THE EFFECTIVENESS OF PRE-READING PLAN (PREP) TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION IN THE TENTH GRADE OF MADRASAH ALIYAH DDI CAMBALAGI KABUPATEN MAROS

(Pre-Experimental Research)

A THESIS

Submitted of the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the Degree of Education of English Department

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIK
PRODI PENDIDIKAN BAHASA INGGRIS

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SURAT PERNYATAAN

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Judul Skripsi : **The Effectiveness of Pre-Reading Plan (PreP) Technique to Improve Students' Reading Comprehension at the Tenth Grade of MA DDI Cambalagi**

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau dibuatkan oleh siapapun.

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Yang membuat pernyataan

Mutmainnah

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MOTTO :

"DON'T WAIT UNTIL TOMORROW
WHAT YOU CAN DO TODAY"

"SUCCESS NEEDS A PROCESS"

ABSTRACT

Mutmainnah. 2017. *The Effectiveness of Pre-Reading Plan (PREP) Technique to Improve Students' Reading Comprehension at the Tenth Grade of MA DDI Cambalagi*. Thesis. English Department. Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Advised by **Ummi Khaerati Syam** and **Hj. Ilmiah**.

This research aimed to find out whether the use of Pre-Reading Plan technique can improve students' reading comprehension at the tenth grade of MA DDI Cambalagi. This research focused on stating the main idea, supporting idea and the conclusion of the material, the kind of reading is literal reading.The researcher applied pre-experimental design with one group pre-test and post-test. There were 26 students of X IPS 1 in the school became the sample which decided by using purposive sampling. In collecting the data, theresearcher conducted pre-test and post-test by serving reading test.

The research findings indicated that using Pre Reading Plan as a technique was effective to improve students' comprehension.It was proved by the result of mean score of post-test which was classified as fairly good (69.9) higher than the pre-testwhich was claasified as poor (53.8) in reading comprehension. Therefore there was the improvement of the students reading comprehension in terms of main idea, supporting idea and conclussion.

The result of improvement is also proved by the value of t-test (4.36) which was greater than the value of t-table (2.060). Therefore, it can be concluded that applying Pre-Reading Plan technique has significant effect in reading comprehension and can make the students aware about their prior knowledge.

Keywords : Pre Reading Plan, Reading, Reading Comprehension.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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Finally, the researcher admits that her writing is still far from being perfect. Therefore she hopes some suggestions and criticism from the reader for this paper. Hopefully this thesis will have some values for her and the reader.

Makassar, 10 September 2017

The Researcher

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CHAPTER I

INTRODUCTION

A. Background

Pre-Reading Plan technique is one of the technique of teaching reading where the students are trained to free associate on key vocabulary words reflect these associations as a group, and then reformulate their knowledge based on the discussion. According to Langer (1980:4), Pre-Reading Plan is an activity before reading strategy that helps teacher assesses students' prior knowledge, how students prior knowledge are organized can be determined as well as the quality and quantity of language that students use to express their knowledge about a particular topic. Therefore Pre-Reading Plan is an activity before the actional reading, Pre Reading Plan give opportunity to the student to generate what they already know about the topic the they are going to read.

The Pre-Reading Plan technique begins with the teacher introducing a key word, concept or picture to stimulate a discussion. By having the students say anything that initially comes to mind and having that information recorded on the whiteboard and participants are able to see the associations. By asking the students some questions that can make the student think more deeply about the material that they will read. The students also have the opportunity to listen to other explanations and interact with other students. This interactive process also provides students with the opportunity to accept, reject or alter their own initial associations and to integrate them into more accurate pictures of the target concept. After that is the reformulation of knowledge, which provides the

opportunity for students to verbalize any changes of modifications of their associations that may have occurred during the discussion (Langer,1980:5). The purpose of helping the student to link his/her background knowledge with concepts in the text is to set up appropriate expectations about the language and content of the passage.

Reading is crucial skill for English language learners in today's world; it supports the development of overall proficiency and provides access to crucial information at work and in school. With English being the dominant language of the internet, international business, and academia (including science), beginning and advanced students alike face challenges to develop their second language (L2) reading abilities (Komiyama, 2009:32).

To get a good achievement in reading skills, however, is never easy, and students need consistent practice to become fluent readers (Grabe & Stoller,2011:11). It is a fact that the student who study English may be fluent in their native language, but they cannot transfer into the skill of reading English. When they read an English text, they tend to know or focus to the words rather than on the entire text and they are laid to their dictionary, therefore they read slowly, word by word and have lack of understanding the text. Successful readers have to solve many puzzles, such as learning to recognize unfamiliar letters, words, syntax, and discourse patterns. These challenges can be overcome more easily if students are given strategies to read.

Based on the information from the English teacher of tenth grade students MA DDI Cambalagi, the student reading commprehension is still low, it was

proved by the mean score of the students' achievement in reading English. It was only about 60 while standart score of curriculum was 70 and the target score is minimally like the standart of curriculum must be achieved. Most of the students in MA DDI Cambalagi also assumed that English is difficult to learn especially learning reading skill. The students seemed uninterested in reading an English text. The students were bored when the teacher gave them a text to read. They only read the text quickly but they do not know to analyze or comprehend the text It happened because they were lack of vocabulary and they had no idea about the content of the material, what the text is about and they are hard to find out the main idea and details from the text. Beside that, the researcher also found that most of the students did not know the purpose of reading that text, they just followed the researcher instruction. The researcher can say that it is impressed that the students are under pressure to read.

By applying this Pre-Reading Plan technique, it is possible to the teacher to make good decisions about how to increase students' knowledge. The activating knowledge consists of building students' awareness of what they already know and elaborating and refining what they know through group discussions. This activating prior knowledge about the topic will help the students to gain the message or the content of the reading text, and the motivation of the student will also increase, because they have preceding information, what the reading text will talk about.

Most studies seem to agree that the pre-reading can give effect to the student reading comprehension. For example, Alemi and Ebadi (2010:1) have

demonstrated the facilitative effects of activating reader's prior knowledge as relevant to understanding of the new text. According to them, pre-reading activities do not only prepare readers for the concepts that follow but also makes the reading task easier and connecting the new concept more meaningful to prior knowledge. While Marinaccio (2012:53) concluded that pre-reading strategies encouraged students to successfully activate their prior knowledge and connect it with new material. Some researchers also interestedused Pre-Reading Plan technique in some kinds of reading text for example, Darmi (2012:43) found that the Pre-Reading Plan technique can improve the student reading comprehension especially in reading descriptive text. Maretnowati (2014:3) had focused on improving student reading recount text by using pre-reading technique. Meanwhile, the present study will focus on narrative text.

However, even though many studies have investigated the effect of pre-reading strategies but there has been very little research reported on the effectiveness of Pre-Reading Plan. The purpose of the present study is to ascertain the effectiveness of using Pre-Reading Plan.

Based on the explanation above, the researcher will conduct the research under title" The Effectiveness of Pre-Reading Plan (PreP) to Improve Students' Reading Comprehension in the tenth grade of MA DDI Cambalagi."

B. Research Question

Based on the background above, the researcher would like to formulate the research question as follow:

"Is the Pre-Reading Plan effective to improve st udents' reading comprehension"?

C. Objective of the Research

Based on the research question above, the objectives of this study is "to find out whether the students' reading comprehension improve significantly through Pre-Reading Plan".

D. Significance of the Research

The result of the research is expected to benefit for reference to know the effectiveness of Pre-Reading Plan technique, for other writers who are interested to analyse the Pre-Reading Plan to improve reading comprehension, this research can be reference.

E. Scope of Research

Based on the research question above, the researcher limited only in improving reading comprehension to the tenth grade of Madrasah Aliyah DDI Cambalagi by using Pre-Reading Plan. The researcher focused on improving students' literal reading comprehension on stating the main idea, supporting idea and the conclusion of the material.

CHAPTER II

REVIEW OF RELATED LITTERATURE

A. Previous Related Research Findings

There have been many researches done related to pre-reading some of them are presented below:

1. Darmi (2012) from the analysis result, it can be concluded that by using Pre-Reading Plan techniques the student became easy and enjoy reading a reading material. It was proved by the score that student got in pre-test was 5.7 and in post-test was 7.0, it means that there was a progress score after the students got treatment through pre- reading technique. By this technique, the student became easy to read a reading text and students aware about their prior knowledge.

2. Maretnowati (2014) in her research concluded that using pre- reading activity has a great an positive influence in teaching reading. The students who are taught using the pre-reading activity have higher score than the students taught without pre-reading activity. It was known that there is a significance difference between the score of the student who are taught using pre-reading activity. It was proved by the research findings. The result of statistic calculation indicated that the value of t-test $= 5.05$ and the value of *df* (degree of freedom) as 38 on degree of significance of 5 % and 1 % is 2.02 and 2.71 comparing the t_0 with each values of the degrees of significance, the researcher found that 2.02<5.05>2.71. Therefore, t-test is higher than t-table,it

can be concluded by using pre-reading activities can improve reading comprehension especially in teaching reading recount text.

3. Nurman (2015) found that using Pre-Reading Plan strategy can improve the students' literal reading comprehension at the tenth year student and this technique also can make activeness in learning process especially in reading.

4. Nurfitriani(2013) in her research on *The Effect of Pre-Questioning on The Reading Comprehension Achievement* conclude that the students' reading comprehension when they were taught using pre-questioning was classified as very good. It was proved by the mean score of the student post- test (8,55) in experimental group (using pre-questioning).

From the four researches finding above, the researcher concluded that in teaching reading comprehension by using pre-reading technique can improve the students' achievement in reading. The difference between the researcher and the other researcher are in the kind of reading text and the instrument. In teaching reading comprehension, the teacher should make the students interested in reading English material. In order that the students easy to understand the content of the material, and easy to answer the question from the teacher.

B. Concept of Reading

1. Definition of Reading

There have been many linguists who have given their definitions about reading. Among the linguists are Richard & Schmidt (2010:483), Burns in Sinambela (2015:14), Grabe and Stoller (2011:11), Alderson (2000:3) as respectively given below:

Richard & Schmidt (2010:483) stated that reading means understanding the meaning of written text to get an over all infomation from the context of the text. The activity of reading can be done silently. Therefore, the students' need to have a good interaction with the text in order to get information about what the writer has written inn the text.

Burns in Sinambela (2015:14) stated that reading is a process of thinking by the reader to get massage from the writer through printed or written representation. The reader has to recognize word that requires interpretation of graphic symbols. Reading means understanding the meaning of what is on the printed and written verbal symbols.

Reading is also interactive in the sense that linguistic information from the text interacts with information activated by the reader from long-term memory, as background knowledge. These two knowledge sources (linguistic and background) are essential for building the reader's interpretation of the text. Grabe & Stoller (2011:11). Reading needs the identification and recognition of what is printed or written on the page which can be a stimulus to remember meaning built up through past experience, the reader understand the new meaning through relevant concept of readers manipulation that is already in his possesion. the resulting meaning are organized into a process of thinking in accordance with the golas that oparate on the reader..

According to Alderson (2000:3) argues that there are two aspects in reading: process and product. In the process of reading there happened many things. The reader thinks about what he is reading, what the text means, or what

he expects from the text. This statement proves that in reading, there is cognitive process in reader's mind.

Reading is an activity or process in getting information. Reading involves the interaction because it is one of skill which are highly connected with someone's language ability. When people read they construct and research for meaning based on their own perception to the text bring to them.

From these definitions above, the researcher can conclude that reading is a process of understanding the meaning of a text. This process involves an interaction between the reader and the author of the text, the reader can understand what the author's thought. The reader has to catch the idea which is conveyed by the writer.

2. Aims of Reading

A person may read for many purposes, and purpose helps to understand more what is read by people, if he is reading for pleasure or reading for pure recreation and enjoyment, he may read rather quickly or slowly based on the way he like or feels. But if reading for studying or setting information such as news, science or same line, which are part of his study or assignment, he does it very slowly and carefully.

According to Anderson in Elfitriyani (2013:10), there are seven aims of reading. For example reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest. Those seven aims of reading will be explained in detail below:

a. Reading for detail and fact. It is reading to get the information of what have read by subject in a story.

b. Reading for main ideas. It is reading to know primary ideas in a story

c. Reading for sequence or organization. It is reading to know sequence and composition of story organization.

d. Reading for inference. It is reading to conclude and to know the meaning in a story.

e. Reading for classifying. It is reading to agglomerate the same things.

f. Reading for evaluating. It is reading to know the value of the story and also to know appraising the subject in a story.

g. Reading for comparing of contest. It is reading for combining between two stories.

According to that explanation, there are many purposes of reading which can be achieved by people. There are some people who have the purpose in reading more than just one. This case of course will influence their reading result. But, advisable, people who read just have one purpose; will get a good comprehension since they are more focus.

3. Types of Reading

According to Kozak (2011:7), there are some types of reading and the corresponding types of activities to develop the corresponding reading skill.

a. Skimming

Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

b. Scanning

Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.

c. Close reading

Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

C. Concept of Pre-Reading Plan (PreP)

1. Definition of Pre-Reading Plan

According to Langer (1980:4), Pre-Reading Plan is an activity before reading strategy that helps teacher assesses students' prior knowledge, how students prior knowledge are organized can be determined as well as the quality and quantity of language that students use to express their knowledge about a particular topic.

Pre-Reading Plan is pre-instruction activity that fosters group discussion and an awareness of the material to be covered. Teacher introduces an important concept of the material to be taught and student share what they know about the concept.

The PReP is a 3-step assessment/instructional procedure for teachers to use before assigning textbook reading to their classes. It is a group discussion activity (approximately 5-6 students) which helps both teachers and students gain information about students' text-related prior knowledge. The assessment aspect of the activity helps the teacher to determine the amount of prior information a reader has about a specific topic, as well as how the reader has organized this information and to become more aware of the language a student uses to express knowledge about a given subject and also to make judgments about how much additional background information and vocabulary is needed before students can successfully comprehend the text.

According to Tierney (1990:42), the PreP techniques provide a teacher with a means to prepare students to read a text selection and at the same time analyse their responses so as a tailor subsequent instruction to student needs. PReP is also become one way in which can be trans lated into useful classroom application.

2. Procedure of Pre-Reading Plan

According to Langer (1980:4), there are three steps to a Pre-Reading Plan

a. Select a reading passage for the class. Identify its central concept and state it in a brief sentence. Share this statement with the class and springboard for their pre-reading activities.

b. Divide the class into small groups. Ask each group to list each words and phrases from their prior knowledge that are associated with the central concept of the reading selection. After that, the students group the ideas into logical categories and share their list of associated terms with the class.

c. The student reflect on the specific relationship of each term they listed to the central theme. Ask the following questions to help students' clarify these associations: "what made you think of this association?","how is the specific word related to the general concept?" and then is there any new ideas about this particular concept?".

3. Purpose of Pre-Reading Plan

The Pre-Reading Plan was developed by Langer (1981:43) with the following goals:

a. To give students an opportunity to generate what they know about a topic and to extend these idea and evaluate them.

b. To provide teacher with procedure for assessing the adequacy of the students prior knowledge about a specific topic.

c. Determining the language that students use to express their ideas.

4. **Pre-Reading Plan involves three steps phases**

   a. Initial associations with the concept

   In the first phase the teacher gives a key word, example (have you ever heard the word "congress"?). As each student tells what ideas initially come to mind, the teacher jots each response on the board. It is during this phase that the students have their first opportunity to find association between the key concept and their prior knowledge.

   b. Reflection on initial associations

   During the second phase of the Pre-Reading Plan are asked "what makes you think of..?"(the response given by the students). This phase helps the students develop awareness of their network association. They also have the opportunity to listen to each other's explanations, to interact and become aware of the changing ideas. Through this procedure they have an opportunity to listen to each other 's explanations, to interact and become aware of their changing ideas, reject, accept, revise and integrate some of the ideas that come to mind.

   c. Reformulation of knowledge

   In this phase the teacher says "based on our discussion and before we read the text have you new ideas about?. This phase allow student to verbalize associations that have been elaborated or change through the discussion.

D. Concept of Reading Comprehension

1. Definition of Reading Comprehension

   Reading and comprehension are two things that cannot be separated. Reading means understanding the text and it is the same things as comprehension.

According to Grellet (1981:3), reading is understanding a written text which means extracting the required information from it as efficiently as possible.

Comprehension means understanding the meaning or the point of the topic. Dubin, Eskey and Grabe (1986:6), show more specific explanation, comprehension means relating what we do not know or new information, which is not random collection or facts but a "theory of world" in each of our heads. Reading comprehension is most likely simple multiplication of word recognition abilities and general language comprehension abilities.

Based on RAND Reading Study Group (2002:11), comprehension entails three elements:

a. The reader who is doing the comprehending

b. The text that is to be comprehended

c. The activity in which comprehension is a part

Those elements are related to each other which decide the quality of reading comprehension of the reader.

Reading comprehension is very important in our everyday for example, when we glance at newspaper, magazines, and books, we often need to understand the reading passage more profoundly. Someone cannot get information completely without comprehension. Comprehension includes recognizing and understanding main ideas and related details.

Based on definitions above, it can be synthesized that definition of reading comprehension is the process of interaction between a reader and a text to get

information and interpretation from the text and get the conclusion of the information. Delivery of ideas, opinions, or feeling is some important aspects of the process which a writer's become real reader.

E. Conceptual Framework

The conceptual framework of this research could be served as follow:

Reading material	→	Applying pre-reading Plan to improve reading comprehension. (Treatment)	→	Improving students' reading comprehension
↓		↓		↓
INPUT		**PROCESS**		**OUTPUT**
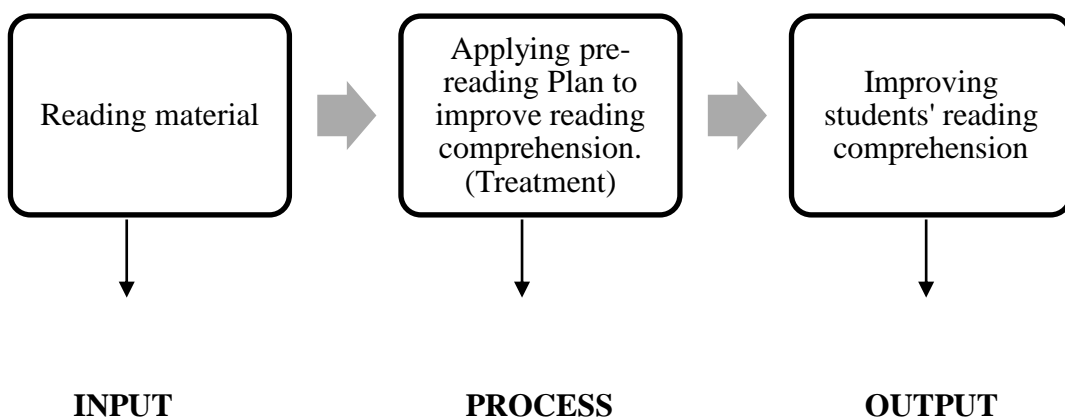
Figure: 2.1 Conceptual Framework

The conceptual framework above shows that the researcher taught a reading material by using Pre-Reading Plan technique as a treatment in teaching reading comprehension. The researcher uses Pre-Reading Plan technique in order to know the students improvement in reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher applied a pre-experimental method with one group pre-test and post-test design. It aimed to find out the effectiveness of Pre-Reading Plan technique in improving students' reading comprehension at the tenth grade of MA DDI Cambalagi in learning reading comprehension. This research consisted of pre-test, treatment, and post-test. The formula presented as follows:

$$O_1 \qquad\qquad X \qquad\qquad O_2$$

Where:

O_1 : pre-test

X : treatment

O_2 : post- test (Gay, 2011:265)

B. Population and Sample

1. Population

The population of the research was the tenth grade students of MA DDI Cambalagi academic year 2017-2018 which consisted of 6 classes with total 156 students.

2. Sample

The sample was selected by using purposive sampling technique. The purposive sampling technique also known as judgmental, selective or subjective sampling, it was a type of non-probability sampling technique. non probability focuses on sampling techniques where the units that investigated ware based on the judgment or purpose of the research. The sample was one class with 26 students. The researcher tookX IPS 1in academic year 2017/2018 as the sample of this research.

C. Variable of the Research

There were two variable in this research, namely independent and dependent variables. The independent variable of this research was the Pre-Reading Plan and the dependent variable was students' reading comprehension.

D. Research Hypothesis

There were two hypotheses in this research. They were H0 (Null hypothesis) and H1 (Alternative hypothesis)

a. Null Hypothesis

There was no significant difference between the students' reading comprehension before and after using Pre-Reading Plan technique in improving students' reading comprehension at thetenthgrade MA DDI Cambalagi.

b. Alternative Hypothesis

There was significant difference between the students' reading comprehension before and after using Pre-Reading Plan technique in improving their reading comprehension at the tenth grade MA DDI Cambalagi.

E. Research Instruments

The instrument of this research was reading test. The test about reading a story (narrative text). The test was given in some topics and then the researcher gave the student essay test to evaluate their reading comprehension. After the students were' given a test, the researcher assessed the score of the students' answer into the following measurement:

Table 3.1: **(Rubric of Main idea)**

Classification	Score	Criteria
Very good	4	Clearly identified the main idea by providing strong evidence, details, relating to the main idea.
Good	3	Identified the main idea and provide adequate evidence, details relating to the main idea.
Average	2	Limited the main idea identification and limited evidence, details relating to the main idea.
Poor	1	Did not identify the main idea of the story or provide any evidence, details relating to the main idea.

(Nurman,2015:32)

Table 3.2:(Rubric of Supporting Idea)

Classification	Score	Criteria
Very good	4	Relevant, telling, quality details that give the reader important info; goes beyond the obvious or predictable
Good	3	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported or more predictable than others.
Average	2	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported or fairly unpredictable
Poor	1	Supporting details and information are typically unclear or not related to the topic.

(Nurman,2015:33)

Table 3.3: (Rubric of Conclusion)

Classification	Score	Criteria
Very good	4	The conclusion clearly connects introduction and body of the topic with insightful comments/analysis
Good	3	Ideas in the conclusion adequately connect introduction and body of the topic
Average	2	The conclusion leaves questions and/or is a weak wrap up of the topic.
Poor	1	Conclusions are typically unclear or not related to the topic.

(Shorten, 2009:1)

F. Technique of Data Collection

In collecting data the researcher used some procedures as follows:

a. Pre-test

Before applying Pre-Reading Plan or before doing the treatment, the students were given pre-test to measure their achievement in reading comprehension.

b. Treatment

After the student given the pre-test, the student was treated by using Pre-Reading Plan technique. The treatment was applied for four meetings and each meeting take 90 minutes.

a) In the first meeting the teacher presented material about (Malin Kundang).

b) In the second meeting the teacher presented material about (Garlic and Union).

c) In the third meeting the teacher presented material about (Kancil and Crocodile).

d) In the fourth meeting the teacher presented material about (Snow White).

c. Post test

In the post test, the teacher gavethe students a reading material and evaluate them by using reading task to know whether the students reading comprehension are improved by using Pre-Reading Plan technique.

G. Technique of Data Analysis

In analysing the data collected through the pre-test and post-test the researcher used the procedure as follow :

1. Scoring the student answer by using formula

$$X = \frac{\text{Student correct answer}}{\text{Maximum score}} \; x \; 100$$

   Where :

   X : The student final score (Pusat Kurikulum 2006: 40)

2. After collecting the data of the student the researcher classified the score of the students into the following criteria

Table 3.4 : (Scoring Classification)

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

(Depdikbud,1995:15)

3. Finding out the mean score, standart deviation, frequency and rate percentage of the students answer by using descriptive statistics.

4. The percentage of increasing achievement used the following formula

$$P = \frac{\overline{x_2} - \overline{x_1}}{\overline{x_1}} \; x100\%$$

Where:

       P = The percentage

      x_2 = Average Score of Post-test

      x_1 = Average Score of Pre-test (Arikunto,2006:23)

5. To find out the significance difference between the student pre-test and post-test, the researcher applied the formula as follow :

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

Where:

    T   = Test of significance

    D   = Mean deviation

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

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

    N   = The total number of students (Gay, 2006:356)

6. The criteria of hypothesis testing was as follow :

Table 3.5: (Hypothesis Testing)

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

The table above meant (1) the t-test value was smaller than t-table value, the null hypothesiswas accepted, while the alternative hypothesiswas rejected

and (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

FINDING AND DISCUSSION

A. Finding

The finding of the research contains clear answer to the research question as obtainable objective of the research which it aims to find out the improvement of the students' reading comprehension by using Pre-Reading Plan technique at the tenth grade of MA DDI Cambalagi. The result of data analysis can be seen through the result of the pre-test and post-test.

1. The Effectiveness of Pre-Reading Plan Technique in Improving Reading Comprehension

The effectiveness of the students' reading comprehension are viewed in main idea, supporting idea and conclussion through the effectiveness of Pre-Reading Plan technique that could be seen clearly at table 4.1:

Table 4.1 : The Effectiveness of The Students' Reading Comprehension in Term Main Idea, Supporting Idea and Conclusion.

No.	Indicator	Pre-test	Post-test	Improvement (%)
1.	Main Idea	81.9	95.6	16.7 %
2.	Supporting Idea	57.1	82.1	43.7 %
3.	Conclusion	23.1	32.7	41.6 %
4.	Total score ($\sum X$)	162.1	210.4	
5.	Mean Score (X)	53.8	69.9	29.9 %

The data in table 4.1 shows 3 (three) indicators of the effectiveness in the students' reading comprehension. The mean score of the students' reading comprehension in pre-test is 53.8. It was classified as a poor category, but after using the effectiveness of pre-reading technique, the mean score of post-test

becomes 69.9. It was greater than pre-test. It was classified as a fairly good category. The improvement of the students' reading comprehension from pre-test to post-test is 29.9 %.

The researcher presented the percentage of improvement in chart. This chart could show the improvement percentage of the three indicators of the effectiveness of Pre-Reading Plan in students' reading comprehension. The percentage of students' improvement in reading comprehension could be seen in figure 4.1 below:
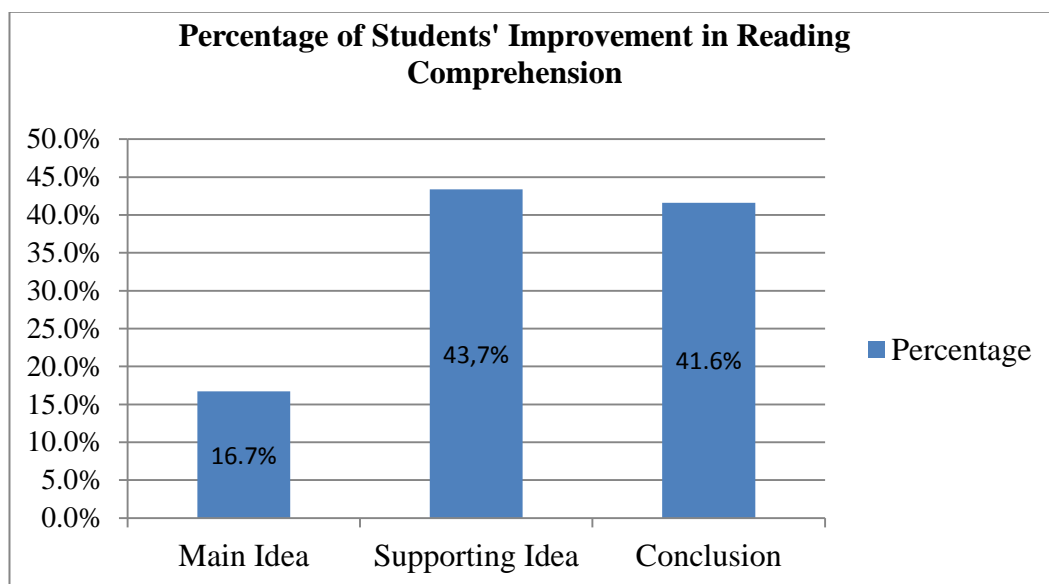
Figure : 4.1 Percentage of Students' Improvement in Reading Comprehension

Figure 4.1 above showed that supporting idea had highest percentage in students' reading comprehension 43.7%. It was followed by percentage of conclusion with percentage 41.6% and the lowest percentage is the improvement of main idea with percentage 16.7%.

2. The Mean Score and Improvements of the Students' Reading Comprehension

To answer the research question in the previous chapter, the researcher administers a test, which is given twice to the student. Firstly pre-test is given before the treatment. Secondly, post-test is given after the treatment. The result of the students' reading comprehension through Pre-Reading Plan technique is presented in table 4.2 below :

Table 4.2: The Improvement of the Students' Reading Comprehension

No.	Variable	Pre-test	Post- test	Improvement
1.	Reading Comprehension	53.8	69.9	29.9 %

The table above shows the variable of reading comprehension as the result of calculating of student pre-test and post-test after taught Pre-Reading Planas a technique, the student score in pre-test (53.8) was different from the post-test (69.9). It means that the mean score of the students' post-test was higher than the mean score of the students' pre-test.

3. The Significance of the Students' Reading Comprehension

To know the level of significance of the pre-test and post-test the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = N-1, where N= number of subject (26 students) then the value of t-table was 2.060. The test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation.

Table 4.3: T-test of the Students' Reading Comprehension

Reading Comprehension	T-Test	T-Table	Comparison	Classification
The Class	4.36	2.060	t-test> t-table	Significantly different

Table 4.3 shows the significance difference between t-test and t-table that t-test value was greater than t-table (t-test > t-table), the final result shows that t-test value for the final score of students' reading comprehension was (4.36 > 2.060). it means that there is significant difference between the students' reading comprehension before and after using Pre-Reading Plan technique` it is also said that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

B. Discussion

In this part, the discussion covers the interpratation of the research findings derived from the result of student reading comprehension. The previous research Darmi (2012:43) showed that from the analysis result, it can be concluded that by using Pre-Reading Plan techniques the student became easy and enjoy reading a reading material. It was proved by the score that student got in pre-test was 5.7 and in post-test was 7.0, it means that there was a progress score after the students got treatment through pre- reading technique.

Furthermore, Maretnowati (2014:42) stated that using pre- reading activity has a great an positive influence in teaching reading. The students who are taught using the pre-reading activity have higher score than the students taught without

pre-reading activity. It was known that there is a significance difference between the score of the student who are taught using pre-reading activity. It was proved by the research findings. The result of statistic calculation indicated that the value of t-test = 5.05 and the value of *df* (degree of freedom) as 38 on degree of significance of 5 % and 1 % is 2.02 and 2.71 comparing the t_0 with each values of the degrees of significance, the researcher found that 2.02<5.05>2.71. Therefore, t-test is higher than t-table, it can be concluded by using pre-reading activities can improve reading comprehension especially in teaching reading recount text.

Meanwhie, Nurman (2015:43) found that using Pre-Reading Plan strategy can improve the students' literal reading comprehension at the tenth year student and this technique also can make activeness in learning process especially in reading. Nurfitriani (2013:42) in her research on *The Effect of Pre-Questioning on The Reading Comprehension Achievement* conclude that the students' reading comprehension when they were taught using pre-questioning was classified as very good. It was proved by the mean score of the student post- test (8,55) in experimental group (using pre-questioning).

From the four previous researches finding above, the researcher would like to compare the result that the researcher found of the observation in improving reading comprehension by using Pre Reading Plan technique. The description of previous section showed the students' reading comprehension has improved. Based on findings above in applying Pre-Reading Plan as a technique in the class, the data was collected through test as explained in previous finding sections

showed that the students' reading comprehension was significantly improve the students' score after applying Pre-Reading Plan as a technique,it was proved by the student mean score of post-test (69.9) was higher than student pre-test (53.8) it meant the student reading comprehension after applying Pre-Reading Plan as a technique better than before the treatment was given to the student.Before giving treatment, the students' reading comprehension students` was categorized as poor. After giving the treatment, their ability was significantly improved and catgorized as fairly good. By using Pre-Reading Plan technique also can make the student enjoy reading a reading material because the student were trained to activate their prior knowledge of the topic that was given from the researcher.

From the explanation above it can be concluded that in teaching reading comprehension by using pre-reading technique can improve the students' achievement in reading. The difference between the researcher and the other researcher are in the kind of reading text and the instrument. In teaching reading comprehension, the teacher should make the students interested in reading English material. In order that the students easy to understand the content of the material, and easy to answer the question from the teacher.

1. **The students` Improved in reading comprehension**

To know the improvement of student in reading comprehension, the researcher used the formula of Gay (2006:356) to calculate the data and to know the result of the t-test of the student. But before the the researcher calculate the t-test of the student, the researcher found the mean score of the student. After calculating the mean score, the researcher found the students` reading

comprehension had improved 29.9 % from the mean score 53.8 on pre-test to be 69.9 on post-test. It was supported by the mean score post-test of the students` reading comprehension was higher than pre-test.

The score of the student post-test was higher than the mean score of the students` pre-test. Therefore, the use of Pre-Reading Plan as a technique can enrich the students` reading comprehension.

It was also supported by the result of the data analysis on the table showed that from the level of significance (p) + 0.05 with the degree of the freedom (df) =N-1, where N= number of subject (26) students` reading comprehension was higher than the t-table (4.36> 2.060). Then, students` reading comprehensive could improve by using the Pre-Reading plan as a technique.

2. **The Improvement of the Students` in Deciding Main Idea**

After calculating the score, the researcher found the students` in deciding main idea had improve 16.7% from the mean score 81.9 on pre-test to be 95.6 on post-test. It was supported by the mean score of post-test was higher than the mean score of pre-test. Therefore, the effectiveness of Pre-Reading Plan could improve the students` deciding main idea in reading comprehension.

3. **The Improvement of the Students` in Deciding Supporting Idea**

After calculating the score, the research found the students` in deciding supporting idea had improved 43.7 % from the mean score 57.1 on pre-test to be 82.1 on post-test. It was supported by the mean score of post-test was higher than the mean score of pre-test. Therefore, the effectiveness of Pre-Reading Plan as a

technique could improve the students` deciding supporting idea in reading comprehension.

4. The Improvement of the Students` in Conclusion

After calculating the score, the researcher found the students` in deciding conclusion had improved 41.6% from the mean score 23.1 on pre-test to be 32.7 on post-test. It was supported by the mean score of post-test was higher than the mean score of pre-test. Therefore, the effectiveness of Pre-Reading Plan as a technique could improve the students` deciding supporting idea in reading comprehension.

The indicator above, the researcher tries hard to improve the students` reading comprehension that is asked students` to discussed the material that the researcher gave in every meeting, and with applying (PReP) Pre-Reading Plan technique the researcher finally success to improve the students` reading comprehension it showed from the students` result in pre-test and post-test .

Based on the result above, hypothesis test showed that Null Hypothesis (H0) was rejected and Alternative Hypothesis (H1) was accepted. So, the researcher concluded that there was significant improvement of the students' reading comprehension by using Pre-Reading Plan as a technique in teaching reading comprehension in MA DDI Cambalagi.

Although Pre Reading Plan technique was effective to improve students' reading comprehension but the researcher still found some weakness of applying Pre Reading Plan in the class. For example, some students may not want to

associate freely because they were shy or have no idea about the particular topic so they decided to silent, while some students may try to interpret. So, the researcher hoped for other researcher who intrested to investigate Pre Reading Plan technique can fix what the present study has been found.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion and the second one deals with suggestion.

A. Conclusion

Based one the finding on the discussion, the researcher concludes that the teaching reading through Pre-Raeding Plan technique is effective to improve the students' reading comprehension. By using this technique, the students became easy and enjoy reading a reading material.It was proved by the score that they got in pre-test was 53.8 and in post test was 69.9. It means that there was a process score after the student got treatment through pre-reading technique.

Learning about reading text through pre-reading is an effective way to improve students' reading comprehension. By using this technique, the students became re-remember what they know about the material and it makes the students aware about their prior knowledge.

B. Suggestion

Based on the conclusion above, the researcher proposes the following suggestions.

The English teacher should be more creative to choose method or technique in teaching reading, so that the students will be more interested and

motivated to study english, so with appying Pre Reading Plan (PreP) as a technique to improve the students' reading comprehension the English teacher can helps the students' in reading.

Finally, the researcher realizes that this thesis still far from perfect, so the researcher really hopes this thesis can be a meaningful contribution for the teacher of english as well as students and further writers.

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APPENDIX

APPENDIX I

THE RESULT OF THE STUDENTS READING COMPREHENSION IN PRE-TEST

No	Sample	Reading Comprehension			Score	Classification
		Main Idea	Supporting Idea	Conclusion		
1	S 01	100	55	25	60	Fair
2	S 02	100	37,5	10	49,2	Poor
3	S 03	100	75	50	75	Fairly Good
4	S 04	100	75	50	75	Fairly Good
5	S 05	75	75	5	51,7	Poor
6	S 06	75	87,5	50	70,8	Fairly Good
7	S 07	100	55	0	51,7	Poor
8	S 08	50	25	0	25	Very Poor
9	S 09	10	42,5	10	20,8	Very Poor
10	S 10	10	42,5	5	19,2	Very Poor
11	S 11	10	42,5	5	19,2	Very Poor
12	S 12	100	75	30	68,3	Fairly Good
13	S 13	100	87,5	0	62,5	Fair
14	S 14	100	42,5	10	50,8	Poor
15	S 15	75	75	2,5	50,8	Poor
16	S 16	100	12,5	30	47,5	Poor
17	S 17	100	75	5	60	Fair
18	S 18	100	92,5	27,5	73,3	Fairly Good
19	S 19	75	75	25	58,3	Fair
20	S 20	100	12,5	42,5	51,7	Poor
21	S 21	75	25	25	41,7	Poor
22	S 22	100	62,5	30	64,2	Fair
23	S 23	100	62,5	30	64,2	Fair
24	S 24	75	37,5	25	45,8	Poor
25	S 25	100	87,5	50	79,2	Good
26	S 26	100	57,5	62,5	73,3	Fairly Good
Total Score		2130	1485	603	1399	Poor
Mean Score		81,9	57,1	23,1	53,8	

APPENDIX II

THE RESULT OF THE STUDENTS READING COMPREHENSION IN

POST-TEST

No	Sample	Reading Comprehension			Score	Classification
		Main Idea	Supporting Idea	Conclusion		
1	S 01	100	62,5	37,5	66,7	Fairly Good
2	S 02	75	37,5	37,5	50	Poor
3	S 03	100	95	50	81,7	Good
4	S 04	100	100	25	75	Fairly Good
5	S 05	100	100	25	75	Fairly Good
6	S 06	100	100	62,5	87,5	Very Good
7	S 07	100	87,5	50	79,2	Good
8	S 08	75	30	12,5	39,2	Poor
9	S 09	35	75	12,5	40,8	Poor
10	S 10	100	50	25	58,3	Fair
11	S 11	100	50	25	58,3	Fair
12	S 12	100	100	25	75	Fairly Good
13	S 13	100	100	25	75	Fairly Good
14	S 14	100	87,5	25	70,8	Fairly Good
15	S 15	100	87,5	37,5	75	Fairly Good
16	S 16	100	100	37,5	79,2	Good
17	S 17	100	75	25	66,7	Fairly Good
18	S 18	100	82,5	37,5	73,3	Fairly Good
19	S 19	100	100	57,5	85,8	Very Good
20	S 20	100	100	25	75	Fairly Good
21	S 21	100	50	37,5	62,5	Fair
22	S 22	100	87,5	25	70,8	Fairly Good
23	S 23	100	95	25	73,3	Fairly Good
24	S 24	100	87,5	25	70,8	Fairly Good
25	S 25	100	100	62,5	87,5	Very Good
26	S 26	100	100	25	75	Fairly Good
Total Score		2485	2136	852,5	1818	Fairly Good
Mean Score		95,6	82,1	32,7	69,9	

The Result of the Students' Reading Comprehension Pre-Test Using SPSS

Pre-Test Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Main Idea	26	10.00	100.00	2130.00	81.9231	29.70107	882.154
Supporting Idea	26	12.00	92.00	1485.00	57.1154	23.70540	561.946
Conclusion	26	.00	62.00	603.00	23.1923	18.82131	354.242
Score	26	19.00	79.00	1399.00	53.8077	17.73363	314.482
Valid N (listwise)	26						

The Result of the Students' Reading Comprehension Post-Test Using SPSS

Post-Test Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Main Idea	26	35.00	100.00	2485.00	95.5769	14.09446	198.654
Supporting Idea	26	30.00	100.00	2136.00	82.1538	21.91017	480.055
Conclusion	26	12.00	62.00	852.00	32.7692	13.63028	185.785
Score	26	39.00	87.00	1818.00	69.9231	12.52812	156.954
Valid N (listwise)	26						

APPENDIX III

THE GAIN SCORE (D) OF THE STUDENTS' READING

COMPREHENSION

No	Code of Sample	Reading Comprehension					
		Pre-test (X_1)	$(X_1)^2$	Post-test (X_2)	$(X_2)^2$	Gain/D (X_2-X_1)	D^2
1	S 01	60	3600	66,7	4448,89	6,7	44,89
2	S 02	49,2	2420,64	50	2500	0,8	0,64
3	S 03	75	5625	81,7	6674,89	6,7	44,89
4	S 04	75	5625	75	5625	0	0
5	S 05	51,7	2672,89	75	5625	23,3	542,89
6	S 06	70,8	5012,64	87,5	7656,25	16,7	278,89
7	S 07	51,7	2672,89	79,2	6272,64	27,5	756,25
8	S 08	25	625	39,2	1536,64	14,2	201,64
9	S 09	20,8	432,64	40,8	1664,64	20	400
10	S 10	19,2	368,64	58,3	3398,89	39,1	1528,81
11	S 11	19,2	368,64	58,3	3398,89	39,1	1528,81
12	S 12	68,3	4664,89	75	5625	6,7	44,89
13	S 13	62,5	3906,25	75	5625	12,5	156,25
14	S 14	50,8	2580,64	70,8	5012,64	20	400
15	S 15	50,8	2580,64	75	5625	24,2	585,64
16	S 16	47,5	2256,25	79,2	6272,64	31,7	1004,89
17	S 17	60	3600	66,7	4448,89	6,7	44,89
18	S 18	73,3	5372,89	73,3	5372,89	0	0
19	S 19	58,3	3398,89	85,8	7361,64	27,5	756,25
20	S 20	51,7	2672,89	75	5625	23,3	542,89
21	S 21	41,7	1738,89	62,5	3906,25	20,8	432,64
22	S 22	64,2	4121,64	70,8	5012,64	6,6	43,56
23	S 23	64,2	4121,64	73,3	5372,89	9,1	82,81
24	S 24	45,8	2097,64	70,8	5012,64	25	625
25	S 25	79,2	6272,64	87,5	7656,25	8,3	68,89
26	S 26	73,3	5372,89	75	5625	1,5	2,25
Total		1409	84182,7	1827,5	132356	418	10118,56
Mean Score		53,8	3237,2	69,9	5090,15	16,1	389,17

The Gain Score of The Students' Reading (D) by using SPSS

	Pre-test (X_1)	$(X_1)^2$	Post-test (X_2)	$(X_2)^2$	Gain/D $(X_2 - X_1)$	D^2
N Valid	26	26	26	26	26	26
Missing	0	0	0	0	0	0
Mean	53.8077	3237.2308	69.9231	5090.1538	16.0769	389.1754
Median	54.5000	3035.0000	74.0000	5498.5000	15.4500	240.2650
Mode	51.00	2672.00	75.00	5625.00	6.70	44.89
Variance	314.482	3.015E6	156.954	2.594E6	135.936	1.954E5
Range	60.00	5904.00	48.00	6120.00	39.10	1528.81
Sum	1399.00	84168.00	1818.00	132344.00	418.00	10118.56

APPENDIX IV

THE PERCENTAGE OF STUDENTS' IN PRE TEST AND POST TEST OF

READING COMPREHENSION

The Students' Percentage in Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	2	7.7	7.7	7.7
	20	1	3.8	3.8	11.5
	25	1	3.8	3.8	15.4
	41	1	3.8	3.8	19.2
	45	1	3.8	3.8	23.1
	47	1	3.8	3.8	26.9
	49	1	3.8	3.8	30.8
	50	2	7.7	7.7	38.5
	51	3	11.5	11.5	50.0
	58	1	3.8	3.8	53.8
	60	2	7.7	7.7	61.5
	62	1	3.8	3.8	65.4
	64	2	7.7	7.7	73.1
	68	1	3.8	3.8	76.9
	70	1	3.8	3.8	80.8
	73	2	7.7	7.7	88.5
	75	2	7.7	7.7	96.2
	79	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

The Students' Percentage in Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39	1	3.8	3.8	3.8
	40	1	3.8	3.8	7.7
	50	1	3.8	3.8	11.5
	58	2	7.7	7.7	19.2
	62	1	3.8	3.8	23.1
	66	2	7.7	7.7	30.8
	70	3	11.5	11.5	42.3
	73	2	7.7	7.7	50.0
	75	7	26.9	26.9	76.9
	79	2	7.7	7.7	84.6
	81	1	3.8	3.8	88.5
	85	1	3.8	3.8	92.3
	87	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

APPENDIX V

THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

1. Mean score of pre-test and post-test

   Pre-test   Post-test

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

   $$\overline{x_1} = \frac{1399}{26} = 53{,}8$$ $$\overline{x_2} = \frac{1818}{26} = 69{,}9$$

2. The improvement of the students' Reading Comprehension

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

$$= \frac{69{,}9 - 53{,}8}{53{,}8} \times 100\%$$

$$= 29{,}9\%$$

   a) The improvement of the students' Main Idea

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

$$= \frac{95{,}6 - 81{,}9}{81{,}9} \times 100\%$$

$$= 16{,}7\ \%$$

   b) The improvement of the students' Supporting Idea

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

$$= \frac{82{,}1 - 57{,}1}{57{,}1} \times 100\%$$

$$= 43.7\ \%$$

c) The improvement of the students' Conclusion

$$P = \frac{\overline{x_2} - \overline{x_1}}{\overline{x}} \times 100\%$$

$$= \frac{32{,}7 - 23{,}1}{23{,}3} \times 100\%$$

$$= 41{,}6\%$$

3. To find out the significance difference between the student pre-test and post-test, the researcher will apply the formula as follow :

$$\overline{D} = \frac{(\sum D)^2}{N}$$

$$= \frac{(16{,}1)^2}{26}$$

$$= \frac{259{,}21}{26}$$

$$= 9{,}97$$

Calculating the t-test

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

$$T = \frac{9,97}{\sqrt{\dfrac{10118,56 - \dfrac{(418)^2}{26}}{26(26-1)}}}$$

$$T = \frac{9,97}{\sqrt{\dfrac{10118,56 - \dfrac{174724}{26}}{26(25)}}}$$

$$T = \frac{9,97}{\sqrt{\dfrac{10118,56 - 6720,154}{26(25)}}}$$

$$T = \frac{9,97}{\sqrt{\dfrac{3398,406}{650}}}$$

$$T = \frac{9,97}{\sqrt{5,228317}}$$

$$T = \frac{9,97}{2,2865513333}$$

$$T = 4,36027823$$

$$T = 4,36$$

APPENDIX VI

DISTRIBUTION OF T-TABLE

Df	Level of Significance for one-tailed test					
	0,25	0,10	0,5	0,025	0,01	0,005
	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0.01
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0. 703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

Hypothesis Testing

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

From the analysis data showed that the t-test value (4.36) is greater than t-table (2.060). It means the the null hyphothesis (H0) was rejected and the alternative hyphothesis is accepted (H1)

APPENDIX VII

THE LIST NAME OF THE STUDENTS' CLASS X IPS 1 MA DDI CAMBALAGI

No	NAME	CODE OF SAMPLE
1	Akbar	S 01
2	Akmal	S 02
3	Fitriani	S 03
4	Haeriah	S 04
5	Hamliah	S 05
6	Hardiansyah	S 06
7	Lukman	S 07
8	Muhajir	S 08
9	Miswar	S 09
10	Muh. Fajri	S 10
11	Muh. Sandi	S 11
12	Muh. Sainul	S 12
13	Nadipa Inria Ningsih	S 13
14	Nasri	S 14
15	Nasrida	S 15
16	Misba	S 16
17	Pirna	S 17
18	Rahul	S 18
19	Riska Arianti	S 19
20	Riska Perhana Jaya	S 20
21	Riskawati Dewi	S 21
22	Risma	S 22
23	Risma. S	S 23
24	Hasriani	S 24
25	Juwitantri	S 25
26	Rahmawati Ilyas	S 26

RESEARCH INSTRUMENT

Mata Pelajaran   :   Bahasa Inggris

Satuan Pendidikan   : MA DDI Cambalagi

Kelas / Semester   :   X IPS 1 / 1

Tahun Ajaran   : 2017/ 2018

Pre- test

Here are a story for you to enjoy. Read the following text and then answer the question correctly.

Cinderella

Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own.

Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework.

One day on invitation to the castle come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would no let her go. Cinderella was sad. The stepsisters went to the castle without her. Fortunately, the fairy Godmother came and helped her to get to the castle with the wave of magic wand, helped prepared Cinderella for the party, she makes nice gown full of glitter just for Cinderella. The fairy does warn her that is magic will end at a stroke of midnight, so she must leave the castle before the sound of

the clock's bell because is the sign that it was already midnight and the magic will be dissapear.

At the castle all people surprised when Cinderella arrived. And then the Prince invited Cinderella to dance. He fell in love with her. All of a sudden, the clock's bell to chime that is a midnight. Cinderella hastily runs away, dropped a glass shoe as she does so. Cinderella escapes, with nothing from the night left, except from the other glass shoe, which had not changed back. Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.

Eventually the Grand Duke reaches the residence of Cinderella, but she is now here to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears.

He orders the messenger to brought forth the glass shoe, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces.

Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly. Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

Sumber:(http://fauzan8einstein.blogspot.com/2014/09/narrative-story-cinderella.html)

Read the story of Cinderella and answer the questions correctly !

Questions :

1. What is the writer's main idea of the story above?
2. Why did Cinderella run away when she heard the sound of the clock's bell?

3. What did the fairy godmother do to Cinderella?
4. What can be concluded from the story?
5. What is the moral value of this story ?

Answer key :

1. **The main idea of the story above is**Once upon a time, there was a girl called Cinderella

2. Because the sound of the clock's bell is the sign that it was already midnight and she remembered that the magic will soon disappear.

3. She swung her wand towards Cinderella and turn her into a beautiful lady with a nice gown full of glitter.

4. It can be concluded that after Cinderella dropping one of her glass shoe, then prince charming looking for girl who fit with the shoe will become his wife. Cinderella is the only girl who fit with the shoe and then they married and live happily ever after.

5. Be patient and don't treat someone hate you like they treat you just be patient you will deserved anything that you have done

Post-test

Pinocchio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle

of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tought Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out. In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after.

Sumber : (http://adepg.blogspot.co.id/2013/05/narrative-text-pinocchio.html)

Read the story of Pinocchio and answer the questions correctly !

Questions :

1. What is the main idea of the text above?
2. Find some evidence that if Pinocchio lied, his nose will grow longer ?
3. Why did Gapetto make a puppet all night long without resting?
4. What is the moral value that you get from the story ?
5. Can you give the conclussion of the story ?

Anwer key :

1. The main idea of the text above is "Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago".

2. In the second paragraph showed that Pinocchio felt bored, so he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

3. Because he felt lonely. He really wanted a boy but his wife has been died for a long time ago, and he had an idea. He wanted to make a puppet so he would never felt lonely again.

4. The moral value of the story is do not tell a lie no metter how its size

5. The conclussion of the story is   after Gapetto and Pinocchio met in the whale's stomach. They got out from its stomach by made a fire. They went home back together. In the end, they lived happy forever.

LESSON PLAN

Sekolah	: MA DDI CAMBALAGI
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X / I
Materi Pokok	: Teks Narrative
Tema	: Malin Kundang
Alokasi Waktu	: 8 x 45 menit (6 jam)

A.   Kompetensi Inti

1.   Menghayati dan mengamalkan ajaran agama yang dianutnya

2.   Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3.   Memahami,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4.   Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

1.1   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3   Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

   a. Siswa dapat mengidentifikasi Ide pokok yang ada dalam suatu cerita
   b. Siswa dapat mengidentifikasi kalimat pendukung dari cerita
   c. Siswa dapat mengidentifikasi nilai moral yang ada dalam
   d. Siswa dapat mengidentifikasi kesimpulan dalam cerita

4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

   a. Siswa dapat menjawab pertanyaan terkait dengan teks cerita yang dibaca
   b. Siswa dapat menceritakan kembali suatu cerita yang dibaca baik secara lisan dan tertulis.

C. Tujuan Pembelajaran

Padaakhirpembelajaran, siswadiharapkan dapat:

   a. Siswa dapat aktif dalam merepon pertanyaan yang diberikan oleh guru
   b. Siswa dapat memahami materi pelajaran yang telah diberikan oleh guru
   c. Siswa dapat disiplin dan aktif berdiskusi dalam bekerja sama dengan kelompok dan saling memberi pendapat tentang materi yang disampaikan
   d. Siswa dapat meningkat dalam pemahaman tentang membaca (reading)`

D. Materi Pembelajaran

MalinKundang

A long time ago, in a small town beside the beach in West Sumatra, there were woman and her child lived. They were MalinKundang and her mother. Her mother was alone parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to reside hard with his mother.

MalinKundang was a wholesome, diligent, and powerful young man. He generally went to sea to apprehend fish. After getting fish he would bring it to his mother, or sold the apprehended fish in the village.

One day, when MalinKundang was cruising, he saw a merchant's ship which was being raided by a little band of pirates. He helped the merchant. With his audacious and

power, MalinKundang defeated the pirates. The merchant was so joyous and thanked to him. In come back the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang acquiesced. He left his mother alone.

Numerous years subsequent, MalinKundang became rich. He had a huge ship and was assisted by numerous boat crews loading trading goods. flawlessly he had a attractive wife too. When he was cruising his trading excursion, his boat set down on a beach beside a little town. The villagers identified him. The news ran fast in the village; "MalinKundang has become rich and now he is here".

An vintage woman ran to the beach to rendezvous the new wealthy merchant. She was MalinKundang's mother. She liked to hug him, released her sadness of being alone after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well dressed wife and his boat crews denied gathering that old lonesome woman. For three times her mother pleaded MalinKundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have not ever had a mother like you, a soiled and unattractive woman!" After that he organised his crews to set sail. He would depart the vintage mother again but in that time she was full of both unhappiness and angriness.

Finally, enraged, she cursed MalinKundang that he would turn into a pebble if he didn't apologize. MalinKundang just laughed and actually set sail.In the quiet ocean, abruptly a thunderstorm came. His gigantic boat was destroyed and it was too late for MalinKundang to acknowledge. He was hurled by the signal out of his ship. He dropped on a small isle. It was actually too late for him to bypass his curse. abruptly, he turned into a stone.

Sumber   :   (http://yunday-31-jb.blogspot.co.id/2014/03/narative-text-malin-kundang-beserta.html)

Questions :

1. Which sentences state the main idea of the story ?
2. Why does MalinKundangwont admit her mom ?
3. What will be done by Malin's mother if Malin does not apoligize to her ?
4. What is the conclussion of the text ?
5. What is the moral value that you get from the story ?

Answer key :

1. The sentence that state the main idea is in the first sentence on the first paragraph " in a small town beside the beach in West Sumatra, there were woman and her child lived. They were MalinKundang and her mother"

2. Because MalinKundang was shy to admit that the old, soiled and unattareactivewoman in front of his wife and crews was his mother.

3. She will curse her son become pebble if he did not apologize to her mother.

4. The conclussion is MalinKundang did not want to admit the old, soiled and unattaractive woman as his mother and MalinKundang's mother was angry and if he did not apalogize, he will be cursed into pebble / stone

5. The moral value of this story is we must keep remember who are we before we succes, and always proud of our parents because what we get now its from our parents too.

Pertemuan kedua

Garlic and Union

Bawangputih lived with her stepmother and her step sister, Bawangmerah. Bawangputih's mother died when she was a baby. Her father remarried another woman and later her step sister was born. Unfortunately, not long after that her father died. Since then, Bawangputih's life was sad. Her step mother and her step sister treated Bawangputih badly and always asked her to do all the household chores.

One morning, Bawangputih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally, she met an old woman. She said that she kept the clothes and would give them back to Bawangputihif she helped the old woman do the household chores. Bawangputih helped her happily. After everything was finished, the old woman returned the clothes. She also gave Bawangputih a gift. The old woman had to pumpkins, one pumpkin was small and the other one was big. Bawangputih had to choose one.

Bawangputih was not a greedy girl. So she took the small one. After thanking the old woman, bawangputih then went home. When she arrived home, her step mother and Bawangmerah were angry. They had been waiting for her all day long. Bawangputihthen

told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed to the floor. Suddenly, they all were surprised. Inside the pumpkin they found jewelries. Bawangmerah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember you have to take the big pumpkin, "the step mother asked Bawangmerah to do exactly the same as Bawangputih's experience. Bawangmerah immediately went to the river. She threw the clothes and pretenden to search them. Not long after that, she met the old woman. Again she asked Bawangmerah to do household chores. She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawangmerah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin. They were really scared. They were afraid she snakes would bite them. " Mom, I think God just punished us. We had done bad things to Bawangputih. And God didn't like that. We have to apologize to Bawangputih, " saidBawangmerah.

Finally both of them realized their mistakes. They apologized and BawangPutih forgave them. Now the family is not poor anymore. BawangPutih decided to sell all the jewelries and used the money for their daily lives.

Sumber : (http://mahir-msoffice.blogspot.co.id/2016/02/narrative-text-bawang-putih-and-bawang.html)

Read the story of Garlic and Union and answer the questions correctly !

Questions :

1. Mention the main idea or the topic sentence of first paragraph ?
2. What is found inside Bawang putih and Bawang merah pumpkins ?
3. Why did the inside pumpkin of Bawang putih and Bawang merah are different ?
4. Why did Bawang merah and her mother apoligize to Bawang putih ?
5. What is the conclussion of the story ?

Answer key :

1. The main idea of first paragraph is Bawangputih lived with her stepmother and her step sister, Bawangmerah.

2. Inside Bawang putih's pumpkin were found jewelries meanwhile inside Bawang merah's pumpkin were found a lot of snake.
3. Because bawang putih helped the old woman sincirely and happily. While Bawang merah refused to help the old woman, she just want to jewelries inside the big pumpkin.
4. Because they realized their fault to Bawang putih.
5. The conclussion of Bawang merah and Bawang putih story is Bawang merah and her mother apologized to Bawang Putih and BawangPutih forgave them. Now the family is not poor anymore. BawangPutih decided to sell all the jewelries and used the money for their daily lives.

Pertemuan ketiga

Kancil and the Crocodile

Kancil, the small but clever mousedeer, had many enemies in the forest. Fortunately, he was quick-witted, so that every time his life was threatened, he managed to escape.

One of his greatest enemies was Crocodile, who lived in the river that bordered the forest. Many times Crocodile had tried to capture the small mousedeer. Crocodile was big, but he was not very clever. Kancil was able to trick him every time.

One day it was very hot. There was no wind at all to refresh the thirsty plants and trees of the forest. It was in the middle of the dry season. For many weeks no rain had fallen so that the little creeks where the small animals used to drink had dried up. Kancil was walking alone in the forest; he was very thirsty. He had walked a long way; looking for a brook where he could quench his thirst, but he had found only dry mud in the once gay rippling brooks. It was very quiet in the forest. All the animals seemed to sleep. Even the birds did not sing in the trees. Kancil finally decided to go to the river that bordered the forest. Usually he avoided going there as he knew that Crocodile was always on the look-out for him, waiting for an opportunity to catch him.

When he arrived at the river.Kancil looked cautiously around him. There was no body to be seen. The clear river water mirrored blidingly the rays of the sun. step by step Kancil approached the water. His sharp eyes looked right and left; his pointed ears strained to catch the slightest sound. But no danger seemed to threaten him this time.

Relieved, he bent his head to enjoy the cool water. Suddenly, his glance fell upon an object that was floating not far away from where he stood. It was a blackish thing. It looked like a fallen branch ………. Or, like the back of crocodile! Kancil jumped back, surprised and thoughtful. But he was also very thirsty. How could he possibly know whether the thing there in the river was really a log or a crocodile? Then he smiled a little as he hit upon an idea. In a clear voice he shouted, " Hey! There, you who are in the river. If you are crocodile, don't answer me, but if you are only a long of wood, tell me your name!"

Now it was really Crocodile who was floating in the river. He had seen Kancil approaching and he was waiting for him to bend his head to drink. At the very moment when Kancil did not look. Crocodile would catch him. Without thinking any further, Crocodile answered Kancil in his gruff voice, "Don't be afraid, I'm only a harmless log!". Immediately, Kancil ran away as fast as his leg could carry him, while shouting over his shoulder, "O, stupid Crocodile, have you ever heard a log of wood talk?"

A fortnight later, however, Kancil forgot this incident. The dry season was not over yet and it seemed to be hotter than ever. Kancil remembered the cool, fresh river water. How wonderful it would be take a bath in it! He decidec to try his luck once again. This time there was nothing suspicious to be seen, so Kancil went to the water and drank to his heart's content. It was very quite, and also very hot. Without thinking any further Kancil went down into the river and began to splash himself. In his delight he forgot all about danger. He pick up a dry twig that was floating by and began to beat the water with it. He made so much noise that he woke up….. who else, but old crocodile who was sleeping in the neighbourhood.

"Well, well, this seem to be my lucky day," thought Crocodile. In a flash he shot out of his hiding place and all of a sudden. Kancil felt sharp teeth biting into one of his legs. It hurt him very much, but though he was shocked and frightened Kancil did not lose his wits. Without hesitation he dipped the dry twig into the water and in a mocking tone he said, "stupid old log of wood, do you really think you have got me? It is only a twig you have in your mouth, not my leg. Here is my leg' catch it if you can!"

Kancil moved the twig rapidly to and in front of Crocodile's eyes. Crocodile could not see very well in the water and above all, he really was blockhead! He believed the clever tal of the little mousedeer, released kancil's leg and snapped his jaw on the

twig. Of course, kancil did not wait one second to jump out of the water and run to the safety of the woods. Though his leg was very sore, he laughed heartily. Once more he had tricked Crocodile.

Sumber : (http://englishstory12.blogspot.co.id/2012/02/kancil-and-crocodile.html)

Questions :

1. What is the main idea of the text ?
2. Find some evidence to support that Kancil was clever mousedeer ?
3. What makes Kancil come to the river ?
4. Think the suitable title for the story above ?
5. Can you give the conclussion by using your own words?

Answer key :

1. The main idea of the text is Kancil, the small but clever mousedeer, had many enemies in the forest.
2. Kancil is clever mousedeer because its always deceive its enemies by the tricks. In paragraph 4 and 5 kancil deceive the crocodile, kancil asked something that approach to him Hey! There, you who are in the river. If you are crocodile, don't answer me, but if you are only a long of wood, tell me your name!" and the crocodile answer it. Kancil suddenly run and said " O, stupid Crocodile, have you ever heard a log of wood talk?"

   - In paragraph 7and 8 kancil was caught by the crocodile but its not kancil if he did'nt have any ideas to decieve the crocodile, kancil know that crocodile can not see very well, so he said to crocodile it wasn't his leg but just old log of wood, and the crocodile belive it and released kancil's leg and snapped his jaw on the twig. Once more he had tricked the crocodile.
3. Because he is thirsty and it was in the middle of the dry season. For many weeks no rain had fallen so that the little creeks where the small animals used to drink had dried up. That's way Kancil came to th river to drink
4. Kancil and the Crocodile
5. The conclussion of the text is Kancil has decived the crocodile two times with his trick. The first trick was the floating long wood that can speak and apparently it was the crocodile. The second trick was log wood that crocodile thought it was kancil's leg

Pertemuan keempat

Snow White

Once upon a time in a great castle, there was a beautiful princess. She was very pretty, with blue eyes and long black hair. Her skin was delicate and white, and so she was called Snow White. Snow White had a step mother who was always jealous of Snow White's beauty. Her step mother too was very beautiful, and the magic mirror told her this every day, whenever she asked it.

One day, the step mother asked the magic mirror who the loveliest lady in the land was and the magic mirror answered Snow White was the loveliest in the land. The step mother was very mad. Then he asked her trusty servants to take Snow White into the forest, far away from the Castle and killed her. But the servant didn't kill Snow White, He led the innocent little girl away.

In the forest, little Snow White was alone and scared. She didn't know where she should go. But suddenly she saw a small strange cottage. She wondered who lived there, then she entered the cottage. Inside the cottage, there was 7 beds and a kitchen. Snow White was to tired to explore the cottage, and suddenly fallen a sleep. In the afternoon, the seven dwarfs who lived in the cottage, came home. They surprised to see there was a young lady there. One dwarf woke her up and asked who was she. Snow White told them her sad story. The seven dwarfs understood the feeling of Snow White and asked her to live with them in the cottage.

Meanwhile in the castle, the servant came back and told to the step mother that Snow White was killed. Then the step mother asked the magic mirror once again who the loveliest in the land was and still the magic mirror answered the Snow White who lived in the small cottage with seven dwarfs was the loveliest one in the land. So the step mother was angry and she planed something bad to Snow White.

Then the step mother disguising herself as an old women who sold a basket of poisoned apples and went to the cottage. In the cottage, the seven dwarfs warned Snow White to not open the door to the stranger. The step mother finally arrived to the cottage and began to offer Snow White an apple. Snow White refused to open the door but the step mother kept persuade and finally Snow White opened the door and brought an apple then he ate it. So Snow White fallen down with the poisoned apple beside her.

In the afternoon, when the seven dwarfs came home, they were surprised with Snow White who laid down on the floor with pale face and a poisoned apple beside her. The seven dwarfs were sad seeing the Snow White was dying but not die yet. Then the seven dwarfs decided to make a beautiful bed made from a crystal coffin to make Snow White keep alive.

Day by day, the seven dwarfs waited for the miracle came when Snow White suddenly woke up. Then one day, there was a wanderer who actually a prince from far away kingdom saw a beautiful lady was laid down on crystal bed. The wanderer asked the dwarfs what was happened and the dwarfs told him the story. Heard the Snow White's story, the prince decided to carry her to his Castle and asked the doctor to help her. Then the prince kissed her to show his intention. But suddenly Snow White was back to life. The fact was that the prince's kiss broke the spell. Then the prince asked Snow White to marry him.

From that day on, Snow White lived happily in a great castle. But from time to time, she was drawn back to visit the little cottage down in the forest.

Sumber : (http://www.belajarbahasainggris.us/2014/01/contoh-narrative-text-snow-white.html)

Read the story of Snow White and answer the questions correctly !

Questions :

1. What is the text talking about?
2. What is the main idea of seventh paragraph ?
3. Why the Snow White was thrown away to the forest ?
4. How snow white can wake up from her long sleep ?
5. What is the conclussion of the story ?

Answer key :

1. The text talking about Snow white and the seven dwarfs
2. The main idea of the seventh paragraph is the seven dwarfs waited for the miracle came when Snow White suddenly woke up.
3. Because her step mother alwaya jealous to Snow White's beauty and one day the step mother asked the magic mirror who the loveliest lady in the land was and the magic mirror answered Snow White was the loveliest in the land. The step

mother was very mad. Then he asked her trusty servants to take Snow White into the forest, far away from the Castle and killed her.

4. There was a prince kissed her to show his intention. But suddenly Snow White was back to life. The fact was that the prince's kiss broke the spell.

5. The conclussion of the story is the spell of the apple that Snow White had eaten can be broken by kissed of the prince Then the prince asked Snow White to marry him. From that day on, Snow White lived happily in a great castle

E. Metode Pembelajaran: Pre-Reading Plan (PreP)

F. Langkah-langkah Kegiatan (Pertemuan 1- 4)

1.Kegiatan Pendahuluan

Apersepsi :

a) Kelas dipersiapkan seperti absensi, kebersihan kelas dan ketenangan

b) Perkenalan guru dengan siswa

c) Siswa diberi motivasi untuk belajar dan ice breaking

d) Siswa di beri penjelasan tentang materi yang akan disampaikan

e) Menyampaikan tujuan pembelajaran.

2. Kegiatan Inti

Dalam kegiatan inti, guru **:**

a) Setiap siswa di bagi dalam beberapa kelompok dan setiap kelompok beranggotakan 5-6 siswa.

b) Peserta didik diberikan penjelasan tentang generic structure (orientation, complication, resolution) dari narrative text.

c) Siswa diberikan kata kunci atau key word yang berhubungan dengan bacaan yang akan dibaca

d) Siswa diminta untuk berdiskusi dengan sekelompoknya dan menjawab apa yang mereka ketahui tentang key word tersebut

e) Guru mencatat jawaban setiap siswa di papan tulis

f) Guru menilai keaktifan setiap siswa dikelas

g) Guru meminta siswa untuk memberikan alasan mengapa mereka memberikan jawaban seperti itu

h) Guru meminta siswa untuk menyimpulkan atau memberikan tanggapan mereka terhadap key word tersebut dengan saling menghubungkan jawaban-jawaban yang telah didiskusikan sebelumnya

i) Siswa di beri text bacaan

j) Siswa diberi soal essay

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

a) Bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran;

b) Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

c) Memberikan umpan balik terhadap proses dan hasil pembelajaran;

d) Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

e) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

f) Menutup pembelajaran.

G. Sumberbelajar

1) Bukuteks yang relevan

2) Contoh narrative text dari internet

3) Gambar-gambar yang relevan

4) Dictionary

H. Penilaian

Jumlah skor maksimal keseluruhan :   100

Rubrik Penilaian

Element	Score
Main Idea	20
Supporting Idea	20
Conclussion	20

Standard of each element:

Excellent	16-20
Good	11-15
Average	6-10
Poor	≤5

Maros,   2017

Mengetahui,

Guru Pamong

Suriati, S. Pd

Mahasiswa

Mutmainnah

DOCUMENTATION

DOCUMENTATION

Figure 1: The researcher gave the student pre-test

Figure 2 & 3 : The students were doing the test

Figure 4 & 5 the researcher was doing the Pre-Reading Plan as treatment

Figure 6 : The student gave their answer about what they know of the

Figure 7 : the student were given the post test

Figure 8 : the student were doing the test

STUDENTS

WORKSHEET

PRE TEST

Grade

1 Once upon a time, there was a girl called cinderella 20

2 cinderella hastily runs away, dropped a glass shoe as the
door to finderella espar, with nothing from the night g
left

(42)

3 the fairy godmother came and helped her to go to castle
with the wave of magic wand, helped prepared cinderella
for the party she makes her gown full run of glitter
just for cinderella 20

4.

5- cannot

1) there was a girl named cinderella. cinderella is lived happily with her mother and father with her monster dad.

2) At .... and at a scene of midnight the ... and the ... be ....

3) her fairy godmother came and turned her to ... the castle with the ... of magic wand.

4) cinderella hurry runs ...

POST TEST

1. Dahulu kala, ada orang bernama Geppeto. Ia sangat menginginkan seorang anak, tetapi istrinya telah meninggal sejak lama. Suatu hari, dia punya ide. Ia ingin membuat boneka, agar ia tidak akan pernah merasa kesepian lagi.

2. Geppeto bertanya kepadanya di sekolah dia ia catata tidak terayata tidak. Ikal-ikal hidung boneka diukur oleh Pinokyo. Itu berarti Pinokyo berbohong.

3. Geppeto membuat boneka agar ia tidak merasa kesepian lagi. Ia membuat boneka sepanjang malam tanpa beristirahat. Di pagi hari, akhirnya dia menyelesaikan boneka-nya. Ia menamakan boneka itu, Pinokyo.

4. Kita tidak bisa berbohong karena itu perbuatan dosa.

1. Once upon a time, there was a puppeteer named Geppeto. He really wanted a boy but his wife has been died for a long time ago. On day he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning finally he finished his work. He named the puppet, Pinocchio. 20.

2. Geppeto asked him he said he was on school but he didn't, suddenly, Pinocchio' nose grew longer. It meant that Pinocchio lied. 20.

3. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning finally he finished his work. He named the puppet Pinocchio. 20.

4. we cannot lie because it is a sin. 15   75

5. Pinocchio cannot lie is a puppet that always lies.

Answer 1

1) there was a puppeteer named geppetto. he really
wanted a boy but his wife has been died for a
long time ago. one day, he had an idea. he wanted
to make a puppet so he would never felt lonely
again. he made a puppet all night without resting
in the morning, finally he finished his work. 20.
he named the puppet, pinocchio.

2) when pinocchio came to home, geppetto asked
him, he said he was on school but he didn't.
suddenly, pinocchio's nose grew longer it
meant that pinocchio lied. 20

3) Because he would never felt lonely again 18

3) he found geppeto at sea, he had the same
accident, like geppeto the went home
back together, in the end, they lived
happy forever, after. 10

4) we cannot lie to only 10

بســــم اللـه الرحمن الرحيــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Mutmainnah**
NIM : 10535 5618 13
Judul Penelitian : "The Effectiveness of Pre Reading Plan (PreP) Technique to Improve Students' Reading Comprehension at the Tenth Grade of MA DDI Cambalagi (Pre-Experimental Research)"

Tanggal Ujian Proposal : **26 Juli 2017**
Pelaksanaan Kegiatan Penelitian : **MA DDI Cambalagi**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru Kelas
1	Jum'at, 11/08/2017 Pre - test		Surrati, S.Pd	
2	Jum'at, 18/08/2017 Treatment		Surrati, S.Pd	
3	Kamis, 24/08/2017 Treatment		Surrati, S.Pd	
4	Jum'at, 25/08/2017 Treatment		Surrati, S.Pd	
5	kamis, 31/08/2017 Treatment		Surrati, S.Pd	
6	Kamis, 07/09/2017 Post-test		Surrati, S.Pd	
7				
8				
9				
10				

Makassar ,.............................2017
Mengetahui,

Ketua Prodi

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 977.807

Kepala sekolah

Muh. Jamil, S.Ag., M.Pd.T
NIP 19701231 200901 1 051

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
NOMOR:923/MA/DDI-C/BT/IX/2017

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah DDI Cambalagi menerangkan dengan sesungguhnya bahwa :

Nama   : **MUTMAINNAH**

Tempat tanggal lahir   : Maros, 15 Maret 1995

Pekerjaan   : Mahasiswa

NIM   : 105 335 618 13

Adalah benar yang bersangkutan telah melakukan penelitian dalam rangka penyelesaian Skripsi dengan judul *The Effectiveness of Pre-reading Plan (Prep) Technique to Improve Students' Reading Comprehension at The Tenth Grade of MA DDI Cambalagi (Pre Experimental)* di MA DDI Cambalagi

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Maros, 08 September 2017
Kepala Madrasah

Muh. Jamil,S.Ag., M.Pd.I
NIP. 19701231 200901 1 051

بسم الله الرحمن الرحيم

Nomor : 1170/FKIP/A.1-II/VIII/1438/2017
Lampiran : 1 (Satu) Rangkap Proposal
Hal : **Pengantar LP3M**

Kepada Yang Terhormat
LP3M Unismuh Makassar
Di-
Makassar

Assalamu Alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah

Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang

namanya di bawah ini :

Nama : **MUTMAINNAH**
NIM : 10535 5618 13
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jl. Benteng Somba Opu

Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian
skripsi.

Dengan judul : **The Effectiveness of Pre-Reading Plan (PreP) Technique
to Improve Students' Reading Comprehension at the
Tenth Grade of MA DDI Cambalagi (*Pre-Experimental
Research*)**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamu Alaikum Wr. Wb

Makassar, Agustus 2017

Dekan

Erwin Akib, M.Pd., Ph.D
NBM. 860 934

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor   : 11919/S.01P/P2T/08/2017   KepadaYth.
Lampiran :   Bupati Maros
Perihal   : **Izin Penelitian**

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1812/Izn-05/C.4-VIII/VIII/37/2017 tanggal 03 Agustus 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama   : **MUTMAINNAH**
Nomor Pokok   : 10535 5618 13
Program Studi   : Pend. Bahasa Inggris
Pekerjaan/Lembaga   : Mahasiswa(S1)
Alamat   : Jl. Sultan Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :
" THE EFFECTIVENESS OF PRE-READING PLAN (PREP) TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION AT THE TENTH GRADE OF MA DDI CAMBALANGI (PRE EXPERIMENTAL) "

Yang akan dilaksanakan dari : Tgl. *10 Agustus s/d 10 September 2017*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 07 Agustus 2017

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN, SE., MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Pertinggal

SIMAP PTSP 07-08-2017

Maros, 09 Agustus 2017

Nomor : 070 /630/KesbangPol
Lampiran : -
Perihal : **Rekomendasi Penelitian**

Kepada
Yth. Pimpinan MA DDI Cambalagi
Kab. Maros
Di,-

Maros

Berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu (DPMPTSP) Nomor : 11919/S.01P/P2T/08/2017 tanggal 07 Agustus 2017 perihal tersebut diatas, Mahasiswi/peneliti dibawah ini :

Nama : **MUTMAINNAH**
Tempat, tanggal lahir : Maros, 15 Maret 1995
Alamat / Hp : Dusun Pappaka, Desa Minasa Upa / 085240490615
Jenis Kelamin : Perempuan
No.KTP / SIM : 7309055503950004
Pekerjaan : Mahasiswi (S1)
Program Studi : Pendidikan Bahasa Inggris
No.Pokok : 10535561813

Bermaksud melakukan izin penelitian /Pengambilan Data di daerah /kantor Saudara dalam rangka Penyusunan *Skripsi* dengan judul :

"THE EFFECTIVENESS OF PRE-READING PLAN (PREP) TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF MA DDI CAMBALAGI (PRE EXPERIMENTAL)"

Yang di Laksanakan : Tgl 10 Agustus s/d 10 September 2017
Pengikut : -

Pada prinsipnya kami dapat menyetujui kegiatan tersebut di atas dengan ketentuan sebagai berikut:

1. Sebelum melaksanakan kegiatan tersebut melaporkan diri kepada Bupati Maros Cq.Kepala Badan Kesbangpol Kab.Maros;
2. Penelitian /Pengambilan Data dimaksud tidak menyimpang dari ketentuan yang berlaku dan semata-mata untuk kepentingan ilmiah;
3. Mentaati semua ketentuan yang berlaku dan mengindahkan Adat Istiadat setempat;
4. Menyerahkan 1 (satu) rangkap Draft Proposal Penelitian /Pengambilan Data di maksud kepada Bupati Maros Cq.Kepala Badan Kesbangpol Kab.Maros;
5. Segala biaya yang berhubungan dengan kegiatan tersebut ditanggung oleh bersangkutan;
6. Peneliti wajib memberikan laporan hasil penelitian kepada Badan Kesbangpol selambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

Demikian Rekomendasi Penelitian/Pengambilan Data ini untuk dipergunakan sebagaimana Mestinya

a.n. KEPALA
Sekretaris

M. H. YUSUF ,SE
Pangkat : Pembina Tk I
Nip : 19601231 199403 1 079

Tembusan Kepada Yth
1. Bupati Maros (sebagai laporan) ;
2. Kepala Inspektorat Kab.Maros di Maros ;
3. Kepala Badan Penelitian Dan Pengembangan Daerah Kab. Maros di Maros ;

CURRICULUM VITAE

The researcher, Mutmainnah, was born in Maros on March 15th, 1995. She is the third daughter of Abd. Latif and Mariama. She has brother and sister, they are Imran and Musdalifah. She respectively completed her study at SDN 45 Pappaka in 2007, MTs DDI Takkalasi in 2010 and MA DDI Takkalasi in 2013. She is an active person. Since Senior High School, she joined some intra and extracurricular organization. In 2013, she entered to Makassar Muhammdiyah University untill now. Up to the writing of this thesis, the researcher is still enrolled as a student of English Department in Makassar Muhammadiyah University.