3	17	Increased
3	DS	66,6	76,6	10	Increased
4	DW	73,3	86,6	13,3	Increased
5	DN	63,3	90	26,7	Increased
6	DTY	73,3	90	16,7	Increased
7	EG	63,3	93,3	6,7	Increased
8	EVT	50	66,6	16,6	Increased
9	FRH	90	90	0	Constant
10	GD	50	73,3	23,3	Increased
11	IDN	60	66,6	6,6	Increased
12	IND	93,3	98,8	5,5	Increased

13	IRF	66,6	90	23,4	Increased
14	M. RZ	90	93,3	3,3	Increased
15	MR	66,6	90	23,4	Increased
16	MT	80	80	0	Constant
17	MCHL	80	90	10	Increased
18	MHM	80	90	10	Increased
19	NR	60	96,6	36,6	Increased
20	NZL	76,6	96,6	20	Increased
21	PN	66,6	76,6	10	Increased
22	RN	73,3	93,3	20	Increased
23	RC	66,6	86,6	20	Increased
24	SF	56,6	93,3	36,7	Increased
25	SP	76,6	80	3,4	Increased
26	TN	66,6	86,6	20	Increased
27	WD	56,6	76,6	20	Increased
<b>Total Score</b>		<b>1902,4</b>	<b>2370,9</b>		
<b>Average</b>		<b>70,4</b>	<b>85,4</b>		

From the table above, in post-test 1 in cycle 1 and post-test 2 in cycle 2 has increased the students' reading comprehension in narrative text. Their average scores increases from 70,4 up to 85,4. From the table we know that in post-test 2 there are 2 students who got the score below the target or under minimum standard criteria (MSC), and 25 students got score above the minimum standard criteria. So, based on the result of post-test 1 and post-test 2, it can be seen that the target of teaching based on MSC has been achieved and also mean that Pre-Questioning technique can increase the students' reading comprehension.

Table 14  
The Increasing of Students' Scores at Post-test 1 and Post-  
test 2

No	Name	Post-test cycle I score	Post-test cycle II score	Increasing	Explanation
1	ANS	66,6	73,3	6,7	Increased
2	BLQ	66,6	83,3	17	Increased
3	DS	66,6	76,6	10	Increased
4	DW	73,3	86,6	13,3	Increased
5	DN	63,3	90	26,7	Increased
6	DTY	73,3	90	16,7	Increased
7	EG	63,3	93,3	6,7	Increased
8	EVT	50	66,6	16,6	Increased
9	FRH	90	90	0	Constant
10	GD	50	73,3	23,3	Increased
11	IDN	60	66,6	6,6	Increased
12	IND	93,3	98,8	5,5	Increased
13	IRF	66,6	90	23,4	Increased
14	M. RZ	90	93,3	3,3	Increased
15	MR	66,6	90	23,4	Increased
16	MT	80	80	0	Constant
17	MCHL	80	90	10	Increased
18	MHM	80	90	10	Increased
19	NR	60	96,6	36,6	Increased
20	NZL	76,6	96,6	20	Increased
21	PN	66,6	76,6	10	Increased
22	RN	73,3	93,3	20	Increased
23	RC	66,6	86,6	20	Increased

24	SF	56,6	93,3	36,7	Increased
25	SP	76,6	80	3,4	Increased
26	TN	66,6	86,6	20	Increased
27	WD	56,6	76,6	20	Increased
<b>Total Score</b>		<b>1902,4</b>	<b>2370,9</b>		
<b>Average</b>		<b>70,4</b>	<b>85,4</b>		

Based on the results above, it can be seen that almost students were not fulfill the standard minimum criteria. Furthermore the researcher conducted the cycle 2 in order to make students can reach the standard minimum criteria.

### **C. Interpretation**

During research process, the researcher observed that the students were interested in teaching and learning reading. They were enthusiastic the learning process. The researcher assumes that teaching by Pre-Questioning technique can increase the students' reading comprehension. By using Pre-Questioning technique the students learn narrative text easier because the students could practice how to read, how to answer, and how to understand English language more easily and effectively. So, it has proved that Pre-Questioning technique be one of the interesting strategies in learning reading. Especially for the students at the eleventh graders of SMA N 5 Metro.

#### **1. The Result of Students Learning**

##### **a. The Result of Students Pre-Test**

The researcher conducted the pre-test to know the students' reading comprehension before implementing the treatment. It was done on July 28<sup>st</sup> 2015. From the result of pre-test shown that most of the students difficult in doing the test from the researcher. Based on the table 4 the students' average were 62.2 it shows that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) 72. In this stage, only 6 students out of 27 students passed of the minimum standard criteria.

**b. The Result of Students Post-Test 1**

In this research, to know the students' reading comprehension after implementing the treatment the researcher conducted the post-test 1. It was done on July 29<sup>st</sup> 2015. Based on the table 5 the students' average was 70,4. It shown that most of the students have not passed yet in achieving the minimum standard criteria 72. In this stage there are 12 students out of 27 students passed of the minimum standard criteria. It can be seen that most of the students failed in achieving reading material.

**c. The Result of Students Post-Test 2**

The researcher conducted the post-test 2 had been finished to know the students' reading comprehension after implementing the treatment. It was done on August 4<sup>th</sup> 2015. Based on the table 6 it can be seen that the students' average was 85,4. It shown that most of the students have passed in achieving the minimum

standard criteria (72). In this stage, 25 students of 27 students passed of the minimum standard criteria. It can be seen that most of the students passed in achieving material.

#### d. The Comparison of Pre-Test and Post-Test

The score from the implementation of the cycle 1 and 2 can be seen in the table result of students' learning below.

Table 15

The increasing of students' score in pre test and post test cycle 1 and 2

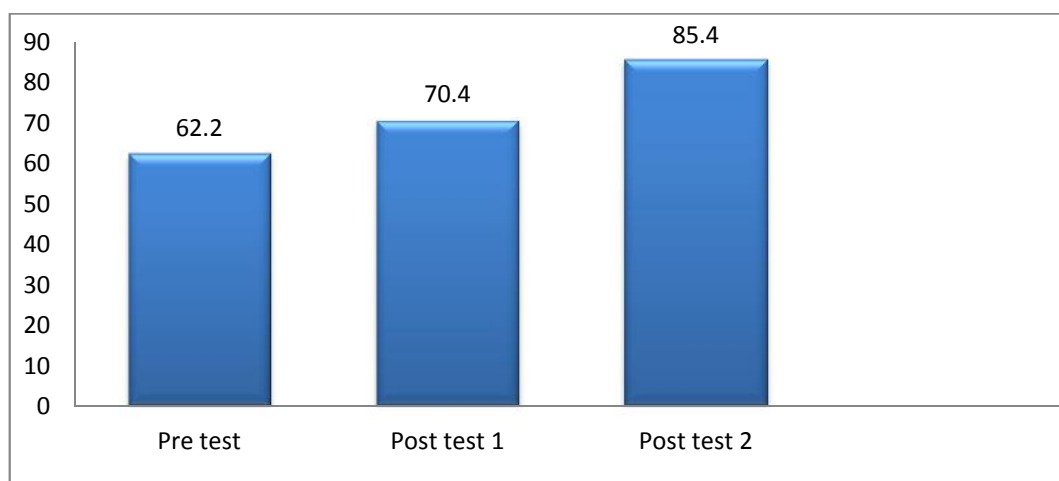
No	Name	Score			Explanation
		Pre-test	Post-test 1	Post-test 2	
1	ANS	53,3	66,6	73,3	Increased
2	BLQ	53,3	66,6	83,3	Increased
3	DS	66,6	66,6	76,6	Increased
4	DW	63,3	73,3	86,6	Increased
5	DN	63,3	63,3	90	Increased
6	DTY	56,6	73,3	90	Increased
7	EG	56,6	63,3	93,3	Increased
8	EVT	60	50	66,6	Decreased
9	FRH	53,3	90	90	Increased
10	GD	43,3	50	73,3	Increased
11	IDN	56,6	60	66,6	Decreased
12	IND	80	93,3	98,8	Increased
13	IRF	66,6	66,6	90	Increased
14	M. RZ	66,6	90	93,3	Increased
15	MR	66,6	66,6	90	Increased
16	MT	56,6	80	80	Increased
17	MCHL	83,3	80	90	Increased
18	MHM	83,3	80	90	Increased
19	NR	73,3	60	96,6	Increased

20	NZL	80	76,6	96,6	Increased
21	PN	50	66,6	76,6	Increased
22	RN	63,3	73,3	93,3	Increased
23	RC	53,3	66,6	86,6	Increased
24	SF	46,6	56,6	93,3	Increased
25	SP	60	76,6	80	Increased
26	TN	50	66,6	86,6	Increased
27	WD	75	56,6	76,6	Increased
<b>Total Score</b>		<b>1680,7</b>	<b>1902,4</b>	<b>2370,9</b>	
<b>Average</b>		<b>62,2</b>	<b>70,4</b>	<b>85,4</b>	

Based on the table above, it can be describe in the graph 1 as follow:

Figure 3

The Average Score of the Test



Based on the table and the graph above, in the cycle 1 from the pre-test to the post-test 1 have progress average score from 62.2 to 70.4. There is increasing about 8.2 point. Then from the cycle II have progress average score from 70.4 to 85,4 there is increasing about 15 point.

## 2. The Result Observation of Students' Activity

This observation result was gotten when the learning process happened by collaborator. The result of the students' learning activity observation can be seen in the table below:

Table 16

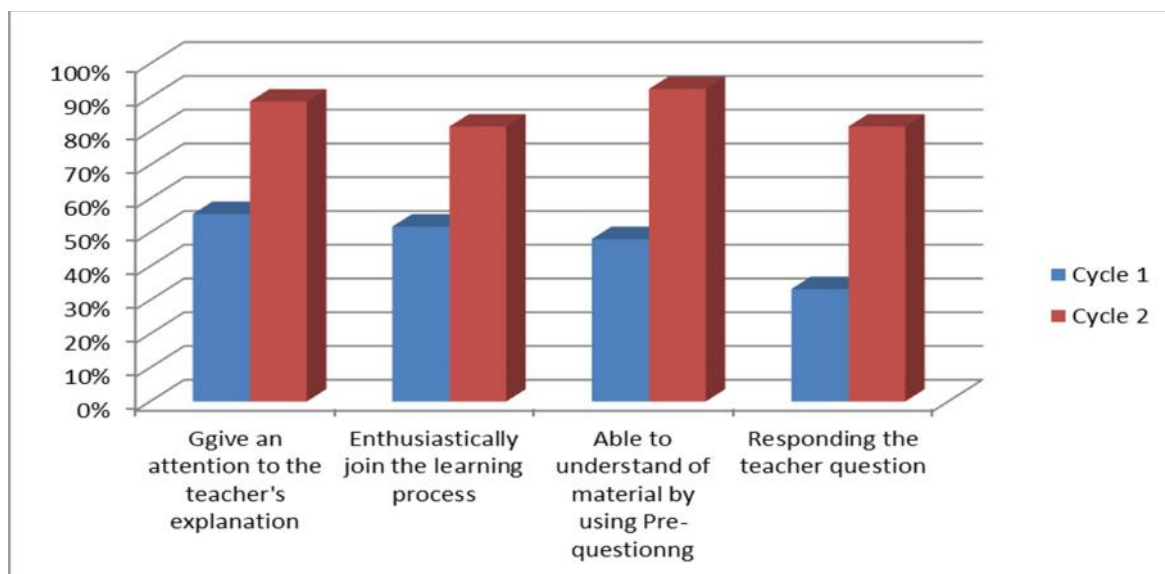
The result of students' activity of reading comprehension

No	Students' Activity	Cycle I		Cycle II		Note
		F	(%)	F	(%)	
1	Give an attention to the teacher's explanation	15	55,5%	24	88,8%	Increase
2	Enthusiastically join the learning proses	14	51,8%	22	81,4%	Increase
3	Able to understand of material by using Pre-questioning	13	48,1%	25	92,5%	Increase
4	Responding the teacher question	9	33,3%	22	81,4%	Increase
	<b>Total Score</b>		<b>188,7%</b>		<b>344,1%</b>	<b>Increase</b>
	<b>Average</b>		<b>47,1%</b>		<b>86,0%</b>	<b>Increase</b>

Figure 4

The Result of Students' Activities





Based on the line of graph, the students' activities have got improvement from cycle I and cycle II. The students who give attention to the teacher explanation has increased from 15 students (55,5%) became 24 students (88,8%). Then there were only 14 students (51,8%) who enthusiastically join the learning process was increase up to 22 students (81,4%). The students' activity in responding the teacher question has reached out from 9 students (33,3%) up to 22 students (81,4%). The most increasing reached out of all students (92,5%) from 13 students (48,1%) was in giving contribution in of able to understand of material by using Pre-questioning.

Based on the result, it can be seen that the students activities in cycle I up to cycle II improved from 47,1% to 86,0% .The increasing point was 38,9%. Therefore this research considered finish at cycle 2. And 7,4% of students reached score 75 in cycle 2 so that this research is considered complete. It can be concluded that the Pre-questioning technique can

increase the students' reading comprehension at the eleventh graders SMA

N 5 Metro.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the implementation of learning reading comprehension through the use of pre-questioning technique in two cycles of the classroom action research, the researched would like to give the conclusion as follows:

1. Pre-questioning Technique can increase the students' reading comprehension at the eleventh graders of SMA N 5 Metro.
2. The result of post-test is higher than pre-test. The average score of pre-test is 62,2. Then the average score of post-test I is 70,4 and the average score of post-test II is 85,4.
3. Pre-questioning Technique can be used as one of the techniques in comparative reading comprehension.

## **B. Suggestion**

Based on the result of the research and the conclusion stated previously, the researcher would like to give some suggestion as follows:

### **1. For teacher**

- a. Pre-questioning Technique can be technique in teaching reading especially in narrative text can be alternative learning model. It can help to solve the student's problem in reading and comprehending a narrative text well.
- b. The teacher should create fun situation and activity in the classroom. It means that it can simulate students' interest during teaching and learning process particularly an teaching and learning of narrative text.

### **2. For Students**

- a. The students should learn English actively particularly in reading comprehension, because reading is not only learn in Senior High School, but also in campus.
- b. The students should spend their more time for writing activity to make them accustomed in reading.
- c. The students should never give up when they find something difficult especially in studying English. They have to be active to ask to their teacher.

### **3. For the Principal**

The researcher greatly expects that this study can give contribution for the school, such as a reference for further studies in learning reading comprehension. And the principle should take positive side of this technique as the new method or strategy in English learning that can increase the students' reading comprehension.

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# **A P P E N D - I X**



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## Appendix 1

**PERANGKAT PEMBELAJARAN**  
**SILABUS PEMBELAJARAN**  
PENDIDIKAN BUDAYA DAN KARAKTER BANGSA

**Mata Pelajaran** : Bahasa Inggris  
**Satuan Pendidikan** : SMA / MA  
**Kelas/Semester** : XI / 1

**Nama Guru** : Dian Puspitasari, S.Pd  
**NIP/NIK** : 19830422 201001 2 010  
**Sekolah** : SMA N 5 Metro

**KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)**

## SILABUS PEMBELAJARAN

Nama Sekolah : SMA N 5 METRO  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
<b>Mendengarkan</b> 7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut ( <i>sustained</i> ) dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan berlanjut ( <i>sustained</i> ) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan	• <b>Responding to expressions of congratulating and complimenting</b>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan sikap dan perasaan beserta responnya secara berkelompok. • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok	• Mengidentifikasi hubungan antar pembicara • Mengidentifikasi makna tindak tutur sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Mengidentifikasi makna tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan perasaan sedih • Mengidentifikasi makna tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Mengidentifikasi konteks situasi	Tertulis  (PG dan Uraian)  Quiz  Tugas	1 x 45   1 x 45	Developing English Competencies for Grade eleventh Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

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	menyatakan perasaan sedih								
	7.2 Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan berlanjut ( <i>sustained</i> ) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel	<ul style="list-style-type: none"> <li>• <b>Responding to narrative texts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan perasaan beserta responnya secara berkelompok.</li> <li>• Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal</li> <li>• Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi makna tindak tutur menyatakan perasaan malu</li> <li>• Merespon tindak tutur menyatakan perasaan malu</li> <li>• Mengidentifikasi makna tindak tutur menyatakan perasaan marah</li> <li>• Merespon tindak tutur menyatakan perasaan marah</li> <li>• Mengidentifikasi makna tindak tutur menyatakan perasaan jengkel</li> <li>• Merespon tindak tutur menyatakan perasaan jengkel</li> </ul>	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Quiz</p> <p>Tugas</p>	<p>2 x 45</p> <p>2 x 45</p>	<p>Developing English Competencies for Grade eleventh Senior High School (SMA/MA)</p> <p>Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	8.1 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> <li>• <b>Responding to expressions of congratulating and complimenting</b></li> <li>• <b>Responding to narrative texts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>• Mendengarkan sebuah pengumuman lisan.</li> <li>• Mendiskusikan isi teks yang didengar secara berpasangan.</li> <li>• Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok.</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi topik sebuah teks fungsional pendek yang didengar</li> <li>• Mengidentifikasi informasi tertentu teks yang didengar</li> <li>• Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar.</li> </ul>	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Quiz</p> <p>Tugas</p>	<p>1 x 45</p> <p>1 x 45</p> <p>1 x 45</p>	<p>Developing English Competencies</p> <p>for Grade eleventh Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>
	8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan	<ul style="list-style-type: none"> <li>• <b>Responding to expressions of congratulating and complimenting</b></li> <li>• <b>Responding to narrative texts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi,</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka</li> </ul>	<ul style="list-style-type: none"> <li>• Mendengarkan sebuah <i>narrative/spoof/ hortatory exposition</i> secara klasikal.</li> <li>• Mendiskusikan isi teks yang didengar secara berpasangan.</li> <li>• Melakukan case</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi main idea dari teks <i>hortatory exposition</i> yang didengar</li> <li>• Mengidentifikasi tokoh dari cerita yang didengar</li> <li>• Mengidentifikasi kejadian dalam teks yang</li> </ul>	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Tugas</p>	<p>1 x 45</p> <p>2 x 45</p> <p>1 x 45</p>	<p>Developing English Competencies</p> <p>for Grade eleventh Senior High School (SMA/MA)</p> <p>Tape</p>

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	berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>		bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	<i>building</i> berdasarkan kelompok pro dan kontra.	didengar • Mengidentifikasi bagian cerita yang lucu • Mengidentifikasi solusi dalam sebuah cerita yang didengar • Mengidentifikasi kasus yang didengar • Mengidentifikasi argumen yang didengar	Quiz		Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
<b>Berbicara</b> 9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut ( <i>sustained</i> ) dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan berlanjut ( <i>sustained</i> ) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan	• <b>Congratulating and complimenting</b>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Bermain peran secara berkelompok	• Menggunakan tindak tutur menyatakan sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Menggunakan tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Menggunakan tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan	Performans	6 x 45	Developing English Competencies for Grade eleventh Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa

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	sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih					sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih			Inggris Majalah Internet
	9.2 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan berlanjut ( <i>sustained</i> ) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan	<ul style="list-style-type: none"> <li>• <b>Performing a monologue of a narrative text</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>• Bermain peran secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan tindak tutur menyatakan perasaan malu</li> <li>• Merespon tindak tutur menyatakan perasaan malu</li> <li>• Menggunakan tindak tutur menyatakan perasaan marah</li> <li>• Merespon tindak tutur menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel</li> </ul>	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Tugas</p> <p>Quiz</p>	<p>1 x 45</p> <p>2 x 45</p> <p>1 x 45</p>	<p>Developing English Competencies for Grade eleventh Senior High School (SMA/MA)</p> <p>Tape Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p>

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	melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel								Majalah Internet
10 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	10.1 Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> <li>• <b>Congratulating and complimenting</b></li> <li>• <b>Performing a monologue of a narrative text</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>• Memberikan sebuah pengumuman lisan secara bergantian</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek</li> </ul>	Tugas performance	4 x 45  4 x 45	Developing English Competencies for Grade eleventh Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet



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	10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	<ul style="list-style-type: none"> <li>• <b>Congratulating and complimenting</b></li> <li>• <b>Performing a monologue of a narrative text</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>• Mendongeng</li> <li>• Melakukan debat secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan kalimat <i>past continuous</i> dalam menyampaikan spoof</li> <li>• Melakukan monolog berbentuk <i>narrative</i></li> <li>• Melakukan monolog berbentuk <i>hortatory exposition</i></li> <li>• Menggunakan modal "<i>should</i>" untuk menyampaikan saran</li> <li>• Melakukan debat</li> </ul>	<p>Tugas</p> <p>Performans</p>	<p>4 x 45</p> <p>4 x 45</p>	<p>Developing English Competencies for Grade eleventh Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>
<b>Membaca</b> 11 Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan	11.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi	<ul style="list-style-type: none"> <li>• <b>Identifying meanings and information in a narrative text</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi,</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca nyaring bermakna sebuah <i>banner</i>, <i>poster</i>, <i>pamphlet</i> secara individu</li> <li>• Mendiskusikan isi teks yang dibaca secara berpasangan.</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar</li> <li>• Mengidentifikasi topic dari teks</li> </ul>	<p>Performans</p> <p>Tertulis (PG dan Uraian)</p> <p>Quiz</p> <p>Tugas</p>	<p>1 x 45</p> <p>1 x 45</p> <p>2 x 45</p>	<p>Developing English Competencies for Grade eleventh Senior High School (SMA/MA)</p> <p>Tape</p>

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sehari-hari dan untuk mengakses ilmu pengetahuan	yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan		bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendiskusikan ciri-ciri gramatikal yang digunakan dalam teks yang dibaca secara berkelompok.	yang dibaca • Mengidentifikasi informasi tertentu dari <i>banner</i> , <i>poster</i> , <i>pamphlet</i>			Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
	11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk	• <b>Reading narrative texts</b>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membaca nyaring bermakna teks <i>exposition</i> secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat yang menyatakan argumen dan saran	• Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi setting dalam sebuah cerita narasi • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi kasus yang	Performans  Tertulis (PG dan Uraian)  Tugas  Quiz	2 x45  4 x45  2 x45	Developing English Competencies  for Grade eleventh Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	<i>narrative, spoof, dan hortatory exposition</i>					<p>dibahas dalam teks</p> <ul style="list-style-type: none"> <li>• Mengidentifikasi argumen yang diberikan</li> <li>• Mengidentifikasi saran yang diberikan</li> <li>• Mengidentifikasi langkahlangkah retorika dari teks</li> <li>• Mengidentifikasi tujuan komunikasi teks dibaca</li> </ul>			berbhasa Inggris Majalah Internet
<p><b>Menulis</b> 12 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p>	12.1 Mengungkap-kan makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet</i> , dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan	<ul style="list-style-type: none"> <li>• <b>Developing a paragraph of a narrative text based on the pictures</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>• Menuliskan sebuah <i>banner, poster, pamphlet</i> secara berkelompok dan</li> <li>• Mempublikasika n di lingkungan sekolah</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat</li> <li>• Menulis gagasan utama</li> <li>• Mengelaborasi gagasan utama</li> <li>• Membuat <i>draft</i>, merevisi, menyunting</li> <li>• Menghasilkan <i>banner, poster, atau pamphlet</i></li> </ul>	<p>Tugas</p> <p>Unjuk kerja</p>	2 x 45	Developing English Competencies for Grade eleventh Senior High School (SMA/MA) Tape Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	sehari-hari								berbahasa Inggris Majalah Internet
	12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	<ul style="list-style-type: none"> <li>• <b>Writing narrative texts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>• Membuat <i>draft</i> teks <i>exposition</i> dengan melakukan <i>chain writing</i>.</li> <li>• Melakukan koreksi teman sejawat</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan kalimat <i>past continuous</i> dalam menulis <i>spoof</i></li> <li>• Menggunakan kalimat <i>kompleks</i> dalam membuat sebuah cerita</li> <li>• Menggunakan modal "<i>should</i>" untuk menulis saran pada teks <i>hortatory exposition</i></li> <li>• Menghasilkan teks berbentuk <i>spoof</i></li> </ul>	Tugas Unjuk kerja	2 x 45 2 x 45	Developing English Competencies for Grade eleventh Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

## Appendix 2

### LESSON PLAN

**School** : SMA N 5 Metro  
**Grade/Semester** : XI/I  
**Subject** : English  
**Skill** : Reading Comprehension  
**Time Allocation** : 2x40 minutes

#### 1. STANDARD OF COMPETENCE

- 5. Understanding the meaning of simple short functional text and simple form essay of recount, narrative and procedure related with the nearest environment and for searching of knowledge

#### 2. BASIC COMPETENCE

- 5.2 Responding the meaning and the stepping of written text essay, by accuratly, fluently and receiptly in daily contexts and to look for knowledge of the recount, narrative and procedure texts.

#### 3. INDICATORS

Indicators	The cultural value and nation character
<ul style="list-style-type: none"> <li>• Identifying the meaning of narrative texts</li> <li>• Identifying the steps of narrative texts</li> <li>• Reading aloud of narrative text</li> </ul>	Religious, honest, tolerance, dicipline, working hard, daemocrate, spirit nationaly, loving nation, friendly, piece love, love reading, to mind of environment, to mind of social, and responsibility.

#### 4. LEARNING OBJECTIVE

- The students are able to answer the question of monolog narrative form text.
- The students are able to understand the meaning of the text.
- The students are able to determine the purpose of the text.

## 5. MATERIALS

The narrative monologue text:

### *THE STORY OF LAKE TOBA*

*Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.*

*One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.*

*Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.*

*Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.*

## 6. LEARNING METHOD

Pre-questioning Technique

## 7. LEARNING ACTIVITY

No.	Learning Activities	Time
1.	Pre-Activities ➤ Greeting	10 minutes

	<ul style="list-style-type: none"> <li>➤ Saying the prayer.</li> <li>➤ Checking the attendance list.</li> <li>➤ Prepare the question about the material before or will be studying,</li> <li>➤ Giving the interesting of the question about the material will be studying,</li> <li>➤ Asking the students about material before or will be studying</li> <li>➤ Giving the students materials know or no</li> </ul>	
2.	<p><b>While-Activities</b></p> <p><b>1) Exploration</b></p> <ul style="list-style-type: none"> <li>➤ Giving the stimulus of the question material about simple monologue of narrative text</li> <li>➤ Discussing te material with the students.</li> <li>➤ Giving the students changes for pressenting the narrative texts</li> <li>➤ Asking the students for doing the questions in papers.</li> </ul> <p><b>2) Elaboration</b></p> <ul style="list-style-type: none"> <li>➤ The teacher distributes the question paper to the students.</li> <li>➤ The teacher asked the students to read the text.</li> <li>➤ The teacher orders the students' to answer the question.</li> </ul> <p><b>3) Confirmation</b></p> <ul style="list-style-type: none"> <li>➤ The teacher asked the student to finnd out and organized the main idea of the text.</li> </ul>	60 minutes
3.	<p>Post-Activity</p> <ul style="list-style-type: none"> <li>➤ Summarizing what has been discussed</li> <li>➤ Closing</li> </ul>	10 minutes

## 8. LEARNING SOURCE

[www.dailyenglish.com](http://www.dailyenglish.com)

## 9. SCORING

### a. Indicators, technique, form.

Indicator	Technique	Form
Identification the meaning of narrative text	Written test	Answering the question of narrative text

### b. Scoring instrument

1. What is the main idea of the text about?

Answer :

2. What is the generic structure of the text?

Answer :

3. What kind of text is the text above ?

Answer :

4. What is tenses using in the text?

Answer :

5. What did he do on his daily activity?

Answer :

6. Where did the man live?

Answer :

7. What did he catch in his fishing?

Answer :

8. Why did the beautiful woman accept the man?

Answer :

9. What did he say when his angry?

Answer :

10. How did the Toba lake happen?

Answer :



## c. Scoring aspect

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Pronunciation			
2	Intonation			
3	Stress			
4	Gestures			
	Total			
	Total Score			

**Collaborator**

**Dian Puspitasari,S.Pd**  
NIP. 19830422 201001 2 010

**Researcher**

**Eli Fitriana**  
NPM. 1064657

### Appendix 3

#### Observation Sheet of Student's Activities Cycle 1

School : SMA N 5Metro

Class/Semester : XI/I

Subject : English

No	Student's Name	The aspect that observed			
		Give an attention to the teacher's explanation	Enthusiastically join the learning process	Able to understand of material by using Pre-questioning	Responding the teacher question
1	ASR		✓		✓
2	BA			✓	
3	DW	✓	✓		✓
4	DNW	✓	✓		
5	DAP	✓		✓	
6	DPA		✓	✓	
7	EG	✓	✓		
8	ERP				✓
9	FF	✓	✓		
10	GDS			✓	✓
11	IAS	✓			
12	ISD	✓	✓		✓
13	IFR	✓			
14	MRAS		✓		
15	MCM		✓	✓	✓
16	MNM	✓			
17	MF		✓	✓	
18	MD	✓	✓		
19	NH			✓	✓
20	NR	✓	✓	✓	✓
21	PA		✓		
22	RA	✓		✓	
23	RR	✓	✓		
24	SRC	✓		✓	
25	SAR			✓	
26	TJW			✓	✓
27	WAR	✓		✓	

Note: tick for each positive activity.

Percentage of students' activities:

1. Give an attention to the teacher's explanation :  $15/27 \times 100 = 55.5\%$
2. Enthusiastically join the learning process :  $14/27 \times 100 = 51,8 \%$
3. Able to understand of material by using Pre-questioning:  $13/27 \times 100 = 48,1\%$
4. Responding the teacher question :  $9/27 \times 100 = 33,3\%$

**Collaborator**

**Dian Puspitasari, S.Pd**  
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**Researcher**

**Eli Fitriana**  
**NPM. 1064657**

## Appendix 7

### Observation Sheet of Students' Activities Cycle 2

School : SMA N 5 Metro

Class/Semester : XI/I

Subject : English

No	Student's Name	The aspect that observed			
		Give an attention to the teacher's explanation	Enthusiastically join the learning process	Able to understand of material by Pre-questioning	Responding the teacher question
1	ASR	✓	✓	✓	✓
2	BA	✓		✓	✓
3	DW	✓	✓	✓	✓
4	DNW	✓	✓	✓	✓
5	DAP	✓	✓	✓	
6	DPA	✓	✓	✓	✓
7	EG	✓	✓	✓	
8	ERP			✓	✓
9	FF	✓	✓		✓
10	GDS	✓	✓	✓	✓
11	IAS	✓		✓	✓
12	ISD	✓	✓	✓	
13	IFR	✓	✓	✓	✓
14	MRAS	✓	✓	✓	✓
15	MCM	✓	✓	✓	✓
16	MNM	✓		✓	✓
17	MF	✓	✓	✓	
18	MD	✓	✓	✓	✓
19	NH	✓	✓	✓	✓
20	NR	✓	✓	✓	✓
21	PA	✓		✓	✓
22	RA	✓	✓	✓	
23	RR		✓	✓	✓
24	SRC	✓	✓	✓	✓
25	SAR	✓	✓	✓	✓
26	TJW		✓		✓
27	WAR	✓	✓	✓	✓

Note: tick for each positive activity.

Percentage of students' activities:

1. Give an attention to the teacher's explanation :  $24/27 \times 100 = 88,8\%$
2. Enthusiastically join the learning process :  $22/27 \times 100 = 81,4 \%$
3. Able to understand of material by using Pre-questioning :  $25/27 \times 100 = 92,5\%$
4. Responding the teacher question :  $22/27 \times 100 = 81,4\%$

**Collaborator**

**Dian Puspitasari, S.Pd**  
**NIP. 19830422 201001 2 010**

**Researcher**

**Eli Fitriana**  
**NPM. 1064657**

**Appendix 4****Pre Test Instrument of Reading Comprehension****Direction :**

- 1. Write your name on your answer sheet!**
- 2. Read the text carefully and then answer the following question briefly!**
- 3. You may not cheat with your friends!**
- 4. Check your answer before submitting!**

*THE STORY OF LAKE TOBA*

*Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.*

*One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.*

*Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.*

*Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.*

1. What is the main idea of the text about?

Answer : The Story lake Toba

2. What is the generic structure of the text?

Answer : - Orientation - Complication - Resolution

3. What kind of text is the text above ?

Answer : Narrative text

4. What is tenses using in the text?

Answer : Simple Past Tense

5. What did he do on his daily activity?

Answer : He did some gardening and fishing for his daily life.

6. Where did the man live?

Answer : Living in North Sumatra. He lived in simple hut in a farming field.

7. What did he catch in his fishing?

Answer : A big golden fish and turned into a beautiful princess.

8. Why did the beautiful woman accept the man?

Answer : Because the man promise not to tell anyone about the secret that she was once a fish.

9. What did he say when his angry?

Answer : He say "You damned daughter of a fish."

10. How did the Toba lake happen?

Answer : Soon there was a big eartquake followed by non-stop pouring rain. The whole area got flooded and become Toba Lake.

## Appendix 5

### Post Test Instrument of Reading Comprehension

**Direction :**

1. Write your name on your answer sheet!
2. Read the text carefully and then answer the following question briefly!
3. You may not cheat with your friends!
4. Check your answer before submitting!

**A. Read and answer the questions based on the text!**

#### ALLAH KNOW EVERYTHING

Mr. ‘Abdullah had three sons, the oldest was ‘Ali, the second was Ahmad and the youngest was Hasan. He loved his sons very much and he wanted them to be good muslims when they grew up. As a father, Mr. ‘Abdullah was a good Muslim so that his sons could regard him as their model.

One day Mr. ‘Abdullah tasted his sos to know their belief in God. He gave his sons some cake and asked them to eat it i a place where no one could see them. ‘Ali took the cake and he went to his room. He shut the door and ate the cake. He thought that no one could see him. Ahmad went to a cave near his house. It was dark in the cave. He was sure that nobody was there who could see him. He ate the cake in the darkness of the cave. Hasan thought thought about finding a place where nobody could see him. He thought that there was no such place. He remembered that Allah could always see him. So he did not eat the cake.

‘Ali and Ahmad came back to their father and told him about what they did. Hasan came back and returned the cake to his father and said that there was no place which was secret from Allah. Mr. ‘Abdullah was very pleased with Hasan and told his two sons to learn a lesson from their brother, Hasan. He said that Allah knew everything and was with them all the time. So, it was said, they should not do anything even in secret.

1. How many sons did Mr. ‘Abdullah have?

Answer : He has three sons.

2. What did Mr. ‘Abdullah want when his children grew up?

Answer : He wanted them to be good muslims when they grey up.

3. What did Mr.’Abdullah do one day

Answer : One day ‘Abdullah tasted his sos to know their belief in God.



4. What did Mr. ‘Abdullah give to the children and what did he want them to do?

Answer : He gave his sons some cake and asked them to eat it in a place where no one could see them.

5. Where did ‘Ali go then?

Answer : He went to his room.

6. What did he do there and why did he do it?

Answer : He shut the door and ate the cake, because he thought that no one could see him.

7. Where did Ahmad go and what did he do there?

Answer : He went to a cave near his house.

8. Did he think that nobody saw him?

Answer : Yes

9. Did Hasan do the same as his brothers did? Why?

Answer : No, because he knew that wherever he hid himself Allah could see him.

10. What lesson did Mr. ‘Abdullah give to his children?

Answer : Mr. ‘Abdullah was very pleased with Hasan and told his two sons to learn a lesson from their brother, Hasan.

## Appendix 6

### LESSON PLAN

**School** : SMA N 5 Metro  
**Grade/Semester** : XI/I  
**Subject** : English  
**Skill** : Reading Comprehension  
**Time Allocation** : 2x40 minutes

#### 1. STANDARD OF COMPETENCE

- 5. Understanding the meaning of simple short functional text and simple form essay of recount, narrative and procedure related with the nearest environment and for searching of knowledge

#### 2. BASIC COMPETENCE

- 5.2 Responding the meaning and the stepping of written text essay, by accuratly, fluently and receiptly in daily contexts and to look for knowledge of the recount, narrative and procedure texts.

#### 3. INDICATORS

Indicators	The cultural value and nation character
<ul style="list-style-type: none"> <li>• Identifying the meaning of narrative texts</li> <li>• Identifying the steps of narrative texts</li> <li>• Reading aloud of narrative text</li> </ul>	Religious,honest,tolerance,dicipline,working hard,daemocrate,spirit nationally,loving nation,friendly,piece love,love reading,to mind of environment,to mind of social,and responsibility.

#### 4. LEARNING OBJECTIVE

- The students are able to answer the question of monolog narrative form text.
- The students are able to understand the meaning of the text.
- The students are able to determine the purpose of the text.

## 5. MATERIALS

The narrative monologue text:

### ALLAH KNOW EVERYTHING

Mr. ‘Abdullah had three sons, the oldest was ‘Ali, the second was Ahmad and the youngest was Hasan. He loved his sons very much and he wanted them to be good muslims when they grew up. As a father, Mr. ‘Abdullah was a good Muslim so that his sons could regard him as their model.

One day Mr. ‘Abdullah tasted his sos to know their belief in God. He gave his sons some cake and asked them to eat it i a place where no one could see them. ‘Ali took the cake and he went to his room. He shut the door and ate the cake. He thought that no one could see him. Ahmad went to a cave near his house. It was dark in the cave. He was sure that nobody was there who could see him. He ate the cake in the darkness of the cave. Hasan thought thought about finding a place where nobody could see him. He thought that there was no such place. He remembered that Allah could always see him. So he did not eat the cake.

‘Ali and Ahmad came back to their father and told him about what they did. Hasan came back and returned the cake to his father and said that there was no place which was secret from Allah. Mr. ‘Abdullah was very pleased with Hasan and told his two sons to learn a lesson from their brother, Hasan. He said that Allah knew everything and was with them all the time. So, it was said, they should not do anything even in secret.

## 6. LEARNING METHOD

Pre-questioning Technique

## 7. LEARNING ACTIVITY

No.	Learning Activities	Time
1.	Pre-Activities <ul style="list-style-type: none"> <li>➤ Greeting</li> <li>➤ Saying the prayer.</li> </ul>	10 minutes

	<ul style="list-style-type: none"> <li>➤ Checking the attendance list.</li> <li>➤ Prepare the question about the material before or will be studying,</li> <li>➤ Giving the interesting of the question about the material will be studying,</li> <li>➤ Asking the students about material before or will be studying</li> <li>➤ Giving the students materials know or no</li> </ul>	
2.	<p><b>While-Activities</b></p> <p><b>1) Exploration</b></p> <ul style="list-style-type: none"> <li>➤ Giving the stimulus of the question material about simple monologue of narrative text</li> <li>➤ Discussing te material with the students.</li> <li>➤ Giving the students changes for pressenting the narrative texts</li> <li>➤ Asking the students for doing the questions in papers.</li> </ul> <p><b>2) Elaboration</b></p> <ul style="list-style-type: none"> <li>➤ The teacher distributes the question paper to the students.</li> <li>➤ The teacher asked the students to read the text.</li> <li>➤ The teacher orders the students' to answer the question.</li> </ul> <p><b>3) Confirmation</b></p> <ul style="list-style-type: none"> <li>➤ The teacher asked the student to finnd out and organized the main idea of the text.</li> </ul>	60 minutes
3.	<p>Post-Activity</p> <ul style="list-style-type: none"> <li>➤ Summarizing what has been discussed</li> <li>➤ Closing</li> </ul>	10 minutes

## 8. LEARNING SOURCE

English For Islamic Studies Book

## 9. SCORING

### a. Indicators, technique, form.

Indicator	Technique	form
Identification of the meaning of narrative text	Written test	Answering the question of narrative text

### b. Scoring instrument

1. How many sons did Mr. 'Abdullah have?  
Answer :
2. What did Mr. 'Abdullah want when his children grew up?  
Answer :
3. What did Mr.'Abdullah do one day  
Answer :
4. What did Mr. 'Abdullah give to the children and what did he want them to do?  
Answer :
5. Where did 'Ali go then?  
Answer :
6. What did he do there and why did he do it?  
Answer :
7. Where did Ahmad go and what did he do there?  
Answer :
8. Did he think that nobody saw him?  
Answer :
9. Did Hasando the same as his brothers did? Why?  
Answer :
10. What lesson did Mr. 'Abdullah give to his children?  
Answer :

**c. Scoring Aspect**

<b>No</b>	<b>Aspect of Scoring</b>	<b>Scoring</b>		
		<b>Low (45-59)</b>	<b>Average (60-75)</b>	<b>Good (76-100)</b>
1	Pronunciation			
2	Intonation			
3	Stress			
4	Gestures			
	Total			
	Total Score			

**Collaborator**

**Dian Puspitasari,S.Pd**  
NIP. 19830422 201001 2 010

**Researcher**

**Eli Fitriana**  
NPM. 1064657

## Appendix 8

### Post Test II Instrument of Reading Comprehension

**Direction :**

1. Write your name on your answer sheet!
2. Read the text carefully and then answer the following question briefly!
3. You may not cheat with your friends!
4. Check your answer before submitting!

**A. Read and answer the questions based on the text!**

#### THE SOURCE OF ISLAM

There are two sources of the religion of Islam. These sources are the Qur'an and the Sunnah. The Qur'an is God's word which were revealed to the prophet Muhammad and the Sunnah is the Prophet's tradition. The Qur'an is a guidance from God for all human beings. Therefore, God's words which were written in the Qur'an should be read by all human beings. God wants all human beings to be happy in the world and in the life here after by giving the guidance and rules written in the Qur'an. Therefore, all people who want to be happy and safe in their life should know what is said by God in the Qur'an. Their happiness lies in their obedience to the guidance of God.

God sent the prophet Muhammad as his messenger to instruct all people how to be obey and to follow his guidance. What the prophet did was to explain, to inform and to give examples. Everything from the prophet was considered as the sunnah or prophet's tradition, and it is the second source of Islamic teaching. Therefore, what the prophet did and said and also what his companions did and he agreed to all of these are the sources of Islam.

All Muslims accept and follow guidance from Allah and his messenger according to what is written in the Qur'an and what was taught by the prophet as his sunnah.

1. What is the first source in Islam?  
Answer : The first source in Islam is Qur'an.
2. What is the second source in Islam?  
Answer : The second source in Islam is Sunnah.
3. What must Muslims do relating to the Qur'an?  
Answer : They must accept and follow guidance from Allah.

4. Where was the first source written?  
Answer : In Mecca
5. What is God intention by this revelation?  
Answer : God intention is God want all human beings to be happy  
in the world.
6. How can Muslims practice the Qur'an?  
Answer : They can practice by read it and do what are written in  
the Qur'an.
7. What was the mission of the prophet Muhammad?  
Answer : Written in the Qur'an to instruct all people ho to be obey  
and follow his guidance.
8. What is the sunnah?  
Answer : Sunnah is the prophet's tradition.
9. What is the difference between the Qur'an and the sunnah?  
Answer : Qur'an is God's words, Sunnah is the propet's.
10. How can muslim achieve a happy life?  
Answer : They can accieve a happy life if they read and do what  
are written in the Qur'an and always' obidience to the  
guidance of God.



## Appendix 9

## The Increasing of Students' Scores at Pre-Test, Post-test at cycle I &amp; II

No	Name	Score			Explanation
		Pre-test Score	Post-test Cycle I Score	Post-test Cycle II Score	
1	ANS	53,3	66,6	73,3	Increased
2	BLQ	53,3	66,6	83,3	Increased
3	DS	66,6	66,6	76,6	Increased
4	DW	63,3	73,3	86,6	Increased
5	DN	63,3	63,3	90	Increased
6	DTY	56,6	73,3	90	Increased
7	EG	56,6	63,3	93,3	Increased
8	EVT	60	50	66,6	Decreased
9	FRH	53,3	90	90	Increased
10	GD	43,3	50	73,3	Increased
11	IDN	56,6	60	66,6	Decreased
12	IND	80	93,3	98,8	Increased
13	IRF	66,6	66,6	90	Increased
14	M. RZ	66,6	90	93,3	Increased
15	MR	66,6	66,6	90	Increased
16	MT	56,6	80	80	Increased
17	MCHL	83,3	80	90	Increased
18	MHM	83,3	80	90	Increased
19	NR	73,3	60	96,6	Increased
20	NZL	80	76,6	96,6	Increased
21	PN	50	66,6	76,6	Increased
22	RN	63,3	73,3	93,3	Increased
23	RC	53,3	66,6	86,6	Increased
24	SF	46,6	56,6	93,3	Increased
25	SP	60	76,6	80	Increased
26	TN	50	66,6	86,6	Increased
27	WD	75	56,6	76,6	Increased
<b>Total Score</b>		<b>1680,7</b>	<b>1902,4</b>	<b>2370,9</b>	
<b>Average</b>		<b>62,2</b>	<b>70,4</b>	<b>85,4</b>	

### The Students' Scores of Post-test at Cycle II

No	Students' Name	Score	Target>72
1	ANS	73,3	<b>Pass</b>
2	BLQ	83,3	<b>Pass</b>
3	DS	76,6	<b>Pass</b>
4	DW	86,6	<b>Pass</b>
5	DN	90	<b>Pass</b>
6	DTY	90	<b>Pass</b>
7	EG	93,3	<b>Pass</b>
8	EVT	66,6	<b>Failed</b>
9	FRH	90	<b>Pass</b>
10	GD	73,3	<b>Pass</b>
11	IDN	66,6	<b>Failed</b>
12	IND	98,8	<b>Pass</b>
13	IRF	90	<b>Pass</b>
14	M. RZ	93,3	<b>Pass</b>
15	MR	90	<b>Pass</b>
16	MT	80	<b>Pass</b>
17	MCHL	90	<b>Pass</b>
18	MHM	90	<b>Pass</b>
19	NR	96,6	<b>Pass</b>
20	NZL	96,6	<b>Pass</b>
21	PN	76,6	<b>Pass</b>
22	RN	93,3	<b>Pass</b>
23	RC	86,6	<b>Pass</b>
24	SF	93,3	<b>Pass</b>
25	SP	80	<b>Pass</b>
26	TN	86,6	<b>Pass</b>
27	WD	76,6	<b>Pass</b>
	<b>Total</b>	<b>2370,9</b>	
	<b>Average</b>	<b>85,4</b>	

**The Students' Scores of Post-test at Cycle I**

<b>No</b>	<b>Students' Name</b>	<b>Score</b>	<b>Target&gt;72</b>
1	ANS	66,6	<b>Failed</b>
2	BLQ	66,6	<b>Failed</b>
3	DS	66,6	<b>Failed</b>
4	DW	73,3	<b>Pass</b>
5	DN	63,3	<b>Failed</b>
6	DTY	73,3	<b>Pass</b>
7	EG	63,3	<b>Failed</b>
8	EVT	50	<b>Failed</b>
9	FRH	90	<b>Pass</b>
10	GD	50	<b>Failed</b>
11	IDN	60	<b>Failed</b>
12	IND	93,3	<b>Pass</b>
13	IRF	66,6	<b>Failed</b>
14	M. RZ	90	<b>Pass</b>
15	MR	66,6	<b>Failed</b>
16	MT	80	<b>Pass</b>
17	MCHL	80	<b>Pass</b>
18	MHM	80	<b>Pass</b>
19	NR	60	<b>Failed</b>
20	NZL	76,6	<b>Pass</b>
21	PN	66,6	<b>Failed</b>
22	RN	73,3	<b>Pass</b>
23	RC	66,6	<b>Failed</b>
24	SF	80	<b>Pass</b>
25	SP	76,6	<b>Pass</b>
26	TN	66,6	<b>Failed</b>
27	WD	56,6	<b>Failed</b>
	<b>Total</b>	<b>1902,4</b>	
	<b>Average</b>	<b>70,4</b>	

**The Score of the Students Pre Test**

<b>No</b>	<b>Students' Name</b>	<b>Score</b>	<b>Target&gt;72</b>
1	ANS	53,3	<b>Failed</b>
2	BLQ	53,3	<b>Failed</b>
3	DS	66,6	<b>Failed</b>
4	DW	63,3	<b>Failed</b>
5	DN	63,3	<b>Failed</b>
6	DTY	56,6	<b>Failed</b>
7	EG	56,6	<b>Failed</b>
8	EVT	60	<b>Failed</b>
9	FRH	53,3	<b>Failed</b>
10	GD	43,3	<b>Failed</b>
11	IDN	56,6	<b>Failed</b>
12	IND	80	<b>Pass</b>
13	IRF	66,6	<b>Failed</b>
14	M. RZ	66,6	<b>Failed</b>
15	MR	66,6	<b>Failed</b>
16	MT	56,6	<b>Failed</b>
17	MCHL	83,3	<b>Pass</b>
18	MHM	83,3	<b>Pass</b>
19	NR	73,3	<b>Pass</b>
20	NZL	80	<b>Pass</b>
21	PN	50	<b>Failed</b>
22	RN	63,3	<b>Failed</b>
23	RC	53,3	<b>Failed</b>
24	SF	46,6	<b>Failed</b>
25	SP	60	<b>Failed</b>
26	TN	50	<b>Failed</b>
27	WD	75	<b>Pass</b>
	<b>Total</b>	<b>1680.7</b>	
	<b>Average</b>	<b>62.2</b>	

Name : Divo Sudarmawan

## Appendix 10

### Pre Test Instrument of Reading Comprehension

Direction :

1. Write your name on your answer sheet!
2. Read the text carefully and then answer the following question briefly!
3. You may not cheat with your friends!
4. Check your answer before submitting!

#### *THE STORY OF LAKE TOBA*

*Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.*

*One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.*

*Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.*

*Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.*

1. What is the main idea of the text about?

Answer : The Story lake Toba

2. What is the generic structure of the text?

Answer : - Orientation - Complication - Resolution

3. What kind of text is the text above ?

Answer : Narrative text

4. What is tenses using in the text?

Answer : Past Tense

5. What did he do on his daily activity?

Answer : Legend

6. Where did the man live?

Answer :

7. What did he catch in his fishing?

Answer : A big fishing.

8. Why did the beautiful woman accept the man?

Answer : He felt in love with the man.

9. What did he say when his angry?

Answer : Because his daughter ate his fathers lance.

10. How did the Toba lake happen?

Answer :

Pre Test Instrument of Reading Comprehension

Direction :

1. Write your name on your answer sheet!
2. Read the text carefully and then answer the following question briefly!
3. You may not cheat with your friends!
4. Check your answer before submitting!

*THE STORY OF LAKE TOBA*

*Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.*

*One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.*

*Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.*

*Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.*

1. What is the main idea of the text about?

Answer : The Story lake Toba

2. What is the generic structure of the text?

Answer : - Orientation - Complication - Resolution

3. What kind of text is the text above ?

Answer : Narrative text

4. What is tenses using in the text?

Answer : Simple Past Tense

5. What did he do on his daily activity?

Answer : Fishing

6. Where did the man live?

Answer : In farming field.

7. What did he catch in his fishing?

Answer : A big golden fish and turned into a beautiful princess.

8. Why did the beautiful woman accept the man?

Answer : Because the man promise not to tell anyone about the secret that she was once a fish.

9. What did he say when his angry?

Answer : Because has daughter ole his iveh, it say you down daughter of fish.

10. How did the Toba lake happen?

Answer : Soon there was a big eartquake followed by non-stop pouring rain. The whole area got flooded and become Toba Lake.



**Pre Test Instrument of Reading Comprehension**

**Direction :**

- 1. Write your name on your answer sheet!**
- 2. Read the text carefully and then answer the following question briefly!**
- 3. You may not cheat with your friends!**
- 4. Check your answer before submitting!**

*THE STORY OF LAKE TOBA*

*Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.*

*One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.*

*Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.*

*Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.*

1. What is the main idea of the text about?

Answer : The Story lake Toba

2. What is the generic structure of the text?

Answer : - Orientation - Complication - Resolution

3. What kind of text is the text above ?

Answer : Narrative text

4. What is tenses using in the text?

Answer : Simple Past Tense

5. What did he do on his daily activity?

Answer : fishing

6. Where did the man live?

Answer : Living in North Sumatra. He lived in simple hut in a farming field, the did some gardening and fishing for his daily life.

7. What did he catch in his fishing?

Answer : A big golden fish and turned into a beautiful princess.

8. Why did the beautiful woman accept the man?

Answer : Because the man promise not to tell anyone about the secret that she was once a fish.

9. What did he say when his angry?

Answer : Because his daughter was so hangry and ate his father's lunch, ite say "You damned daugter of a fish."

10. How did the Toba lake happen?

Answer : Soon there was a big eartquake followed by non-stop pouring rain. The whole area got flooded and become Toba Lake.

Name : Elvita Riris Pandiangan

### Post Test Instrument of Reading Comprehension

Direction :

1. Write your name on your answer sheet!
2. Read the text carefully and then answer the following question briefly!
3. You may not cheat with your friends!
4. Check your answer before submitting!

---

#### A. Read and answer the questions based on the text!

##### ALLAH KNOW EVERYTHING

Mr. ‘Abdullah had three sons, the oldest was ‘Ali, the second was Ahmad and the youngest was Hasan. He loved his sons very much and he wanted them to be good muslims when they grew up. As a father, Mr. ‘Abdullah was a good Muslim so that his sons could regard him as their model.

One day Mr. ‘Abdullah tasted his sons to know their belief in God. He gave his sons some cake and asked them to eat it in a place where no one could see them. ‘Ali took the cake and he went to his room. He shut the door and ate the cake. He thought that no one could see him. Ahmad went to a cave near his house. It was dark in the cave. He was sure that nobody was there who could see him. He ate the cake in the darkness of the cave. Hasan thought about finding a place where nobody could see him. He thought that there was no such place. He remembered that Allah could always see him. So he did not eat the cake.

‘Ali and Ahmad came back to their father and told him about what they did. Hasan came back and returned the cake to his father and said that there was no place which was secret from Allah. Mr. ‘Abdullah was very pleased with Hasan and told his two sons to learn a lesson from their brother, Hasan. He said that Allah knew everything and was with them all the time. So, it was said, they should not do anything even in secret.

1. How many sons did Mr. ‘Abdullah have?

Answer : Mr. Abdullah had three sons.

2. What did Mr. ‘Abdullah want when his children grew up?

Answer : He wanted them to be good muslims when they grew up.

3. What did Mr. ‘Abdullah do one day

Answer : Mr. Abdullah tasted his son

4. What did Mr. 'Abdullah give to the children and what did he want them to do?

Answer : He gave his sons some cake and asked them to eat

5. Where did 'Ali go then?

Answer : His room

6. What did he do there and why did he do it?

Answer : His house

7. Where did Ahmad go and what did he do there?

Answer :

8. Did he think that nobody saw him?

Answer :

9. Did Hasan do the same as his brothers did? Why?

Answer : Yes

10. What lesson did Mr. 'Abdullah give to his children?

Answer :

**Post Test Instrument of Reading Comprehension**

**Direction :**

- 1. Write your name on your answer sheet!**
  - 2. Read the text carefully and then answer the following question briefly!**
  - 3. You may not cheat with your friends!**
  - 4. Check your answer before submitting!**
- 

**A. Read and answer the questions based on the text!**

**ALLAH KNOW EVERYTHING**

Mr. ‘Abdullah had three sons, the oldest was ‘Ali, the second was Ahmad and the youngest was Hasan. He loved his sons very much and he wanted them to be good muslims when they grew up. As a father, Mr. ‘Abdullah was a good Muslim so that his sons could regard him as their model.

One day Mr. ‘Abdullah tasted his sos to know their belief in God. He gave his sons some cake and asked them to eat it i a place where no one could see them. ‘Ali took the cake and he went to his room. He shut the door and ate the cake. He thought that no one could see him. Ahmad went to a cave near his house. It was dark in the cave. He was sure that nobody was there who could see him. He ate the cake in the darkness of the cave. Hasan thought thought about finding a place where nobody could see him. He thought that there was no such place. He remembered that Allah could always see him. So he did not eat the cake.

‘Ali and Ahmad came back to their father and told him about what they did. Hasan came back and returned the cake to his father and said that there was no place which was secret from Allah. Mr. ‘Abdullah was very pleased with Hasan and told his two sons to learn a lesson from their brother, Hasan. He said that Allah knew everything and was with them all the time. So, it was said, they should not do anything even in secret.

1. How many sons did Mr. ‘Abdullah have?

Answer : Mr. abdullah had three sons.

2. What did Mr. ‘Abdullah want when his children grew up?

Answer : He wanted them to be good muslims when they grey up.

3. What did Mr.’Abdullah do one day

Answer : Mr. Abdullah tasted his son

4. What did Mr. ‘Abdullah give to the children and what did he want them to do?

Answer : He gave his sons some cake and asked them to eat

5. Where did ‘Ali go then?

Answer : His room

6. What did he do there and why did he do it?

Answer : Shut the door and ate the cake, because he thought that no one could see him.

7. Where did Ahmad go and what did he do there?

Answer : To a cave

8. Did he think that nobody saw him?

Answer : Yes

9. Did Hasan do the same as his brothers did? Why?

Answer : No

10. What lesson did Mr. ‘Abdullah give to his children?

Answer : Because he wanted their son is kind

**Post Test Instrument of Reading Comprehension**

**Direction :**

1. Write your name on your answer sheet!
  2. Read the text carefully and then answer the following question briefly!
  3. You may not cheat with your friends!
  4. Check your answer before submitting!
- 

**A. Read and answer the questions based on the text!**

**ALLAH KNOW EVERYTHING**

Mr. ‘Abdullah had three sons, the oldest was ‘Ali, the second was Ahmad and the youngest was Hasan. He loved his sons very much and he wanted them to be good muslims when they grew up. As a father, Mr. ‘Abdullah was a good Muslim so that his sons could regard him as their model.

One day Mr. ‘Abdullah tasted his sos to know their belief in God. He gave his sons some cake and asked them to eat it i a place where no one could see them. ‘Ali took the cake and he went to his room. He shut the door and ate the cake. He thought that no one could see him. Ahmad went to a cave near his house. It was dark in the cave. He was sure that nobody was there who could see him. He ate the cake in the darkness of the cave. Hasan thought thought about finding a place where nobody could see him. He thought that there was no such place. He remembered that Allah could always see him. So he did not eat the cake.

‘Ali and Ahmad came back to their father and told him about what they did. Hasan came back and returned the cake to his father and said that there was no place which was secret from Allah. Mr. ‘Abdullah was very pleased with Hasan and told his two sons to learn a lesson from their brother, Hasan. He said that Allah knew everything and was with them all the time. So, it was said, they should not do anything even in secret.

1. How many sons did Mr. ‘Abdullah have?

Answer : Mr. abdullah has three sons

2. What did Mr. ‘Abdullah want when his children grew up?

Answer : He wanted them to be good muslims when they grey up.

3. What did Mr.’Abdullah do one day

Answer : Mr. Abdullah tasted his sos to know their belief in God.

4. What did Mr. 'Abdullah give to the children and what did he want them to do?

Answer : He gave his sons some cake and asked them to eat it in a place where no one could see.

5. Where did 'Ali go then?

Answer : He went to his room.

6. What did he do there and why did he do it?

Answer : He shut the door and ate the cake, because he thought that no one could see him.

7. Where did Ahmad go and what did he do there?

Answer : He went to a cave near his house.

8. Did he think that nobody saw him?

Answer : Yes

9. Did Hasan do the same as his brothers did? Why?

Answer : No, because he believed that God could see him

10. What lesson did Mr. 'Abdullah give to his children?

Answer : They should not do anything even in secret



Name : Andrian Shani

66,6

### Post Test II Instrument of Reading Comprehension

Direction :

1. Write your name on your answer sheet!
2. Read the text carefully and then answer the following question briefly!
3. You may not cheat with your friends!
4. Check your answer before submitting!

---

A. Read and answer the questions based on the text!

#### THE SOURCE OF ISLAM

There are two sources of the religion of islam. These sources are the Qur'an and the Sunnah. The Qur'an is God's word which were revealed to the prophet Muhammad and the Sunnah is the Prophet's tradition. The Qur'an is a guidance from god for all human beings. Therefore, God's words which were written in the Qur'an should be read by all human beings. God wants all human beings to be happy in the world and in the life here after by giving the guidance and rules written in the Qur'an. Therefore, all people who want to be happy and safe in their life should know what is said by God in the Qur'an. Their happiness lies in their obedience to the guidance of God.

God sent the prophet Muhammad as his messenger to instruct all people how to be obey and to follow his guidance. What the prophet did was to explain, to inform and to give examples. Everything from the prophet was considered as the sunnah or prophet's tradition, and it is the second source of islamic teaching. Therefore, what the prophet did and said and also what his companions did and he agreed to all of these are the sources of islam.

All muslims accept and follow guidance from Allah and his messenger according to what is written in the Qur'an and what was taught by the prophet as his sunnah.

1. What is the first source in Islam?  
Answer : Qur'an.
2. What is the second source in Islam?  
Answer : The second is Sunnah.
3. What must Muslims do relating to the Qur'an?

Answer : reading

4. Where was the first source written?

Answer : mecca

5. What is God intention by this revelation?

Answer :

6. How can Muslims practice the Qur'an?

Answer : By reading and practicing what are written in Qur'an.

7. What was the mission of the prophet Muhammad?

Answer :

8. What is the sunnah?

Answer : Muhammad said or prophet's tradition.

9. What is the difference between the Qur'an and the sunnah?

Answer : Qur'an is God's words, Sunnah is prophet's tradition

10. How can muslim achieve a happy life?

Answer :

Name : Meutia Nuur M.

### Post Test II Instrument of Reading Comprehension

Direction :

1. Write your name on your answer sheet!
2. Read the text carefully and then answer the following question briefly!
3. You may not cheat with your friends!
4. Check your answer before submitting!

A. Read and answer the questions based on the text!

#### THE SOURCE OF ISLAM

There are two sources of the religion of islam. These sources are the Qur'an and the Sunnah. The Qur'an is God's word which were revealed to the prophet Muhammad and the Sunnah is the Prophet's tradition. The Qur'an is a guidance from god for all human beings. Therefore, God's words which were written in the Qur'an should be read by all human beings. God wants all human beings to be happy in the world and in the life here after by giving the guidance and rules written in the Qur'an. Therefore, all people who want to be happy and safe in their life should know what is said by God in the Qur'an. Their happiness lies in their obedience to the guidance of God.

God sent the prophet Muhammad as his messenger to instruct all people how to be obey and to follow his guidance. What the prophet did was to explain, to inform and to give examples. Everything from the prophet was considered as the sunnah or prophet's tradition, and it is the second source of islamic teaching. Therefore, what the prophet did and said and also what his companions did and he agreed to all of these are the sources of islam.

All muslims accept and follow guidance from Allah and his messenger according to what is written in the Qur'an and what was taught by the prophet as his sunnah.

1. What is the first source in Islam?  
Answer : Qur'an.
2. What is the second source in Islam?  
Answer : Sunnah.
3. What must Muslims do relating to the Qur'an?

Answer : They must accept and follow guidance from Allah.

4. Where was the first source written?

Answer : mecca

5. What is God intention by this revelation?

Answer : God intention is God

6. How can Muslims practice the Qur'an?

Answer : They can practice by read it and do what are written in the Qur'an.

7. What was the mission of the prophet Muhammad?

Answer : Instruct all people

8. What is the sunnah?

Answer :

9. What is the difference between the Qur'an and the sunnah?

Answer : Qur'an is Good words, Sunnah is prophet's.

10. How can muslim achieve a happy life?

Answer : They can accieve a happy life if they read and do what are written in the Qur'an and always' obidience to the guidance of God.

**Post Test II Instrument of Reading Comprehension**

**Direction :**

1. Write your name on your answer sheet!
  2. Read the text carefully and then answer the following question briefly!
  3. You may not cheat with your friends!
  4. Check your answer before submitting!
- 

**A. Read and answer the questions based on the text!**

**THE SOURCE OF ISLAM**

There are two sources of the religion of islam. These sources are the Qur'an and the Sunnah. The Qur'an is God's word which were revealed to the prophet Muhammad and the Sunnah is the Prophet's tradition. The Qur'an is a guidance from god for all human beings. Therefore, God's words which were written in the Qur'an should be read by all human beings. God wants all human beings to be happy in the world and in the life here after by giving the guidance and rules written in the Qur'an. Therefore, all people who want to be happy and safe in their life should know what is said by God in the Qur'an. Their happiness lies in their obedience to the guidance of God.

God sent the prophet Muhammad as his messenger to instruct all people how to be obey and to follow his guidance. What the prophet did was to explain, to inform and to give examples. Everything from the prophet was considered as the sunnah or prophet's tradition, and it is the second source of islamic teaching. Therefore, what the prophet did and said and also what his companions did and he agreed to all of these are the sources of islam.

All muslims accept and follow guidance from Allah and his messenger according to what is written in the Qur'an and what was taught by the prophet as his sunnah.

1. What is the first source in Islam?  
Answer : The first source in Islam is Qur'an.
2. What is the second source in Islam?  
Answer : The second source in Islam is Sunnah.
3. What must Muslims do relating to the Qur'an?  
Answer : They must accept and follow guidance from Allah.
4. Where was the first source written?

Answer : In Mecca

5. What is God intention by this revelation?

Answer : God intention is God want all human beings to be happy in the world.

6. How can Muslims practice the Qur'an?

Answer : They can practice by read it and do what are

7. What was the mission of the prophet Muhammad?

Answer : Written in the Qur'an to instruct all people ho to be obey and follow his guidance.

8. What is the sunnah?

Answer : Sunnah is the prophet's tradition.

9. What is the difference between the Qur'an and the sunnah?

Answer : Qur'an is God's words

10. How can muslim achieve a happy life?

Answer : They can accieve a happy life if they read and do what are written

## Appendix 11A

### FIELD NOTE OF CYCLE 1

Tuesday, July 28<sup>th</sup> 2015

1. I gave pre-test to the students. The kind of the test are narrative text and 10 questions based on the text then students have to answer it with the right answer.
2. Most students still confused and difficult in answering the question.

Wednesday, July 29<sup>th</sup> 2015

1. I performed the action (applied the Pre-questioning technique) with the students.
2. The condition of the class didn't effective because still there many students who were noisy.
3. The students still confused with the rule of our learning process.
4. Some students were less active in teaching and learning process.
5. Some students couldn't guess the text well.

Friday, July 31<sup>th</sup> 2015

1. I gave the post test 1 to the students. Kinds of the test are narrative text and 10 questions based on the text then students have to answer it with the right answer.
2. Some students could answer with the right procedure but there were some students who answer with wrong procedure.

**Appendix 11B****FIELD NOTE OF CYCLE 2**

Tuesday, August 4<sup>th</sup> 2015

1. I used Pre-questioning technique in learning process and prepare the material more interesting than before.
2. The students are more enthusiastic, interest, and the students gave full attention to the researcher.
3. In this meeting the condition of the class more effective than before.

Wednesday, August 5<sup>th</sup> 2015

1. I gave post-test 2 to the students.
2. In this meeting most of the students could answer the questions well and most of them could answer with the right answer.



Appendix 12







**KEMENTERIAN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI**  
**(STAIN) JURAI SIWO METRO**

*Jl. Ki. Hajar Dewantara Kampus 15 A A Iring Mulyo Kota Metro Lampung 34111*

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Eli Fitriana  
NPM : 1064657

Jurusan / Prodi : Tarbiyah / PBI  
Semester / TA : XI / 2015-2016

No	Hari / Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		

Diketahui:  
Ketua Jurusan Tarbiyah

Dosen Pembimbing I

**Dra. Akla, M.Pd**  
NIP. 19691008 200003 2 005

**Drs.Kuryani Utih, M.Pd**  
NIP. 19620215 199503 1 001



**KEMENTERIAN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI**  
**(STAIN) JURAI SIWO METRO**

*Jl. Ki. Hajar Dewantara Kampus 15 A A Iring Mulyo Kota Metro Lampung 34111*

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Eli Fitriana  
NPM : 1064657

Jurusan / Prodi : Tarbiyah / PBI  
Semester / TA : XI / 2015-2016

No	Hari / Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		

Diketahui:  
Ketua Jurusan Tarbiyah

Dosen Pembimbing II

**Dra. Akla, M.Pd**  
NIP. 19691008 200003 2 005

**Dra.Yerni Amir, M.Pd**  
NIP. 19610930 199303 2 001

## CURRICULUM VITAE



The name of the writer is Eli Fitriana. She was born on Desember 22<sup>th</sup>, 1990 in Wira Bangun, Tulang Bawang. She is the fifth child of happy couple, Rochmadi and Siti Rodiyah. She has two old brothers (Sugeng Riadi and Juli Purwanto), two old sister (Supartini and Ichyana Suretno Ningsih) and one old young brother (EyonWahrudin). She was enrolled at SDN I Wira Bangun, Tulang Bawang in 1996 and graduated in 2003. At the next, she continued her study at SMP Terbuka, Tulang Bawang in 2003 and moveon SMP N 1 Simpang Pematang graduated on December 2009.

In 2010, she was registered as S1 students of English Education Program State Islamic College (STAIN) Jurai Siwo Metro up to know.