# THE EFFECTS OF PRE-QUESTIONING ON STUDENTS' ABILITY INREADING COMPREHENSION



## A THESIS

Submitted to the Faculty of Cultural Science Hasanudin University
In partial fulfillment of requirements
To obtain Sarjana degree at English department

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> MAKASSAR 2012

#### SKRIPSI

# THE EFFECTS OF PRE-QUESTIONING ON STUDENTS' ABILITY IN READING COMPREHENSION

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Then, the writer wishes to extend her thanks for:

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Makassar, 24 Mei 2012

The writer

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#### ABSTRACT

Rahayu Indah Sari. The Effects of Pre-questioning on Students' Ability in Reading Comprehension. (Supervised by: Husain Hasyim and Hamsinah Yasin)

This study aims to investigate the effects of Pre-questioning to improve the ability of studentsBatch 2011 of English DepartmentHasanuddin Universityin reading comprehension. There are 15 studentsBatch 2011 of English Department Hasanuddin University as the sample in this study.

The writer applied experimental method in this study. The students applied pre-questioning in different types of texts after beinggiven a pre-test and then they were given a post-test. The forms of questions were in multiple choice and essay; multiple choice used for reading comprehension tests and essay used for pre-questioning tests. The data were processed and analyzed according to these steps: taking the data, editing, scoring, tabulating, charting, and taking the conclusion based on the stastistical result.

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The result of this study showed that the pre-questioning has a significant effects for students' achievement in reading comprehension particularly with narrative text. It could be seen from the mean score of the students, the meanscore of the students in pre-test was 58 which were classified as 'poor' and the meanscore of the students in pre-test was 88 that were classified as 'excellent'. In expository text, the mean score of the students in pre-test was 52 and the mean score of the students in post-test was 54,6 were classified as 'poor'. In descriptive text the mean score of the students in pre-test was 57.3 were classified as 'poor' and the mean score of the students in post-test was 60 were classified as 'fair'. In argumentative text the mean score of the students in pre-test was 53.3 and the mean score of the students in post-test was 52 were classified as 'poor'. It can be concluded that after the students were taught by using pre-questioning can improve students' ability in reading narrative text. Then, in descriptive and expository text pre-questioning have little effects. But in argumentative text pre-questioning has no significant effect.

Key word: reading comprehension, students, Pre-questioning, post-test

#### ABSTRAK

Rahayu Indah Sari. PengaruhPre-questioning terhadap Kemampuan Mahasiswa dalam Memahami Bacaan. (Dibimbing oleh: Husain Hasyimdan Hamsinah Yasin)

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Penelitian ini dilakukan untuk menjelaskan pengaruh daripre-questioning dalam peningkatan pemahaman membaca mahasiswa Angkatan 2011jurusan Sastra Inggris Universitas Hasanuddin. Terdapat 15 mahasiswa Angkatan 2011 jurusan Sastra Inggris Universitas Hasanuddin sebagai sample dalam penelitian

Penulis menggunakan metode eksperimen dalam penelitian ini. Mahasiswa diajarkan menggunakan pre-questioning setelah diberikan pre-test dan kemudian diberikan post-test. Bentuk dari pertanyaan terdiri dari pilihan ganda dan essay, pilihan ganda digunakan sebagai tes pemahaman membaca dan essay untuk tes pre-questioning. Data yang diperoleh diproses dan dianalisis berdasarkan tahapantahapan berikut: megambil data, mengedit data, menilai data, mentabulasi, menggambarkan grafik, dan mengambil kesimpulan berdasarkan analisis statistik.

Hasil analisis menunjukkan bahwa pre-questioning memiliki pengaruh yang signifikan terhadap peningkatan pemahaman membacamahasiswa pada teks naratif. Hal ini dapat dilihat dari nilai rata-rata mahasiswa. Nilai rata-rata mahasiswa pada pre-test 58 dalam klasifikasi 'poor' sedangkan nilai rata-rata mahasiswa pada post-test hanya 88 dalam klasifikasi 'excellent'. Dalam ekspositori teks nilai rata-rata mahasiswa pada pre-test 52 dalam klasifikasi 'poor' sedangkan nilai rata-rata mahasiswa pada post-test 54.6 dalam klasifikasi 'poor'. Dalam deskriptif teks nilai rata-rata mahasiswa pada pre-test 57.3 dalam klasifikasi 'poor' sedangkan nilai rata-rata mahasiswa pada post-test 60 dalam klasifikasi 'fair'. Dalam argumentative teks nilai rata-rata mahasiswa pada pre-test 53.3dan nilai rata-rata mahasiswa pada post-test 52 dalam klasifikasi 'poor'.Hal ini menunjukkan bahwa setelah mahasiswa diajarkan menggunakan prequestioningdapat meningkatkan kemampuan mereka untuk memahami bacaan dalam bentuk teks naratif.Kemudian dalam deskriptif dan ekspositori teks prequestioning memberikan sedikit peningkatan. Tetapi dalam argumentative teks pre-questioning mempunyai pengaruh yang signifikan.

#### CHAPTER I

#### INTRODUCTION

### A. Background

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zinom gripotronu Bis gripotrokie ord Nowadays, the uses of foreign languages are usual. There have been many people who use foreign languages in daily life. Maximum support is the use of English in the daily life of our society.

English as an International language is compulsory to learn. Because it is used by the world community. For example, if students do not understand English, it would be difficult to communicate with people from other countries. In the process of learning English language there are four skills that must be developed, such as: reading, listening, speaking and writing. These four skills have relationship among themselves. One of them is reading. Reading is a skill that is important and should be studied by every student.

Reading skills can provide a great influence for students' education. Reading is the simplest way to learn and very useful for them. Because each person can improve their knowledge about variety things by reading, like a proverb "reading is a window to the world". It means that we can improve our knowledge about many things in this world by reading.

From the explanation above, the writer chooses to analyze the effects of prequestioning to improve students reading comprehension because it is needed by the students to further their education.

### B. Scope of Problems

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This study show the effects of pre-questioning on students' ability in reading comprehension. There are the differences of students' ability in answering questions from narrartive text, expository text, descriptive text, and argumentative text after they applied to comprehend the text using pre-questioning and the factors that influence the students' ability in reading comprehension after applying pre-questioning activities. It is conducted only for15 students in A class Batch 2011 of English DepartmentHasanuddin University. The result of this study can only be generalized or applied to the target population, specifically to the 30studentsin A class Batch 2011 of English Department Hasanuddin University.

## C. Research Questions

Thus, the problems that need research to improve reading comprehension for students are:

- 1. What are the effects of pre-questioning on reading comprehension in different text types for English Department Students of Hasanuddin University?
- 2. What are the factors that influence the students' ability in reading comprehension after applying pre-questioning activities?

## D. Objectives of Problems

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- This study aims to find out the effects of pre-questioning in different text types on students reading comprehension.
- This study aims to find out the factors that influence the students' ability in reading comprehension after applying pre-questioning activities.

## E. Significance of Problems

- This study gives a description about the effects of treatment with prequestioning on the students' ability in reading comprehension.
- This study gives a description about the effects of different text types to the students' ability in answering questions before applying pre-questioning and after applying pre-questioning.
- This study gives a reference to the development of teaching learning process especially in reading, that pre-questioning can make the students' reading comprehension will be better.
- This study gives a contribution to the students on how to improve their skill in comprehending about the reading text.

#### CHAPTER II

#### LITERATURE REVIEW

## A. Review of Literature

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### 1. Definition of Reading

According to Hans-Werner (2006), reading is an intensive process in which the eye quickly moves to assimilate text. It is necessary to understand visual perception and eye movement in order to understand the reading process.

Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading aloud for one's own use for better comprehension is a form of intrapersonal communication.

Reading is very important activity for student in their learning process. Learning to read by the students in pre-school is using familiar letters until students are able to read every words, clauses, and sentences fluently and clearly. The Students need a proper understanding of reading comprehension. Therefore, they can get the message from reading correctly.

Nunan (1989:17) in his book also said that "Reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses and sentences)". Reading to young children is a recommended way to instill language and expression, and to promote comprehension of text.

## a) Types of reading test

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Types of reading test are divided into 5 types, there are:

- Sight word reading: reading words of increasing difficulty until they
  become unable to read or understand the words presented to them.
  Difficulty is manipulated by using words that have more letters or
  syllables, are less common and have more complicated spelling-sound
  relationships.
- Non-word reading: reading lists of pronounceable nonsense words out loud. The difficulty is increased by using longer words, and also by using words with more complex spelling or sound sequences.
- 3) Reading comprehension: a passage is presented to the reader, in which they must read either silently or out loud. Then a series of questions are presented that test the reader's comprehension of this passage.
- Reading fluency: the rate with which individuals can name words.
- Reading accuracy: the ability to correctly name a word on a page.

Some tests incorporate several of the components above at once. Reading comprehension is different from the other type of reading test because reading comprehension uses to know students' comprehension about the text not students' knowledge about the number of words in the text. (Wikipedia, 2012)

## 2. Reading Comprehension

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Reading comprehension is defined as the level of understanding of a book.

This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. (Keith; 2001)

## a. Kind of Questions in Reading Comprehension

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

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

# b. Some Factors that Influence Students' Reading Comprehension Achievement

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

## 1) The Internal Factor

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The internal factor means the factor which comes from the reader himself (Kahayanto, 2005:13) or usually known as personal factor, because the factor has existed inside the reader. This factor deals with selfmotivation and interest.

## a) Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something from the text. Brown (2001:75) divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.

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

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

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

#### b) Interest

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Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If someone has been interested in reading, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

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

## 2) The External Factor

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

#### a) Reading Material

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

## b) Teacher of Reading

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

## 3. Questioning Strategies

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

- a. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion.
- Teacher questions can serve to initiate a chain reaction of students' interaction among themselves.
- Teacher questions giving immediate feedback about students' comprehension.
- Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say,

a reading, they can discover what their own opinions and reactions are.

This self-discovery can be especially useful for a pre-reading activity.

## 4. Schema Theory Background and Knowledge in Reading

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Schema Theory is the source of some questions like: How do readers construct meaning? How do they decide what to hold on to, and having made that decision, how do they infer a writer's message? The reader brings information, knowledge, emotion, experience, and culture – that is, schemata (plural) – to the printed word, Brown (2001: 299).

Besides that, this idea also supports by Clarke and Silberstein in Brown (2001) capture the definition of schema theory as follows:

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

There are two categories of schemata, as follows:

- a. Content Schemata includes what we know about people, the world, culture, and the universe.
- Formal Schemata consists of our knowledge about discourse structure.

In line with the explanation above, the writer concludes that the use of prequestioning is to build readers' content schemata which are related to the background of knowledge.

## 5. Theory of Pre-questioning

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Brown's (2001) defined pre-questioning implicitly as some questions which are provided before the students read the whole text, in order to build the students interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, and thus the students can predict what will be faced by them in the reading text.

## a. Kinds of Pre-questioning

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

## Pre-questioning before reading to confirm expectations

The use of pre-questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text) encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

2) Pre-questioning before reading to extract specific information Pre-questioning was used as a tool to force the students to extract specific information from the text. They are going to answer before reading the text. If they do this it will be possible for them to read in

the required way, they should see the text only to extract the

information the questions demand.

Pre-questioning before reading for general comprehension
 In this case pre-questioning was used to build up the students' priority knowledge.

4) Pre-questioning before reading for detailed comprehension This kind of pre-questioning intends to give the students some detailed information that should be found by them in the whole of the text.

## 6. Text Types

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According to Rotter's (1978), Textual types refer to the following four basic aspects of writing: descriptive, narrative, expository, and argumentative.

## a. Descriptive text type

Description is a style of writing which can be useful for a variety of purposes:

- to engage a reader's attention
- 2) to create characters
- 3) to set a mood or create an atmosphere

4) to bring writing to life.

## b. Narrative text type

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Narration is the telling of a story; the succession of events is given in chronological order. The basic purpose of narrative is to entertain, to gain and to hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions. Example: soap operas and television dramas that are used to raise topical issues.

### e. Expository text type

It aims to give explanation, the cognitive analysis and subsequent syntheses of complex facts. Example: An essay on "Rhetoric: What is it and why do we study it?"

## d. Argumentative text type

Based on the evaluation and the subsequent subjective judgement in answer to a problem argumentative text refers to the reasons advanced for or against a matter.

## B. Previous Study

In the level of S1, So far there has been one study about pre-questioning on the students' reading comprehension.

Mahdalena, 2007 with her thesis titled "Effects of Pre-questioning on the reading comprehension achievement of the second grade students at SMAN-2 Jekan Raya

in academic year 2006/2007". She focuses her study to investigate the effects of Pre-questioning and students gender on the Reading Comprehension Achievement of the Second Grade Students at SMAN-2 Jekan Raya Palangkaraya.

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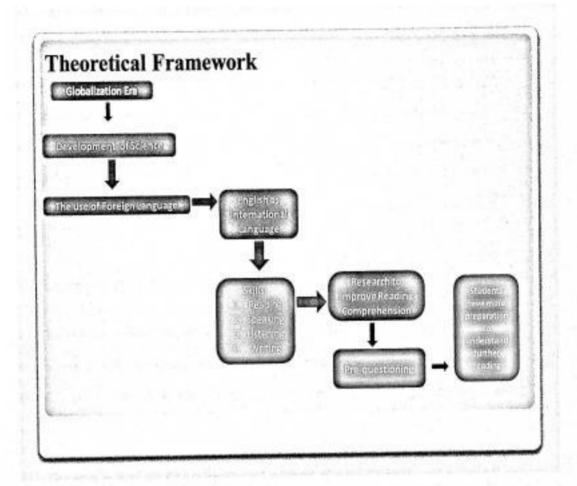
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The result of this study shows that pre-questioning has a significant effect on the students' reading comprehension achievement, the students' gender has no a significant effect on the students' reading comprehension achievement, and there is no interaction effect between pre-questioning and students' gender.

## C. Theoretical Framework



In this globalization era the development of science and technology prompts students to study harder in the use of a foreign language. Furthermore the use of english language as international language. There are four skills in English which should be mastered, they are: reading, speaking, listening and writing and it cannot be

denied that reading is one of the most important. According to Harmer in The Practice of English Language Testing (1985:153).

Reading is important in the academic life. In connection with it, the writer conduct research to improve reading comprehension of students in the classroom with pre-questioning before reading the text because pre-questioning expected to give knowledge of schemata what they will read so that students have more preparation to understand further reading. The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001:169).

## D. Hypothesis of the Research

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The writer chooses reading comprehension because the other types of test are commonly used to know the knowledge of the reader about the words in the text. Reading comprehension is the only one of them that has purpose to understand the text.

The idea is that students will develop stronger reading comprehension skills if the teacher gives them explicit mental tools for unpacking text (Pressley, 2006)the writer chooses Pre- questioning as the tools to comprehension the text and the writer chooses reading comprehension as the purposes of the research because "Reading for comprehension is the essence of the daily reading of most people." (Wikipedia, February 2012). an epident mor belom made and moralised amount of governors amount descript fullows which governors to allow about the activities also received their relati-

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The writer expects after doing this study the students will have a better comprehension to reading text in the classroom activity. It will affect students' academic abilities and judgment due to the success of their study depends on the greater part of their ability to read.

## CHAPTER III

## METHODOLOGY

## A. Research Design

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The writer analyzed the data by using experimental method. The writer used statistical analysis that described research variable into tables and mean score for each group. The writer got the data by giving test to the samples to describe the problem. The writer analyzed the data using object of students from English department who took reading as one subject in their study. The writer then did the research that was categorized as a Pre-test and post-test control group design with one kind of treatment. According to Sugiyono (2006:83) it is also called "One-Group Pretest-Posttest Design". The Schema as listed below:

 $0_1 x 0_2$ 

In this research:

O1: Pre test in the initial condition.

X : Pre-questioning, as the treatment given to sample.

O2: Posttest, a test given after treatment.

The writer got the data from test and treatment to describe the problem. The writer used Experimental class. This idea was also supported by Marzuki (1999), he states as follows: "Penelitian yang dilakukan secara sengaja oleh peneliti dengan cara memberikan treatment/perlakuan tertentu terhadap subjek penelitian guna membangkitkan sesuatu kejadian/keadaan yang akan diteliti bagaimana akibatnya.

Penelitian ini merupakan penelitian kausal (sebab akibat) yang pembuktiannya diperoleh melalui komparasi/perbandingan antara kondisi subjek sebelum perlakuan dengan sesudah diberi perlakuan."

#### **B.Instrument**

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The writer uses the test as an instrument to collect the data. Before the writer gave the students questions about pre-questioning she gave a pre-test to know the initial condition of the samples. The post-test was given after the students apply pre-questioning to answer the test on the treatment.

Table 1 Content Specification of Number of Item in The Different Text Types of Pre-test and Post-test

No	Content of the tests	Number of test item
1.	Narrative text type	5 items (1,2,3,4,5)
2.	Expository text type	5 items (6,7,8,9,10)
3.	Descriptive text type	5 items (11,12,13,14,15)
4.	Argumentative text type	5 items (16,17,18,19,20)
	Total	20 items

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Table 1 Content Special Pre-rest and Post-test

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The tests were in the form of essay and multiple-choice. The multiple-choice was used for reading comprehension tests and essay was used for the Pre-questioning tests. The total numbers of test items as treatment were 40 test items with 12 pre-questioning items and for the last treatment 20 test items with 8 pre-questioning. Below are the descriptions of content specification of the test:

Table 2 Content Specification of Number of Item in The Different Text Types

No	Content of the tests	Number of test item
1.	Descriptive text type (I)	10 items
2.	Argumentative text type (II)	10 items
3.	Expository text type (III)	10 items
4.	Narrative text type (IV)	10 items
-	Total	40 items

Table 3 Content Specification of Number of Item in The All Text Types as Last
Treatment

io	Content of the tests	Number of test item	
1.	Narrative text type	5 items (1,2,3,4,5)	
,—	Expository text type	5 items (6,7,8,9,10)	

3.	Descriptive text type	5 items (11,12,13,14,15)	
4.	Argumentative text type	5 items (16,17,18,19,20)	

## Table 4 Content Specification of Pre-questioning for Treatment

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No.	Content of the tests	Number of test item	Number of item
1.	Pre-questioning before reading for general comprehension	6 items	I (2,3), II (1) III(2), IV(1,3)
2.	Pre-questioning before reading to confirm expectations	5 items	I(1), II(2) III(3), IV(2,4)
3.	Pre-questioning before reading for general comprehension and Pre-questioning before reading to confirm expectations	1 item	III (1)
	Total	12 items	12 items

Table 5 Content Specification of Pre-questioning for Last-treatment

No.	Content of the tests	Number of test item	Number of item
1.	Pre-questioning before reading for general comprehension	3	I(2) II(2) IV(2)
2.	Pre-questioning before reading to confirm expectations	4	I(1) II(1) III(1) IV (1)
3.	Pre-questioning before reading for general comprehension and Pre- questioning before reading to confirm expectations	1	III(2)
	Total	8 items	8 items

## C.Population and Sample

## 1.Population

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The population of this research was30 students in A class Batch 2011 of English Department Hasanuddin University who tookReading Comprehensive as their subject in their study because this study concerns to improve their ability in reading comprehension.

#### 2. Sample

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C.Population and Same

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In taking the sample, the writer used the cluster sampling technique.

According to Toendan (2006:93), the cluster sampling is used when it is more
feasible or convenient to select groups of individual then it is to select
individuals than it is to select individuals from a defined population.

Based on the theory of Toendan above, it is clear that the result of this study can be interpreted or generalized to the target population, as long there are some similarities and homogeneities on the sample and target population.

The sample of this research were 15 students from A classBatch 2011 of English Department Hasanuddin University.

## D.Method of Collecting Data

In collecting data, the writer gave test to the samples. The procedure of collecting datachronologically is presented as follows:

## 1.Pre-test

Before doing the treatment, pre-test did for experimental class in the first meeting. The pre-test did in order to know the prior knowledge of the students. The students asked to answer 20 questions as pre-test.

#### 2.Treatment

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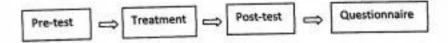
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The treatment was done for 5 meetings. In the second meeting till the sixth meeting, every meeting the writer gave 10 questions in different text types with pre-questioning in the class and 20 questions in four different text types with 2 pre-questioning in every text.

#### 3.Post-Test

After doing a treatment, in the seventh meeting the writer gave the students post-test. The students asked to answer 20 questions as post-test. This material was different from the pre-test material. It was used to know whether or not there was the change of score after being given the treatment.

#### 4.Questionnaire



## **E.Method Processing Data**

The writer used test to collect the data. After collecting the data, there were process with the following procedures:

## 1. Editing

Found out the data of English Department Hasanuddin University Students.

2. Coding

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Each answer sheet was coded by giving code such as S1,S2,S3,S4,...and so on in order to keep the students privacy.

3. Checking the students' answers and give scores.
In this step, the writer gave the score for the students' work based on the correct answer that the students make by using the following formula:

$$SCORE = \frac{Number\ of\ correct\ an\ swer}{Number\ of\ items\ tested}\ X\ 100$$

(Depdikbud, 1989:7)

Then, the writer classified the students' score into five levels by using following criteria:

- 80 100 is classified as excellent
- 70 79 is classified as good
- 60 69 is classified as fair
- 50 59 is classified as poor
- 0-49 is classified as very poor (Syah,2008)

4. Tabulating

After scoring the students' works, the data was classified on the table.

5. The writer calculated the mean score from result of test to know the difference between pre-test and post-test. The formula is as follows:

$$X = \frac{1}{n} \sum X$$

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= the sum of the students

n = number of students (Sudjana, 2006)

#### 7. Charting

In this part, the writer made a chart to show that there was an increasing in pre-test before the students apply pre-questioning and post test after students applying pre-questioning.

8. Taking the conclusion based on the result of statistical analysis.

#### CHAPTER IV

#### PRESENTATION OF DATA AND ANALYSIS

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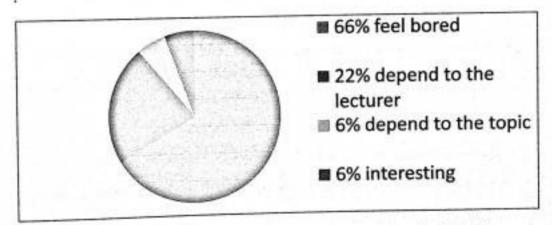
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8 Tall and the concil

In this chapter, the writer gives description of the data obtained. We can see from the interview result by the writer takes 18 students of English department Hasanuddin University randomly who have studied reading as their subject. Twelve of them feel bored with the way of the lecturer to teach in the class, 4 of them think that is depend to the lecturer, one of them thinks that is dependson the topic from the text, and only one of them feels that her class was interested.



From the problem identified above, the writer focuses on the study in English department students who took reading as their subject are particular to assess the results from the effects of pre-questioning on students reading comprehension because reading has 4 SKSin first semester and 2 SKSin second semester. So that reading is an important subject of English Department.

The writer shows the level of students' reading comprehension achievements in both the pre-test and the post-test of the class. The data are collected by giving test and questionnaire. The test consists of 20 items of multiple choices from different text types to measure the students' comprehension in reading and the questionnaire consist of 10 items of multiple choices to identify the factors that influence the levels of students' ability in the reading comprehension. The tests are taken from TOEFL Reading Comprehension test and some are customized by the writer.

#### A. The Analysis of Test

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Explanation in this part intends to answer the research questions of number 1 and 2 of this research (see page 2).

### 1. The Analysis of Pre-test and Post-test

The students are given a pre-test and a post-test. The pre-test is used to know their initial condition. The pre-test is given before the students answer the test from different types of text with pre-questioning. Then, The post-test is given after they apply pre-questioning. The post test is used to measure the students' ability after applying the Pre-questioning before doing the test from different

types of test. The questions in the pre-test are different from the post test. The students' answers are presented in the following table.

#### a. Pre-Questioning effects on Narrative Text Type

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Table 2.1: The score of students in pre-test and post test of Narrative Text

Students	F	re-test	Post-test		
1	Score	Classification	Score	Classification	
S11	100	Excellent 100		Excellent	
S2	80	Execute 100	100	Excellent	
S5	80		Excellent 100	Excellent 100	Excellent
S3	60	Fair	Fair 100 Exce		
S8	60	Fair			
S14	60	Fair	100	Excellent	
S12	50	Poor.	100	Excellent	
SI	60	Fair	80	Excellent	
S13	60	Fair	80	Excellent	
S15	60	Fair	80	Excellent	
S4	40	Very Poor	80	Excellent	
S6	40	Very Poor	80	Excellent	
S7	40	Very Poor	80	Excellent	
S9	20	Very Poor	80	Excellent	
S10	Fair 6	60	Fair		
Mean	58	Poor	88	Excellent	

From the table above, the writer sees that the mean score of the students when they have done post-test after applying pre-questioning are higher than the mean score of the students before they have done pre-test before applying pre-questioning. Because the mean score of the students in post-test are 88 which can be classified as 'excellent' and the mean score of the students in pre-test are 58 that can be classified as 'poor'. Then, 13 students get better score in post-test and 2 students get same score. But one of them get maximal score, S11 get 100 which can be classified as 'excellent'. It means that she always do best to do her test whether in pre-test and post-test and another student, S10 get score 60 which can be classify as fair. The writer assumed that S10 has problem with her psychological condition to do the post-test. From this explanation the writer see that 86.6% students get better score and 13.4% students get same score. So the writer concludes that pre-questioning has significant effects to improve students' ability in reading narrative text comprehension.

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#### b.Pre-questioning effects on Expository Text Type

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Table 2.2: The score of students in pre-test and post test from Expository Text

Students	P	re-test	Po	st-test
1	Score	Classification	Score	Classification
S8	60 Fair 1	100	Excellent	
S5	80	Excellent	80	Excellent
S15	60	Fair	80	Excellent
S13	80	Excellent	60	Fair
S6	60	Fair	60	Fair
S11	60	Fair	60	Fair
S2	40	Very Poor	60	Fair
S4	40	Very Poor	60	Fair
S14	40	Very Poor	60	Fair
S3		Fair	40	Very poor
SI	40	Very Poor	40	Very Poor
S7	40	Very Poor	40	Very Poor
S12	12 40 Very Poor 89 40 Very poor	Very Poor	40	Very Poor
S9		20	Very Poor	
S10			Very Poor	
Mean	52	Poor	54,6	Poor

From the table above, the writer sees that the mean score of the students when they have done post-test after applying pre-questioning are higher than that mean score of the students before they have done pre-test before applying pre-questioning. Because the mean score of the students in post-test are 54,6and the mean score of the students in pre-test are 52although it has same classification that is classified as poor. Then, 5 students get better score in post-test, 6 students get same score, and 4 of them

get fewer score in post-test. It means 33% students get better score in post-test, 40% students get same score and just 26% students get fewer score. Then, the writer concludes that Pre-questioning has little effects to improve students' ability in reading expository text comprehension.

#### c.Pre-questioning effects on Descriptive Text Type

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Table 2.3: The score of students in pre-test and post test from Descriptive Text

Students	P	re-test	Po	st-test	
-	Score	Classification	Score	Classification	
S1	60 Fair		100	Excellent	
S13	60	Fair	100	Excellent	
S5	80	Excellent	80	Excellent	
S15	80	Excellent	80	Excellent	
S11	60	Fair	80 Exce		
S6	80	Excellent	60	Fair	
S7	40	Very Poor	60	Fair	
S10	20	Very Poor	60	Fair	
S8 S2	0 80	Very Poor Excellent	60 40	Fair	
				Very Poor	
S14	80	Excellent	40	Very Poor	
	60	Fair	40	Very poor	
		Fair	40	Very Poor	
S9	60 40	Very Poor	40	Very poor	
S4		Very Poor 20		Very Poor	
S12 Mean	60 57.3	Poor	60	Fair	

From the table above, the writer knows that the mean score of the students when they have done post-test after applying pre-questioning is higher than the mean score of the students when they have done pre-test before applying pre-questioning. Because the mean score of the students in post-test are 60which can be classified as 'fair' and the mean score of the students in pre-test are 57.3 that can be classified as 'poor'. Then, 6 students get better score in post-test, 3 students get same score, and 6 of them get fewer score in post-test. It means 40% students get better score in post-test, 20% students get same score and 40% students get fewer score. Then, the writer concludes that Pre-questioning has little effects to improve students' ability in reading descriptive text comprehension.

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#### d.Pre-questioning effects on Argumentative Text Type

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Table 2.4: The score of students in pre-test and post test from Argumentative
Text

Students	P	re-test	Po	st-test	
	Score	Classification	Score	Classification	
S11	100 Excellent		80	Excellent	
S10	60	Fair	80	Excellent	
S2	80	Excellent	60	Fair	
S5	60	Fair	60	Fair	
S15	60	Fair	60	Fair	
S4	40	Very Poor	60	Fair	
S6	40	Very Poor	60	Fair	
S8	0	Very Poor	60	Fair	
S13 S3	80 60	Excellent		Very Poor	
				Very Poor	
S7			40	Very Poor	
S12	40		40 Very	Very Poor	
S14	40	Very Poor	40	Very Poor	
S9	20	Very Poor 40	Very Poor		
S1	60	Fair	20	Very Poor	
Mean	53.3	Poor	52	Poor	

From the table above, the writer sees that the mean score of the students when they have done pre-test before applying pre-questioning are higher than the mean score of the students when they have done post-test after applying pre-questioning. Because the mean score of the students in post-test are 52 which are classified as poor and the mean score of the students in pre-test are 53.3 that are classified as poor. 5 students get better score in post-test, 4 students get same score, and 6 of them get

fewer score in post-test. It means 33.3% students get better score in post-test, 26.7% students get same score and 40% students get fewer score. So the writer concludes that Pre-questioning has no significant effects to improve students' ability in reading descriptive text comprehension.

#### e. Pre-questioning effects on All Text Type

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Table 2.5: The score of students in pre-test and post test from All Text

Students	P	re-test	Po	st-test	
	Score	Classification	Score	Classification	
S11	80 Excellent 80	80	Excellent		
S5	75	Good	80	Excellent	
S10	45	Very Poor	80	Excellent	
S8	30	Very Poor	80	Excellent	
S15 S13	65	Fair	75	Good	
	70	Good	70	Good	
	70	Good	65	Good	
S6	60	Fair	65	Fair	
S1	55	Poor	60	Fair	
S14	55	Poor	60	Fair	
S4	50	Poor	60	Fair	
S3	60	Fair	55	Poor	
S7	Voru Poor	Very Poor	55	Poor	
S12	45 55	Poor	50	Poor	
	-	Very Poor	45	Very Poor	
Mean Mean	Sy SS Poor		65.3	Fair	

In this part the writer explains about the result of all types text test, from the table above, the writer see that the mean score of the students when they have done post-test after applying pre-questioning are higher than the mean score of the students after they have done pre-test before applying pre-questioning. Because the mean score of the students in post-test are 65.3 which is classified as 'fair' and the mean score of the students in pre-test are 56.7that is classified as 'poor'. 10 students get better score, 2 students get same score, and 3 students get fewer score. It means that 66.7% students' ability in reading comprehension has been improved after applying pre-questioning, 13,3% students' get same score, and 20% students get less score. Then, the writer concludes that pre-questioning has good effects to improve students' ability in reading comprehension.

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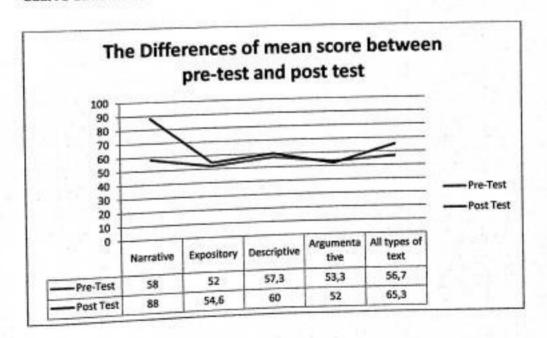
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Chart 1 The differences of mean score between pre-test and post-test



From the chart above, the writer concludes that pre-questioning has significant effects to improve students' ability in reading comprehension narrative text. Because the students' score in narrative text highly increasing, it is also influence the effects of pre-questioning in all types of text. Because pre-questioning has good effects in all types of text. Although in descriptive text and expository text pre-questioning just have little effect to improve students' ability in reading comprehension. But inargumentative text pre-questioning has no significant effect.

#### 1. The Analysis of Questionnaire

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No.	Indicator	Indicator Classification	Respondent	Persentage
-	The ability of	a.StronglyAgree	6	40%
	reading and	b.Agree	9	60%
1	comprehending	c.Disagree	0	0
	English text is the important language skill	d.Strongly Disagree	0	0
_	SKIII		15	100%
	The students'	a.Strongly Agree	6	40%
	purpose in reading	b.Agree	9	60%
- 17	English text is to	c.Disagree	0	0
2	comprehend the contents of the reading text and get	d.Strongly Disagree	0	0
-	information		15	100%
		a.Strongly Agree	0	0
	English text are very	b.Agree	3	20%
3	difficult to be	c.Disagree	8	53.34%
	understood	d.Strongly Disagree	4	26.66%
			15	100%

	The ability of	a.Strongly Agree	3	20%
	students in	b.Agree	10	66.67%
	comprehending	c.Disagree	2	13.33%
•	English text book is determined by a teaching technique that is used.	d.Strongly Disagree	0	0
			15	100%
	Pre-questioning is	a.Strongly Agree	1	6.67%
	an affective	b.Agree	8	53.33%
100	technique in	c.Disagree	6	40%
5	improving the students' comprehension in reading English text.	d.Strongly Disagree	0	0
_	reading English texts		2 0 15 1 8 6	100%
	Pre-questioning can motivate students in comprehending English text.	a.Strongly Agree	1	6.67%
		b.Agree	9	69%
6		c.Disagree	5	33.33%
		d.Strongly Disagree	0	0
			15	100%
	The atmosphere of classroom influences our comprehension in	a.Strongly Agree	7	46.67%
		b.Agree	7	46.66%
7		c.Disagree	1	6.67%
		d.Strongly Disagree	0	0
_	reading English text.		15	100%
_		a.Strongly Agree	5	33.34%
	Pre-questioning can improve the ability	b.Agree	7	46.66%
8	of the students in	c.Disagree	3	20%
	reading English text	d.Strongly Disagree	0	0
_	-		15	100%
_	Pre-questioning is	a.Strongly Agree		26.67%
	better to used for	b.Agree		46.67%
9	support teaching	c.Disagree	4	26.66%
1	technique that is	d.Strongly Disagree	0	0
	used in reading class		30	100%
	2.1.0	a.Strongly Agree	4	26.66%
10	Teaching method of teacher influence the		11	73.34%

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ability of students in	c.Disagree	0	0
reading comprehension.	d.Strongly Disagree	0	0
		15	100%

The table above can be presented as follows:

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- The students' answers on the first question show that 40% students answer strongly agree, nine students answer agree with the percentage 60%.
- The students' answers on the second question show that 40% students answer strongly agreeand60% students' answer agree.
- The answers of students on third question show that from 15 students, 3 students (20%) students answer agree, 8 students (53.34%) students answer disagree and 4 students (26.66%) students answer stronglydisagree.
- The students' answers on the fourth question show that 3 students (20%) students answer strongly agree, 10 students(66.67%) students answer agrees, and only 2 students answer disagree(13.33%).
- The student' answers on the fifth question show that 1 student (6.67%) students answer "strongly agree, 8 students (53.33%) students answer agree, and 6 students (40%) students answer disagree.
- The student' answers on the sixth question show that 1 student(6.67%) students
  answer strongly agree, 9 students (69%) students answer agree, and 5 students
  (33.33%) answer disagrees.

- The answers of students on seventh question show that from 15 students, 7 students (46.67%) students answer strongly agree, 7 students (46.66%) students answeragree and 1 student (6.67%) students answer disagree.
- The students' answers on the eight question show that 5students (33.34%) students answer strongly agree, 7 students (46.66%) of students answer agree, and 3 students (20%) students that answer disagree.

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4. Students (25.665)

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- The answers of students on ninth question show that from 15 students, 4 students
   (26.67%) students answer strongly agree, 7 students (46.67%)students answer
   agree, and 4 students (26.66%) students answer disagree.
- 10. The students' answers on the tenth question show that 4 students (26.66%) students answer strongly agree, 11 students (73.34%) students answers agree, and none of the student answer disagreeor strongly disagree.

Based on the presentation above, it can be concluded that most students agree that the ability of reading English text book is an important skill. Based on the students' opinion, it can be concluded that almost studentsagree that pre-questioning can improve students' ability in reading comprehension.

Based on the description and presentation about analysis of questionnaire, the factor that influence the ability of students in reading The English text book are as follow:

#### a. The difficulty of The English text Book

The answers of the students relating to this factors show that almost students answer disagree and strongly disagree. It means that most of the students think that English text is not difficult to be understood. So the writer concludes this factor is not significantly influence on the students' ability in reading the English text book.

#### b. Technique

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The answers of the students relating to this factor show that most student answers agree and strongly agree, only two students answer disagree. It means that this factor significantly influence on the students ability in reading the English text book. Pre-questioning is a technique that used in this research and almost students agree that:

- Pre-questioning is an affective technique in improving the students' comprehension in reading English text.
- Pre-questioning can motivate students in comprehending English text.
- Pre-questioning can improve the ability of the students in reading English text.
- Pre-questioning is better to used for support teaching technique that is used in reading class.

#### c. Atmosphere

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The answers of the students relating to this factor show that almost student answers agree and strongly agree, only one student who answer disagree. It means that the atmosphere gives contribution in improving the students' ability in reading the English text book.

#### d. Method

The students' answers relating to this factor show that almost students answer agree and the other student answer strongly agree. It means that this factor significantly influence on the students' ability in reading English text book.

The explanation shows that the factors that influence the students' ability in reading the English text book aremethod, atmosphere and technique.

Pre-questioning significantly improve the students' ability of the students' in reading English text in the way that it helps the students to prepare themselves before reading the text. This preparation is important because it enables the student to predict an anticipate the information that they will read and to makes students know about the formal schemata and keyword in the text. At the same time, directly or indirectly, they also prepare the vocabulary and their own background knowledge to help them in reading process. All these will definitely help them to build understanding and comprehension to the context of the text. In some reading theories, this pre-questioning technique is one technique that commonly included in previewing and predicting reading strategies.

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Based on the data and literature review, there is also interesting thought that the writer think is relevant to the phenomena of a different result of students' achievement for different text types. According to the writer, in text students perform significantly higher in coping with narrative text because narrative text is more interesting and relatively easier to understand. Meanwhile the text types such as argumentative, expository, and descriptive are more academic and have more unfamiliar vocabulary.

Therefore the writer think that giving pre-questioning for different text types need to be design more specific to the content of the text and the predicted unfamiliar words need to be expose earlier by providing glossary.

#### CHAPTER V

#### CONCLUSION AND SUGGESTION

In this chapter, the writer concludes the result of the analysis and gives some suggestions that can be useful for the further thesis.

#### A.Conclusion

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1. The students' ability in reading comprehension of English text book before using pre-questioning is still poor, but after using pre-questioning their classification improved to be fair. There is difference between the result from post-test and pre-test, because the students' post-test score is higher than students' pre-test score in narrative text. It means that pre-questioning has significant effects to improve students' ability in reading narrative text. Then in expository and descriptive text the score of the students' post test is not really high from pre-test, it means that pre-questioning has little effects to improve students reading comprehension on expository and descriptive text. But in argumentative text the result from the development score of students' post-test is less than pre-test. It means that pre-questioning has no significant effects to improve students' ability in reading argumentative text.

- 2. The factors that influence the students' ability in reading the English text book are method, atmosphere and technique. There are other variables that can influence the result of this study. They are as follow:
  - a. Students' prior knowledge
  - b. Learning style of the students
  - c. Education background of the teacher
  - d. Social economic factors of the students

#### **B.Suggestion**

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- In teaching reading comprehension of English narrative text books, the
  writer suggests the English teachers to use pre-questioning, because
  pre-questioning is one of the effective way to improve the students'
  ability in reading narrative text comprehension. The result of this
  research may be used as a reference for the next research to expose the
  importance of mastering reading comprehension of English text books
  by using pre-questioning technique.
- 2. In comprehending English text books the writer suggests the students to control some factors affecting. By controling the factors, they can increase their reading comprehension. Then, the teacher should build a favorable atmosphere at times of teaching-learning process conducted, because a conductive condition in teaching would become one access to carry the success of material to be taught.

#### APPENDICES

#### APPENDIX I

Pre-test

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#### OUESTIONS 1 THROUGH 3 ARE BASED ON THE FOLLOWING TEXT.

A shepherd boy was looking after his sheep on a hill. He felt bored being alone on a hill. Then, he thought of a way to make some fun. While the villagers were busy working, they heard a boy shouting, "Help! Help! Help! A wolf is attacking my sheep!" That sounds from the shepherd boy. He is in trouble. Let's go and help him," said the villagers and rushed towards the hill. They were very surprised when they did not see any wolves on the hill. "Where's the wolf?" they asked. The boy fell back and started laughing. The villagers realized that the boy had played a trick. They were angry and went back to the work.

The next day, the villagers heard the shepherd boy shouting for the help again.

They rushed towards the hill, and again the boy laughed at them.

On the third day, a wolf really came and attacked the sheep. "Help! Help! A wolf is attacking my sheep!" shouted the boy at the top of his voice. But nobody bothered him this time. The villagers thought that the boy was trying to fool them again. The boy watched sadly as the wolf killed all his sheep.

- What is the title for the text?
  - A. The shepherd boy who cried "wolf"
  - B. The Villagers with their tricks
  - C. The wolf attacked the sheep
  - D. The Boy Fooled the Villagers.
- 2. What is the main idea of the first paragraph?
  - A. The wolf attacked the sheep.
  - B. The villagers saved the boy.

- C. The boy fooled the villagers.
- D. The boy killed the sheep.
- 3. What can we learn from the story?
  - A. Learning how to behave should be done in the early age.
  - B. Helping people may cause a great lost.
  - C. Lying to others gives a bad effect.
  - D. Shouting in the field is not polite.

#### QUESTIONS 4 and 5 ARE BASED ON THE FOLLOWING TEXT.

#### Cinderella

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They were busy. She had to do all the housework.

Oneday, an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the ball without her. Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, the pince fell in love with her and then he married her. They lived happily ever after.

- 4. Why was cinderella sad oneday? Because ....
  - A. Her stepsisters would not let her to dance.
  - B. The stepsisters went to the ball with her.
  - C. She could not go to the ball.
  - D. Her stepsisters would not let her go to the ball.
- Who help Cinderella to get to the ball?
  - A. The prince
  - B. The fairy godmother
  - C. Her stepsister
  - D. Her mother

- C. The boy fooled the villagers.
- D. The boy killed the sheep.
- 3. What can we learn from the story?
  - A. Learning how to behave should be done in the early age.
  - B. Helping people may cause a great lost.
  - C. Lying to others gives a bad effect.
  - D. Shouting in the field is not polite.

#### QUESTIONS 4 and 5 ARE BASED ON THE FOLLOWING TEXT.

#### Cinderella

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Seein, Howard A Seemoniy will D Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were busy. She had to do all the housework.

Oneday, an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the ball without her. Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, the pince fell in love with her and then he married her. They lived happily ever after.

- 4. Why was cinderella sad oneday? Because ....
  - Her stepsisters would not let her to dance.
  - B. The stepsisters went to the ball with her.
  - C. She could not go to the ball.
  - D. Her stepsisters would not let her go to the ball.
- Who help Cinderella to get to the ball?
  - A. The prince
  - B. The fairy godmother
  - C. Her stepsister
  - D. Her mother

#### QUESTIONS 6 THROUGH 10 ARE BASED ON THE FOLLOWING TEXT.

Animals that produce large amounts of offspring depend upon the sheer size of thelitter for the perpetuation of their species. The young mature very quickly and are noteducated, as the parents are usually involved with obtaining their own food and withreproduction. Should some of the offspring become endangered, the parent will not interfere, because it is not expected that all the young survive, which is the reason for a large litter. One animal that produces large litters is the hamster. A female hamster is able to bearyoung when she is six weeks to two months old. The gestation period is about 16 days. Although an average litter size is from five to ten, hamsters commonly have as few as threeor as many as a dozen offspring at a time. Mothers will sometimes eat their own young,particularly when the number of offspring is large. Females may produce litters up to an ageof about 15 months at monthly intervals. The blind, hairless young begin to grow fur in twoto three days. Their eyes open after about two weeks. After ten days they begin eating solidfood, though the mother will continue to nurse them for about two more weeks. In captivity,a typical hamster may live for two to three years.

- The gestation period for hamsters is about
  - A. nine months.
  - B. one month.
  - C. 16 days.

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- D. six weeks.
- 7. Female hamsters will sometimes eat their young for what reason?
  - A. Hunger
  - B. Because of a large number of offspring
  - C. Deformed babies
  - D. The young mature too quickly

- Female hamsters may reproduce as young as
  - A. six weeks old.
  - B. six months old.
  - C. 15 months old.
  - D. two weeks old.
- 9, "Perpetuation" in line 2 means

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- A. extinction.
- B. annihilation.
- C. variation.
- D. continuation.
- 10. What is the BEST title for this passage?
  - A. "Endangered Animal Litters"
  - B. "Reasons for Large Litters"
  - C. "Parents of Large Litters"
  - D. "Educating Litters"

# QUESTIONS 11 THROUGH 15 ARE BASED ON THE FOLLOWING TEXT.

UnitedStates. As Columbus had not remotely realized the extent of his momentous discovery, so deLeon never dreamed that his "island" of Florida was a peninsular extension of the vast NorthAmerican continent. After coming to the New World with Columbus in 1493, he had led theoccupation of Puerto Rico in 1508 and governed it from 1509 to 1512. In 1509, de Leonstarted a colony at Caparra, later abandoned in favor of San Juan. He was one of the firstadelantados—men who "advanced" the Spanish Empire by conquest, subjugation of theIndians, and establishment of a semi-military government. In Puerto Rico he heard a legend about an island called Bimini, where there was saidto be a spring that restored youth to all who bathed in it. It is said he was seeking this springwhen he discovered Florida. He sailed from Puerto Rico in March 1513. On Easter Sunday he sighted the coast. Afew days later he landed on Florida's east coast, near what is now St. Augustine. He namedthe place La

Florida after the Spanish term for Easter Sunday-Pascua florida, or "floweryfeast." He then sailed around the peninsula and up the west coast. He returned to Florida in1521.

- 11. In what year did de Leon discover Florida?
  - a. 1508

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- b. 1513
- c. 1521
- d. 1492
- 12. What was the title of the first colony started by Ponce de Leon in Puerto Rico?
  - A. San Juan
  - B. La Florida
  - C. Caparra
  - D. St. Augustine
- 13. What was the name of the legendary island where the fabled Fountain of Youth was said to be?
  - A. Cuba
  - B. Bimini
  - C. Atlantis
  - D. Bermuda
- 14. Which of the following is implied by the passage?
  - A. Ponce de Leon was the true discoverer of the North American
  - B. Ponce de Leon rejected the philosophy of the adelantados.
  - C. Ponce de Leon may have discovered Florida "by accident."
  - D. Ponce de Leon's greatest contribution was his discovery of the Fountain of Youth.
- 15. According to the passage, which of the following was NOT a means of advancement of the Spanish Empire in the New World?
  - A. Conquest
  - B. Subjugation of Indians
  - C. Establishment of semi-military governments
  - D. Treaties and negotiation

# QUESTIONS 16 THROUGH 20 ARE BASED ON THE FOLLOWING TEXT.

A recent investigation by scientists at the U.S. Geological Survey shows that strange animal behavior might help predict future earthquakes. Investigators found such occurrences in a ten-kilometer radius of the epicenter of a fairly recent quake. Some birds screeched and flew about wildly: dogs yelped and ran around uncontrollably. Scientists believe the animals can perceive these environmental changes as early as several days before the mishap. In 1976 after observing animal behavior, the Chinese were able to predict a devastating quake. Although hundreds of thousands of people were killed, the government was able to evacuate millions of other people and thus keep the death toll at a lower level.

- 16. What prediction may be made by observing animal behavior?
  - A. an impending earthquake

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- B. The number of people who will die
- C. the ten-kilometer radius of the epicenter
- D. environmental changes
- 17. Why can animals perceive these changes when humans cannot?
  - A. Animals are smarter than humans
  - B. Animals have certain instincts that humans don's possess.
  - C. By running around the house, they can fell the vibrations.
  - D. Humans don't know where to look.

18.	Which	of the	following	is	not	true?

States of the

- A. Some animals nay be able to sense an approaching earthquake.
- By observing animal behavior scientists perhaps can predict earthquakes.
- The Chinese have successfully predicted an earthquake and saved many lives.
- D. All birds and dogs in a ten-kilometer radius of the epicenter went wild before the quake.

#### 19. In this passage, the word 'evacuate' most nearly means

- A. F remove
- B. cexile
- C. destroy
- D. F emaciate

# 20. If scientists can accurately predict earthquakes, there will be

- A. F fewer animals going crazy
- B. a lower death rate
- C. fewer people evacuated
- D. F fewer environmental changes

#### APPENDIX 2

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- I. Treatment with Pre-questioning for test using descriptive text
- Menurut anda siapa ilmuwan paling hebat dan paling cerdas di dunia ini?
   Sebutkan alas an anda memilihnya!
- 2. Apa yang anda ketahui tentang Einstein?
- 3. Sebutkan teori apa saja yang telah dikemukakan oleh Einstein!

#### APPENDIX 3

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Test using Descriptive text

# QUESTIONS 1 THROUGH 10 ARE BASED ON THE FOLLOWING TEXT.

Any list of the greatest thinkers in history contains the name of the brilliant physicistAlbert Einstein. His theories of relativity led to entirely new ways of thinking about time, space, matter, energy, and gravity. Einstein's work led to such scientific advances as the control of atomic energy, even television as a practical application of Einstein's work. In 1902 Einstein became an examiner in the Swiss patent office at Bern. In 1905, atage 26, he published the first of five major research papers. The first one provided a theoryexplaining Brownian movement, the zig-zag motion of microscopic particles in suspension. The second paper laid the foundation for the photon, or quantum, theory of light. In it heproposed that light is composed of separate packets of energy, called quanta or photons, thathave some of the properties of particles and some of the properties of waves. A third papercontained the "special theory of relativity" which showed that time and motion are relativeto the observer, if the speed of light is constant and the natural laws are the same everywherein the universe. The fourth paper was a mathematical addition to the special theory of relativity. Here Einstein presented his famous formula, E = m(cc), known as the energy massequivalence. In 1916, Einstein publishedhis general theory of relativity. In it he proposed that gravity is not a force, but a curve in the space-time continuum, created by the presence ofmass.

Einstein spoke out frequently against nationalism, the exalting of one nation above allothers. He opposed war and violence and supported Zionism, the movement to establish aJewish homeland in Palestine. When the Nazis came to power in 1933, they denounced hisideas. He then moved to the United States. In 1939 Einstein learned that two German chemistshad split the uranium atom. Einstein wrote to President Franklin D. Roosevelt warning himthat this scientific knowledge could lead to Germany developing an atomic bomb. Hesuggested the United States begin its own atomic bomb research.

- Einstein's primary work was in the area of
  - (A) chemistry.
  - (B) biology.
  - (C) physics.

(D) engineering.

- 2. Which of the following inventions is mentioned in the passage as a practical application of Einstein's discoveries?
  - (A) Radio

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- (B) Automobiles
- (C) Computers
- (D) Television
- 3. According to the passage, Einstein supported all of the following except
  - (A) the establishment of a Jewish homeland in Palestine.
  - (B) nationalism.
  - (C) atomic bomb research in the United States.
  - (D) the defeat of the Nazis.
- 4. In which country was Einstein born?
  - (A) Switzerland
  - (B) United States
  - (C) Germany
  - (D) Israel
- What is "Brownian movement"?
  - (A) The zig-zag motion of microscopic particles in suspension
  - (B) The emission of electrons from solids when struck by light
  - (C) The motion of photons in light
  - (D) The basis of the theory of relativity
- Einstein was a citizen of all of the following countries EXCEPT
  - (A) Belgium.
  - (B) Germany.
  - (C) United States.
  - (D) Switzerland.
- It is clear from the tone of the passage that the author feels
  - (A) Einstein's work in physics was somewhat tarnished by his conservative political views.
  - (B) Albert Einstein was one of the most brilliant thinkers in history.
  - (C) Einstein's work in physics, though theoretically impressive, led to few practical applications.
  - (D) Einstein's theories have been consistently proven incorrect.
- According to Einstein's special theory of relativity,
  - (A) all properties of matter and energy can be explained in a single mathematical formula.
  - (B) light is composed of separate packets of energy.
  - (C) time and motion are relative to the observer.
  - (D) some solids emit electrons when struck by light.

- 9. In line 18, the word "exalting" most nearly means
  - (A) elevation.

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- (B) criticism.
- (C) support.
- (D) elimination.
- According to Einstein, light is composed of separate packets of energy called
  - (A) electrons.
  - (B) photoelectrons.
  - (C) quanta.
  - (D) gamma rays.

#### APPENDIX 4

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# II. Treatment with Pre-questioning for test using argumentative Text

- 1. Apakah yang anda ketahui tentang Bumi? Menurut anda berapa perkiraan usia bumi?
- 2. Dari seluruh planet yang ada di dunia ini, planet apa yang paling anda sukai?

#### APPENDIX 5

Test using argumentative text

#### QUESTIONS 1 THROUGH 10 ARE BASED ON THE FOLLOWING TEXT.

We believe the Earth is about 4.6 billion years old. At present we are forced to lookto other bodies in the solar system for hints as to what the early history of the Earth was like. Studies of our moon, Mercury, Mars, and the large satellites of Jupiter and Saturn haveprovided ample evidence that all these large celestial bodies were bombarded by smallerobjects in a wide variety of sizes shortly after the larger bodies had formed. This samebombardment must have affected Earth as well. The lunar record indicates that the rate ofimpacts decreased to its present low level about 4 billion years ago. On Earth, subsequenterosion and crustal motions have obliterated the craters that must have formed during thisepoch. Scientists estimate the Earth's age by measuring the ratios of various radioactiveelements in rocks. The oldest Earth rocks tested thus far are about 3 1/3 billion years old. Butno one knows whether these are the oldest rocks on Earth. Tests on rocks from the moon andon meteorites show that these are about 4.6 billion years old. Scientists believe that this is thetrue age of the solar system and probably the true age of the Earth

- 1. In line 8, the word "obliterated" means
  - (A) created.
  - (B) destroyed.
  - (C) changed.
  - (D) eroded.
- According to this passage, how do scientists estimate the age of the Earth?
  - (A) By measuring the ratios of radioactive elements in rocks
  - (B) By examining fossils
  - (C) By studying sunspots
  - (D) By examining volcanic activity
- 3. Scientists estimate the age of the Earth as
  - (A)3 1/3 billion years old.
  - (B) 4 billion years old.
  - (C) 4.6 billion years old.
  - (D) 6 billion years old.

- 4. Which of the following processes led to the obliteration of the craters formed by the bombardment of the Earth by celestial bodies?
  - (A) Volcanic activity
  - (B) Solar radiation
  - (C) Gravity

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- (D) Crustal motions
- 5. According to the passage, why are scientists forced to look at other bodies in the solar system to determine the early history of the Earth?
  - (A) Human alteration of the Earth
  - (B) Erosion and crustal motions
  - (C) Solar flares
  - (D) Deforestation
- 6. What is the BEST title for this passage?
  - (A) "Determining the Age of the Earth"
  - (B) "Determining the Age of the Solar System"
  - (C) "Erosion and Crustal Motion of Earth"
  - (D) "Radioactive Elements in Rocks"
- 7. Which of the following bodies was NOT studied to give evidence that the Earth was bombarded in its early history?
  - (A) Mars
  - (B) Mercury
  - (C) Jupiter
  - (D) Earth's moon
- Bombardment of the Earth at one time by various sized bodies is
  - (A) inferred from what happened on other planetary bodies.
  - (B) documented fact.
  - (C) proven by the lunar record.
  - (D) indicated by erosion.
- The level of impacts of the bombardments of Earth have
  - (A) decreased to below normal.
  - (B) increased to a current high.
  - (C) increased after a periodic low.
  - (D) decreased to a current low.
- 10. In line 6, the word "bombardment" means
  - (A) an avoidance.
  - (B) an assault.
  - (C) an effect.
  - (D) a cause.

#### APPENDIX 6

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# III. Treatment with Pre-questioning for test using expository Text:

- 1. Apakah yang anda ketahui tentang Alkohol?
- Menurut anda apakah alcohol berbahaya bagi wanita yang sedang hamil?
   Sebutkan alasan anda!
- Apakah anda pernah mengkonsumsi alcohol? Jika iya, ceritakan pengalaman anda!

#### Test using expository text

# QUESTIONS 1 THROUGH 10 ARE BASED ON THE FOLLOWING TEXT.

One of the most dangerous drugs for pregnant women to consume is alcohol. Because alcohol is delivered quickly into the blood and passes quickly into the tissues and membranes, the human fetus is particularly vulnerable to its effects. The reality is that the negative effects on a fetus are so pronounced that babies born after exposure to alcohol are said to be suffering from fetal alcohol syndrome. As a pregnant woman drinks alcohol, the alcohol is passed into her bloodstream almost simultaneously. Moreover, because the bloodstream of the fetus is inextricably tied to that of the mother, the alcohol passes directly into the bloodstream of the fetus as well. And, what is more, the concentration of alcohol in the fetus is exactly the same as in the mother.

For the mother, this concentration is not a problem because her liver can remove one ounce of alcohol from her system per hour. However, the fetus's liver is not completely developed (how developed it is depends on its stage of development). The rate at which it is able to eliminate the alcohol from the blood of the fetus is much slower. Eventually, the alcohol will be returned to the mother's system by passing across the placenta, but this process is slow. By the time this takes place, major neurological damage may have already occurred.

Research has shown that as little as one drink of alcohol can produce significant, irreversible damage to the fetus. Babies born after exposure to alcohol generally exhibit facial distortion, inability to concentrate, and difficulty in remembering. Simply speaking, it is imperative that pregnant women avoid alcohol.

1. What is the main topic of this reading?	
(A) Women and drugs	(B) The dangers of pregnancy
(C) The fetus and alcohol body	(D) Drinking and the human
2. In line 3 the word "its" refers to	
(A) the fetus	(B) the blood
(C) the tissue	(D) the alcohol
3. In line 4, the word "pronounced" most clos	sely means
(A) evident	(B) spoken
(C) described	(D) unfortunate
4. How much time can it be inferred that it to bloodstream after she takes a drink?	
(A) about one hour	(B) a few seconds
(C) several minutes	(D) at least 24 hours
5. In line 7 the word "inextricably" most nea	rly means
(A) unexplainedly	(B) formerly
(C) forcefully	(D) inseparably
6. According to the passage, how does the compare to that in the mother?	
(A) The concentration is more.	(B) The concentration is less.
(C) The concentration is equivalent.	(D) The concentration cannot be

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- 7. It can be inferred that the development of a fetal liver depends on
- (A) how many months pregnant the mother is
- (B) how much alcohol the mother has consumed
- (C) how large the fetus is

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- (D) how well the mother has taken care of the fetus
- 8. According to the passage, how is alcohol finally returned to the mother's system?
- (A) it is carried through the bloodstream
- (B) it is transferred across the placenta
- (C) it is expelled by the fetus's liver
- (D) it is not completely returned
- 9. Which one of the following was NOT mentioned as a sign of fetal alcohol syndrome?
- (A) disfigurement of the face
- (B) concentration difficulties
- (C) increased aggression
- (D) memory problems
- 10. At what place in the passage does the author discuss the quantity of alcohol necessary to produce negative results?
- (A) Lines 2-3

(B) Lines 10-11

(C) Lines 18-19

(D) Lines 20-21

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## IV. Treatment with Pre-questioning for test using narrative Text

- Apakah anda pernah membaca dongeng Kancil? (Jika pernah, tuliskan inti cerita yang telah anda baca.)
- 2. Menurut anda, hewan apa yang paling cerdas di dunia ini? Sebutkan alasan Anda?
- Apakah anda pernah membaca cerita tentang raja yang jahat? Jika pernah, tuliskan inti cerita yang telah anda baca.)
- 4. Menurut anda, bagaimana cara terbaik untuk memberikan pelajaran kepada raja yang jahat agar bisa berubah menjadi raja yang baik hati?

VEHICLE LINES

#### Test using narrative text

### OUESTIONS 1 THROUGH 5 ARE BASED ON THE FOLLOWING TEXT

One day while a mousedeer was walking in the forest, he saw a big black snake sleeping under the tree. When he saw the snake, the mousedeer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took of the mousedeer. He told the mousedeer that he was going to eat him for lunch. "Please don't cat me now," said the mousedeer. "I have something important to do."

"Look," said the mousedeer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mousedeer.

"Oh all right," said the mousedeer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter until the tiger couldn't breathe. The tiger asked the mousedeer to help him. But the mousedeer turned and ran away into the forest,

- Where was the tiger sleeping? 1.
- In the middle of the forest. a.
- Next to the mousedeer's house. b.
- Next the black snake sleeping under the tree.
- Far away from the place where the mousedeer fell. C. d.
- Why did the mousedeer trick the tiger by saying that the snake was a king's belt?
- The mousedeer liked to trick other animals.
- The mousedeer was a clever animal. a. b.
- The tiger wanted to eat him. C.
- The tiger wanted to wear it. d.
- After reading this story, we can learn that ... 3.
- We have to behave like the mousedeer.
- We have to find a way to save ourselves from danger. a.
- Sleeping black snake was a dangerous animal. ь. C.

- We have to be careful with the mousedeers. d.
- What is the communicative purpose of this text? 4.
- To inform the readers about activities happened in the past. a.
- To describe something in general. b. .
- To give information about the mousedeer. C.
- To entertain the readers. d.

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## QUESTIONS 5 THROUGH 6 ARE BASED ON THE FOLLOWING TEXT.

The Tyrant Who Became a Just Ruler

In the Olden times there was a king who was so cruel and unjust toward his subjects that he was always called The Tyrant. He was so heartless that his people used to pray night and day that they might have a new king.

One day, much to their surprise, he called his people together and said to them, "My dear subjects, the Tyranny of my days are over. Henceforth, you shall live in peace and Happiness, for I have Decided to try my rule henceforth justly and well.

The King kept his words so well that soon he was known throughout the land as the Just King. By and by one of his favorites came to him said, "Your Majesty, I Beg you to tell me how it was that you had this change of heart towards your

And the King replied, "As I was galloping through my forests one afternoon, I caught sight of a hound chasing a fox. The fox escaped into his hole, but not until he had been bitten by the dog so badly that he would be lame for life. The Hounds, returning home, met a man who threw a stone at him, which broke his leg. And the horse, starting to run, fell into a hole and broke his leg. Here I came to my senses, and resolved to change my rule. "For surely, 'I said to myself,' he who does evil will sooner or later be overtaken by evil."

# 5. Which of the statements is TRUE?

- The king was chased by a fox. a.
- The king's behavior never changed. b.
- The man was thrown with a stone by a hound. The king's subjects hated him when he was a Tyrant. C. d.

6. Paragraph two tells us that the King ....

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- never ended the day of his Tyranny 8.
- Decided to rule his subjects unjustly b.
- warned his subjects to obey his rules C.
- changed his behavior and became a just ruler d.
- 7. The communicative purpose of this text is ..
- to criticize a work of art a.
- to share an account of unusual or amusing incidents with others b.
- to describe a particular person C.
- to entertain and deal with actual or vicarious experience d.
- The organization of the text above is ....
  - Goal, Materials, Steps
  - Newsworthy events, Event Background, Sources ь.
  - Orientation, Crisis, Reaction, Coda, Reflection C.
  - Orientation, Evaluation, Complication, Resolution, Reorientation d.
- 9. To show the real words of the speakers, the writer uses ....
- passive voice a.
- direct speech b.
- reported speech C.
- simple past tense d.
- 10. I caught sight of a hound chasing a fox. The last paragraph. The word hound is a kind of ....
- horse a.
- a dog Ъ.
- a lion C.
- d. a cat

### The Last Treatment

## Pre questioning 1

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- Apakah anda pernah mendapatkan akibat yang buruk karena sering berbohong?
- Pernahkah anda membaca cerita tentang cinderella? Jika ya, ceritakan kembali inti cerita yang anda ingat!

# QUESTIONS 1 THROUGH 3 ARE BASED ON THE FOLLOWING TEXT.

A shepherd boy was looking after his sheep on a hill. He felt bored being alone on a hill. Then, he thought of a way to make some fun. While the villagers were busy working, they heard a boy shouting, "Help! Help! Help! A wolf is attacking my sheep!" "That sounds from the shepherd boy. He is in trouble. Let's go and help him," said the villagers and rushed towards the hill. They were very surprised when they did not see any wolves on the hill. "Where's the wolf?" they asked. The boy fell back and started laughing. The villagers realized that the boy had played a trick. They were angry and went back to the work.

The next day, the villagers heard the shepherd boy shouting for the help again.

They rushed towards the hill, and again the boy laughed at them.

On the third day, a wolf really came and attacked the sheep. "Help! A wolf is attacking my sheep!" shouted the boy at the top of his voice. But nobody bothered him this time. The villagers thought that the boy was trying to fool them again. The boy watched sadly as the wolf killed all his sheep.

What is the title for the text?

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- a. The shepherd boy who cried "wolf"
- b. The Villagers with their tricks
- c. The wolf attacked the sheep
- d. The Boy Fooled the Villagers.
- What is the main idea of the first paragraph?
  - The wolf attacked the sheep.
  - b. The villagers saved the boy.
  - c. The boy fooled the villagers.
  - d. The boy killed the sheep.

- What can we learn from the story?
  - Learning how to behave should be done in the early age.
  - b. Helping people may cause a great lost.
  - c. Lying to others gives a bad effect.
  - d. Shouting in the field is not polite.

### OUESTIONS 4 and 5 ARE BASED ON THE FOLLOWING TEXT.

#### Cinderella

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Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were busy. She had to do all the housework.

Oneday, an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the ball without her. Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, the pince fell in love with her and then he married her. They lived happily ever after.

- Why was cinderella sad oneday? Because ....
  - a. Her stepsisters would not let her to dance.
  - The stepsisters went to the ball with her.
  - She could not go to the ball.
  - Her stepsisters would not let her go to the ball.
- Who help Cinderella to get to the ball?
  - The prince
  - The fairy godmother b.
  - Her stepsister c.
  - Her mother d.

## Pre-questioning II

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- Apakah anda pernah memelihara Hamster?
- Apakah anda tahu bahwa Hamster adalah hewan yang menghasilkan banyak keturunan?

#### QUESTIONS 6 THROUGH 10 ARE BASED ON THE FOLLOWING TEXT.

Animals that produce large amounts of offspring depend upon the sheer size of thelitter for the perpetuation of their species. The young mature very quickly and are noteducated, as the parents are usually involved with obtaining their own food and withreproduction. Should some of the offspring become endangered, the parent will not interfere, because it is not expected that all the young survive, which is the reason for a large litter. One animal that produces large litters is the hamster. A female hamster is able to bearyoung when she is six weeks to two months old. The gestation period is about 16 days. Although an average litter size is from five to ten, hamsters commonly have as few as threeor as many as a dozen offspring at a time. Mothers will sometimes eat their own young particularly when the number of offspring is large. Females may produce litters up to an ageof about 15 months at monthly intervals. The blind, hairless young begin to grow fur in twoto three days. Their eyes open after about two weeks. After ten days they begin eating solidfood, though the mother will continue to nurse them for about two more weeks. In captivity, a typical hamster may live for two to three years.

- 6. The gestation period for hamsters is about
  - a. nine months.
  - b. one month.
  - c. 16 days.
  - d. six weeks.
- 7. Female hamsters will sometimes eat their young for what reason?
  - a. Hunger
  - b. Because of a large number of offspring
  - c. Deformed babies
  - d. The young mature too quickly

## 8. Female hamsters may reproduce as young as

- a. six weeks old.
- b. six months old.
- c. 15 months old.
- d. two weeks old.

### 9. "Perpetuation" in line 2 means

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- a. extinction.
- b. annihilation.
- c. variation.
- d. continuation.

#### 10. What is the BEST title for this passage?

- a. "Endangered Animal Litters"
- b. "Reasons for Large Litters"
- c. "Parents of Large Litters"
- d. "Educating Litters"

### Pre-questioning III

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- 1. Siapakah penemu berkebangsaan spanyol yang anda ketahui?
- Apakah anda mengetahui tentang Juan Ponce de Leon?

## QUESTIONS 11 THROUGH 15 ARE BASED ON THE FOLLOWING TEXT.

Juan Ponce de Leon was the first Spaniard to touch the shores of the present UnitedStates. As Columbus had not remotely realized the extent of his momentous discovery, so deLeon never dreamed that his "island" of Florida was a peninsular extension of the vast NorthAmerican continent. After coming to the New World with Columbus in 1493, he had led theoccupation of Puerto Rico in 1508 and governed it from 1509 to 1512. In 1509, de Leonstarted a colony at Caparra, later abandoned in favor of San Juan. He was one of the firstadelantados-men who "advanced" the Spanish Empire by conquest, subjugation of theIndians, and establishment of a semi-military government.In Puerto Rico he heard a legend about an island called Birnini, where there was saidto be a spring that restored youth to all who bathed in it. It is said he was seeking this springwhen he discovered Florida. He sailed from Puerto Rico in March 1513. On Easter Sunday he sighted the coast. Afew days later he landed on Florida's east coast, near what is now St. Augustine. He namedthe place La Florida after the Spanish term for Easter Sunday-Pascua florida, or "floweryfeast." He then sailed around the peninsula and up the west coast. He returned to Florida in1521.

- 11. În what year did de Leon discover Florida?
  - a. 1508

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- b. 1513
- c. 1521
- d. 1492
- 12. What was the title of the first colony started by Ponce de Leon in Puerto Rico?
  - a. San Juan
  - b. La Florida
  - c. Caparra
  - d. St. Augustine

13. What was the name of the legendary island where the fabled Fountain of Youth was said to be?

- a. Cuba
- b. Bimini
- c. Atlantis
- d. Bermuda

#### 14. Which of the following is implied by the passage?

- Ponce de Leon was the true discoverer of the North American continent.
- Ponce de Leon rejected the philosophy of the adelantados.
- c. Ponce de Leon may have discovered Florida "by accident."
- Ponce de Leon's greatest contribution was his discovery of the Fountain of Youth.

15. According to the passage, which of the following was NOT a means of advancement of the Spanish Empire in the New World?

- a. Conquest
- b. Subjugation of Indians
- c. Establishment of semi-military governments
- d. Treaties and negotiation

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#### Pre-questioning IV

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- Menurut anda, apa saja yang menjadi tanda sebelum datangnya bencana gempa bumi?
- 2. Apakah anda setuju jika ada ilmuwan yang percaya bahwa tingkah laku hewan yang aneh mungkin membantu memprediksi gempa bumi?

# QUESTIONS 16 THROUGH 20 ARE BASED ON THE FOLLOWING TEXT.

A recent investigation by scientists at the U.S. Geological Survey shows that strange animal behavior might help predict future earthquakes. Investigators found such occurrences in a ten-kilometer radius of the epicenter of a fairly recent quake. Some birds screeched and flew about wildly: dogs yelped and ran around uncontrollably. Scientists believe the animals can perceive these environmental changes as early as several days before the mishap. In 1976 after observing animal behavior, the Chinese were able to predict a devastating quake. Although hundreds of thousands of people were killed, the government was able to evacuate millions of other people and thus keep the death toll at a lower level.

16. What prediction may be made by observing animal behavior?

a. an impending earthquake

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- b. the number of people who will die
- c. the ten-kilometer radius of the epicenter
- d. environmental changes

17. Why can animals perceive these changes when humans cannot?

- a. Animals are smarter than humans
- Animals have certain instincts that humans don's possess.
- c. By running around the house, they can fell the vibrations.
- d. Humans don't know where to look.

The state of the s	
a the education	18. Which of the following is not true?
I migra to a serie i maga In the east to a serie to and a land to be a serie to a serie a control or matters of the of a serie a serie) and a	<ul> <li>a. Some animals nay be able to sense an approaching earthquake.</li> <li>b. By observing animal behavior scientists perhaps can predict earthquakes.</li> <li>c. The Chinese have successfully predicted an earthquake and saved many lives.</li> <li>d. All birds and dogs in a ten-kilometer radius of the epicenter went wild before the quake.</li> </ul>
almen kertin met se	19. In this passage, the word 'evacuate' most nearly means
Capity form property in a contract of	a. remove b. exile
abtan of gain windows	c. C destroy
rithea grifters per es	
soe to todano sel	<ol> <li>If scientists can accurately predict earthquakes, there will be</li> </ol>
Francisco en esta	a. fewer animals going crazy
ofiz letromovime	b. a lower death rate
th existing perceive its	c. fewer people evacuated
ent axtoated substitution	d. fewer environmental changes
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## QUESTIONS 1 THROUGH 5 ARE BASED ON THE FOLLOWING TEXT

Leonardo da Vinci was born on April 15, 1452 in Vinci, Italy. He was the illegitimate son of Ser Piero, a Florentine notary and landlord, but lived on the estate and was treated as a legitimate son.

In 1483, Leonardo da Vinci drew the first model of a helicopter. It did not look very much like our modern day "copter," but the idea of what it could do was about the same.

Leonardo was an artist and sculptor. He was very interested in motion and movement and tried to show it in his art. In order to show movement, he found it helpful to study the way things moved. One subject he liked to study was birds and how they flew. He spent many hours watching the birds and examining the structure of their wings. He noticed how they cupped air with their wings and how the feathers helped hold the air. Through these studies, Leonardo began to understand how birds were able to fly.

- The word it in paragraph two refers to:
- a. Leonardo da Vinci
- b. The first model helicopter
- c. 1483
- d. motion and movement
- 2. The word illegitimate in paragraph one is closest in meaning to:
- a. against the law or illegal
- b. not in correct usage
- c. incorrectly deduced; illogical
- d. born out of wedlock
- The word they in the third paragraph refers to:
- a. the feathers
- b. the birds
- c. the studies
- d. the wings

- 4. In what year was the first helicopter flown
- a. 1483

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- ь. 1452
- c. 1519
- d. 1936
- 5. What two things did birds have that Leonardo da Vinci noticed helped them to flv?
- a. wings and beaks
- b. feathers and talons
- c. wings and feathers
- d. cups and feathers

#### OUESTIONS 6 THROUGH 10 ARE BASED ON THE FOLLOWING TEXT

Having no language, infants cannot be told what they need to learn. Yet by the age of three they will have mastered the basic structure of their native language and will be well on their way to communicative competence. Acquiring their language is a most impressive intellectual feat. Students of how children learn language generally agree that the most remarkable aspect of this feat is the rapid acquisition of grammar. Nevertheless, the ability of children to conform to grammatical rules is only slightly more wonderful than their ability to learn words very quickly. It has been reckoned that the average high school graduate in the United States has a reading vocabulary of 80,000 words, which includes idiomatic expressions and proper names of people and places. This vocabulary must have been learned over a period of 16 years. From the figures, it can be calculated that the average child learns at a rate of about 13 new words per day. Clearly a learning process of great complexity goes on at a rapid rate in children

- What is the main subject of the passage.
  - (A) Language acquisition in children children
- (B) Teaching languages to
- (C) How to memorize words infants
- (D) Communicating with
- 7. The word "feat" in line 5 is closest in meaning to which of the following?
  - (A) Experiment (B) Idea (C) Activity (D)Accomplishment

- 8. The word "reckoned' in line 7 is closest in meaning to which of the following?
  - (A) Suspected (B) Estimated (C) Proved (D) Said
- 9. In line 8, the word "which" refers to
  - (A) their ability

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(B) reading vocabulary

(C) idiomatic expression

- (D) learning process
- According to the passage, what is impressive about the way children learn vocabulary.
  - (A) They learn words before they learn grammar
  - (B) They learn even very long words.
  - (C) They learn words very quickly.
  - (D) They learn the most words in high school.

# QUESTIONS 11 THROUGH 15 ARE BASED ON THE FOLLOWING TEXT

Central Park, emerging from a period of abuse and neglect, remains one of the most popular attractions in New York City, with half a million out-of-towners among the more than 3 million people who visit the park yearly. About 15 million individual visits are made each year.

Summer is the season for softball, concerts, and Shakespeare; fall is stunning; winter is wonderful for sledding, skating, and skiing; and springtime is the loveliest of all. It was all planned that way.

About 130 years ago Frederic Law Olmsted and his collaborator Calvert Vaux submitted their landscaping plan for a rectangular parcel two miles north of the town's center. What exists today is essentially Olmsted and Vaux's plan, with more trees, buildings, and asphalt. Landscape architects still speak reverently of Olmsted's genius and foresight, and the sensitive visitor can see the effects he sought.

- 11. With what subject is the passage mainly concerned?
  - (A) The lives of Olmsted and Vaux
  - (B) New York City's tourist industry
  - (C) Examples of nineteenth-century art in New York City
  - (D) The development of Central Park
- 12. According to the passage, which is the prettiest time of year in Central Park?
  - (A) Winter

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- (B) Spring
- (C) Summer
- (D) Fall
- 13. It can be inferred that the rectangular parcel mentioned in line 9 is
  - (A) the site of Central Park
- (B) a gift presented to New York
- (C) a skyscraper in New York Park
- (D) the proposed design beside Central
- 14. According to the passage. before Olmsted and Vaux began their work, the area now occupied by Central Park was
  - (A) a romantic place

(B) an infertile, marshy

space

(C) a green and hilly park

- (D) a baseball field
- 15. It can be inferred from the passage that today's landscape architects praise Olmsted for his
  - (A) enthusiasm for sport
- (B) skill at designing factories
- (C) concern for New York's homeless people
- (D) foresight in anticipating New York's urbanization

## QUESTIONS 16 THROUGH 20 ARE BASED ON THE FOLLOWING TEXT

The Moon has been worshipped by primitive peoples and has inspired humans to create everything from lunar calendars to love sonnets, but what do we really know about it? The most accepted theory about the origin of the Moon is older than earth. The Moon was formed of the debris from a massive collision with the young Earth about 4.6 billion years ago. A huge body, perhaps the size of Mars, struck the Earth, throwing out an immense amount of debris that (5) coalesced and cooled in orbit around the Earth.

The development of Earth is inextricably linked to the moon; the Moon's gravitational influence upon the Earth is the primary cause of ocean tides. The Moon has no atmosphere. Therefore, a man weighing 82 kilograms on Earth would only weigh 14 kilograms on the Moon. without an atmosphere, the Moon has nothing to protect it from meteorite impacts, and thus the surface of the Moon is covered with impact craters, both large and small.

16. What is the passage primarily about?

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- (A) the Moon's effect upon the Earth
- (B) the origin of the Moon
- (C) what we know about the Moon and its differences to Earth
- (D) a comparison of the Moon and the Earth
- 17. The word "massive" in line 4 is closest in meaning to
  - (A) unavoidable (B) dense (C) huge (D)impressive
- 18. The word "debris" in line 5 is closest in meaning to
  - (A) rubbish (B) satellites (C) moons (D) earth
- 19. According to the passage, the Moon is
  - (A) older than the Earth protected by a dense atmosphere
  - (C) composed of a few active volcanoes (D) the primary cause of Earth's ocean tides
- 20. A person on the Moon would weigh less than on the Earth because
  - (A) of the composition of lunar soil
  - (B) the surface gravity of the Moon is less
  - (C) the Moon has no atmosphere
  - (D) the Moon has no active tectonic or volcanic activity

#### Answer Key:

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1.A 2.C 3.C 4.D 5.B 6.C 7.B 8.A 9.D 10.B 11.B 12.C 13.B 14.C 15.D 16.A 17.B 18.D 19.A 20.B

#### Treatment:

#### Test using descriptive text

1.C 2.D 3.B 4.C 5.A 6.A 7.B 8.C 9.A 10.C

#### Test using argumentative text

1.B 2.A 3.C 4.D 5.B 6.A 7.C 8.A 9.D 10.B

#### Test using expository text

1.C 2.D 3.A 4.B 5.D 6.C 7.A 8.B 9.C 10.C

#### Test using narrative text

1.A 2.C 3.C 4.D 5.B 6.D 7.D 8.D 9.B 10.B

#### The Last Treatment

1.A 2.C 3.C 4.D 5.B 6.C 7.B 8.A 9.D 10.B 11.B 12.C 13.B 14.C 15.D 16.A 17.B 18.D 19.A 20.B

#### Post-test

1.B 2.A 3.B 4.A 5.C 6.A 7.D 8.B 9.B 10.C 11.D 12.B 13.A 14.B 15.D 16.A 17.C 18.C 19.A 20.C

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#### Questionnaires

- 1. The ability of reading and comprehending English text is the important language skill
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
- 2. The students' purpose in reading English text is to comprehend the contents of the reading text and get information
  - Strongly Agree
  - b. Agree
  - Disagree
  - Strongly Disagree
- 3. English text are very difficult to be understood
  - Strongly Agree
  - b. Agree
  - Disagree
  - Strongly Disagree
- 4. The ability of students in comprehending English text book is determined by a teaching technique that is used.
  - a. Strongly Agree
  - b. Agree
  - Disagree
  - Strongly Disagree
- 5. Pre-questioning isan effective technique in improving the students' comprehension in reading English text.
  - Strongly Agree
  - b. Agree
  - Disagree

- Strongly Disagree
- Pre-questioning activities can motivate students in comprehending English text.
  - Strongly Agree
  - Agree

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- Disagree
- Strongly Disagree
- The atmosphere of classroom influence comprehension in reading English text.
  - Strongly Agree
  - b. Agree
  - Disagree C.
  - Strongly Disagree
- 8. Pre-questioning can improve the ability of the students in reading English text
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
- 9. Pre-questioning is better to used for support teaching technique that is used in reading class
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
- 10. Teaching method of teacher influence the ability of students in reading comprehension.
  - Strongly Agree
  - Agree b.
  - Disagree
  - Strongly Disagree

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