

**THE EFFECT OF SELF QUESTION STRATEGY TOWARD STUDENTS'  
READING COMPREHENSION OF THE EIGHT GRADE  
STUDENTS AT SMP NEGERI 2 SUNGGUMINASA  
KAB. GOWA**

*(An Experimental Research at the eight grade Students of SMP Negeri 2  
Sungguminasa Kab. Gowa)*



A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar  
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of Education in English Department

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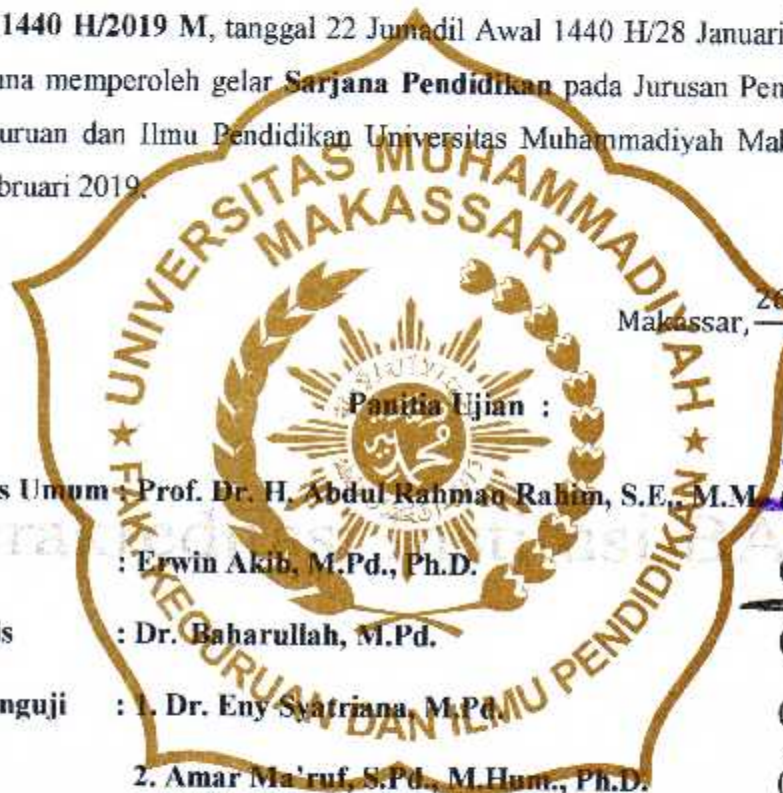
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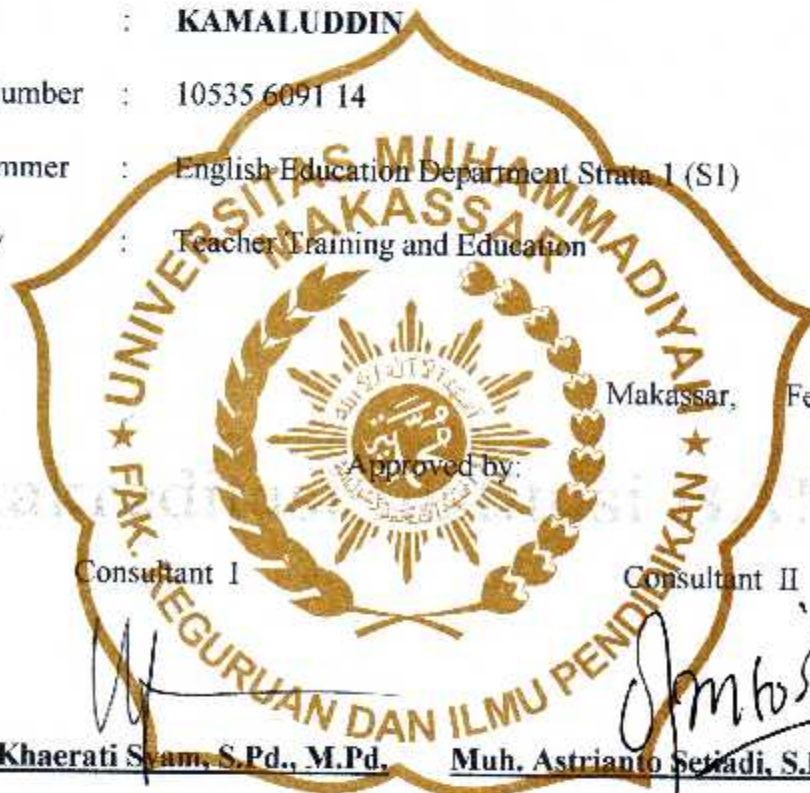
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Demikian perjanjian ini saya buat dengan penuh kesadaran.

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## MY MOTTO

*“For indeed, with hardship will be ease.*

*Indeed, with hardship will be ease.*

*So when you have finished your duties,  
then stand up for worship.*

**And to your Lord direct your longing”.**

**(QS. 94:5-8)**

*“Karena sesungguhnya sesudah kesulitan itu ada kemudahan.*

*Sesungguhnya sesudah kesulitan itu ada kemudahan.*

*Maka apabila kamu telah selesai (dari sesuatu urusan),  
kerjakanlah dengan sungguh-sungguh (urusan) yang lain.*

*Dan hanya kepada Tuhanmulah hendaknya kamu berharap”.*

**(QS. 94:5-8)**

## DEDICATION

**This thesis is dedicated to:**

*The researcher’s beloved father and mother, my brother and for a woman  
who always loves me so much.*

## ABSTRACT

**Kamaluddin. 2018. The Effect of Self Question Strategy toward Students' Reading Comprehension of the eight grade Students at SMP Negeri 2 Sungguminasa Kab. Gowa (An Experimental Research at the eight year of SMP Neg. 2 Sungguminasa),** A Thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, supervised by Umami Khaerati Syam and Muh. Astrianto Setiadi.

The objective of the study was the improvement of the using Self Question Strategy toward the students' reading comprehension in terms of literal comprehension and interpretative comprehension at the eight grade students of SMP Neg. 2 Sungguminasa Kab. Gowa. The research method was pre-experimental method with one group pre-test and post-test design. The design of this study was quantitative research. It used a purposive sampling. The total number of sample was 32 students. The researcher used essay test of reading text as instrument in pre-test and post-test.

The result of the research were the mean score of literal reading obtained by the students through pre-test was 63,12 and post-test was 91,78 with the t-test value literal comprehension is greater than t-table ( $10,00 > 2.03$ ), Mean score of interpretative reading in pre-test was 35,93 and post-test was 57,03 with the t-test value interpretative comprehension is greater than t-table ( $5,91 > 2.03$ ).

The findings indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Therefore, the data of post-test as the final result gave significant improvement. It was concluded that the use of Self Question Strategy was able to give greater contribution in teaching and learning reading comprehension.

**Keywords:** *Self Question Strategy, Literal comprehension, interpretative comprehension.*

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# CHAPTER I

## INTRODUCTION

### **A. Background**

In general, people intend to be able to read and understand English text because there are many scientific books are written in English. Nowadays, many students are not interested in reading some books. They like watching television rather than reading book. Especially for students of Indonesia, most of them avoid reading some books and enjoy watching television. This problem is faced by students who are not fluent in English. Thus far, most of the students still cannot read well. Many students are still difficult to understand the message of reading materials because they do not have enough vocabulary.

By reading, someone will know many things. In this case, a student who wants to develop his/her knowledge should have ability in reading. According to Grellet in Maryansyah (17:2016) “who states that reading is extracting information the required information from text as efficiently as possible. This definition straightforwardly emphasize that reading involves constructing meaning from written text”. In this skill, students are expected to respond and understand related the issues, interpersonal and contextual meanings in the text of ideas, supporting details, factual information, and meaning of words. It means that, students are expected to understand what

sections about and information provided by the teacher can be understood by the students. This means that reading responds to all writer expressions so as to understand the reading material well.

In learning English, there are four skills we must comprehend. They are listening, speaking, reading, and writing. From the four aspects of language, reading is very important for students because comprehending English is a difficult thing for students if they do not have basic knowledge, especially in comprehending reading text. On the process in teaching English, most students are less interested in reading, moreover, if the topic presented does not make the students interested, because there are many students who do not possess enough English vocabulary to understand the contents of the reading presented.

Based on previous observation in class VIII-5 SMP Negeri 2 Sungguminasa Kab. Gowa, researcher found some problems, students look bored while doing reading assignments, the lack of English vocabulary known to students, so that students have difficulty understanding the readings presented, the lack of questioning and answering skills, and the lack of involvement of students in the learning process such as curiosity and solving problems.

Based on the above problem, the researcher decided to promote one of the teaching strategy that appeal to the students in order to help the students in understanding the reading by using the Self Question Strategy. Self Question Strategy is the student's ability to ask questions and answer questions while reading. This strategy can make students active in the



learning process and can facilitate students in understanding the text reading. This strategy is only a process to know how the effect of Self Question on students' understanding in reading. The problem of reading comprehension using the Self Question Strategy is how students can understand the text and how students can ask questions about the text and answer it. Through the strategy of Self Question that will be applied, it is expected to help to motivate students in improving their reading comprehension.

Based on the above problem, the researcher was interested to lift a research title with The Effect of Self Question Strategy toward Students Reading Comprehension of The eight grade Studens at SMP Negeri 2 Sungguminasa Kab. Gowa.

## **B. Problem Statements**

Related to the background above, the researcher formulated the problem in this study was: “does the use of Self Question Strategy improve the students’ reading comprehension in term of literal comprehension (main idea) and interpretative comprehension (drawing conclusion) of eight grade students of SMP Negeri 2 Sungguminasa Kab. Gowa?”

## **C. Objectives of the Study**

Based on the research problems above, the objective of the research was as follows: to find out whether or not the use of Self Question strategy improve the students’ reading comprehension in term of literal comprehension (main idea) and interpretative comprehension (drawing

conclusion) of eight grade students of SMP Negeri 2 Sungguminasa Kab. Gowa

#### **D. Significance of the Study**

##### 1. For the students:

The students can apply the Self Question strategy in their study club to improve their reading ability. It helps them become better learner and help them to evaluate and have responsibility for their own learning.

##### 2. For the teachers:

This study can give a contribution to other teachers to innovate learning strategy, especially by using Self Question strategy in teaching, so that they can increase both teaching-learning quality and the students' learning achievement.

##### 3. For the institution of education:

The institution can conduct this study for other subject material especially by Self Question strategy in teaching. It means for developing and increasing the students' learning achievement and learning performance. At last, the improvement of learning achievement can give a good effect to increase a credibility of the institution.

##### 4. For other researcher:

The result of the study can be used as a reference for starting point to conduct further study about teaching and learning English, especially by applying the Self Question strategy in every classroom activity. For the reason, it can be seen from some researches that the application Questioning

Teaching technique shows the improvement of students' achievement and motivation in learning English.

**E. Scope of the Study**

This research was limited to the application of Self Question Strategy to improve the students' reading comprehension. These were focused on the students' Literal comprehension in terms of main idea and Interpretative comprehension in terms of drawing conclusion.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

There had been some research related to the reading comprehension by using self question strategy. Some of them are quoted below.

The first research was *the use of self question strategy to improve students' reading comprehension* by Rezky Apriana Arsyad (2016). In this research, the writer found that by using self question strategy can improve the students' reading comprehension at the eight grade students of SMP Neg. 2 Pajukukang kab. Bantaeng. The result of mean score that students' obtained was 5.04 and post-test was 6.77. The standard deviation of pre-test was 1.13 and standard deviation of post-test was 0.81. The mean score of the students' post-test was higher than the mean score of the pre-test. It means that there was significant difference between pre-test and post-test after using the treatment.

The second research was *the effectiveness of self-questioning strategy toward students' reading comprehension skill at the third semester English students of STAIN Palangka Raya* by Desy Damayanti (2014). In this research, writer found that self-questioning strategy was effective to improve students' reading comprehension. There were two classes becoming sample of study namely A class as experiment group and C class as control group.

The result of t-test with manual calculation found the calculated value (  $t$  observed ) was greater than  $t$  table at 1% and 5% significance level or  $2.021 < 3.020 > 2.704$  and the result of t-test with SPSS 17.0 calculation also found the calculated value (  $t$  observed ) was greater than  $t$  table at 1% and 5% significance level or  $2.021 < 3.041 > 2.704$ . It means that experimental group more effective than control class.

The third research was *the influence of questioning strategy on students' achievement in reading* by Khusnul Hidayati (2014). In this research, the writer found that by using questioning strategy can influence the students' achievement in reading. The result showed that the highest score of reading comprehension strategy was 94 and the lowest score of reading comprehension strategy is 59. It can be concluded that there was significant difference between the highest and the lowest score of reading strategy.

Based on the previous related studies above, the researcher concluded that the using of self question strategy was effective to improve students' reading comprehension and students more understand the material in their reading assignment.

## **B. Reading**

### **1. Definition of Reading**

There were many definitions of reading that had given by some experts as follows:

According to Anderson et al in Sabouri (2016 : 230) “defined reading as the process of making meaning from written texts. It needs the harmony of

a lot of related sources of information”. According to Hunt in Hermida (2009:23) “Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs”. Lopera (2015:132) defines reading as “an interactive process in which the writer and the reader dialog through a text”

Burnes in Etfita (2014:120) states that.

Reading is a meaning-getting activity in which reader and writer interact. The interaction will be facilitated by strategy designed to reduce the gap between written and oral language models. Moreover, Burnes explain that reading is comprehended written discourse. It means that reading is an interactive process, a process in which the reader engages in an exchange idea with the writer via text. The exchange usually has a purpose and takes place within a specific context or a setting.

According to Wixson, Peters, Weber, and Roeber in Sabouri (2016 : 230), “reading is the process of creating meaning that involves: (a) the reader's eisting knowledge; (b) the text information; and (c) the reading context”.

According to Anderson in Pasaribu (2016:39), there are two main definitions of reading. Those are strategic reading and fluent reading. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish purpose for read. Fluent reading is defined as the ability to read an appropriate rate with adequate comprehension. Meaning does not rest in the reader nor does it rest in the text. The reader background knowledge integrates with the text to create the meaning. The act of reading be defined when the text, the reader, fluency and strategies combined together.

According to Researcher, reading is very important in life. According to Patel and Jain in Pasaribu (2016: 40) “Reading is an important activity in life with which one can update his / her knowledge. Reading skill is an important tool for academic success”. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language.

Based on the definition above, the researcher concluded that reading was an activity to obtain information and increase knowledge related to reading materials.

## **2. The Purpose of Reading**

There were many opinions of experts about the purpose of reading, as follows:

Pourhosein Gilakjani and Ahmadi in Sabouri (2016 : 230) “stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive”

According to Nababan in Syamsuddin (2013:6), the goal reading is to understand or to comprehend the content of a message efficiently. Meanwhile Morrow in Syamsuddin (2013:6) pointed out the goal of reading as follows:

- 1) Cognitive and intellectual: used to get some one’s knowledge.
- 2) Reverential and factual: used to know facts.

3) Affective and emotional: used to have happiness in reading.

Davies in Alshammari (2015:2) who lists five purposes for reading:

- a) Reading for pleasure
- b) Reading for a general impression
- c) Reading to organize a text and for study purposes
- d) Reading to learn content or procedures
- e) Reading for language learning

The goal mentioned above by Morrow is not so far different from what is state by harmer in Syamsuddin (2013:6), that people read sometime because of three reasons:

- 1) Interest, that including reading for enjoyment, pleasure.
- 2) Intellectual stimulation.
- 3) Usefulness. Reading something (books, newspaper, etc) because we want and need to know a certain thing useful example: how is economic today.

Based on the above opinions, the researcher concluded that the reading can aim to obtain information or messages from a reading through understanding the reader as the recipient of the message.

### **3. Kinds of reading**

According to Wood in Irawati (2008:28) indicate the types of reading are important category as follows:



### 1. Skimming

The eyes run quickly, over the text to discover what is about the main idea and gist. This skimming occurs when the Readers looks quickly at the content page of a book, or at the chapter heading, subheading, act. This something called previewing. When the reader glances quickly through a newspaper to see what the items of the day are, this will often mean just glancing at headlines. What the reader goes to trough a particular passage such as a newspaper article merely to get the gist

### 2. Scanning

The reader look out the particular item, he believes in the text. The scanning can be done to find name, date, static, or fact in writing. The eyes start quickly at the lives of writing.

### 3. Intensive reading

It also called study reading, this involves close study of the text. As the amount comprehension should be high the speed of reading is correspondingly slower.

Based on explanation above, the researcher concluded that there were three types of reading skill. Those were essential for the students to read story or passage easily.

#### 4. Principle of reading

Jeremy Harmer in Rezky (2016:9) divides six reading principles. They are:

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

The more students read, the better. Everything we do should encourage them to read extensively as well as if not more than intensively. It is a good idea to discuss this principle with students.

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

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading. We should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

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

It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way.

4. Prediction is major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue what is in the book; photographs and headlines hint at

articles are about; we can identify reports as reports from their appearance before we read a single word.

#### 5. Match the task to the topic

Once a decision has been taken about what reading text the students are going to read (based on the topic of the text), we need to choose good reading tasks the right kind of questions, appropriate, activities before during and after reading, and useful study exploitation. The most useful and interesting text can be undermined by boring and inappropriate tasks.

#### 6. Good teachers exploit reading text to the full.

Any reading text is full of sentences, words ideas, description, etc. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for the study and then activation, and using a range of activities to bring the text to life.

### **5. Cognitive Reading skills**

Greenwood in Ngabut (2015:31):

1. To anticipate both the form and the content;
2. To identify the main idea (s);
3. To recognise and recall specific details;
4. To recognise the relationship between the main idea(s) and its (their) expansion (example, lists, etc.);
5. To follow a sequence, such as events, illustration, stages of arguments;

6. To infer from the text (to read between the lines);
7. To draw conclusions; and
8. To recognise the writer's purpose and attitude.

## **6. Student's weakness in reading ability**

According to Kustaryo Sukirah in Sinambela (2015:17), reading comprehension problem with the paragraph involves some closely related phenomena; the lacks prior knowledge such as:

### **(1) Word Recognition**

Word Recognition is an important component in understanding target language or native language. Students face difficulties when trying to recognize words of the target language. These difficulties arise because these two languages, English and Indonesia, are not nor branches of the same language and English words are complex.

### **(2) New word recognition**

New word and words that have been learned are two aspects that might cause difficulties in the learning vocabulary. Learning new words, words that are introduced for the first time to the students is greatly influenced by their prior knowledge about words

### **(3) The Language system**

The language system involves vocabulary and structure, vocabulary and structure and sound system, and vocabulary and spelling. Vocabulary and structure are firmly tied; they cannot be separated from each other.

#### (4) Other factor

Other factors that might weaken the students when learning a language are the student himself, the teacher, and the educational context.

##### a. The students

One of the factors that influence the student when learning a language is the student himself. The students' attitude toward the target language should be positive or should always concentrate on the language learned.

Motivation is also an aspect that is not less important in learning a language than attitude. Motivation goes hand in hand with attitude to reach the target language. These two aspects, motivation and attitude influence the success or the failure of students' study.

##### b. The teacher

The teacher of course, is important in learning situation. The teacher skill and personality are instruments that create the condition for learning. The teacher skill depends on both his language proficiency and his knowledge of methods and techniques of language teaching.

The teacher is the principal model for the student; the teacher should be well trained to apply suitable materials that he has to present in the classroom. The teacher should choose appropriate methods and technique to make his teaching interesting.

Based on the above opinion, there were some problems that hinder students in reading comprehension such as the lack of vocabulary of students

in understanding the text, the difficulty of learning a new language, lack of understanding of the grammar and educational context that was less appropriate to the state of the students.

## **C. Reading comprehension**

### **1. Definition of reading comprehension**

There were many opinions of experts about reading comprehension according to experts such as:

Kintsch and van Dijk and Kintsch in Sabouri (2016 : 230) “defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers’ previous knowledge”.

Van Oostendorp and Goldman in Sabouri (2016 : 233) “expressed that when a reader is reading a text, he can create a mental representation of the text that explains how the reader understands the text. A lot of researches supported the many levels of representation are included in constructing meaning”.

According to Syatriana in mislaini (2015: ), reading process includes three processes: (1) letter and word recognition, (2) comprehension of concepts, and (3) reaction and assimilation of the new knowledge with the

reader's past experience. It means, the reader must be to know how to analyze in the reading process.

According to Kintsch in Sabouri (2016 : 233) "when a reader is reading a text, three various levels of mental representation are created. They are the surface component, the text-base, and the situation model". Troyka and Joseph Wayne Theweatt in Fitrawati (2009:90) "who say that reading comprehension is a complex, diverse process".

Anderson in Fitrawati (2009:90). "She says that reading comprehension is a process that involves meaningful construction of an author's message by the use of prior knowledge, especially the knowledge of language".

Harris in Fitrawati (2009: 90) explains reading comprehension can be gained from several skills. They are:

- a. if the students have a large amount of vocabulary
- b. if the students have skill in identifying unfamiliar words
- c. if the students have a good eye-movement habits
- d. if the students have proper habits of posture, holding books, etc
- e. if the students have speed and fluency in silent reading
- f. if the students can develop oral reading skill; phrasing, expression, pitch.

## 2. Levels of Reading

According to Burns in Sinambela (2015 :17), there are four levels of reading comprehension. The following levels of comprehension can tell us about how far the students understand about reading material and which level has been achieved.

### a. Literal Comprehension

Literal comprehension involves acquiring information that is directly stated, the basic of literal comprehension is recognizing stated the main idea, detailed caused effect and sequence. It is also prerequisite for higher-level understanding. The important in this level is understanding of vocabulary, sentence meaning, and paragraph meaning.

### b. Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include: Inferring main ideas of passages in which the main ideas are not directly stated ,Inferring cause-effect relationships when they are not directly stated, Inferring referents of pronouns ,Inferring referent of adverbs, Inferring omitted words, Detecting mood, Detecting the author's purpose in writing, Drawing conclusion.

### c. Critical Comprehension

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness.



#### d. Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires reader to think as they read, just as critical reading does and it also requires them to use their imaginations.

Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

Based on previous opinion, there were several levels of understanding including literal comprehension, interpretative comprehension, critical comprehension, creative comprehension. From some of these levels we can understand the extent to which the ability of students understanding in understanding a reading presented.

### **3. Factor Affecting Students' Ability In Reading Comprehension**

According to Nuttal in Faridah (2016:14) there are four basic factors that influence the students in comprehending written materials:

#### a. Background Experiences

Students who have little experience may have some difficulties in comprehending many ideas with which other children are familiar before they learn in school. For an example, students who never sees or hears about mountain, and in some occasions dealing with it will find the story hard to follow, so they must have experience in their background that enables them to bring personal meaning the event and feelings in the story.

b. Intellectual Ability

Second aspect in comprehension is students' ability to think it all depends on his intellectual development. Although the teacher gives some text book and some purpose of, the result of the reading may be different. The number of ideas that they understand and depth of their understanding will be largely dependent upon their general capacity to learn. The slow learning and dull normal student cannot be expected to show some reaction of gain the same appreciations as the bright students when they read together for pleasure or to gain information.

c. Language Ability

The third aspect is the students' language ability, including semantics or word meaning and grasp of syntax. Understanding of semantic comes from experience with word in variation, personally meaning settings. A grasp of syntax is needed to recover the structure of the language, so the students have to master the syntax which links deep and surface structure.

d. The Purpose of Reading

This fourth factor also determines the comprehension ability, students could also have difficulties to understanding the story if he reads it with no particular purpose in mind. Comprehension is always directed and controlled by the need and purposes of an individual. If that so, they must establish their own purpose before reading and commits the entire story to memory.

## **D. Self Question Strategy**

### **1. Definition of Self Question Strategy**

According to Rosenshine, Meister, & Chapman in Joseph (2015 : 2) “Self-questioning, a strategic approach for monitoring one’s own comprehension, has shown promising outcomes for a range of diverse learners across grade and ability levels .” King in Wicaksono (2014:4) “Self questioning strategy let the students pay more attention to the text to improve reading comprehension”.

Duffy in Richard & Renandya in (2009: 90) “Reading strategies can be defined as “plans for solving problems encountered in constructing meaning”.

Rosenshine, Mesiter, & Chapman, in Sunggingwati (2017 : 42) “Self-questioning is defined as an ongoing process in which readers produce questions related to the information in a passage they read. Readers generate questions on the basis of clues found in the passage. As students pose questions for themselves, they develop interest in the topic, which guides their thinking while reading . Caram & Davis, This strategy is commonly used in inquiry-based learning approaches”.

Taboada, Bianco, & Bowerman, Wood, Browder, & Flynn in Sunggingwati (2017 : 42) “Teaching reading through the use of self-questioning is an effective approach to improve students’ levels of reading comprehension, recall of written information, and incidental vocabulary acquisition and retention”.

Darling Hammond, Austin, Cheung, and Martin in Wicaksono (2014 :2) “One of effective metacognitive strategies that teacher can use is self-questioning strategy. Self-questioning strategies is conducted when students use questions to check their own knowledge as they are learning”. Palincsar & Brown, Rosenshine, Meister, & Chapman, in Sunggingwati (2017 : 42) “have emphasized the need to train students to use the self-questioning strategy while reading”.

King in Wicaksono (2014 : 2) “stated that when using self questioning strategy, questions designed to access learners’ prior knowledge are more effective in enhancing reading comprehension because students’ prior knowledge is to be activated” .

Based on the above opinions , the researcher concluded that the self question strategy was a strategy used in teaching and learning process where students may asking and answering questions when reading, students were expected to be active and involved to know the extent to which students understand the reading provided. This strategy was also able to invite students to be directly involved in learning in the form of sharpening skills of asking and answering until students better understand the reading.

## **2. Questioning Strategies**

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown in Darmayani (2014:6). Appropriate questioning can fulfill a number of different functions, such as:

- a. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion.
- b. Teacher question can serve to initiate a chain reaction of students' interaction among themselves.
- c. Teacher questions giving immediate feedback about students' comprehension.
- d. Teacher questions provide students with opportunities to find out what they think. As they were nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions were. This self-discovery can be especially useful for a pre-reading activity.

The following question below are frequently used by readers in using questioning as a reading comprehension strategy, those are:

- (1) I wonder.....
- (2) Who...? What...? Where...? When...?
- (3) How come...?
- (4) Why...?
- (5) What does that mean?

Based on the above opinion, the researcher concluded that by using Question in reading comprehension made the students were easy to understand the text.

### 3. Self Question as a Study Strategy

Some of the aspects that influence the effectiveness of questioning include the following: who forms the questions, where do the questions occur, what format do the questions assume, and what is the content of the questions. Anderson and Biddle in Rezky (2016:17) were able to make several statements in a review of adjunct questions (questions that appear in the text). With regard to question position, pre reading questions have been found to significantly improve recall on objective measures, providing the post-tests measure the same information presented in the pre-questions. It has not been found that recall of information that appears in the text and on the post-test but not in the pre questions is improved.

Questions asked after reading has been found to have the same facilitative effect on corresponding post-test questions, but, in addition, significant effects have been found for non questioned information. So, transfer to additional information has been observed. Anderson and Biddle in Rezky (2016:17) “also pointed out that questions asked in formats of higher levels of comprehension, such as inferential and critical inquiry, have been found to be more facilitative than those at lower levels”. Several studies that have compared adjunct questioning with questions posed by students while reading have supported the use of student-constructed questions. First, that writing questions while reading significantly increased scores on post-test items, particularly those items that were highlighted in student-written questions. That forming questions based on stated objectives enhanced

college-age subjects' recall to a greater degree than reading stated objectives that accompanied the text.

According to Anderson and Armbruster in Rezky (2016:18) suggest, questioning is effective when it causes additional processing or transformations of the text. Perhaps additional attention is focused on forming structured multiple-choice questions in the self-questioned condition and therefore is not available for processing text information which may, or may not, be used to answer the questions.

In general, questioning at a literal level may increase readers' awareness and recall of specific, objective facts when these facts are present in both the questioning prior to testing and the testing. However, literal questions may also inhibit assimilation of more general concepts and may not allow readers to form higher level judgments about the text. Instead, conceptual-based questions, requiring a higher level of the comprehension, can increase the reader's awareness of the concepts of the text and may encourage the restructuring of the proposition of the text in a personal way.

#### **4. Self Question Strategy Instruction**

Researcher had demonstrated that comprehension strategy instruction can be effective for students.

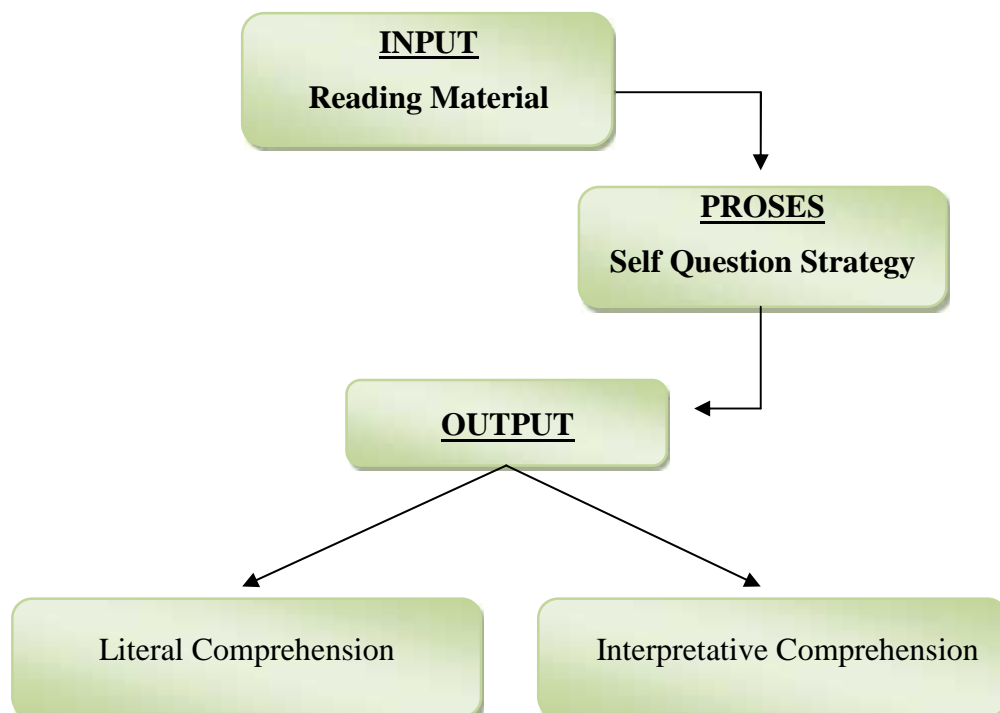
According to Snow in Klapwijk (2012:192) states that “because meaning does not exist in text but must be constructed from the text by the reader, instruction of how to use reading strategies is necessary to improve comprehension”. According to Collins in Taylor (2002:70) “direct instruction

in specific reading strategies has been documented to improve reading comprehension”.

According to Block & duffy in Klapwijk (2012:192) state that in teaching strategies as part of comprehension instruction, teachers seem to “begin in a state of either confusion or rejection before taking conscious control”.

Based on above opinions, the researcher concluded that asking questions was an important part of the teacher's ability to generate a Conducive classroom atmosphere to develop students' thinking skills in reading comprehension.

#### E. Conceptual Framework



**Figure 2.1 Conceptual Framework**



1. Input : teacher prepared teaching material in the form of reading text to determine the extent to which students' reading comprehension, in this case the teacher chose the narrative text.
2. Process: teacher used the Self Question strategy in the classroom.
3. Output: Self Question strategy could effect to students' reading comprehension.

## **F. Hypothesis**

In this study, researcher went to know whether the strategy of Self Question has an effect on reading comprehension of students in eight grade Students of SMP Negeri Sungguminasa Kab. Gowa. To achieve this goal, researcher proposed two hypothesis to test:

1. Null hypothesis (H0): There was no effect of self question strategy to students reading comprehension.
2. Alternatif hypothesis (H1): There was effect of self question strategy to students reading comprehension.

**CHAPTER III**  
**RESEARCH METHOD**

This chapter consists of research design, population and sample, variables and indicator of the research, instrument of the research, procedures of data collection and technique of data analysis.

**A. Research Design**

This research used a research design study of one group of pre-test and post-test pre-experimental method. The test was used to test the significant difference to the reading comprehension of the students before and after the treatment, the situation before the Self Question Strategy was given O1 symbol with the condition after the Self Question strategy was given O2 symbol, and the treatment was given X symbol.

Pre-Experimental Design

**Figure 3.1 Research Design**

<b>01</b>	<b>X</b>	<b>02</b>
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Information:

O1 = Pre-test

X = Treatment

O2 = Post-tes

(Gay in Hasmi, 2013:16)

## 1. Pre-test

Before the treatment, all students were given a pre-test to know the previous knowledge. In this activity, pre-test was given to students within 45 minutes.

## 2. Treatment

During the treatment, all students were given reading material. The material was narrative text. The researcher has three steps, as follows:

### a. Opening activities

- 1) Welcome the students.
- 2) Checking the students' attendance list.
- 3) Motivating the students to be eager to follow learning activities.

### b. Main activities

#### 1) Exploration

Suggesting some questions about what the students already know about narrative text.

#### 2) Elaboration

- a. Describing some things about the narrative text.
- b. Helping the students in asking questions with patterns (5W + 1H).
- c. Asking the students to read the text. Then, the students ask questions and answer it.

### 3) Confirmation

- a. Giving question and answering session to students. Then, researcher asked students difficulties in reading comprehension.
- b. Providing positive feedback and verbal reinforcement in the form of motivation.
- c. Explaining to students the importance of being disciplined for their future.

### c. Closing activities

1. Collecting students' worksheets.
2. Giving homework.

### **3. Post-test**

Post-test was given after the treatment in the learning process. The students were given a post-test to find the effect of strategy used on students' reading comprehension.

## **B. Population and sample**

### **1. Population**

The population of the research was the eight grade students of SMP Negeri 2 Sungguminasa Kab. Gowa in the academic year 2018/2019 that consisted of fourteen classes and the number of students was 448.

## **2. Sample**

Researcher took one class that was class VIII-5 as a sample, consisted of 32 students. This research applied purposive sampling because all of the class in SMP Negeri 2 Sungguminasa has similar quality such as the same material, teacher, and time allocation. In this case, the researcher went to know the effect of self question strategy with the reading comprehension of students of grade VIII-5 SMP Negeri 2 Sungguminasa Kab. Gowa.

## **C. Variables and indicator of the research**

### **1. Research variables**

#### **a. The independent variable**

The independent variable was the Self Question Strategy.

#### **b. The dependent variable**

The dependent variable was the students' improvement in reading comprehension toward narrative text included literal comprehension and interpretative comprehension.

### **2. Indicator**

The indicator this research was the students improve in reading a text after learning process using Self question strategy that focused on literal comprehension and interpretative comprehension.

#### **D. Instrument of the research**

The researcher used essay test for pre-test and post-test to assess students reading comprehension. The pre-test was given before the treatment to know the students prior knowledge in reading comprehension. The post-test was conducted after the used of Self Question Strategy.

#### **E. Procedures of Data collection**

The procedures of collecting data involved the following steps:

##### **1. Giving Pre-test**

Before doing the treatment, the students were given a pre-test to assess the reading comprehension. The form test was an essay test. The result of pre-test was compared with the result of post-test after doing the treatment.

##### **2. Giving Post-test**

After the treatment, all students were given a post-test to assess their reading comprehension. The test form was an essay test. The results obtained would be compared with the pre-test results to find out how the effect of self question strategy on students' reading comprehension.

##### **3. Documentation**

Documentation was used as one of the techniques in research. The documentation could be pictures when conducted the research.

## F. Technique of data analysis

The steps of data analysis technique were undertaken in quantitative employing the following formula:

**Table 3.1 Score Literal reading comprehension**

No	Criteria	Score
1	Clearly identified the main idea by strong evidences, details reading to the main idea	4
2	Identified the main idea and provided adequate evidence, details reading to the main idea	3
3	limited the main idea and provided adequate evidence, details reading to the main idea	2
4	Did not identify the main idea and provided adequate evidence, details reading to the main idea	1

(Harmer in Nurhandayani, 2016:31)

**Table 3.2 Score interpretative reading comprehension**

No	Criteria	Score
1	Conclusion reflect resource reading in development of idea it is excellent	4
2	Conclusion reflect reading in development of idea it is good	3
3	Conclusion reflect only reading in development of idea it is poor	2
4	Conclusion do not reflect any reading of resource in development idea	1

(Harmer in Nurhandayani, 2016:31)

- a. Scoring the students correct answer of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number of Items}} \times 100\%$$

(Gay, 2006)

b. Calculation the mean of the students answer by using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:  $\bar{X}$  = Mean core

$\sum X$  = The raw of all score

N = The number of subjects

(Gay, 2006)

c. The percentage of increasing achievement used the following formula:  $X_2$ -

$X_1$

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where: P= Percentage

$X_2$  = Average score of Post-test

$X_1$  = Average score of Pre-test

(Gay, 2006)

d. After collecting the students data, the researcher classified the score of the students into the following criteria:

**Table 3.3 classify the score of the students**

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

(Amirullah, 2012:32)



- e. The significance difference between the students' pre-test and post-test, the researcher applied the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = Test of significance

D = The difference between the method pairs (X<sub>1</sub> – X<sub>2</sub>)

$\bar{D}$  = The mean of Ds

$\sum D^2$  = The sum of the square

$(\sum D)^2$  = The square of  $\sum D$

N = Number of students

(Gay, 2006)

- f. The criteria for the hypothesis testing was as follows:

**Table 3.4: Hypothesis Testing**

Comparison	Hypothesis	
	H0	H1
-		
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Gay, 2006)

The table above show if (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis

was rejected, and if (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter consists of two sections, the findings of the research and the discussion of research findings. Findings showed description of result from the data that had collected reading test in pre-test and post-test. It was described in graphic or table form. Then, discussion was explanation of findings but it still showed result of the data. In this discussion, the researcher used his own word to explain it.

#### **A. Findings**

The findings of the research that teaching reading comprehension through Self Question Strategy could increase reading comprehension in literal comprehension and interpretative comprehension. In the further interpretation of the data analysis were given below:

##### **1. Students' Literal Reading Comprehension Using Self Question Strategy in Term of Main Idea**

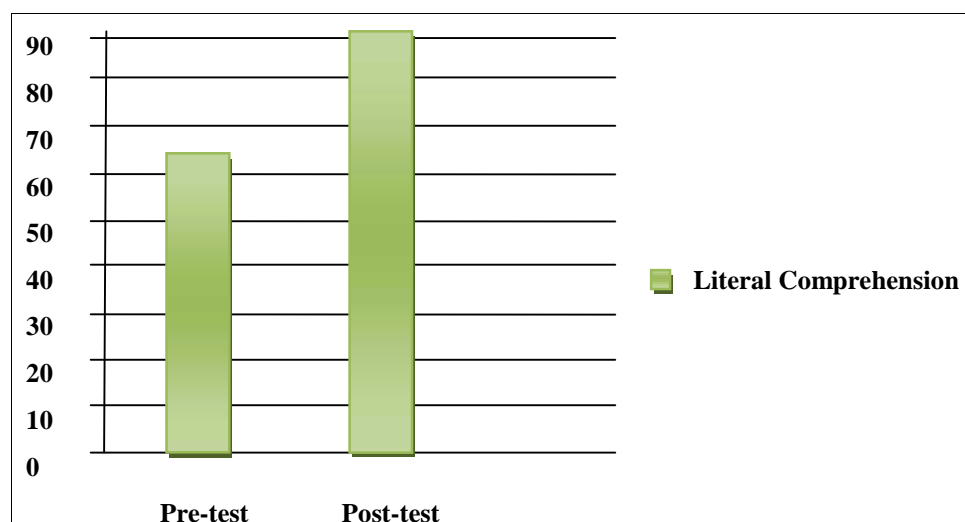
Students' literal reading comprehension using Self Question Strategy have different in pre-test and post-test. In pre-test students still less understand about main idea but after applied Self Question Strategy the students more understand about main idea, it can be seen clearly in the following table:

**Table 4.1 Students' Literal Reading Comprehension Using Self Question Strategy.**

Literal Reading Comprehension	The Students' Score		Improvement (%)
	Pre-Test	Post-Test	
Main Idea	63,12	91,78	45,40

Based on the table 4.1 above, it shows that the score of literal 45,40% from of students in post-test improved after teaching reading comprehension in term of main idea by using Self Question Strategy. The mean score of the students in pre-test were 63,12 and post-test which to be 91,78.

**Graphic 4.1 The Mean Score and Increase of The Students' Reading Comprehension in Term of Main Idea.**



The graphic above that there was improvement of the students in the reading comprehension in term of literal comprehension from pre-test with the mean score was 63,12 to post-test with the mean score was 91,78 and the improvement of pre-test to post-test was 45,40%.

**Table 4.2 Classification of the Students Score Reading Comprehension in Term of Main Idea (pre-test)**

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	3	9%
3	Good	76-85	3	9%
4	Fairly Good	66-75	2	6%
5	Fair	56-65	20	62%
6	Poor	36-55	4	12%
7	Very Poor	0.0-35	0	0
<b>Total</b>			32	100%

Based on the table 4.2 above, it shows that the classification of the students score reading comprehension in term of main idea in pre-test there are 3 (9%) students got very good, 3 (9%) students got good, 2 (6%) students got fairly good, 20 (62%) students got fair and 4 (12%) students got poor.

**Table 4.3 Classification of the Students Score Reading Comprehension in Term of Main Idea (post-test)**

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	8	25%
2	Very Good	86-95	19	59%
3	Good	76-85	4	13%
4	Fairly Good	66-75	0	0
5	Fair	56-65	1	3%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
<b>Total</b>			32	100%

Based on the table 4.2 above, it shows that the classification of the students score reading comprehension in term of main idea in post-test there are 8 (25%) students got very good, 19 (59%) students got good, 4 (13%) and 1 (3%) students got fair.

## **2. Students' Interpretative Reading Comprehension Using Self Question Strategy In Term of Conclusion**

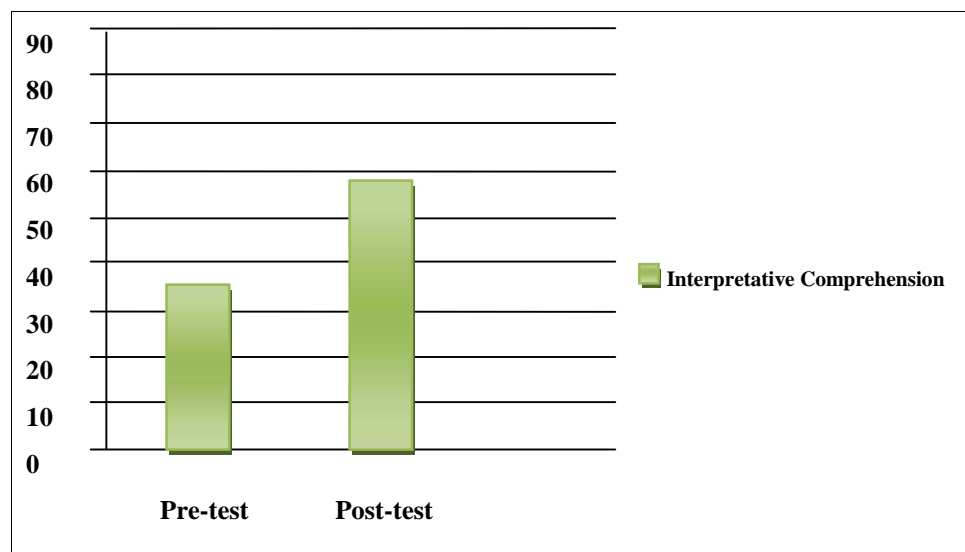
Students' interpretative reading comprehension using Self Question Strategy have different in pre-test and post-test. In pre-test students still less understand about conclusion but after applied Self Question Strategy the students more understand about conclusion, it can be seen clearly in the following table:

**Table 4.4 Students' Interpretative Reading Comprehension Using Self Question Strategy.**

<b>Interpretative Reading Comprehension</b>	<b>The Students' Score</b>		<b>Improvement (%)</b>
	<b>Pre-Test</b>	<b>Post-Test</b>	
Conclusion	35,93	57,03	58,72

Based on the table 4.4 above, it shows that the score of interpretative 58,72% from of students in post-test improved after teaching reading comprehension in term of conclusion by using Self Question Strategy. The mean score of the students in pre-test were 35,93 and post-test which to be 57,3.

**Graphic 4.2 The Mean Score and Increase of The Students' Reading Comprehension in Term of Conclusion.**



The graphic above that there was improvement of the students in the reading comprehension in term of interpretative comprehension from pre-test with the mean score was 35,93 to post-test with the mean score was 57,03 and the improvement of pre-test to post-test was 58,72%.

**Table 4.5 Classification of the Students Score Reading Comprehension in Term of Conclusion (pre-test)**

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	0	0
4	Fairly Good	66-75	4	13%
5	Fair	56-65	0	0
6	Poor	36-55	6	19%
7	Very Poor	0.0-35	22	69%
<b>Total</b>			32	100%

Based on the table 4.5 above, it shows that the classification of the students score reading comprehension in term of conclusion in pre-test there are 4 (12%) students got fairly good, 6 (19%) students got poor, 22 (69%) students got very poor.

**Table 4.6 Classification of the Students Score Reading Comprehension in Term of Conclusion (post-test)**

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	4	13%
2	Very Good	86-95	0	0
3	Good	76-85	0	0
4	Fairly Good	66-75	11	34%
5	Fair	56-65	0	0
6	Poor	36-55	9	28%
7	Very Poor	0.0-35	8	25%
<b>Total</b>			32	100%

Based on the table 4.6 above, it shows that the classification of the students score reading comprehension in term of conclusion in post-test there are 4 (13%) students got excellent, 11 (9%) students got fairly good, 9 (28%) students got poor and 8 (25%) students got very poor.

### 3. Hypothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that was a test to know the significance difference between the results of students' mean score in pre-test and post-test the researcher used t-test analysis on the level of significance ( $\alpha$ ) = 0.05 with the degree of freedom ( $df$ ) =  $N - 1$ , where  $N$  = Number of subject (32 students) then the



value of t-table was 2.03 t-test statistical, analysis for independent sample is applied.

The result of the data analysis t-test of the students' reading comprehension through Self Question Strategy table below:

**Table 4.7 the Comparison of T-Test and T-Table Score of the Students' Reading Comprehension**

<b>Variables</b>	<b>T-Test</b>	<b>T-Table</b>	<b>Description</b>
Literal Reading Comprehension	10,00	2,03	Significance
Interpretative Reading Comprehension	5,91	2,03	Significance
<b>X</b>	15,91	2,03	

The table above shows that the value of the t-test is higher than the value of t-table. The t-test value of main idea is greater than t-table ( $10,00 > 2,03$  and t-test value of conclusion are greater than t-table ( $5,91 > 2,03$ ). The result of calculating t-test of the indicators in the students t-test in literal and interpretative reading comprehension is greater than t-table ( $15,91 > 2,03$ ).

The value of the t-test is greater than t-table. The score in variable of reading comprehension is ( $15,91 > 2,03$ ). It is said that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It means that, there is a significance difference between the result of the students' literal and interpretative reading comprehension in reading through Self Question Strategy after treatment.

If the t-test value is higher than t-table at the level of significance 0,05 and degree freedom (df) 32 ( $N-I=32-1$ ), thus the alternative hypothesis ( $H_1$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. In

country, if the value is lower than t-table at the level of significance 0,05 and the degree freedom 31, thus the alternative hypothesis is rejected and null hypothesis is accepted.

## **B. Discussion**

This research concerned to the use self question strategy in improving students' reading comprehension in term of literal comprehension (main idea) and interpretative comprehension (drawing conclusion) of eight grade students of SMP Negeri 2 Sungguminasa Kab. Gowa.

Self questioning is defined as an ongoing process in which readers produce questions related to the information in a passage they read. Readers generate questions on the basis of clues found in the passage. As students pose questions for themselves, they develop interest in the topic, which guides their thinking while reading (Rosenshine, Mesiter, & Chapman, 1996).

Teaching reading through the use of self-questioning is an effective approach to improve students' levels of reading comprehension (Rezky Apriana Arsyad, 2016; Desy Damayanti, 2014; Khusnul Hidayati, 2014; Kahfi Andigi, 2014; Taboada, Bianco, & Bowerman, Wood, Browder, & Flynn in Sunggingwati 2017; Mariam Jean Daer and Linda B. Gambrell, 2013; Katayoon Afzali 2012. The result of the study from Ricza Try Wicaksono (2014) that self questioning strategy was able to be applied to Indonesian EFL students and give significance improvement.

The research finding that the students' reading comprehension by using Self Question Strategy showed the improvement of the students reading comprehension in the term of main idea and making conclusion. From the improvement showed the process in pre-test and post-test. The result of the students reading in pre-test was low, especially in finding the main idea and making conclusion. It showed that the students could not express their ideas and their understandable. It was before using Self Question Strategy in reading activity.

Based on the problem above, the writer gave the treatment by using Self Question Strategy, so that the students could show the improvement in post-test. In pre-test, writer only gave the essay text (reading text) to know their prior knowledge before using Self Question Strategy.

At the beginning, their reading comprehension was very bad. Almost of them were confused and spent much time to think about the meaning of the word in the reading text. They only read the text, but they did not understand about how to find out the main and making conclusion of the reading text.

After students were given a pre-test, the writer gave the treatment by using Self Question Strategy. As the result, students become active and enjoy in reading activity. They would be easy to do reading activity. Most of their utterance were correct and no need to reading for a long time to understand what they read.

The result of students' mean score after presenting in teaching reading comprehension using Self Question Strategy is better than before the treatment is given to the students. Before giving the treatment, the students'

Comprehension in literal and interpretative are fair. After giving the treatment, their comprehension is significantly improve and categorized as good.

### **1. Students' Literal Reading Comprehension Using Self Question Strategy**

Based on the finding above in applying Self Question Strategy in the class, the data is collected through the test as explain in the previous finding section shows that the students' comprehension in the score of literal is improved from the mean score in pre-test and post-test. The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, it can be concluded that Self Question Strategy could improve the students' comprehension in literal reading comprehension.

### **2. Students' interpretative Reading Comprehension Using Self Question Strategy**

Based on the finding above in applying Self Question Strategy in the class, the data is collected through the test as explain in the previous finding section shows that students' comprehension in the interpretative is significantly improved.

The data on the table 4.4 shows that the score of interpretative is improve from the mean score on pre-test and post-test. Therefore, it can be concluded that Self Question Strategy could improve the students' comprehension in interpretative comprehension.

### 3. The significant Differences of T-test and T-table

Through the result of pre-test and post-test, it can be concluded that statistically hypothesis of H1 is accepted and the statistically hypothesis of H0 is rejected. It means that the using Self Question Strategy in teaching reading comprehension could improve the students' comprehension of reading.

By seeing the effectiveness of the students' literal and interpretative comprehension in reading skill, it is concluded that Self Question Strategy could improve the students' comprehension in literal and interpretative in reading. It could be showed from the students' reading test in pre-test and post-test. In pre-test, some students were difficult to answer the questions and find out main idea and conclusion. But, the students' reading comprehension in post-test, which the content of reading comprehension could be understand. Then, the students were easy to answer the questions and find out main idea and conclusion.

Based the explanation above, the researcher analyzed that self question strategy could improve the students, reading comprehension. It was proved by the result of students' achievement in narrative text.

From the discussion above, it could be argued that the eight grade Students of SMP 2 Sungguminasa Kab. Gowa have given a positive influence in reading skill after taught Self Question Strategy especially in comprehension a text.

Further, the researcher concluded that using self question strategy in learning can make students more active, enjoy and motivate in teaching

learning process. It means that the self question strategy can be used as one of the alternative to teach narrative text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting The Experimental Research about The Use of Self Question strategy in Teaching Reading Comprehension and based on the researcher findings in the previous chapter, the researcher concluded that:

1. Self Question strategy is effective to increase the students' *literal reading comprehension in terms of main idea*, it was improved by the mean score of literal comprehension before and after giving the treatment is 63,12 becomes 91,78 improve 45,40% with the t-test value main idea comprehension is greater than t-table ( $10,00 > 2,03$ ).
2. Self Question strategy is effective to increase the students' *interpretative reading comprehension in terms of conclusion*, it was improved by the mean score of interpretative comprehension before and after the giving treatment is 35,93 becomes 57,03 improve 58,72% with the t-test value interpretative comprehension is greater than t-table ( $5,91 > 2,03$ ). The result of calculating t-test of the indicators in the students t-test reading comprehension (literal and interpretative comprehension) is greater than t-table  $15,91 > 2,03$ . It means that there is significance difference between before and after giving the treatment.

## **B. Suggestion**

Based on the conclusion above, the researcher presents some suggestion as follows:

1. It is suggested that the teacher especially for the English Teacher at The eight grade Students of SMP Negeri 2 Sungguminasa Kab. Gowa to use Self Question Strategy as one alternative among other teaching that can be used in teaching reading comprehension.
2. It is suggested that the teacher especially for the English Teacher at The eight grade Students of SMP Negeri 2 Sungguminasa Kab. Gowa to use Self Question Strategy in presenting the reading comprehension materials because it is effective to increase the students' reading comprehension.
3. For the further researcher expected to be useful information and the researcher gives suggestion to the next researcher to conduct the similar technique with other respondents to find out the advantages of this material.



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# APPENDIX A

**A.1. The Students' Scores of Pre-test**

**A.2. The Students' Scores of Post-test**

**A.3. The Students' Row Scores of Pre-test**

**A.4. The Students' Row Scores of Post-test**

**A.5. The students' Scores of Pretest ( $X_1$ ) and Post-test ( $X_2$ ),  
Gain/Difference between the Matched Pairs (D), and Square of the  
Gain ( $D^2$ )**

**A.6. Scoring Classification of the students pre-test and post-test**

**A.7. Calculation of the Mean Score of Students' Reading Comprehension**

**A.8. The Percentage of the Students' Development in Reading  
Comprehension**

**A.9. Calculating test of significance**

**A.10. Table distribution of T-Value**

## APPENDIX A.1

### The Students' Score of Pre-test

Respondents	Pre-test		
	Literal Comprehension	Interpretative Comprehension	Reading Comprehension
	Main Idea	Conclusion	Score
Hambriyani	13	3	80
I Gede Hichma Vorma Cakrawangsa	10	1	55
Indah Dwi Amelia Agus	13	2	75
Johsua Chanra Prawira	6	1	33
Masyita Azzarah Bachtiar	14	3	85
Miftha Huljanna	9	1	50
Muh. Abyan Fitrah Asyam	10	1	55
Muh. Al Amin Bintang Saputra	7	1	40
Muh. Aldhy Trihadi Efendi	7	1	40
Muh. Arsyil Fauzan Hasan	10	1	55
Muh. Asrul Kurniadi Putra	10	1	55
Muh. Bayu Santosa	9	2	55
Muh. Fathir Al Mannan	10	1	55
Muh. Refal	10	1	55
Muh. Rezky Admi Putra	10	1	55
Muh. Rifki Ramadhan Rusli	10	1	55
Muh. Yazid	10	1	55
Muhammad Bagir Rafany Irsan	10	1	55

Muhammad Fadhil	11	2	65
Muhammad Mulawarman Putra Maryadi	10	1	55
Muliyadi H	10	1	55
Nayla Ainunnisa	9	1	50
Nur Faizah Azzahra	14	3	85
Nurul Arfianty Annisa	10	1	55
Nurya Sari Syahrir	13	2	75
Putri Arfia Salsabila	9	1	50
Rahmat Mahapati	6	2	40
Raisyah Alief Kazraj	11	3	70
Regita Cahyani	9	1	50
Riska Adelia	9	1	50
Selvi Gladys Ismail	9	1	50
Sitti Revalina Satria Tresna M	14	2	80

## APPENDIX A.2

The Students' Score of Post-test

Respondents	Post-test		
	Literal Comprehension	Interpretative Comprehension	Reading Comprehension
	Main Idea	Conclusion	Score
Hambriyani	15	4	95
I Gede Hichma Vorma Cakrawangsa	16	2	90
Indah Dwi Amelia Agus	13	4	85
Johsua Chanra Prawira	16	3	95
Masyita Azzarah Bachtiar	15	3	90
Miftha Huljanna	15	3	90
Muh. Abyan Fitrah Asyam	16	2	90
Muh. Al Amin Bintang Saputra	15	1	80
Muh. Aldhy Trihadi Efendi	13	2	75
Muh. Arsyil Fauzan Hasan	15	3	90
Muh. Asrul Kurniadi Putra	15	2	85
Muh. Bayu Santosa	14	2	80
Muh. Fathir Al Mannan	10	1	55
Muh. Refal	13	2	65
Muh. Rezky Admi Putra	16	1	85
Muh. Rifki Ramadhan Rusli	16	3	95
Muh. Yazid	15	3	90
Muhammad Bagir Rafany Irsan	13	3	80

Muhammad Fadhil	16	3	95
Muhammad Mulawarman Putra Maryadi	15	3	90
Muliyadi H	15	2	85
Nayla Ainunnisa	14	1	75
Nur Faizah Azzahra	14	3	85
Nurul Arfianty Annisa	15	1	80
Nurya Sari Syahrir	14	3	85
Putri Arfia Salsabila	15	1	80
Rahmat Mahapati	15	2	85
Raisyah Alief Kazraj	14	4	90
Regita Cahyani	16	1	85
Riska Adelia	15	1	80
Selvi Gladys Ismail	16	4	100
Sitti Revalina Satria Tresna M	14	2	80



### APPENDIX A.3

#### The Students' Row of Pre-test

Respondents	Pre-test	
	Literal Comprehension	Interpretative Comprehension
	Main Idea	Conclusion
Hambriyani	81	75
I Gede Hichma Vorma Cakrawangsa	63	25
Indah Dwi Amelia Agus	81	50
Johsua Chanra Prawira	38	25
Masyita Azzarah Bachtiar	88	75
Miftha Huljanna	56	25
Muh. Abyan Fitrah Asyam	63	25
Muh. Al Amin Bintang Saputra	44	25
Muh. Aldhy Trihadi Efendi	44	25
Muh. Arsyil Fauzan Hasan	63	25
Muh. Asrul Kurniadi Putra	63	25
Muh. Bayu Santosa	56	50
Muh. Fathir Al Mannan	63	25
Muh. Refal	63	25
Muh. Rezky Admi Putra	63	25
Muh. Rifki Ramadhan Rusli	63	25
Muh. Yazid	63	25
Muhammad Bagir Rafany Irsan	63	25
Muhammad Fadhil	69	50

Muhammad Mulawarman Putra Maryadi	63	25
Muliyadi H	63	25
Nayla Ainunnisa	56	25
Nur Faizah Azzahra	88	75
Nurul Arfianty Annisa	63	25
Nurya Sari Syahrir	81	50
Putri Arfia Salsabila	56	25
Rahmat Mahapati	38	50
Raisyah Alief Kazraj	69	75
Regita Cahyani	56	25
Riska Adelia	56	25
Selvi Gladys Ismail	56	25
Sitti Revalina Satria Tresna M	88	50
<b>Total</b>	<b><math>\sum_{X=}</math> 2020</b>	<b><math>\sum_{X=}</math> 1140</b>
<b>Mean Score (X)</b>	<b>X= 63.12</b>	<b>X= 35.93</b>

#### APPENDIX A.4

##### The Students' Row of Post-test

Respondents	Post-test	
	Literal Comprehension	Interpretative Comprehension
	Main Idea	Conclusion
Hambriyani	94	100
I Gede Hichma Vorma Cakrawangsa	100	50
Indah Dwi Amelia Agus	81	100
Johsua Chanra Prawira	100	75
Masyita Azzarah Bachtiar	94	75
Miftha Huljanna	94	75
Muh. Abyan Fitrah Asyam	100	50
Muh. Al Amin Bintang Saputra	94	25
Muh. Aldhy Trihadi Efendi	81	50
Muh. Arsyil Fauzan Hasan	94	75
Muh. Asrul Kurniadi Putra	94	50
Muh. Bayu Santosa	88	50
Muh. Fathir Al Mannan	63	25
Muh. Refal	81	50
Muh. Rezky Admi Putra	100	25
Muh. Rifki Ramadhan Rusli	100	75
Muh. Yazid	94	75
Muhammad Bagir Rafany Irsan	81	75
Muhammad Fadhil	100	75
Muhammad Mulawarman Putra Maryadi	94	75

Muliyadi H	94	50
Nayla Ainunnisa	88	25
Nur Faizah Azzahra	88	75
Nurul Arfianty Annisa	94	25
Nurya Sari Syahrir	88	75
Putri Arfia Salsabila	94	25
Rahmat Mahapati	94	50
Raisyah Alief Kazraj	88	100
Regita Cahyani	100	25
Riska Adelia	94	25
Selvi Gladys Ismail	100	100
Sitti Revalina Satria Tresna M	88	50
<b>Total</b>	<b><math>\sum_{X=}</math> 2937</b>	<b><math>\sum_{X=}</math> 1875</b>
<b>Mean Score (X)</b>	<b>X= 91.78</b>	<b>X= 58.59</b>

## APPENDIX A.5

The students' Scores of Pre-test ( $X_1$ ) and Post-test ( $X_2$ ), Gain/Difference between

The matched pairs (D), and Square of the Gain ( $D^2$ )

### 1. Literal Comprehension

Respondents	Literal Comprehension			
	Pre-test	Post-test	D (X2-X1)	D <sup>2</sup>
Hambriyani	81	94	13	169
I Gede Hichma Vorma Cakrawangsa	63	100	37	1369
Indah Dwi Amelia Agus	81	81	0	0
Johsua Chanra Prawira	38	100	62	3844
Masyita Azzarah Bachtiar	88	94	6	36
Miftha Huljanna	56	94	38	1444
Muh. Abyan Fitrah Asyam	63	100	37	1369
Muh. Al Amin Bintang Saputra	44	94	50	2500
Muh. Aldhy Trihadi Efendi	44	81	37	1369
Muh. Arsyil Fauzan Hasan	63	94	31	961
Muh. Asrul Kurniadi Putra	63	94	31	961
Muh. Bayu Santosa	56	88	32	1024
Muh. Fathir Al Mannan	63	63	0	0
Muh. Refal	63	81	18	324
Muh. Rezky Admi Putra	63	100	37	1369

Muh. Rifki Ramadhan Rusli	63	100	37	1369
Muh. Yazid	63	94	31	961
Muhammad Bagir Rafany Irsan	63	81	18	324
Muhammad Fadhil	69	100	31	961
Muhammad Mulawarman Putra Maryadi	63	94	37	1369
Muliyadi H	63	94	37	1369
Nayla Ainunnisa	56	88	32	1024
Nur Faizah Azzahra	88	88	0	0
Nurul Arfianty Annisa	63	94	37	1369
Nurya Sari Syahrir	81	88	7	36
Putri Arfia Salsabila	56	94	38	1444
Rahmat Mahapati	38	94	56	3136
Raisyah Alief Kazraj	69	88	19	324
Regita Cahyani	56	100	44	1936
Riska Adelia	56	94	38	1444
Selvi Gladys Ismail	56	100	44	1936
Sitti Revalina Satria Tresna M	88	88	0	0
<b>Total</b>	$\sum_{X=2020}$	$\sum_{X=2937}$	$\sum_{D=935}$	$\sum_{D^2=35791}$

## 2. Interpretative Comprehension

Respondents	Interpretative Comprehension			
	Pre-test	Post-test	D (X2-X1)	D <sup>2</sup>
Hambriyani	75	100	25	625
I Gede Hichma Vorma Cakrawangsa	25	50	25	625
Indah Dwi Amelia Agus	50	100	50	2500
Johsua Chanra Prawira	25	75	50	2500
Masyita Azzarah Bachtiar	75	75	0	0
Miftha Huljanna	25	75	50	2500
Muh. Abyan Fitrah Asyam	25	50	25	625
Muh. Al Amin Bintang Saputra	25	25	0	0
Muh. Aldhy Trihadi Efendi	25	50	25	625
Muh. Arsyil Fauzan Hasan	25	75	50	2500
Muh. Asrul Kurniadi Putra	25	50	25	625
Muh. Bayu Santosa	50	50	0	0
Muh. Fathir Al Mannan	25	25	0	0
Muh. Refal	25	50	25	625
Muh. Rezky Admi Putra	25	25	0	0
Muh. Rifki Ramadhan Rusli	25	75	50	2500
Muh. Yazid	25	75	50	2500
Muhammad Bagir	25	75	50	2500

Rafany Irsan				
Muhammad Fadhil	50	75	25	625
Muhammad Mulawarman Putra Maryadi	25	75	50	2500
Muliyadi H	25	50	25	625
Nayla Ainunnisa	25	25	0	0
Nur Faizah Azzahra	75	75	0	0
Nurul Arfianty Annisa	25	25	0	0
Nurya Sari Syahrir	50	75	25	625
Putri Arfia Salsabila	25	25	0	0
Rahmat Mahapati	50	50	0	0
Raisyah Alief Kazraj	75	100	25	625
Regita Cahyani	25	25	0	0
Riska Adelia	25	25	0	0
Selvi Gladys Ismail	25	100	75	5625
Sitti Revalina Satria Tresna M	50	50	0	0
<b>Total</b>	$\sum X=1150$	$\sum X=1875$	$\sum D=735$	$\sum D^2=31875$



## APPENDIX A.6

### 1. Scoring Classification of the students pre-test and post-test Literal

Respondents	Literal Comprehension			
	Pre-test	Classification	Post-test	Classification
Hambriyani	81	Good	94	Very good
I Gede Hichma Vorma Cakrawangsa	63	Fair	100	Excellent
Indah Dwi Amelia Agus	81	Good	81	Good
Johsua Chanra Prawira	38	Poor	100	Excellent
Masyita Azzarah Bachtiar	88	Very good	94	Very good
Miftha Huljanna	56	Fair	94	Very good
Muh. Abyan Fitrah Asyam	63	Fair	100	Excellent
Muh. Al Amin Bintang Saputra	44	Poor	94	Very good
Muh. Aldhy Trihadi Efendi	44	Poor	81	Good
Muh. Arsyil Fauzan Hasan	63	Fair	94	Very good
Muh. Asrul Kurniadi Putra	63	Fair	94	Very good
Muh. Bayu Santosa	56	Fair	88	Very good
Muh. Fathir Al Mannan	63	Fair	63	Fair
Muh. Refal	63	Fair	81	Good
Muh. Rezky Admi Putra	63	Fair	100	Excellent
Muh. Rifki Ramadhan Rusli	63	Fair	100	Excellent
Muh. Yazid	63	Fair	94	Very good
Muhammad Bagir Rafany Irsan	63	Fair	81	Good
Muhammad Fadhil	69	Fairly Good	100	Excellent
Muhammad Mulawarman	63	Fair	94	Very good

Putra Maryadi				
Muliyadi H	63	Fair	94	Very good
Nayla Ainunnisa	56	Fair	88	Very good
Nur Faizah Azzahra	88	Very good	88	Very good
Nurul Arfianty Annisa	63	Fair	94	Very good
Nurya Sari Syahrir	81	Good	88	Very good
Putri Arfia Salsabila	56	Fair	94	Very good
Rahmat Mahapati	38	Poor	94	Very good
Raisyah Alief Kazraj	69	Fairly good	88	Very good
Regita Cahyani	56	Fair	100	Excellent
Riska Adelia	56	Fair	94	Very good
Selvi Gladys Ismail	56	Fair	100	Excellent
Sitti Revalina Satria Tresna M	88	Very good	88	Very good

## 2. Scoring Classification of the students pre-test and post-test Interpretative

Respondents	Interpretative Comprehension			
	Pre-test	Classification	Post-test	Classification
Hambriyani	75	Fairly good	100	Excellent
I Gede Hichma Vorma Cakrawangsa	25	Very poor	50	Poor
Indah Dwi Amelia Agus	50	Poor	100	Excellent
Johsua Chanra Prawira	25	Very poor	75	Fairly good
Masyita Azzarah Bachtiar	75	Fairly good	75	Fairly good
Miftha Huljanna	25	Very poor	75	Fairly good
Muh. Abyan Fitrah Asyam	25	Very poor	50	Poor
Muh. Al Amin Bintang	25	Very poor	25	Very poor

Saputra				
Muh. Aldhy Trihadi Efendi	25	Very poor	50	Poor
Muh. Arsyil Fauzan Hasan	25	Very poor	75	Fairly good
Muh. Asrul Kurniadi Putra	25	Very poor	50	Poor
Muh. Bayu Santosa	50	Poor	50	Poor
Muh. Fathir Al Mannan	25	Very poor	25	Very poor
Muh. Refal	25	Very poor	50	Poor
Muh. Rezky Admi Putra	25	Very poor	25	Very poor
Muh. Rifki Ramadhan Rusli	25	Very poor	75	Fairly good
Muh. Yazid	25	Very Poor	75	Fairly good
Muhammad Bagir Rafany Irsan	25	Very poor	75	Fairly good
Muhammad Fadhil	50	Poor	75	Fairly good
Muhammad Mulawarman Putra Maryadi	25	Very poor	75	Fairly good
Muliyadi H	25	Very poor	50	Poor
Nayla Ainunnisa	25	Very poor	25	Very poor
Nur Faizah Azzahra	75	Fairly Good	75	Fairly good
Nurul Arfianty Annisa	25	Very poor	25	Very poor
Nurya Sari Syahrir	50	Poor	75	Fairly good
Putri Arfia Salsabila	25	Very Poor	25	Very poor
Rahmat Mahapati	50	Poor	50	Good
Raisyah Alief Kazraj	75	Fairly good	100	Excellent
Regita Cahyani	25	Very poor	25	Very poor
Riska Adelia	25	Very poor	25	Very poor
Selvi Gladys Ismail	25	Very poor	100	Excellent
Sitti Revalina Satria Tresna M	50	Poor	50	Poor

## APPENDIX A.7

### Mean score of the Pre-test and Post-test and Gain (D)

- a. The students' mean score of pre-test and post-test in reading for literal comprehension

$$\begin{aligned}\text{Pre-test: } \bar{X}_1 &= \frac{\sum X}{N} \\ &= \frac{2020}{32} \\ &= 63,12 \text{ (Fair)}\end{aligned}$$

$$\begin{aligned}\text{Post-test: } \bar{X}_2 &= \frac{\sum X}{N} \\ &= \frac{2937}{32} \\ &= 91,78 \text{ (Very good)}\end{aligned}$$

- b. The students' mean score of pre-test and post-test in reading for interpretative comprehension

$$\begin{aligned}\text{Pre-test: } \bar{X}_1 &= \frac{\sum X}{N} \\ &= \frac{1150}{32} \\ &= 35,93 \text{ (Poor)}\end{aligned}$$

$$\begin{aligned}\text{Post-test: } \bar{X}_2 &= \frac{\sum X}{N} \\ &= \frac{1825}{32} \\ &= 57,03 \text{ (Fair)}\end{aligned}$$

c. The students' Mean score of gain (D) literal comprehension

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{935}{32}$$

$$\bar{D} = \mathbf{29.21}$$

d. The students' Mean score of gain (D) interpretative comprehension

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{735}{32}$$

$$\bar{D} = \mathbf{23.96}$$

## APPENDIX A.8

The percentage of the students' development in reading comprehension

### 1. Literal Comprehension

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{91,78 - 63,12}{63,12} \times 100 \%$$

$$= \frac{28,66}{63,12} \times 100\%$$

$$P = 45,40 \%$$

### 2. Interpretative Comprehension

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{57,03 - 35,93}{35,93} \times 100\%$$

$$= \frac{21,1}{35,93} \times 100\%$$

$$= 58,72 \%$$

## APPENDIX A.9

### Test of significance

#### a. Test of significance of Literal Comprehension

$$\begin{aligned}t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\&= \frac{29,21}{\sqrt{\frac{35791 - \frac{(935)^2}{32}}{32(32-1)}}} \\&= \frac{29,21}{\sqrt{\frac{35791 - \frac{874225}{32}}{32(32-1)}}} \\&= \frac{29,21}{\sqrt{\frac{35791 - 27319,53}{992}}} \\&= \frac{29,21}{\sqrt{\frac{8471,87}{992}}} \\&= \frac{29,21}{\sqrt{8,54}} \\&= \frac{29,21}{2,92} \\&= 10,00\end{aligned}$$

b. Test of significance of interpretative comprehension

$$\begin{aligned}t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\&= \frac{22,96}{\sqrt{\frac{31875 - \frac{(735)^2}{32}}{32(32-1)}}} \\&= \frac{22,96}{\sqrt{\frac{31875 - \frac{540225}{32}}{32(32-1)}}} \\&= \frac{22,96}{\sqrt{\frac{31875 - 16882,03}{992}}} \\&= \frac{22,96}{\sqrt{\frac{14992,97}{992}}} \\&= \frac{22,96}{\sqrt{15,11}} \\&= \frac{22,96}{3,88} \\&= 5,91\end{aligned}$$



**APPENDIX A.10**

**TABLE DISTRIBUTION OF T-VALUE**

Degree of freedom (df) = N – 1=32 – 1= 31

T- table= 2.03951

<b>Pr</b>	<b>0.25</b>	<b>0.10</b>	<b>0.05</b>	<b>0.025</b>	<b>0.01</b>	<b>0.005</b>	<b>0.001</b>
<b>df</b>	<b>0.50</b>	<b>0.20</b>	<b>0.10</b>	<b>0.050</b>	<b>0.02</b>	<b>0.010</b>	<b>0.002</b>
<b>1</b>	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
<b>2</b>	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
<b>3</b>	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
<b>4</b>	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
<b>5</b>	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
<b>6</b>	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
<b>7</b>	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
<b>8</b>	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
<b>9</b>	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
<b>10</b>	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
<b>11</b>	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
<b>12</b>	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
<b>13</b>	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
<b>14</b>	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
<b>15</b>	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
<b>16</b>	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
<b>17</b>	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
<b>18</b>	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
<b>19</b>	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
<b>20</b>	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
<b>21</b>	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
<b>22</b>	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
<b>23</b>	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
<b>24</b>	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
<b>25</b>	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
<b>26</b>	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
<b>27</b>	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
<b>28</b>	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
<b>29</b>	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
<b>30</b>	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
<b>31</b>	<del>0.6824</del>	<del>1.30946</del>	<del>1.69552</del>	<b>2.03951</b>	2.45282	2.74404	3.3749
<b>32</b>	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
<b>33</b>	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
<b>34</b>	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
<b>35</b>	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
<b>36</b>	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
<b>37</b>	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
<b>38</b>	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
<b>39</b>	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127

# APPENDIX B

**B.1 Observation Sheet**

**B.2 Attendance List**

**B.3 Pre-test and Post-test**

**B.4 Students' Paper of pre-test and Post-test**

**B.5 Lesson Plan**

**B.6 Documentation**

**DAFTAR HADIR SISWA**  
**KELAS VIII SMP NEGERI 2 SUNGGUMINASA**  
**SEMESTER GANJIL TAHUN PELAJARAN 2017/2018**

**MATA PELAJARAN: PENDIDIKAN BAHASA INGGRIS**

NO	NISN	NAMA SISWA	J K	PERTEMUAN					
				1	2	3	4	5	6
1	0051610367	Hambriyani	P	✓	✓	✓	A	✓	✓
2	0051615581	I Gede Hichma Vorma Cakrawangsa	P	✓	✓	✓	✓	✓	✓
3	0052812528	Indah Dwi Amelia Agus	P	✓	✓	✓	✓	✓	✓
4	0058172254	Johsua Chanra Prawira	L	✓	✓	✓	✓	✓	✓
5	0051974360	Masyita Azzarah Bachtiar	P	✓	✓	✓	✓	✓	✓
6	0046557033	Miftha Huljanna	P	✓	✓	✓	S	✓	✓
7	0049463794	Muh. Abyan Fitrah Asyam	L	✓	✓	✓	✓	✓	✓
8	0051513863	Muh. Al Amin Bintang Saputra	L	✓	✓	✓	✓	✓	✓
9	0052297880	Muh. Aldhy Trihadi Efendi	L	✓	✓	✓	✓	✓	✓
10	0051975318	Muh. Arsyil Fauzan Hasan	L	✓	✓	✓	✓	✓	✓
11	0052297860	Muh. Asrul Kurniadi Putra	L	✓	✓	✓	✓	✓	✓
12	0053170064	Muh. Bayu Santosa	L	✓	I	✓	✓	✓	✓
13	0047903449	Muh. Fathir Al Mannan	L	✓	✓	✓	✓	✓	✓
14	0056523194	Muh. Refal	L	✓	✓	✓	✓	✓	✓
15	0056040406	Muh. Rezky Admi Putra	L	✓	✓	✓	✓	✓	✓
16	0043301060	Muh. Rifki Ramadhan Rusli	L	✓	✓	✓	✓	✓	✓
17	0051536624	Muh. Yazid	L	✓	✓	✓	✓	✓	✓
18	0051975328	Muhammad Bagir Rafany Irsan	L	✓	✓	✓	✓	✓	✓
19	0053298715	Muhammad Fadhil	L	✓	I	✓	✓	✓	✓
20	0046810873	Muhammad Mulawarman Putra Maryadi	L	✓	✓	✓	✓	✓	✓
21	0050979174	Muliyadi H	L	✓	✓	✓	✓	✓	✓
22	0052913323	Nayla Ainunnisa	P	✓	✓	✓	✓	✓	✓
23	0053279404	Nur Faizah Azzahra	P	✓	✓	✓	✓	✓	✓
24	0031726521	Nurul Arfianty Annisa	P	✓	✓	✓	✓	✓	✓
25	0044814102	Nurya Sari Syahrir	P	✓	✓	✓	✓	✓	✓
26	0053298679	Putri Arfia Salsabila	P	✓	✓	✓	✓	✓	✓

27	0045685793	Rahmat Mahapati	P	✓	A	✓	✓	✓	✓
28	0059214164	Raisyah Alief Kazraj	P	✓	✓	✓	✓	✓	✓
29	0051732426	Regita Cahyani	P	✓	✓	✓	✓	✓	✓
30	0053298690	Riska Adelia	P	✓	✓	✓	✓	✓	✓
31	0055551512	Selvi Gladys Ismail	P	✓	✓	✓	✓	✓	✓
32	0052402175	Sitti Revalina Satria Tresna M	P	✓	✓	✓	✓	✓	✓

Gowa, September 2018

Mahasiswa Peneliti

Kamaluddin

NIM. 10535 6091 14

## **INSTRUMENT PRE-TEST**

**Name :** \_\_\_\_\_

**Class :** \_\_\_\_\_

### **The Legend of Surabaya**

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. When Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura.

Then Sura and Baya fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

### **Answer the question below!**

1. Who are Sura and Baya?
2. Who first saw a goat?
3. What is the main idea of the second paragraph?
4. What is the main idea of the third paragraph?
5. Make the conclusion of the text above!

## **Key answer**

1. Sura and Baya are animals. Sura was the name of a shark and Baya was a crocodile.
2. The first saw the goat is Baya.
3. A few hours Sura and Baya fight for the goat.
4. Sura and Baya fought again because Sura broke the promise. Baya was happy because Sura finally gave up and went back to the sea.
5. There were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach and they they make the agreement.

## INSTRUMENT POST-TEST

Name : \_\_\_\_\_

Class : \_\_\_\_\_

### The Pinocchio

Once upon a time, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He was happy. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he didn't. suddenly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the different place, Pinocchio finally could escape out from the circus. He came home but nobody was there. Then, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them

got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

**Answer the question below!**

1. What is the idea of Geppetto?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. What is the main idea of the fourth paragraph?
5. Make the conclusion of the text above!



## Key answer

1. He wants to make a puppet.
2. Pinocchio learned fast and Pinocchio's nose grow if he lied.
3. Pinocchio got caught by thieves, it was the owner of circus and Pinocchio become a slave for the circus.
4. Pinocchio got out from the circus and geppetto was happy ever with Pinocchio.
5. Gappetto made a puppet named Pinocchio so he would never felt lonely again. Pinocchio become a real boy, human. He tried how to walk, how to speak, how to read. If pinocchio's nose grow longer, it meant that Pinocchio lied.

Students' paper of pre-test

Nama: Nur Faizah Az-zahra  
kelas: VIII 5

Selasa

25/09/2018

1. A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. ✓
2. Baya ✓
3. Then Sura and Baya fought the goat. ~~They~~ "After several hours, they were very tired, feeling tired of fighting." ✓
4. One day Sura went to the land and looked for some food in the river. He was very hungry and there was not ~~no~~ much food in the sea. ?
5. Along time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. The Sura and Baya fought for the goat. After several hours, they were very tired, feeling tired of fighting. They lived in the different places. ~~one day, he~~ He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

88

75





3. The next day, Pinocchio got caught by the thief. The thief was the owner of the circus. He was then in the thief's stomach when he awoke. He couldn't find the way to go out.

4. In the different place, Pinocchio finally could escape out from the circus. He came home but nobody was there. In the end of the story, they went home together and lived happily ever after.

5. In the next morning, he was surprised that Pinocchio was alive. He was happy. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. The next day Pinocchio got caught by the thief. Both of them got out from the stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Sekolah** : SMP Neg. 2 Sungguminasa  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII/ I  
**Alokasi Waktu** : 2 x 40 menit  
**Pertemuan Ke** : I

**A. Standar Kompetensi**

Memahami makna dalam teks monolog/esei tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

**B. Kompetensi Dasar**

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *narrative*, *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

**C. Indikator Pencapaian Kompetensi**

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar.

**D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat membaca teks bacaan dengan baik dan benar
2. Siswa dapat menterjemahkan teks bacaan kalimat perkalimat
3. Siswa dapat menjawab pertanyaan yang mereka buat berdasarkan teks bacaan.

**E. Uraian Materi**

- a. Definition of Narrative text

Narrative text is a story with complication or problematic events and it tries to find resolution to solve the problem. An important part of narrative

text is the narrative mode, the set of methods used to communication the narrative through process narration.

- b. Purpose of narrative textis to amuse or to entertainet the raider with a story.
- c. Generic Structure of narrative text
  1. **Orientation** : it is about the opening paragraph where the character of the srory are introduced.
  2. **Complication** : where the problems in the story developed.
  3. **Resolutio**n : where the problem in the story is solved.
- d. kinds of Narrative Text:
  1. Legend  
Example: Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.
  2. Fable  
Example: The smartest Parrot and The story of Monkey and Crocodile
  3. Fairy Tale  
Example: Cinderella, Snow White, The story of Rapunzel and Painting the Wall.

#### **F. Metode Pembelajaran/Teknik:**

*Self Question Strategy*

#### **G. Langkah-langkah Pembelajaran**

- a. Kegiatan Pendahuluan  
Apersepsi:
  - Berdo'a dan salam
  - Absensi siswaMotivasi:
  - Perkenalan materi dan manfaatnya untuk memotivasi siswa.
- b. Kegiatan Inti
  - Guru menjelaskan self-question Strategy.
  - Guru menjelaskan materi pelajaran.
  - Siswa memperhatikan teks bacaan.

- Guru membantu siswa membuat pertanyaan.
- Guru menyuruh siswa membuat pertanyaan dan menjawabnya.
- Guru mengevaluasi kerja siswa.

c. Kegiatan Akhir

- Guru memberikan assignment (pekerjaan rumah) tentang materi yang telah dipelajari
- Guru menunjuk 1 atau 2 siswa untuk memberikan kesimpulan tentang materi hari itu.
- Guru mengakhiri pertemuan dengan mengucapkan salam

**H. Sumber/Bahan/Alat:**

- Dictionary, Internet.

**I. Penilaian**

- Tehnik : Tertulis (individu)
- Instrument Penilaian : Siswa membuat pertanyaan dan menjawab pertanyaan tersebut yang berorientasi pada teks yang disediakan oleh guru.
- Kriteria penilaian

$$\text{Score} = \frac{\text{Students' correct Answer}}{\text{Total Number of Item}} \times 100\%$$

**Score Literal reading comprehension**

No	Criteria	Score
1	Clearly identified the main idea by strong evidences, details reading to the main idea	4
2	Identified the main idea and provided adequate evidence, details reading to the main idea	3
3	limited the main idea and provided adequate evidence, details reading to the main idea	2
4	Did not identify the main idea and provided adequate evidence, details reading to the main idea	1

(Harmer in Nurhandayani, 2016:31)

### Score interpretative reading comprehension

No	Criteria	Score
1	Conclusion reflect resource reading in development of idea it is excellent	4
2	Conclusion reflect reading in development of idea it is good	3
3	Conclusion reflect only reading in development of idea it is poor	2
4	Conclusion do not reflect any reading of resource in development idea	1

(Harmer in Nurhandayani, 2016:31)

Makassar, Juni 2018

Mahasiswa

Kamaluddin

NIM: 10535609114



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Sekolah** : SMP Neg. 2 Sungguminasa  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII/ I  
**Alokasi Waktu** : 2 x 40 menit  
**Pertemuan Ke** : 2

**A. Standar Kompetensi**

Memahami makna dalam teks monolog/esei tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

**B. Kompetensi Dasar**

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *narrative*, *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

**C. Indikator Pencapaian Kompetensi**

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar.

**D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat membaca teks bacaan dengan baik dan benar
2. Siswa dapat menterjemahkan teks bacaan kalimat perkalimat
3. Siswa dapat menjawab pertanyaan yang mereka buat berdasarkan teks bacaan.

**E. Uraian Materi**

*Read the text and make 5 questions and answer it about the text below!*

The Lion and the Mouse

When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with

his huge paws and opened his mouth to swallow him directly. "Please, King," begged the Mouse, "Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you." The Lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry loud roars.

The Little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free "There!" said the Mouse proudly, " You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion."

Questions:

1. What the title of this story?
2. How did the mouse feel when captured by the lion?
3. Where does the lion sleep?
4. What did the mouse say after it was released by the lion?
5. What is the moral value of the story?

Answer:

1. The Lion and the Mouse
2. Frightened
3. Lair of the Mouse
4. The Mouse says: I will never forget your kindness. Someday I may be able to repay you.
5. the moral value that we can get from the story is everyone who do good something with someone will be in return for his kindness as well.

**F. Metode Pembelajaran/Teknik:**

*Self Question Strategy*

## **G. Langkah-langkah Pembelajaran**

### a. Kegiatan Pendahuluan

Apersepsi:

- Berdo'a dan salam
- Absensi siswa

Motivasi:

- Perkenalan materi dan manfaatnya untuk memotivasi siswa.

### b. Kegiatan Inti

- Guru menjelaskan kembali materi pelajaran sebelumnya.
- Siswa memperhatikan teks bacaan.
- Guru membantu siswa membuat pertanyaan.
- Guru menyuruh siswa membuat pertanyaan dan menjawabnya.
- Guru mengevaluasi kerja siswa.

### c. Kegiatan Akhir

- Guru memberikan assignment (pekerjaan rumah) tentang materi yang telah dipelajari
- Guru menunjuk 1 atau 2 siswa untuk memberikan kesimpulan tentang materi hari itu.
- Guru mengakhiri pertemuan dengan mengucapkan salam

## **H. Sumber/Bahan/Alat:**

- Dictionary, Internet.

## **I. Penilaian**

- Tehnik : Tertulis (individu)
- Instrument Penilaian : Siswa membuat pertanyaan dan menjawab pertanyaan tersebut yang berorientasi pada teks yang disediakan oleh guru.
- Kriteria penilaian

$$\text{Score} = \frac{\text{Students' correct Answer}}{\text{Total Number of Item}} \times 100\%$$

**Score Literal reading comprehension**

No	Criteria	Score
1	Clearly identified the main idea by strong evidences, details reading to the main idea	4
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**Score interpretative reading comprehension**

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1	Conclusion reflect resource reading in development of idea it is excellent	4
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(Harmer in Nurhandayani, 2016:31)

Makassar, Juni 2018

Mahasiswa

Kamaluddin

NIM: 10535609114

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Sekolah** : SMP Neg. 2 Sungguminasa  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII/ II  
**Alokasi Waktu** : 2 x 40 menit  
**Pertemuan Ke** : 3

**A. Standar Kompetensi**

Memahami makna dalam teks monolog/esei tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

**B. Kompetensi Dasar**

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *narrative*, *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

**C. Indikator Pencapaian Kompetensi**

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar.

**D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat membaca teks bacaan dengan baik dan benar
2. Siswa dapat menterjemahkan teks bacaan kalimat perkalimat
3. Siswa dapat menjawab pertanyaan yang mereka buat berdasarkan teks bacaan.

**E. Uraian Materi**

*Read the text and make the summary of the text below!*

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in

the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Answer:

There were two close friends who each promised to be together in the circumstances of the forest. When they are in the forest, they see a big bear approaching them. One of them climbed the nearest tree. But unfortunately the other one did not know how to climb a tree so he lay on the ground with shortness of breath and pretended to be dead. The bear approached the man lying on the ground. It kisses in his ears, and slowly leaves the place because the bear does not want to touch a dead being. After that, the friend in the tree fell down and asked his friend who was on the ground, "Friend, does that bear whisper into your ear?" Another friend replied, "Just now the bear advised me not to trust a fake friend."

#### **F. Metode Pembelajaran/Teknik:**

*Self Question Strategy*

#### **G. Langkah-langkah Pembelajaran**

##### **a. Kegiatan Pendahuluan**

Apersepsi:

- Berdo'a dan salam
- Absensi siswa

Motivasi:

- Perkenalan materi dan manfaatnya untuk memotivasi siswa.

b. Kegiatan Inti

- Guru menjelaskan kembali materi yang dipelajari sebelumnya.
- Siswa memperhatikan teks bacaan.
- Guru membantu siswa membuat pertanyaan.
- Guru menyuruh siswa membuat pertanyaan dan menjawabnya.
- Guru mengevaluasi kerja siswa.

c. Kegiatan Akhir

- Guru memberikan assignment (pekerjaan rumah) tentang materi yang telah dipelajari
- Guru menunjuk 1 atau 2 siswa untuk memberikan kesimpulan tentang materi hari itu.
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#### **H. Sumber/Bahan/Alat:**

- Dictionary, Internet.

#### **I. Penilaian**

- Teknik : Tertulis (individu)
- Instrument Penilaian : Siswa membuat pertanyaan dan menjawab pertanyaan tersebut yang berorientasi pada teks yang disediakan oleh guru.
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Makassar, Juni 2018

Mahasiswa

Kamaluddin

NIM: 10535609114



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Sekolah** : SMP Neg. 2 Sungguminasa  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII/ I  
**Alokasi Waktu** : 2 x 40 menit  
**Pertemuan Ke** : 4

**A. Standar Kompetensi**

Memahami makna dalam teks monolog/esei tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

**B. Kompetensi Dasar**

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *narrative*, *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

**C. Indikator Pencapaian Kompetensi**

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar.

**D. Tujuan Pembelajaran**

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3. Siswa dapat menjawab pertanyaan yang mereka buat berdasarkan teks bacaan.

**E. Uraian Materi**

*Read the text and make the summary of the text below!*

The Fox and a Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Answer:

Fox is an arrogant creature because of his cleverness. He has a hundred tricks to stay away from dogs while the cat has one trick. The cat asks to be taught by the fox with some tricks and the fox promises to teach him. One day, they heard dogs barking in the distance. The barrels grew louder and louder the dogs came toward them. Instantly the cat ran to the tree and climbed into the branches of the branches away from the dogs while the fox just sat quiet under the tree, then thought which tricks will change the fox. Because the fox have not been able to decide, finally the dogs arrived and then they drop the fox and tear it shredded.

**F. Metode Pembelajaran/Teknik:**

*Self Question Strategy*

**G. Langkah-langkah Pembelajaran**

a. Kegiatan Pendahuluan

Apersepsi:

- Berdo'a dan salam
- Absensi siswa

Motivasi:

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Makassar, Juni 2018

Mahasiswa

Kamaluddin

NIM: 10535609114

## DOCUMENTATION











## CURICULUM VITAE



**Kamaluddin** is the first child of couple H. Karau and Hj. Bani. He was born on September 8th 1996 in Benrong, Jeneponto Regency. He has one brother. His name is Abdullah. He lives in Benrong, Jeneponto Regency. He finished his study at SDI Kanang-Kanang in 2008, Junior High School at MTS DDI Mattoanging Bantaeng in 2011, and Senior High School at MA DDI Mattoanging Bantaeng in 2014. He was registered as a student of Muhammadiyah University of Makassar at English Education Department 2014.

At the end of his study, he could finish his thesis with title **“The Effect of Self Question Strategy toward Students’ Reading Comprehension of the eight grade Students at SMP Negeri 2 Sungguminasa Kab. Gowa”***(An Experimental Research at the eight grade Students of SMP Negeri 2 Sungguminasa Kab. Gowa)*.