

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



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yang diajukan dalam rangka memenuhi salah satu syarat ujian akhir guna memperoleh gelar Sarjana Sastra pada Jurusan Sastra Inggris program studi kebahasaan Fakultas Sastra Universitas Hasanuddin.

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COMPREHENSION**

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The writer

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 students Batch 2011 of English Department Hasanuddin University in reading comprehension. There are 15 students Batch 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 being given 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 statistical result.

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 mean score of the students in pre-test was 58 which were classified as 'poor' and the mean score of the students in post-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. *Pengaruh Pre-questioning terhadap Kemampuan Mahasiswa dalam Memahami Bacaan.* (Dibimbing oleh: Husain Hasyim dan Hamsinah Yasin)

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

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 tahapan-tahapan berikut: mengambil 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 membaca mahasiswa 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 53.3 dan nilai rata-rata mahasiswa pada post-test 52 dalam klasifikasi 'poor'. Hal ini menunjukkan bahwa setelah mahasiswa diajarkan menggunakan pre-questioning dapat meningkatkan kemampuan mereka untuk memahami bacaan dalam bentuk teks naratif. Kemudian dalam deskriptif dan ekspositori teks pre-questioning memberikan sedikit peningkatan. Tetapi dalam argumentative teks pre-questioning mempunyai pengaruh yang signifikan.

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APPENDICES

APPENDIX I

Pre-test

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! 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.

1. 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

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
- 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.
5. 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 the litter for the perpetuation of their species. The young mature very quickly and are not educated, as the parents are usually involved with obtaining their own food and with reproduction. 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 bear young 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 three or 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 age of about 15 months at monthly intervals. The blind, hairless young begin to grow fur in two to three days. Their eyes open after about two weeks. After ten days they begin eating solid food, 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

- 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.

Juan Ponce de Leon was the first Spaniard to touch the shores of the present United States. As Columbus had not remotely realized the extent of his momentous discovery, so de Leon never dreamed that his "island" of Florida was a peninsular extension of the vast North American continent. After coming to the New World with Columbus in 1493, he had led the occupation of Puerto Rico in 1508 and governed it from 1509 to 1512. In 1509, de Leon started a colony at Caparra, later abandoned in favor of San Juan. He was one of the first adelantados—men who "advanced" the Spanish Empire by conquest, subjugation of the Indians, and establishment of a semi-military government. In Puerto Rico he heard a legend about an island called Bimini, where there was said to be a spring that restored youth to all who bathed in it. It is said he was seeking this spring when he discovered Florida. He sailed from Puerto Rico in March 1513. On Easter Sunday he sighted the coast. A few days later he landed on Florida's east coast, near what is now St. Augustine. He named the 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 in 1521.

11. In what year did de Leon discover Florida?

- a. 1508
- 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 continent.
- 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
- 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't possess.
- C. By running around the house, they can feel the vibrations.
- D. Humans don't know where to look.

18. Which of the following is not true?

- A. Some animals may be able to sense an approaching earthquake.
- B. By observing animal behavior scientists perhaps can predict earthquakes.
- C. 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. remove
- B. exile
- C. destroy
- D. emaciate

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

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

APPENDIX 2

I. Treatment with Pre-questioning for test using descriptive text

1. Menurut anda siapa ilmuwan paling hebat dan paling cerdas di dunia ini?

Sebutkan alasan anda memilihnya!

2. Apa yang anda ketahui tentang Einstein?

3. Sebutkan teori apa saja yang telah dikemukakan oleh Einstein!

APPENDIX 3

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 physicist Albert 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, at age 26, he published the first of five major research papers. The first one provided a theory explaining 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 he proposed that light is composed of separate packets of energy, called quanta or photons, that have some of the properties of particles and some of the properties of waves. A third paper contained the "special theory of relativity" which showed that time and motion are relative to the observer, if the speed of light is constant and the natural laws are the same everywhere in the universe. The fourth paper was a mathematical addition to the special theory of relativity. Here Einstein presented his famous formula, $E = mc^2$, known as the energy-mass equivalence. In 1916, Einstein published his 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 of mass.

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

1. 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
 - (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
 5. 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
 6. Einstein was a citizen of all of the following countries EXCEPT
 - (A) Belgium.
 - (B) Germany.
 - (C) United States.
 - (D) Switzerland.
 7. 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.
 8. 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.
 - (B) criticism.
 - (C) support.
 - (D) elimination.
10. According to Einstein, light is composed of separate packets of energy called
- (A) electrons.
 - (B) photoelectrons.
 - (C) quanta.
 - (D) gamma rays.

APPENDIX 4

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 look to 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 have provided ample evidence that all these large celestial bodies were bombarded by smaller objects in a wide variety of sizes shortly after the larger bodies had formed. This same bombardment must have affected Earth as well. The lunar record indicates that the rate of impacts decreased to its present low level about 4 billion years ago. On Earth, subsequent erosion and crustal motions have obliterated the craters that must have formed during this epoch. Scientists estimate the Earth's age by measuring the ratios of various radioactive elements in rocks. The oldest Earth rocks tested thus far are about $3\frac{1}{3}$ billion years old. But no one knows whether these are the oldest rocks on Earth. Tests on rocks from the moon and on meteorites show that these are about 4.6 billion years old. Scientists believe that this is the true 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.
2. 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) $3\frac{1}{3}$ 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
 - (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
8. 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.
9. 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

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

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

APPENDIX 7

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 body

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 closely means

- (A) evident
- (B) spoken
- (C) described
- (D) unfortunate

4. How much time can it be inferred that it takes alcohol to enter a woman's 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 nearly means

- (A) unexplainedly
- (B) formerly
- (C) forcefully
- (D) inseparably

6. According to the passage, how does the concentration of alcohol in a fetus 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 measured.

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
- (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

APPENDIX 8

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

1. 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?
3. 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?

APPENDIX 9

Test using narrative text

QUESTIONS 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 eat 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.

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

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

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 people."

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

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

APPENDIX 10

The Last Treatment

Pre questioning I

1. Apakah anda pernah mendapatkan akibat yang buruk karena sering berbohong?
2. 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! 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.

1. 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

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.

Onday, 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.
5. Who help Cinderella to get to the ball?
 - a. The prince
 - b. The fairy godmother
 - c. Her stepsister
 - d. Her mother

Pre-questioning II

1. Apakah anda pernah memelihara Hamster?
2. 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 the litter for the perpetuation of their species. The young mature very quickly and are not educated, as the parents are usually involved with obtaining their own food and with reproduction. 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 bear young 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 three or 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 age of about 15 months at monthly intervals. The blind, hairless young begin to grow fur in two to three days. Their eyes open after about two weeks. After ten days they begin eating solid food, 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

- 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

1. Siapakah penemu berkebangsaan spanyol yang anda ketahui?
2. 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 United States. As Columbus had not remotely realized the extent of his momentous discovery, so de Leon never dreamed that his "island" of Florida was a peninsular extension of the vast North American continent. After coming to the New World with Columbus in 1493, he had led the occupation of Puerto Rico in 1508 and governed it from 1509 to 1512. In 1509, de Leon started a colony at Caparra, later abandoned in favor of San Juan. He was one of the first adelantados—men who "advanced" the Spanish Empire by conquest, subjugation of the Indians, and establishment of a semi-military government. In Puerto Rico he heard a legend about an island called Bimini, where there was said to be a spring that restored youth to all who bathed in it. It is said he was seeking this spring when he discovered Florida. He sailed from Puerto Rico in March 1513. On Easter Sunday he sighted the coast. A few days later he landed on Florida's east coast, near what is now St. Augustine. He named the place La Florida after the Spanish term for Easter Sunday—Pascua florida, or "flowery feast." He then sailed around the peninsula and up the west coast. He returned to Florida in 1521.

11. In what year did de Leon discover Florida?

- a. 1508
- 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 continent.
- 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

Pre-questioning IV

1. 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
- 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't possess.
- c. By running around the house, they can feel the vibrations.
- d. Humans don't know where to look.

18. Which of the following is not true?

- a. Some animals may be able to sense an approaching earthquake.
- b. By observing animal behavior scientists perhaps can predict earthquakes.
- c. 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. remove
- b. exile
- c. destroy
- d. emaciate

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

- a. fewer animals going crazy
- b. a lower death rate
- c. fewer people evacuated
- d. fewer environmental changes

APPENDIX 11

Post-test

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.

1. 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

3. 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
- b. 1452
- c. 1519
- d. 1936

5. What two things did birds have that Leonardo da Vinci noticed helped them to fly?

- a. wings and beaks
- b. feathers and talons
- c. wings and feathers
- d. cups and feathers

QUESTIONS 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

6. What is the main subject of the passage.

- | | |
|--|---------------------------------------|
| (A) Language acquisition in children
children | (B) Teaching languages to
children |
| (C) How to memorize words
infants | (D) Communicating with
infants |

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 (B) reading vocabulary
(C) idiomatic expression (D) learning process

10. 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
 - (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
 - (D) the proposed design beside Central Park
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?

- (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 (B) 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

APPENDIX 12

Answer Key:

Pre-test

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

APPENDIX 13

Questionnaires

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

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

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