**THE EFFECTS OF PRE-QUESTIONING TECHNIQUE ON STUDENTS'
READING COMPREHENSION ACHIEVEMENT**

**(A Pre-Experimental Research at the Second Grade Students of SMP Guppi
Samata)**

A THESIS

*Submitted to the Faculty of Teacher Training and Eduation Makassar
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Degree of Education in English Departement*

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MOTTO

"Intelligency is not the determinant of success, but hard work is the real determine of your success"

.

ABSTRACT

Wahyuni Syamsul G, 2018. *The Effects of Pre-Questioning Technique On Students' Reading Comprehension Achievement. (A Pre-Experiment Research at The Second Grade Students of SMP Guppi Samata*) under the thesis of English Education Department, the Faculty of Teacher Training and Education, University Muhammadiyah of Makassar, guided by H. M. Arief Paturusi and Awalia Azis.

This research aimed to find out the way to improve students' the reading comprehension by using pre-questioning The research was conducted at The Second Grade of SMP Guppi Samata .

This research used a pre-experiment method by using reading text. The reading text was distributed to the students at The Second Grade of SMP Guppi Samata in Academic year 2018-2019.

The findings of this research showed that the students' improvement in reading by using pre-questioning techinique was fairly good. There were two classifications which were explained in findings. The first classification of students' ability is to find out main idea in reading text. The score of students' ability to find out main idea in reading text 32.The second classification was students' ability to find out supporting idea. The score of students' ability to find out supporting idea in reading text was 35.5.

There is significant difference between the result of pre-test and post-test about finding main idea and supporting idea in reading text. The result shows that the T-test is higher that T-table in main idea (4.83 > 2.093) and the score of supporting idea (10.98 > 2.093). the t-test value of reading in extract information is (7.90 > 2.093).

It can be concluded that there is significant difference between the results of students' reading in finding main idea and supporting idea before and after using pre-questioning technique in reading alternative hypothesis (H_1) : pre-questioning technique can improve the students' reading achievement at the Second Grade Students of SMP Guppi Samata is accepted.

Keywords: Reading achievement, main idea and supporting idea.

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All Praises to Allah Subhanahu Wata'ala, for the abundance of grace so that this thesis can be arranged to fulfill the requirements in the completion of the study at the Muhammadiyah University of Makassar.

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With humility, the writer does not forget to express his gratitude and highest appreciation to:

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I realize that this thesis is still far from perfection. I highly expect criticism and suggestions from all parties to perfect this report. Hopefully this Thesis will benefit the development of science. Only Allah Rabbil Alamin can provide a worthy reward. Hopefully all our activities will always be worthy of worship at His side.

Makassar, Februari 2019

Researcher

TABLE OF CONTENT

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

A. Background

Language is one of the most important things and also as the tool of communication. We can know each others by using language in communication. English as an international language is important because it is taught in Elementary School up to the University level. In the other hand, English in Indonesia become the first foreign language and next is followed by the others language.

Learning about English automatically learn about four different skills. They are: listening, speaking, reading, and writing. All of that skills are important. One of them is reading skill. In reading skill the students must trained read some books, journal and everything which related with reading text to have a good reading skill.

By reading, the reader can know what does the text means and what are they talking about. The students need to know and understand every part of the text so they must be able to manage every part of the text. Sometimes before read the text, there are some form of pre-questioning.It is important for them to know what are the text talking about by answering the pre-questioning. It will help the reader to predict the topic of the text.The aim of pre-questioning itself is to make the students get knowledge about the text without read the whole of text and make

them interest to read again. In the other hand, it makes the students can predict what will be discussed on the text and also they can improve their reading skill.

Based on the explanation, the writer is interested in finding out the effects of treatment with pre-questioning and without pre-questioning on students' reading comprehension achievement and concluded that the pre-questioning consist of some questions provided before the students read the whole text. It tends to build the students' interest and motivation to read the text.

B. Problem Statement

How is the improvement of students' Reading Comprehension by using pre-questioning at the Second Grade Students at SMP Guppi Samata in academic year 2018/2019 ?

C. Research Objective

To find out the improvement students'the reading comprehension by using pre-questioningat the Second GradeStudentsat SMP Guppi Samata in Academic year 2018/2019.

D. Significance of the Study

The studiesare expected to be significance as follows:

1. Giving a description about the effects of treatment with pre-questioning and without pre-questioning on the students' reading comprehension achievement.

2. To prove the result in reading comprehension scores between experimental and control classes of students' gender (female and male) on the Second GradeStudents at SMP GUPPI SAMATA are different.

3. Giving a reference to development of teaching learning process especially in reading, that pre-questioning can make the students' reading comprehension will be better.

4. Giving a contribution to the students how to improve their skill in comprehending about the reading text.

5. Giving a profitable description to any further researcher which wants to study the same case.

E. Scope Of The Study

This research is restricted to find out the effects of pre-questioning technique to improve students reading achievement by focusing on main idea and suporting idea. This research will be conducted at the Second Grade at SMP Guppi Samata in Academic year 2018/2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Pre-Questioning

1. Definition Pre-questioning

Based on Brown's (2001) explanation of display questions, outline theory and students' background knowledge explanation. He also defined pre-questioning implicitly as some questions which are provided before the students read the whole text, in case to build the students' interest and motivation, also their cognitive outlines and pre-questioning is useful to activate the outline or schemata, it makes the students can predict what will be faced by them in the reading text.

2. Kinds of Pre-questioning

According to Harmer (1985:153), there are some kinds of pre-questioning, they are: Pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and pre-questioning before reading for detail comprehension. The explanations are as following:

a. Pre-questioning before reading to confirm expectations

The use of pre-questioning as a tool to know perspective encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

b. Pre-questioning before reading to extract specific information

Pre-questioning in this case as a tool to force the students to extract specific information from the text. The students are going to answer the questions before reading the text. If they do this it will be possible for them to read in the required way, they should seen the text only to extract the information the questions demand.

c. Pre-questioning before reading for general comprehension

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

d. Pre-questioning before reading for detailed comprehension

This kind of pre-questioning intends to give the students some detailed information that should be found by them in the whole of the text.

Based on the explanation above, the writer only concern two kinds of pre-questioning, they are: Pre-questioning before reading for general comprehension and the pre-questioning before reading to confirm expectations. In order to deal with students' background knowledge and activating schemata. Related to this study, the writer used pre-questioning

with Indonesian version, because the form of pre-questioning is only to deal the students' background knowledge. Thus, the students can predict easily what will be discussed on the text, after they read and answer the pre-questioning.

3. Kind of Questions in Reading Comprehension

According to Loughed and TOEFL Information Bulletin in Djiwandono (2002:97), usually the questions in reading comprehension tests are about:

a. Main idea

b. Supporting idea

c. Inferring meaning

d. Passage structure

e. Author's aim

f. Knowledge about certain vocabulary

g. Defining vocabulary based on the context

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

1) Main Ideas

The question about main idea asks the reader to determine the main idea or topic from a reading text, and commonly it is signed by words such as: *main point; mainly discussed; main idea; best title; main purpose; mainly concerned; main topic.*

Here are some examples of questions to ask about main idea:

- What is the main idea of the passage?

- With which of the following is the passage mainly concerned?

- What is the main part of the passage?

- Which of the following would be the best title?

<div align="right">(Djiwandono, 2002 : 98)</div>

2)   Supporting Idea

The question about supporting details asks the reader to find detail information which can be findexplicitly in the text. It is commonly signed by words such as: *according to the author…; according to the passage…; who, what, when, where, why, how, which.*

Here are some examples of questions to ask about supporting details:

- Which of the following question does the passage answer?

- According to the passage, which statement is true?

- When did 'something' happen?

- Who did 'something'?

<div align="right">(Djiwandono, 2002:99)</div>

B. Concept ofReading

Reading is one of the skills in English. Reading is important because without reading we cannot know about the information. Especially for the students, because the success of their study depends on the greater part of their ability to read. According to Harmer in The Practice of English Language Testing (1985:153) "Reading is an exercise dominated by the eyes and the brain". Meanwhile, Anderson (2000:3) defined reading as an interaction between reader and a text. It means that reading involves between reader, the writer materials, and the interaction.

Reading is the process of acquisition such messages from writing text or another sources. According to Carell (1998:12) said that "reading is a respective language process. It is a psycholinguistic process in that is stars with a linguistic surface representation encoded by a writer and ends with meaning which reader constructed". There is an essential interaction between language and the though in reading. The writer encodes thought as language and the reader decodes language thought. When a reader interacts with print, his prior knowledge combined with the print and the visual (written) information results in his comprehending the message. By reading,

the reader will know what they read and challenged to response the ideas of the author.

Based on the explanation above, the writer concludes that reading is a process to find the message, knowledge or information from the text reading and it is useful for all of us. By reading, the reader or students will know what they read to response the ideas of the author. Beside of that it makes the information that comes from the author can be understood and comprehended easily by the reader.

1. Aim of Reading

Mahmoed describes the aim of reading that (1992: 103-104) there are at least five main purpose for comprehensive reading. All these purpose require necessary skills in order to be accomplished efficiently. These purposes include:

a. Reading for Pleasure

Individuals read for many pleasurable reasons. This includes reading popular magazines, newspapers, novels, and other similar reading text. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and also characters with enjoyment and appreciation.

b. Reading for Information

Reading for information is common form of reading and it is used to discover specific or limited information. In this case, reading involves

looking for specific information and finding it quickly. The examples of reading for information are looking up a word in the dictionary or a number in the telephone book.

c. Reading for Application

Reading for application used to fill a special task. This type of reading consist of reading a food recipe or following direction to make or do something.

d. Reading for Ideas

It requires paying special attention to main ideas, concept and the nature of the information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content.

e. Reading for Understanding

It requires comprehension and understanding of relationship between the information introduced and all of the knowledge of the subject and also need understanding the relationship of topics to sentences, paragraphs, and the main idea.

2. Reading Comprehension

Cooper (1986:11) stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. It is necessary for the students of Senior High School to master reading comprehension.In reading comprehension, a reader must have knowledge about understanding

the reading passage. The common questions on the passages are about the main ideas, details, and an inference

According to Singer (1985) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Furthermore, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension and understanding.

According to a Wright(1999:159) there are some technique of reading, such as Skimming and scanning are two very useful techniques that will help the reader become a better reader.

a. Skimming

Skimming is a technique used to look for the "gist" of what the author is saying without a lot of detail (Kustaryo, 1988:5). Skimming is used if one wants to get a general impression of a book, essay, article and determine whether or not to read it more carefully. Moreover, Yorkey (134) defines that there are two purposes of skimming: to locate a specific word, fact, or idea quickly, and to get a rapid general impression of the material.

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

b. Scanning

Scanning enables people to locate specific information without reading all material. Brown (2001:308) stated that scanning is quickly searching for some particular piece or pieces of information in a text.

By scanning, a reader mean glancing rapidly through a text either to search a specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose", Nuttall in Kahayanto (2005:11). When scanning the reader lets his eyes wander over the text until he is looking for, whether it is a place, a kind of food, a kind of verb, or a specific information and everything. To enable the student to scan effectively, he should know what kinds of information that he needs.

c. Extensive Reading

Extensive reading is reading longer text. This is a fluent activity, mainly involving globalunderstanding. For example, reading novel, newspaper, and short story.

d. Intensive Reading

Intensive reading is reading shorter to extract specific information. This is more an accuracy activity involving reading for detail. For example, reading dosage instruction of medicine.

3. **Outline Theory Background and Knowledge in Reading**

Outlinetheory is the source of some questions like: How do readers construct meaning? How do they decide what to hold on to, and having made

that decision, how do they infer a writer's message? The reader brings information, knowledge, emotion, experience, and culture – that is,schemata (plural) – to the printed word, Brown (2001: 299).

Beside that, this idea also support by Clarke and Silberstein in Brown (2001) capture the definition of schema or outline theory as follows:

> *"Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories……..Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world".*

There are two categories of schemata or outline, they are:

a. *Content Schemata* include what we know about people, the world, culture, art, and the universe

b. *Formal Schemata* consist of our knowledge about discourse structure.

In line with the explanation above, the writer can conclude that the use of pre-questioning is to build readers' content schemata or outline which are related to the basic and background of knowledge.

4. Cognitive Factors in Reading

According to Harris and Sipay (1980:251) there are several cognitive factors in reading such as perception, attention, memory, and cognitive style.

a. Perception

Perception starts with the stimulation of sense organs such as the eyes and ears. In perceiving the brain will selects, groups, organizes,

and sequences the sensory data so that people perceive meaningful experiences that can lead to appropriate responses. Among the important characteristics of perception, several seem to have particular relevance for reading, such as follows:

1) Figure and Ground

   Normally, one major unit or group of unit is perceived clearly against a background that is more vaguely perceived.

2) Closure

   The abilities to get the correct meaning of a sentence in which not all the words are recognized, and to pronounce a word correctly.

3) Sequence

   In reading, all the stimuli are on the page and sequence is imposed by the reader.

4) Learning

   Perception becomes meaningful units as they become associated with learned concepts and their verbal labels.

5) Set

   One's immediate mind set provides an anticipation of what is likely to come that is helpful when the anticipation is correct, but leads to errors when the anticipation is incorrect.

6) Discrimination

The abilities to analyze a whole perception into its parts, and to synthesize the parts correctly are basic to success in visual and auditory discrimination of words.

b. Memory

Mahdalena (2007) said that psychologists distinguish between iconic memory, the fraction of a second that a sensory impression lasts before it fades out. Short term memory, which lasts a view second and long term memory. A distinction is also made rote memory, in which the material may be without structure (as in a sequence of digits), and memory for meaningful material.

c. Attention

According to Harris and Sipay (1980:277) attention based on the cognitive is the ability to attend and concentrate is basic to efficiency in perception, learning, and memory. Related to this study, it means the person can focus on particular stimuli reaches him at the same time.

d. Cognitive Style

Cognitive style refers to the tendency to prefer certain ways of handling cognitive tasks to other ways. The preferred may be a relatively strong aptitude or a fairly consistent behavioral tendency. Some explorations of cognitive style seem relevant to the understanding of reading disabilities.

5. **Reading as a Process of Predicting**

Reading has been considered only as a visual activity, because we are doing reading with our eyes. But, in The Book of Study Skills for Students of English, Yorkey (1982:100) stated reading is not only a visual activity. It is more than just simply run your eyes accumulating information as each words, phrase, and sentences is progressively recognized. Our brain processes the visual information from our eyes, rapidly forming and revising hypotheses about the form and content of what you are reading.Reading is also an active process of predicting what is likely to come next.

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

6. Some Factors that Influence Students' Reading Comprehension Achievement

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

1. The Internal Factor

The internal factor means the factor which come from the reader himself (Kahayanto, 2005:13). Or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

a. Motivation

Motivation has important rules in comprehending the text. It proves by the students who feel motivated to read when they fell that they need something from the text. Brown (2001:75) divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.

Edward Deci in Brown (2001:76) defined intrinsic motivation, as follow:

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

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

b. Interest

Interest is become one of the important factors in order to increasing and improving the students' comprehension achievement in reading. If one has interest to read, it means that he will get a good achievement. On the other side, if the reader has no any interest to read, it can influence hisachievement.

Based on this study, the writer interested to use pre-questioning to build up the students' motivation and interest, and also want to see the effect of using pre-questioning in relationship with the students' reading

comprehension achievements.Because, it isimpossible for the students to understand the text if he has no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

2. The External Factor

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

a.   Reading Material

The students' achievements in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

b.   Teacher of Reading

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

C. **Questioning Tehcnique**

Initiation of interaction from the teacher by using question is the most important key to create an interactive learning. Brown (2001:169). Appropriate questioning can fulfill a number of different functions, likes:

1. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language

themselves. It is very scary for the students to have to initiate conversation or topics for discussion.

2. Teacher question can serve to initiate a chain reaction of students interaction among themselves.

3. Teacher questions giving immediate feedback about students' comprehension and understanding.

4. Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a pre-reading activity.

In this study, the writer interested to use pre-questioning in order to make the general frame of the knowledge.

1. **The Differences between Male and Female in Learning Attitudes and Reading Habit**

a. Learning Attitudes

All the human has brain which works for the same purpose. But we should know that there is a difference in the way of working between the male's and female's brain. It is because there is a difference on the density of cells of nerve or the neuron between the male's and female's brain.

Moreover, female speaks clever, reads and occasionally has interference experience on learn than male. This fact is guessed by the

scientist relating to female's ability in using both of her hemispheres, left and right, in reading and doing verbal activity. Meanwhile, male only uses his one of his hemisphere that is usually the left.

According to Abdul Chaer (2002: 134) said that, "the adult women are more energetic in case of verbal because they use their left and right brain jointly". This statement can explain the fact that female has better development of linguistics ability compared to male.

The attitudes on reading also give influence on the linguistics ability. Callaghan in an article of Editorial JurnalPendidikandanKebudayaan no 37 (2002: 34) said, there is a little influence on the performance and linguistics ability given by the women's superiorities linguistics.

b. Reading Habit

Male and female linguistics ability can be influence attitudes toward reading. For examples male likes talking spontaneously and has courage to do that. Meanwhile, female, though talkative, is not firm in making decision. But, the female could see the cases that male could not see. It is because male has problem in reading and writing has problems in reading and writing. Supported by Maubach and Morgan in article of Editorial JurnalPendidikandanKebudayaan (2002: 472) says, "Men have more problems on reading and writing field."

Haris in the article of Editorial JurnalPendidikandanKebudayaan (2002: 471) said, "Men choose the factual information and only look for the definite information that they want than read from start to finish."

D. Conceptual Framework

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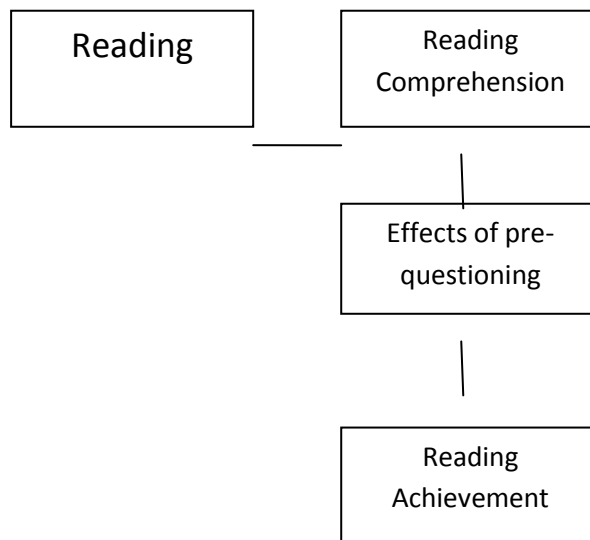
Figure 2.1 conceptual framework

In this research, the researcher will conduct reading research experiment about reading comprehension to find out the effects of pre-questioning in reading comprehension toward student reading achievement.

E. Hypothesis

The hypothesis in this research is follows:

1. Null hypothesis (H_o) there is no significant difference between the result of pre-test and post-test.

2. Alternative hypothesis (H$_1$) there is a significant difference between the result of pre-test and post-test.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method in this researchwas pre-experimental research. The research was purposed to find out the effects of pre-questioning technique on students' reading comprehension achievement by focusing on main idea and supporting idea

Research design in this research used the pre-test and post-test nonequivalent control group design with patterns as follows:

Table 3.1 formula of pre-experiment method.

Pre-test	Treatment	Post-test
X$_1$	X	X$_2$

Where:

X$_1$: Pre-test

X$_2$: Post-test

X   : Treatment

Based on the table above, pre experimental research design (one group pre-test and post-test design) consisted of pre-test (X_1), treatment (X), and post-test (X_2). The steps are: administering the pre-test before the treatment, it purposed to measure the student's reading comprehension before the students taught by using pre-questioning technique. After conducting the pre-test, the researcher applied the treatment teaching reading comprehension by using pre-questioning technique to the students, and after gave the treatment in the end the researcher administered the post-test to measure the difference score between before and after getting treatment.

Differences attributed to application of the experimental treatment were then evaluated by comparing the pre-test and post-test scores. The both of the score were computed using t-test to find out if there was significant different of teaching reading comprehension by using pre-questioning technique. This research intended to investigate the effects of using pre-questioning technique toward students' reading comprehension of the second grade students at SMP Guppi Samata in academic year 2018/2019. The treatment that used in this research was aimed to prove whether the increase score was possibly by the researcher. Hence, the effects of the treatment be known from the significant score when the students taught by using pre-questioning technique.

B. Population and Sample

1. Population

   The population of the researchwas all the second grade students of SMP GuppiSamata in academicyear 2018/2019 that consist of 2 classes and each class consisted of 20 students. So, the total population at second grade of SMP Guppi Samata is 41 students.

2. Sample

   In taking the sample, the researcher used cluster sampling technique. From the population above, the researcher took1 class from the population as samples. So the total samples in this research were 20 students.

C. Research Instrument

   The researcher used multiple choices as an instrument. The researcher would give questionairre tostudent consisted of reading text and some questions then the students would find out the main idea and supporting idea from report text on each paragraph by applying pre-questioning technique that had been given in treatment process.

D. Technique of Data Collecting

   The researcher administered both pre-test and post –test. The researcher administered pre-test before treatment. And post-test was administered by the researcher after doing treatment. Then, the researcher

compared the result of pre-test and post-test. The method of collecting data was clarified as follow:

1. Pre-test

Pre-test administered to measure their ability before giving treatment by pre-questioning technique, this test given to know the students basic competence in reading comprehension and to know they earlier knowledge before they get treatment. The test consisted some reading texts and multiple choices.

2.Treatment

The researcher applied pre-questioning to improve students' ability to find out main idea and supporting idea in reading report text in four meetings. The steps were as follow:

a. The researcher prepared some reading text about report text and explained to students' the ways to find out main idea and supporting idea by using pre-questioning

b. The students' were asked to read the text and undeline the main idea and supporting idea in each paragraph.

c. The researcher checked the answer of students' work.

d. The researcher distributed students' answer to difference person.

e. The researcher explained and gave answer about the text.

f. The students' corrected the answer by following the researcher's explanation.

g. After the students corrected and understood how to find out main idea and supporting idea by using pre-questioning, the researcher closed the meeting.

3. Post-test

Posttest is the test that was given after doing treatment determines what the students have learned. This test was conducted to get reading comprehension score of students after doing treatment. It was done to know the final score and to know the students difference achievement before and after they got treatment.

D. Research Variable

In this research variable was one of key terms in any research. Conceptually, variable can be defined as characteristics of subject research (Choyimah, 2014:3). Everything that will become that object of reserach or the influencing factors that will be studied. A variable is a construct or a characteristic that can take on different values or scores (Ary, 2010: 37).

The variable examined in this research are two classification:

1. Independent variable

The independent variable is The manipulated variable. (Ary, 2010: 26). In this research the independent variable is pre-questioning technique.

2. Dependent variable

Dependent variable is the observed and measured variable (Ary, 2010: 26). In this research the dependent variable is student's reading comprehension.

E. Technique of Data Analysis

1. Collecting the mean score of the participants' reading test by using the following formula:

$$\overline{X} : \frac{\Sigma x}{n} \text{ x } 100$$

Where:

$\overline{X}$ = The mean score

Σx = The total raw score

N = The number of students

2. To classify students' answer by using scoring as follows :

   a. Correct = 10

   b. Incorrect = 0

3. The following formula was used to find out the improvement of the students' score in pre-test and post-test

$$P = \frac{X2 - x1}{x1} \text{x } 100$$

Where: P   = Improvement

          X2   = The mean score of post-test

$$X1 \quad = \text{The mean score of pre-test}$$

(Gay in Hijrah, 2015)

4. This technique was used to find out the significant difference between pre-test and post-test of the students' ability improvementin writing recount text.

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

Where: t = Test of significance

$\overline{D}$ = The mean score

$\sum D$ = The sum of total score of difference

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

N = The total number of students

(Gay in Hijrah, 2015)

4. Toclassify students' score, there are seven classifications which are used as follows:

a. Score 96-100 is classified as excellent

b. Score 86-95 is classified as very good

c. Score 76-85 is classified as good

d. Score 66-75 is classified as fairly good

e. Score 56-65 is classified as fair.

f. Score 36-55 is classified as poor.

g. Score 0-35 is classified as very poor.

(Layman, 1972:216)

5. To know the students' participation in teaching learning process trough communicative approach, researcher uses percentage formula as follows:

$$P = \frac{FQ}{4xN} \text{ x } 100\%$$

Where:

P   = Percentage

FQ   = Sum of all the student's score

N   = Total Students

(Sudjana in Rahman, 2010:28).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

  The data of this research was collected by administrating the test. The test was administrated twice namely pre-test and post-test. Pre-test was given before treatment and the post-test was given after treatment.

1. The Students' improvment in finding main idea and supporting idea of Reading text.

  In order to answer the research question in the previous chapter, the researcher administrated two kinds of test such as pre-test that given before the treatment and post-test that given after the students got the treatment before. The result of students' improvement in reading by using pre-questioning was presented in the table below:

Table 4.1 Mean scoreof main idea and supporting idea.

Criteria	Pre-test	Post-test
Main idea	22	32
Supporting idea	21	35.5
Total	**43**	**67.5**

The table shows the students' improvement in finding main idea in reading as the result of calculating the students' pre-test and post-test in terms of content and organization by using pre-questioning. The students' reading score about main idea in pre-test (22) is lower than the post-test (32). It means that the mean score of the students' post-test is higher than the mean score of students' pre-test.

4.1 Students' Score of pre-test and Post-test
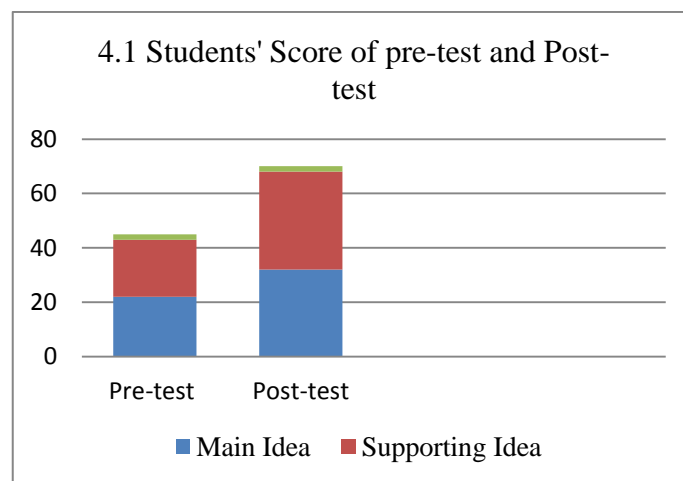
In addtion, the table also scan be shown in chart ofthe students' improvement in finding supporting idea in reading as the result of calculating the students' pre-test and post-test in terms of content and organization by using pre-questioning. The students' reading score about supporting idea in pre-test (21) is lower than the post-test (35,5). It means that the mean score of the students' post-test is higher than the mean score of students' pre-test.

2. The Rate Percentage of the Students' Reading Score

This part presented the result of the students' writing achievement, such as content and organization. The students' score of pre-test and post-test was classified into some criteria and percentage as followed:

Table 4.2The Frequency of Students' improvement to find out main idea and supporting idea of Pre-test and post-test

No	Classifications	Score	Test			
			Pre-Test	Percentage (%)	Post-Test	Percentage (%)
1	Excellent	96 – 100	-	0	-	0
2	Very Good	86 – 95	-	0	2	10%
3	Good	76 – 85	-	0	4	20%
4	Fairly Good	66 – 75	2	10%	6	30%
5	Fair	56 – 65	2	10%	6	30%
6	Poor	36 – 55	10	50%	2	10%
7	Very Poor	0 – 35	6	30%	-	-

4.2 The Percentage of Pre-test and Post-test
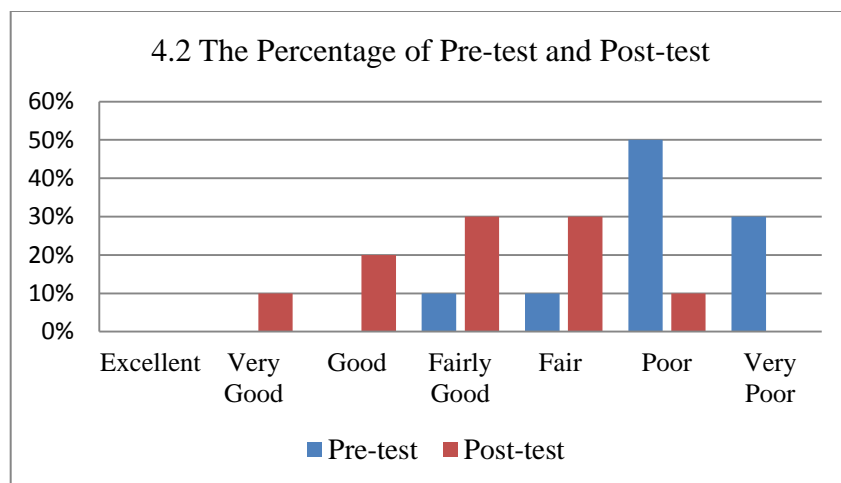
Based on the table above, it shows that students' improvement inpre-test, there is no students who got excellent and so did very good and good classifications. Then, there are two students who gotfairly good (10%).The students who got fairare 2 (10%).There are10(50%) students are classified aspoor. While in very poor, there are 6 students. (30%)

Based on the table above, it shows that students' improvement in post-test, there is no students who got excellent and there are 2 (10%)students' who got very good and there are 4 (20%) students who got good classifications. Then, there are 6 (30%) students who gotfairly good.The students who got fairare 6 (30%).There are2(10%) students are classified aspoor. While, there is no students who gotvery poor.

3. **The Significance of Students' improvement in reading to find out main idea and supporting idea.**

   The result of the data analysis of t-test of the students' ability in writing recount text was shown in the table below:

Table 4.3T-test ofStudents' improvement in reading to find out main idea and supporting idea.

Indicator	t-test	t-table
Main idea	4.83	
Supporting idea	10.98	2.093
$\sum X$	15.81	

$\overline{X}$ 7.90

The table above shows the comparison between the students' t-test and t-table for identifying main idea and supporting idea of the text after teaching or giving treatment by using pre-questioning technique. The value of the t-test is greater than t-table. The score of variable main idea (4.83 > 2.093) and the score of supporting idea (10.98 > 2.093). the t-test value of reading in extract information is (7.90 > 2.093). it can be concluded that there is significant difference between the results of students' reading in finding main idea and supporting idea before and after using pre-questioning technique in reading. This also means that null hypothesis (Ho) : the pre-questioning technique can not improve the students' reading achievement at the Second Grade Students of SMP Guppi Samata is rejected and the alternative hypothesis (H_1) : pre-questioning technique can improve the students' reading achievement at the Second Grade Students of SMP Guppi Samata is accepted.

B. Discussion

In the discussion, it indicates the result of findings which represent the students' achievement reading comprehension. It will be presented in the following both of discussion tables. This section presents the discussion of the data analysis. The discussion aims at describing the students' literal reading comprehension including main idea and supporting idea after being taught by using Pre-Questioning Technique.

1. The Students' improvement in finding main idea and supporting idea in reading text.

The researcher taught about the report text in each treatment Pre-Questioning Technique in the class. After teaching in the first treatment the researcher found that the students in still difficult to find out the main idea and supporting idea. The difficulty of students in finding out the main idea and supporting idea had been analyzed. Then, the researcher decided to give pre-questioning technique and the way how to implement rhe technique in order to find out main idea and supporting idea in reading test.

The description of the data collected through reading test as explained in the previous section shows that the students' reading comprehension in term main idea and supporting idea was improved. It was supported by the frequency and the rate percenrage of the result of the students' pre-test and post-test. Students score after presenting material through pre-questioning technique in teaching reading was better than before the treatment given to them.

In pre-test there were no students or (0%) who got excellent in finding main idea and supporting idea from 20 students. There were also no (0%) students from 20 samples who got very good in working the test and so did good there were no or (0%) students who got good in test. There were 2 students (10%) who got fairly good in working the test.

There were 2 students (10%) also got fair classification. There were 10 students (50%) who got poor in working the test. And the last there were 6 students (30%) who got very poor in working test.

In post test there were no students or (0%) who got excellent in finding main idea and supporting idea from 20 students. There were 2 students (10%) students from 20 samples who got very good in working the test and there wee 4 students (20%) students who got good in test. There were 6 students (30%) who got fairly good in working the test. There were 6 students (30%) also got fair classification. There were 2 students (10%) who got poor in working the test. And the last there were no students or (0%) who got very poor in working test.

The effectiveness of pre-questioning technique in improving students reading comprehension also can be seen by the difference of the students' result of mean score in pre-test and post-test. The students' mean score of each indicators of reading comprehension including main ideait shows that the mean score of main idea pre-test is $(X_1) = 22$ and the mean score of post-test is $(X_2) = 32$

In addition, the effectiveness of pre-questioning technique in improving students reading comprehension also can be seen by the difference of the students' result of mean score in pre-test and post-test. The students' mean score of each indicators of reading comprehension including supporting idea it shows that the mean score of supporting idea

pre-test is $(X_1) = 21$ and the mean score of post-test is $(X_2) = 35.5$. From the result we find that the improvement of the students' completeness score also by looking the score of t-test of main idea (4.83) and supporting idea (10.98) is greater than t-table value (2.093).

Considering to the discussion above, it can be argued that the Second Grade Students of SMP Guppi Samata had good mastery at reading comprehension. The writer concludes that the Pre-Questioning Technique in teaching and learning reading comprehension effective in improving the students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on the research findings in previous chapter. The researcher puts forward the following conclusion and suggestion.

A. Conclusion

Based on the result of the data analysis, research findings and discussion in the previous chapter, the researcher came to the following conclusions according to the research problem.

The use of Pre-Questioning Technique is effective to improve students' reading in term of finding main idea and supporting idea. This strategy was very useful in English language teaching and learning especially in English reading process to improve students' reading. It was proved by the students' improvement from the students' mean score in pre-test (22) to post-test (32). It happened because in term of finding main idea and supporting idea.

Beside, pre-questioning also helpsthe students in improving their knowledge about reading in findings parts of paragraph like main idea and supporting idea.

The effectiveness of pre-questioning technique in improving students reading comprehension also can be seen by the difference of the students' result of mean score in pre-test and post-test. The students' mean score of each

indicators of reading comprehension including supporting idea it shows that the mean score of supporting idea pre-test is (X1) = 21 and the mean score of post-test is (X2) = 35.5. From the result we find that the improvement of the students' completeness score also by looking the score of t-test of main idea (4.83) and supporting idea (10.98) is greater than t-table value (2.093).

B. Suggestion

Based on the research findings, the researcher addresses the following suggestion :

1. Teacher

    It issuggested that the English teacher should use varoius techniques and choosing the good techinique that could make studentsinterested so they are more motivated to learn. Besides, it is suggestedto use Pre-Questioning Technique in improving students' reading achievement.

2. Student

    The students are expected to be more interested in learning by using Pre-Questioning Technique as a way to improve reading achievement. Beside, the students should pay attention with all the material given by the teacher.

3. Further Researcher

    It is expected that in the future, this research can be used as a source of data for further research and also hope that further research will

be conducted based on the other factors, different variables, more number

of samples, different places, and more precise designs.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP GUPPI SAMATA

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **VIII (Delapan)**

Jenis Teks : **Report Text**

Keterampilan : **Membaca (Reading)**

Alokasi Waktu : **2 x 40 (4x Pertemuan)**

A. **Standar Kompetensi** : 11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk report teks untuk berinteraksi dalam konteks kehidupan sehari-hari.

B. **Kompetensi Dasar** :11.2 Membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

C. **Tujuan Pembelajaran**: Setelah mengikuti proses pembelajaran peserta didik dapat mengidentifikasi main idea, supporting idea dan berbagai informasi dalam teks monolog berbentuk report dengan santun dan cerdas.

D. **Materi Pembelejaran** :

Pertemuan Pertama

Bear

Bears are wild animals. Although they are carnivore, most of them also consume plants and fruits. There are only eight species of bears remaining in the world, they are: Brown Bear, Polar Bear, Asian Black Bear, American Black Bear, Sun Bear, Sloth Bear, Spectacled Bear and Giant

Panda. Bears are spread around the globe except for the Polar Bear which can only be found in the North Pole.

Most bears can live up to 20 years. Each species can reach different body size when they have fully grown up. Panda can grow up to 90 cm, Polar Bear can grow up to 2 m, Brown Bear can grow up to 150 cm. The largest bear such as Brown Bear can reach 600 kg in weight. With their heavy weight, they can still swim well and they are still a good runner and a good climber too. They can reach maximum speed in running at 40 km/h. They live in a cave or logs, especially during the winter for hibernation that can take up to 100 days. Even if they can stand on two feet like humans, but they are classified as caniforms (doglike carnivorans) who walked on four legs. All of their body are covered with thick skin and long fur. This is one of the reason they are being hunted by humans since prehistoric times.

Bears have sharp claws on their hand that they can use to dig or to defend themselves during a fight. Generally, bears have a huge and strong body with short tail and small ears. Male bears usually have larger body than the female. They have an excellent sense of smell that help them a lot in finding food.

Pertemuan Kedua

Skateboard

A skateboard is sport equipment used for the activity of skateboarding. It consists of a specially designed maplewood board combined with a polyurethane coating in order to have smoother slides and stronger durability. Most skateboards are made with 7 plies of this wood.

Many skateboards exist with exotic or alternative constructions. Traditional complete skateboards consist of the deck (often with grip tape applied on top to enhance traction), trucks (with urethane bushings),

wheels (with sealed bearings), nuts, and bolts to fasten the truck and wheel assembly to the bottom of the deck. Recently, electric skateboards have appeared. These no longer require the propelling of the skateboard by means of the feet; rather an electric motor propels the board, fed by an electric battery.

The board types depend largely upon its desired function. The two common types of skateboards are the longboard and the shortboard. Longboards are type of skateboards with longer wheelbases (over 33 inches long) and larger, softer wheels. Shortboards are type of skateboards which commonly have a rectangular shape kicktail at the back and a rounded nose in the front. They are usually less than 34 inches long. Besides, Longboards are usually faster and are mostly used for cruising and racing, while shortboards are mostly used for doing tricks.

A skateboard can be used by simply standing on the deck while on a downward slope. By simply standing on the deck while on a downward slope, gravity will propel the board and rider.

Pertemuan Ketiga

Strawberry

Strawberries are short-lived herbaceous perennials, producing for 2 to 3 years. Plant in an open, sunny position in raised beds; a good airflow will reduce fungal diseases. Strawberries prefer a well-drained soil, rich in humus. Dig in lots of organic matter, compost, animal manure or blood and bone, about a month before planting.

Commercially strawberries are replanted every year to maintain a high fruit production. This also saves the commercial grower from the time consuming problem of dealing with runners. For the home gardener it is best to treat strawberries as a short-lived perennial of 2-3 years. Runners provide an opportunity to grow more strawberry plants but also adversely affect strawberry fruit production. Pinching off runners early in the season

will improve fruit production. The runners, if left, also tend to overcrowd the bed so that in the 2nd year the original strawberry bed is too crowded to be very productive at all. Due to this fruit, the strawberry suppliers are benefited much.

In addition to being consumed fresh, strawberries can be frozen, made into preserves as well as dried and used in such things as cereal bars. Strawberries are a popular addition to dairy products, as in strawberry flavored ice cream, milkshakes, smoothies and yogurts. Strawberry pie is also popular.

Cosmetically, they are supposedly used for whitening teeth. They can be crushed and made into an exfoliant for skin.

Pertemuan Keempat

Snake

Snakes are elongated, legless, carnivorous reptiles of the suborder Serpentes that can be distinguished from legless lizards by their lack of eyelids and external ears. Like all squamates, snakes are ectothermic, amniote vertebrates covered in overlapping scales. Many species of snakes have skulls with several more joints than their lizard ancestors, enabling them to swallow prey much larger than their heads with their highly mobile jaws. To accommodate their narrow bodies, snakes' paired organs (such as kidneys) appear one in front of the other instead of side by side, and most have only one functional lung. Some species retain a pelvic girdle with a pair of vestigial claws on either side of the cloaca.

Living snakes are found on every continent except Antarctica, and on most smaller land masses; exceptions include some large islands, such as Ireland and New Zealand, and many small islands of the Atlantic and central Pacific. Additionally, sea snakes are widespread throughout the Indian and Pacific Oceans. More than 20 families are currently recognized, comprising about 500 genera and about 3,400 species. They range in size

from the tiny, 10 cm-long thread snake to the reticulated python of up to 6.95 meters (22.8 ft) in length. The fossil species Titanoboa cerrejonensis was 13 meters (43 ft) long. Snakes are thought to have evolved from either burrowing or aquatic lizards, perhaps during the Jurassic period, with the earliest known fossils dating to between 143 and 167 Ma ago.The diversity of modern snakes appeared during the Paleocene period (c 66 to 56 Ma ago). The oldest preserved descriptions of snakes can be found in the Brooklyn Papyrus.

E. Media/ alat, Bahan, dan Sumber Belajar

1. Media/ alat : whiteboard, board marker, and teks.

2. Sumber Belajar: internet (google/images) dan buku pelajaran/paket

F. Metode Pembelajaran

Cooperative learning

G. Langkah-Langkah Kegiatan Pembelajaran

➢ **Pertemuan pertama**

1. **Pendahuluan**

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikutiproses pembelajaran dengan memberi salam,mengajak peserta didikuntuk merapikan kelas dan penampilan mereka, mengajak peserta didikuntuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiranpeserta didik.

- Guru memberi salam dan menyapa peserta didik.

- Guru mengecek kehadiran siswa.

2. **Inti**

Eksplorasi

1) **Mengamati**

   • Dengan bimbingan guru, siswa diberikan report text

   • Siswa membaca text report yang diberikan oleh guru.

2) **Menanya**

   • Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks report text.

   • Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

3) **Mengumpulkan Data atau Informasi**

   • Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dariinformasi tertentu dalam teks report tersebut.

   • Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks report tersebut.

Elaborasi

4) **Mengasosiasi/Menganalisis Data atau Informasi**

   Individu, siswa mendiskusikan teks report yang diberikan oleh guru.

Komunikasi

    5) **Mengomunikasikan**

       • Setiap siswa menjawab pertanyaan pada teks yang diberikan oleh guru.

       • Siswa membacakan teks dan jawabannya di depan kelas

3. **Penutup**

    • Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

    • Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

➢ **Pertemuan Kedua**

1. **Pendahuluan**

    • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikutiproses pembelajaran dengan memberi salam,mengajak peserta didikuntuk merapikan kelas dan penampilan mereka, mengajak peserta didikuntuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiranpeserta didik.

    • Guru memberi salam dan menyapa peserta didik.

    • Guru mengecek kehadiran siswa.

2. **Inti**

Eksplorasi

1) **Mengamati**

- Dengan bimbingan guru, siswa diberikan report text

- Siswa membaca text report yang diberikan oleh guru.

2) **Menanya**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks report text.

- Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

3) **Mengumpulkan Data atau Informasi**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dariinformasi tertentu dalam teks report tersebut.

- Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks report tersebut.

Elaborasi

4) **Mengasosiasi/Menganalisis Data atau Informasi**

Individu, siswa mendiskusikan teks report yang diberikan oleh guru.

Komunikasi

    5) Mengomunikasikan

        • Setiap siswa menjawab pertanyaan pada teks yang diberikan oleh guru.

        • Siswa membacakan teks dan jawabannya di depan kelas

3. Penutup

    • Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

    • Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

➢ **Pertemuan Ketiga**

1. Pendahuluan

    • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikutiproses pembelajaran dengan memberi salam,mengajak peserta didikuntuk merapikan kelas dan penampilan mereka, mengajak peserta didikuntuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiranpeserta didik.

    • Guru memberi salam dan menyapa peserta didik.

    • Guru mengecek kehadiran siswa.

2. **Inti**

   Eksplorasi

   1) **Mengamati**

   • Dengan bimbingan guru, siswa diberikan report text

   • Siswa membaca text report yang diberikan oleh guru.

   2) **Menanya**

   • Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks report text.

   • Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

   3) **Mengumpulkan Data atau Informasi**

   • Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dariinformasi tertentu dalam teks report tersebut.

   • Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks report tersebut.

   Elaborasi

   4) **Mengasosiasi/Menganalisis Data atau Informasi**

   Individu, siswa mendiskusikan teks report yang diberikan oleh guru.

Komunikasi

5) Mengomunikasikan

• Setiap siswa menjawab pertanyaan pada teks yang diberikan oleh guru.

• Siswa membacakan teks dan jawabannya di depan kelas

3. Penutup

• Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

• Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

➢ **Pertemuan Keempat**

1. Pendahuluan

• Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikutiproses pembelajaran dengan memberi salam,mengajak peserta didikuntuk merapikan kelas dan penampilan mereka, mengajak peserta didikuntuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiranpeserta didik.

• Guru memberi salam dan menyapa peserta didik.

• Guru mengecek kehadiran siswa.

2. **Inti**

Eksplorasi

1) Mengamati

• Dengan bimbingan guru, siswa diberikan report text

• Siswa membaca text report yang diberikan oleh guru.

2) Menanya

• Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks report text.

• Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

3) Mengumpulkan Data atau Informasi

• Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dariinformasi tertentu dalam teks report tersebut.

• Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks report tersebut.

Elaborasi

4) Mengasosiasi/Menganalisis Data atau Informasi

Individu, siswa mendiskusikan teks report yang diberikan oleh guru.

Komunikasi

     5) Mengomunikasikan

     • Setiap siswa menjawab pertanyaan pada teks yang diberikan oleh guru.

     • Siswa membacakan teks dan jawabannya di depan kelas

3. Penutup

     • Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

     • Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. Sumber Belajar **:** Buku paket dan Internet

I. Assessment/ Penilaian

  A. Penilaian

    1. Teknik : Test

    2. Bentuk : Tertulis

    3. Instrumen:

     a. Pilihan ganda

    4. Pedoman Penilaian :

     a. Tiap jawaban yang benar diberi skor maksimal (10 X 10 soal= 100)

     b. Jawaban siswa dinilai dengan mengacu pada rubrik berikut ini :

No.	Aspek	Skor
1.	Main idea	1-50
2.	Supporting idea	1-50
	Jumlah Total	100

APPENDIX A

Pre-test

Pre-test

Name   :

Class   :

Reg. no   :

Text 1 for question 1-3

Monument

The National Monument (or Monumen National) is a 132 tower in the centre of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The Monument consist of a 117, 7 m obelisk on a 45 m square platform at a height of 17m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian Agricultural tradition.

The construction began in 1961 under the direction of President of Sukarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is open daily from 8.00 – 15.00 everyday throughout the week, except for the last Monday of the month the monument is closed

1. What is the main idea of paragraph one?
   a. The obelisk itself is a clad with Italian marble.
   b. The monument consists of a 117, 7 m obelisk.
   c. The National Monument is a 132 meter tower.
   d.. It symbolized the fight for Indonesia's independence

2. What are line the main idea in the third paragraph?

   a. 1   c. 3
   b. 2   d. 4

3. What is the supporting idea of paragraph one?

a. The Monument consist of a 117, 7 m obelisk on a 45 m square platform at a height of 17m

b. The National Monument (or Monumen National) is a 132 tower in the centre of Merdeka Square, Central Jakarta.

c. It symbolized the fight for Indonesia's independence

d. The obelisk itself is a clad with Italian marble

Text 2 for question 4-7

Gorillas

Gorillas are the largest of all the primates. A male gorilla can be 180 centimeters tall and can weigh 200 kilograms. Gorillas are very strong but they do not often fight. In fact they are peaceful animals. Gorillas live in small family groups of about 15. In a group there is one strong, older male, some young males, and a few females with their babies. They move slowly around a large area of jungle eating leaves and bushes.

In some ways gorillas are very like humans. When they are happy, they laugh and wave their arms. When they are angry, they beat their chests. When they are sad, they cry. But they cry quietly, without any tears. Unfortunately, people hunt and kill gorillas. They also cut down and burn their trees. There are now only about 10,000 gorillas left in the world.

4. What does paragraph 1 tell us about?
   a. The size of gorillas   c. The largest gorillas
   b. The strenght of gorillas   d. The habitat of gorillas

5. The main idea of the second paragraph is ….
   a. There are only about 10,000 gorillas in the world
   b. People hunt and kill gorillas
   c. Gorillas are like human
   d. When gorillas sad, they cry

6. What are line the supporting idea in the second paragraph?

   a. 1   c. 3
   b. 2   d. 4

7. The supporting idea the paragraph one is....
   a. A male gorilla can be 180 centimeters tall and can weigh 200 kilograms.
   b. Gorillas are very strong but they do not often fight.
   c. In fact they are peaceful animals. Gorillas live in small family groups of about 15.

d. They move slowly around a large area of jungle eating leaves and bushes.

Text 3 for question 8-10

Bees

Bees are flying insects closely related to wasps and ants, and are known for their role in pollination and for producing honey and beeswax. There are nearly 20,000 known species of bees in nine recognized families though many are undescribed and the actual number is probably higher. They are found on every continent except Antarctica, in every habitat on the planet that contains insect-pollinated flowering plants.

Bees have a long proboscis (a complex "tongue") that enables them to obtain the nectar from flowers. They have antennae almost universally made up of 13 segments in males and 12 in females, as is typical for the super family. Bees all have two pairs of wings, the hind pair being the smaller of the two; in a very few species, one sex or caste has relatively short wings that make flight difficult or impossible, but none are wingless.

The smallest bee is Trigona minima, a stingless bee whose workers are about 2.1 mm (5/64") long. The largest bee in the world is Megachile pluto, a leafcutter bee whose females can attain a length of 39 mm (1.5"). Members of the family Halictidae, or sweat bees, are the most common type of bee in the Northern Hemisphere, though they are small and often mistaken for wasps or flies.

8. What is the main idea of paragraph one?
   a. Bees live on every continent.
   b. Bees belong to flying insects.
   c. Bees produce honey and beeswax.
   d. Bees only live with insect-flowering plants.

9. What are line the supporting idea in the first paragraph?

   a. 1-2
   b. 2-3
   c. 3
   d. 4-5

10. The supporting idea in the third paragraph tells us about...

   a. The smallest bee is Trigona minima.
   b. A stingless bee whose workers are about 2.1 mm (5/64") long.
   c. The largest bee in the world is Megachile pluto, a leafcutter bee whose females can attain a length of 39 mm (1.5").
   d. Members of the family Halictidae, or sweat bees, are the most common type of bee in the Northern Hemisphere, though they are small and often mistaken for wasps or flies.

Post-test

Name :

Class :

Reg. no :

Text 1 for question 1-3

A Kite

My favorite toy is a kite. Layang-layang or a kite is a very popular pastime toy in Indonesia. Many people like to play it. There are two distinct types of kites. The first are those which have tails attached to them to balance the kite; and those that will be used for one-on-one dogfights among kite flyers.

Kites for dogfights are popular among boys. They do not have tails attached to them. They are made from light bamboo and waxed paper. The string is the most important part in kites for dogfighting. It must be sharp so it can cut other strings easily. To make such kind of string is not easy. It must be coated with crushed glass. The string is dipped in a solution of crushed glass, which has been boiled with glue, chemicals and dye. The mixture acts as an adherent so the tiny particles of glass will cling to the string. The string is strung out on a small rack to let it dry. This string is used for dogfights.

1. What is the main idea of the second paragraph?
   a. The string for kites for dogfights must be dry
   b. Kites for dogfights don't have tails
   c. The string for the kites are popular
   d. The kites don't have tails

2. What are line the main idea of paragraph one?
   a. 1   c. 2
   b. 1-2   d. 3

3. What is the supporting idea of paragraph one?
   a. My favorite toy is a kite.
   b. Layang-layang or a kite is a very popular pastime toy in Indonesia.
   c. Many people like to play it.
   d. The first are those which have tails attached to them to balance the kite; and those that will be used for one-on-one dogfights among kite flyers.

The Peach

The peach is known as a species of Prunus. It is a kind of edible juicy fruit. It is native to China. The peach tree grows to 4-10 m tall. It is a deciduous tree so it will fall its leaves in certain seasons. It belongs to the subfamily Prunoideae of the family Rosaceae.

The leaves are 7-16 em long and 2-3 em broad. The flowers are produced in early spring before the leaves. They are solitary or paired with about 2,5-3 cm in diameter. The color of the flower is pink.

Peach fruit is very nice. Its aroma smells good. The color of the flesh is yellow or white. The skin of the peach is smooth or velvety. The flesh is soft and juicy. It is delicious. It is a little bit harder when it is unripe. Inside the flesh, there is a large single seed. The seed is oval in shape. Its color is red-brown. Its length is about 1,3-2 cm. A wood–like husk surrounds this seed.

Most people know peaches as 'persicas'. It is related to the belief that peaches were native to Persia (now Iran). The modern botanical consensus is that they originate in China, and were introduced to Persia and the Mediterranean region along the Silk Road before Christian times.

4. What is the main ideo of paragraph one?
   a. The peach is known as a species of Prunus.
   b. The peach tree grows to 4-10 m tall.
   c. It is a deciduous tree so it will fall its leaves in certain seasons.
   d. It belongs to the subfamily Prunoideae of the family Rosaceae.

5. The main idea of the second paragraph is ….
   a. The leaves are 7-16 em long and 2-3 em broad.
   b. The flowers are produced in early spring before the leaves.
   c. They are solitary or paired with about 2,5-3 cm in diameter.
   d. The color of the flower is pink.

6. What are line the supporting ideas in the first paragraph?
   a. 1   c. 3
   b. 2-3   d. 2

7. The supporting idea in the third paragraph tells us about...
   a. The color of the flesh is yellow or white.
   b. Inside the flesh, there is a large single seed.
   c. The seed is oval in shape. Its color is red-brown.
   d. Its length is about 1,3-2 cm.

Forest and Water

Water is an important forest product. Forest soils are giant sponges. They soak up rain, so that it seeps slowly into the ground and stays there. Many towns and cities depend on these forest reservoirs. Shaded from the sun and sheltered from drying winds, forest streams flow steadily even in dry weather. But when trees are cut, the soil is exposed and is washed or blown away. Then rains runs off quickly, causing erosion and floods.

Wildlife is another important forest resource. The forest provides food and shelter for a large and varied population of birds and animals. Millions of people, picnicking, sightseeing, fishing, hunting, camping, swimming, and other outdoors activities are becoming more popular each year.

8. The main idea of the paragraph one is...
   a. Water is an important forest product.
   b. Forest soils are giant sponges.
   c. They soak up rain, so that it seeps slowly into the ground and stays there. Many towns and cities depend on these forest reservoirs.
   d. Then rains runs off quickly, causing erosion and floods.

9. How many supporting idea in the first paragraph?
   a. 1   c. 2
   b. 3   d. 4

10. What lines are the supporting idea in the second paragraph?
    a. 4   c. 2
    b. 3   d. 1

APPENDIX C

Treatment 1

Bear

Bears are wild animals. Although they are carnivore, most of them also consume plants and fruits. There are only eight species of bears remaining in the world, they are: Brown Bear, Polar Bear, Asian Black Bear, American Black Bear, Sun Bear, Sloth Bear, Spectacled Bear and Giant Panda. Bears are spread around the globe except for the Polar Bear which can only be found in the North Pole.

Most bears can live up to 20 years. Each species can reach different body size when they have fully grown up. Panda can grow up to 90 cm, Polar Bear can grow up to 2 m, Brown Bear can grow up to 150 cm. The largest bear such as Brown Bear can reach 600 kg in weight. With their heavy weight, they can still swim well and they are still a good runner and a good climber too. They can reach maximum speed in running at 40 km/h. They live in a cave or logs, especially during the winter for hibernation that can take up to 100 days. Even if they can stand on two feet like humans, but they are classified as caniforms (doglike carnivorans) who walked on four legs. All of their body are covered with thick skin and long fur. This is one of the reason they are being hunted by humans since prehistoric times.

Bears have sharp claws on their hand that they can use to dig or to defend themselves during a fight. Generally, bears have a huge and strong body with short tail and small ears. Male bears usually have larger body than the female. They have an excellent sense of smell that help them a lot in finding food.

Treatment 2

Skateboard

A skateboard is sport equipment used for the activity of skateboarding. It consists of a specially designed maplewood board combined with a polyurethane coating in order to have smoother slides and stronger durability. Most skateboards are made with 7 plies of this wood.

Many skateboards exist with exotic or alternative constructions. Traditional complete skateboards consist of the deck (often with grip tape applied on top to enhance traction), trucks (with urethane bushings), wheels (with sealed bearings), nuts, and bolts to fasten the truck and wheel assembly to the bottom of the deck. Recently, electric skateboards have appeared. These no longer require the propelling of the skateboard by means of the feet; rather an electric motor propels the board, fed by an electric battery.

The board types depend largely upon its desired function. The two common types of skateboards are the longboard and the shortboard. Longboards are type of skateboards with longer wheelbases (over 33 inches long) and larger, softer wheels. Shortboards are type of skateboards which commonly have a rectangular shape kicktail at the back and a rounded nose in the front. They are usually less than 34 inches long. Besides, Longboards are usually faster and are mostly used for cruising and racing, while shortboards are mostly used for doing tricks.

A skateboard can be used by simply standing on the deck while on a downward slope. By simply standing on the deck while on a downward slope, gravity will propel the board and rider.

Treatment 3

Strawberry

Strawberries are short-lived herbaceous perennials, producing for 2 to 3 years. Plant in an open, sunny position in raised beds; a good airflow will reduce fungal diseases. Strawberries prefer a well-drained soil, rich in humus. Dig in lots of organic matter, compost, animal manure or blood and bone, about a month before planting.

Commercially strawberries are replanted every year to maintain a high fruit production. This also saves the commercial grower from the time consuming problem of dealing with runners. For the home gardener it is best to treat strawberries as a short-lived perennial of 2-3 years. Runners provide an opportunity to grow more strawberry plants but also adversely affect strawberry fruit production. Pinching off runners early in the season will improve fruit production. The runners, if left, also tend to overcrowd the bed so that in the 2nd year the original strawberry bed is too crowded to be very productive at all. Due to this fruit, the strawberry suppliers are benefited much.

In addition to being consumed fresh, strawberries can be frozen, made into preserves as well as dried and used in such things as cereal bars. Strawberries are a popular addition to dairy products, as in strawberry flavored ice cream, milkshakes, smoothies and yogurts. Strawberry pie is also popular.

Cosmetically, they are supposedly used for whitening teeth. They can be crushed and made into an exfoliant for skin.

Treatment 4

Snake

Snakes are elongated, legless, carnivorous reptiles of the suborder Serpentes that can be distinguished from legless lizards by their lack of eyelids and external ears. Like all squamates, snakes are ectothermic, amniote vertebrates covered in overlapping scales. Many species of snakes have skulls with several more joints than their lizard ancestors, enabling them to swallow prey much larger than their heads with their highly mobile jaws. To accommodate their narrow bodies, snakes' paired organs (such as kidneys) appear one in front of the other instead of side by side, and most have only one functional lung. Some species retain a pelvic girdle with a pair of vestigial claws on either side of the cloaca.

Living snakes are found on every continent except Antarctica, and on most smaller land masses; exceptions include some large islands, such as Ireland and New Zealand, and many small islands of the Atlantic and central Pacific. Additionally, sea snakes are widespread throughout the Indian and Pacific Oceans. More than 20 families are currently recognized, comprising about 500 genera and about 3,400 species. They range in size from the tiny, 10 cm-long thread snake to the reticulated python of up to 6.95 meters (22.8 ft) in length. The fossil species Titanoboa cerrejonensis was 13 meters (43 ft) long. Snakes are thought to have evolved from either burrowing or aquatic lizards, perhaps during the Jurassic period, with the earliest known fossils dating to between 143 and 167 Ma ago.The diversity of modern snakes appeared during the Paleocene period (c 66 to 56 Ma ago). The oldest preserved descriptions of snakes can be found in the Brooklyn Papyrus.

APPENDIX D

THE RESULT OF THE STUDENTS' READING MAIN IDEA AND SUPPORTING IDEA IN PRE-TEST

Sample	Pre-Test		Score	Classification
	Main idea	Supporting Idea		
S-1	20	20	40	Poor
S-2	20	20	40	Poor
S-3	20	20	40	Poor
S-4	20	10	30	Very poor
S-5	20	20	40	Poor
S-6	20	20	40	Poor
S-7	20	30	50	Poor
S-8	20	0	20	Very poor
S-9	0	20	20	Very poor
S-10	20	10	30	Very poor
S-11	10	30	40	Poor
S-12	20	30	50	Poor
S-13	20	30	50	Poor
S-14	30	30	60	Fair
S-15	10	10	20	Very poor
S-16	30	30	60	Fair

Sample	Main idea	Supporting Idea	Score	Classification
S-17	40	30	70	Fairly good
S-18	40	30	70	Fairly good
S-19	30	20	50	Poor
S-20	10	10	20	Very poor
∑X	**440**	**420**	**860**	
X	**22**	**21**	**43**	Poor

APPENDIX E

THE RESULT OF THE STUDENTS' READING MAIN IDEA AND SUPPORTING IDEA IN POST-TEST

Sample	Post-Test		Score	Classification
	Main idea	Supporting Idea		
S-1	30	40	70	Fairly good
S-2	30	30	60	Fair
S-3	30	40	70	Fairly good
S-4	40	30	70	Fairly good
S-5	30	30	60	Fair
S-6	30	30	60	Fair
S-7	40	30	70	Fairly good
S-8	20	20	40	Poor

Sample				
S-9	30	30	60	Fair
S-10	20	30	50	Poor
S-11	10	50	60	Fair
S-12	20	50	70	Fairly good
S-13	40	30	70	Fairly good
S-14	40	40	80	Good
S-15	40	40	80	Good
S-16	50	40	90	Very good
S-17	50	30	80	Good
S-18	40	50	90	Very good
S-19	30	50	80	Good
S-20	40	20	60	Fair
$\sum X$	640	710	1350	
X	32	35,5	67,5	Fairly good

APPENDIX F

THE STUDENTS' TOTAL SCOREIN PRE-TEST AND POST-TEST

Sample	Score		X_1^2	X_2^2	D (X_2- X_1)	D²
	Pre-Test (X_1)	Post-Test (X_2)				

S-1	40	70	1600	4900	30	900
S-2	40	60	1600	3600	20	400
S-3	40	70	1600	4900	30	900
S-4	30	70	900	4900	40	1600
S-5	40	60	1600	3600	20	400
S-6	40	60	1600	3600	20	400
S-7	50	70	2500	4900	20	400
S-8	20	40	400	1600	20	400
S-9	20	60	400	3600	40	1600
S-10	30	50	900	2500	20	400
S-11	40	60	1600	3600	20	400
S-12	50	70	2500	4900	20	400
S-13	50	70	2500	4900	20	400
S-14	60	80	3600	6400	20	400
S-15	20	80	400	6400	60	3600
S-16	60	90	3600	8100	30	900
S-17	70	80	4900	6400	10	100
S-18	70	90	4900	8100	20	400
S-19	50	80	2500	6400	30	900
S-20	20	60	400	3600	40	1600
TOTAL	860	1350	40.000	96.900	530	16.500

APPENDIX G

THE STUDENTS' TOTAL SCORE IN MAIN IDEA PRE-TEST AND

POST-TEST

Sample	Score		$X_1{}^2$	$X_2{}^2$	D (X_2-X_1)	D^2
	Pre-Test (X_1)	Post-Test (X_2)				
S-1	20	30	400	900	10	100
S-2	20	30	400	900	10	100
S-3	20	30	400	900	10	100
S-4	20	40	400	1600	20	400
S-5	20	30	400	900	10	100
S-6	20	30	400	900	10	100
S-7	20	40	400	1600	20	400
S-8	20	20	400	400	0	0
S-9	0	30	0	900	30	900
S-10	20	20	400	400	0	0
S-11	10	10	100	100	0	0
S-12	20	20	400	400	0	0
S-13	20	40	400	1600	20	200

Sample			$X_1{}^2$	$X_2{}^2$	D (X_2-X_1)	D²
S-14	30	40	900	1600	10	100
S-15	10	40	100	1600	30	900
S-16	30	50	900	2500	20	400
S-17	40	50	1600	2500	10	100
S-18	40	40	1600	1600	0	0
S-19	30	30	900	900	0	0
S-20	10	40	100	1600	30	900
TOTAL	440	640	10.600	23.800	230	4.800

APPENDIX H

THE STUDENTS' TOTAL SCORE IN SUPPORTING IDEA PRE-TEST AND POST-TEST

Sample	Score		$X_1{}^2$	$X_2{}^2$	D (X_2-X_1)	D²
	Pre-Test (X_1)	Post-Test (X_2)				
S-1	20	40	400	1600	20	400
S-2	20	30	400	900	10	100
S-3	20	40	400	1600	20	400
S-4	10	30	100	900	20	400
S-5	20	30	400	900	10	100

S-6	20	30	400	900	10	100
S-7	30	30	900	900	0	0
S-8	0	20	0	400	20	400
S-9	20	30	400	900	10	100
S-10	10	30	100	900	20	400
S-11	30	50	900	2500	20	400
S-12	30	50	900	2500	20	400
S-13	30	30	900	900	0	0
S-14	30	40	900	1600	10	100
S-15	10	40	100	1600	30	900
S-16	30	40	900	1600	10	100
S-17	30	30	900	900	0	0
S-18	30	50	900	2500	20	400
S-19	20	50	400	2500	30	900
S-20	10	20	100	400	10	100
TOTAL	420	710	10.400	26.900	290	5.200

APPENDIX I

MEAN SCORE AND PERCENTAGE OF MAIN IDEA AND SUPPORTING

IDEA

1. Mean score of students' reading pre-test

   a. Main idea $\;X = \frac{\Sigma X}{N} = \frac{440}{20} = 22$

   b. Supporting idea $\;X = \frac{\Sigma X}{N} = \frac{420}{20} = 21$

2. Mean score of students' reading post-test

   a. Main idea $\;X = \frac{\Sigma X}{N} = \frac{640}{20} = 32$

   b. Supporting idea $\;X = \frac{\Sigma X}{N} = \frac{710}{20} = 35.5$

3. The percentage of students'

   a. Main idea

   $$P = \frac{X2 - X1}{X1} x\ 100\%$$

   $$P = \frac{32 - 22}{22} x\ 100\%$$

   $$P = \frac{10}{22}\ x\ 100\%$$

   $$P = 45.5\%$$

   b. Supporting idea

   $$P = \frac{X2 - X1}{X1} x\ 100\%$$

   $$P = \frac{35,5 - 21}{21} x\ 100$$

$$P = \frac{14,5}{21} \; x \; 100$$

$$P = 69.04\%$$

APPENDIX J

THE RESULT OF TEST READING COMPONENT MAIN IDEA

Pre-test   **Post-test**

$$X = \frac{\sum X}{N} = \frac{440}{20} = 22 \qquad\qquad X = \frac{\sum X}{N} = \frac{640}{20} = 32$$

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1} \qquad\qquad SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{10.600 - \frac{440}{20}}}{20-1} \qquad\qquad SD = \frac{\sqrt{23.800 - \frac{(640)^2}{20}}}{20-1}$$

$$SD = \frac{\sqrt{10.600 - \frac{193.600}{20}}}{20-1} \qquad\qquad SD = \frac{\sqrt{23800 - \frac{409600}{20}}}{20-1}$$

$$SD = \frac{\sqrt{10600 - 10189}}{19} \qquad\qquad SD = \frac{\sqrt{23800 - 20480}}{19}$$

$$SD = \frac{\sqrt{411}}{19} \qquad\qquad SD = \frac{\sqrt{3320}}{19}$$

$$SD = \sqrt{21.63} \qquad\qquad SD = \sqrt{174,73}$$

$$SD = 4,65 \qquad\qquad SD = 13,21$$

The result of test reading component supporting idea

Pre-test	**Post-test**

$$\text{X} = \frac{\sum \text{X}}{\text{N}} = \frac{420}{20} = 21 \qquad\qquad \text{X} = \frac{\sum \text{X}}{\text{N}} = \frac{710}{20} = 35.5$$

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1} \qquad\qquad SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{10400 - \frac{420}{20}}}{20-1} \qquad\qquad SD = \frac{\sqrt{26900 - \frac{(710)^2}{20}}}{20-1}$$

$$SD = \frac{\sqrt{10400 - \frac{176400}{20}}}{20-1} \qquad\qquad SD = \frac{\sqrt{26900 - \frac{504100}{20}}}{20-1}$$

$$SD = \frac{\sqrt{10400 - 8820}}{19} \qquad\qquad SD = \frac{\sqrt{26900 - 25205}}{19}$$

$$SD = \frac{\sqrt{1780}}{19} \qquad\qquad SD = \frac{\sqrt{1695}}{19}$$

$$SD = \sqrt{93,68} \qquad\qquad SD = \sqrt{89,21}$$

$$SD = 9,67 \qquad\qquad SD = 9,44$$

APPENDIX K

t-Test main idea

Notes: $\sum D$ = 230

$\sum D^2$ = 4800

N = 20

$$D = \frac{\sum \square}{N} = \frac{230}{20} = 11,5$$

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

$$t = \frac{11,5}{\sqrt{\frac{4800 - \frac{(230)^2}{20}}{20(20-1)}}}$$

$$t = \frac{11,5}{\sqrt{\frac{4800 - \frac{(52900)}{20}}{20(19)}}}$$

$$t = \frac{11,5}{\frac{\sqrt{4800 - 2645}}{380}}$$

$$t = \frac{11,5}{\frac{\sqrt{2155}}{380}}$$

$$t = \frac{11,5}{\sqrt{5,67}}$$

$$t = \frac{11,5}{2,38}$$

$$t = 4,83$$

Supporting idea

Notes:

$$\sum D = 290$$

$$\sum D^2 = 5200$$

$$N = 20$$

$$D = \frac{\sum D^2}{N} = \frac{290}{20} = 14{,}5$$

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

$$t = \frac{14{,}5}{\sqrt{\dfrac{5200 - \frac{(290)2}{20}}{20(20-1)}}}$$

$$t = \frac{14{,}5}{\sqrt{\dfrac{5200 - \frac{(84100)}{20}}{20(19)}}}$$

$$t = \frac{14{,}5}{\frac{\sqrt{5200 - 4205}}{380}}$$

$$t = \frac{14{,}5}{\frac{\sqrt{995}}{380}}$$

$$t = \frac{14{,}5}{\sqrt{1{,}75}}$$

$$t = \frac{14{,}5}{1{,}32}$$

$$t = 10{,}98$$

APPENDIX L

Table of mean score

$$X = \frac{\Sigma X}{N}$$

Criteria	Pre-test	Post-test
Main idea	$X = \frac{\Sigma X}{N} = \frac{440}{20} = 22$	$X = \frac{\Sigma X}{N} = \frac{640}{20} = 32$
Supporting idea	$X = \frac{\Sigma X}{N} = \frac{420}{20} = 21$	$X = \frac{\Sigma X}{N} = \frac{710}{20} = 35.5$
Total	$X = \frac{\Sigma X}{N}$	$X = \frac{\Sigma X}{N}$
	$X = \frac{\Sigma X}{N} = \frac{860}{20} = 43$	$X = \frac{\Sigma X}{N} = \frac{1350}{20} = 67,5$

Pre test

Clasification	Frequency
Excellent	-
Very good	-
Good	-
Farly good	2
Fair	2
Poor	10
Very poor	6

Post-test

Clasification	Frequency
Excellent	-

Very good	2
Good	4
Farly good	6
Fair	6
Poor	2
Very poor	-

The Rate Percentage of the Students Score in Terms of the Main Idea and Supporting Idea

Pre-test

a. Excellent

F = 0, N = 20
$$p = \frac{F}{N} \times 100\%$$

$$p = \frac{0}{20} \times 100\% = 0\%$$

b. Very good

F = 0, N = 20
$$p = \frac{F}{N} \times 100\%$$

$$p = \frac{0}{20} \times 100\% = 0\%$$

c. Good

F = 0, N = 20
$$p = \frac{F}{N} \times 100\%$$

$$p = \frac{0}{20} \times 100\% = 0\%$$

d. Fairly good

F = 2 N = 20
$$p = \frac{F}{N} \times 100\%$$

$$p = \frac{2}{20} \times 100\% = 10\%$$

e. Fair

    F = 2 N = 20 $p = \dfrac{F}{N}$ x 100%

                                        $p = \dfrac{2}{20}$ x 100% = 10%

f. Poor

    F = 10 N = 20 $p = \dfrac{F}{N}$ x 100%

                                        $p = \dfrac{10}{20}$ x 100% = 50%

g. Very poor

    F = 6 N = 20 $p = \dfrac{F}{N}$ x 100%

                                        $p = \dfrac{6}{20}$ x 100% = 30%

    post test

a. Excellent

    F = 0, N = 20 $p = \dfrac{F}{N}$ x 100%

                                        $p = \dfrac{0}{20}$ x 100% = 0%

b. Very good

    F = 2 N = 20 $p = \dfrac{F}{N}$ x 100%

                                        $p = \dfrac{2}{20}$ x 100% = 10%

c. Good

    F = 4 N = 20 $p = \dfrac{F}{N}$ x 100%

                                        $p = \dfrac{4}{20}$ x 100% = 20%

d. Fairly good

F = 6 N = 20 $\qquad$ $p = \frac{F}{N}$ x 100%

$p = \frac{6}{20}$ x 100% = 30%

e. Fair

F = 6 N = 20 $\qquad$ $p = \frac{F}{N}$ x 100%

$p = \frac{6}{20}$ x 100% = 30%

f. Poor

F = 2 N = 20 $\qquad$ $p = \frac{F}{N}$ x 100%

$p = \frac{2}{20}$ x 100% = 10%

g. Very poor

F = 0, N = 20 $\qquad$ $p = \frac{F}{N}$ x 100%

$p = \frac{0}{20}$ x 100% = 0%

APPENDIX M

t-Table

For level of significance (D) = 0,05

Degree of freedom (df) = N-1=20-1=19

t- Table = 2.093

DISTRIBUTION OF T-TABLE

Df	P (Level of Significance) (One Tailed Test)

Df	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.945	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	**2.093**	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

CURRICULUM VITAE

Wahyuni Syamsul G is a student of English Department in Muhammadiyah University of Makassar. She was born in 26th Juli 1996 in Pinrang, Regency of Pinrang, South Sulawesi. She is the second child of Syamsul Guricci and Warda Amin. She has one brother named M.Alimin SG.

She studied at SDN 9 Pinrang, Pinrang Regency in 2008. Then she continued her study in SMP 2 Pinrang, Pangkep and finished in 2011. She joined of Pramuka as extracuriculer. She contiuned her study in SMA 1 Pinrang and join of Pramuka. Furthermore she finished in 2014 and was accepted in Muhammadiyah University of Makassar as a students of English Departement.