

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



A THESIS

Submitted to the Faculty of Cultural Science Hasanudin University

In partial fulfillment of requirements

To obtain Sarjana degree at English department

By:

RAHAYU INDAH SARI

F21108346

MAKASSAR

2012

SKRIPSI

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

Disusun dan Diajukan Oleh:

RAHAYU INDAH SARI

No. Pokok : F21108346


Telah dipertahankan di depan Panitia Ujian Skripsi
pada tanggal 24 Mei 2012
dan dinyatakan telah memenuhi syarat.

Menyetujui


Komisi Pembimbing

Ketua

Sekretaris




Drs. Husain Hasyim, M.Hum
NIP. 19611028 198703 1003



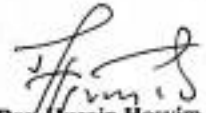
Dra. Hj. Hamsinah Yasin, M.Hum
NIP. 19541201 198703 2001

Dekan Fakultas Sastra
Universitas Hasanuddin

Ketua Jurusan Sastra Inggris



Prof. Drs. H. Burhanuddin Arafah, M.Hum., Ph.D
NIP. 19650303 199002 1001



Drs. Husain Hasyim, M.Hum
NIP. 19611028 198703 1003

UNIVERSITAS HASANUDDIN

FAKULTAS SASTRA

Sesuai Surat Tugas Dekan Fakultas Sastra Universitas Hasanuddin Nomor: 471/UN.4.11.1/PP.27/2012 tanggal 2 Februari 2012, dengan ini kami menyatakan menerima dan menyetujui skripsi ini untuk dirumuskan ke Panitia Ujian Skripsi Jurusan Sastra Inggris Fakultas Sastra Universitas Hasanuddin.

Makassar, 02 Mei 2012

Konsultan I,



Drs. Husain Hasyim, M.Hum
NIP. 19611028 198703 1003

Konsultan II,



Dra. Hj. Hamsinah Yasin, M.Hum
NIP. 19541201 198703 2001

Disetujui untuk diteruskan
kepada Panitia Ujian Skripsi
Dekan
u.b. Ketua Jurusan Sastra Inggris



Drs. Husain Hasyim, M.Hum
NIP. 19611028 198703 1003

UNIVERSITAS HASANUDDIN

FAKULTAS SASTRA

Pada hari ini, Kamis tanggal 24 Mei 2012, Panitia Ujian Skripsi menerima dengan baik skripsi yang berjudul:

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

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.

Makassar, 24 Mei 2012

Panitia Ujian skripsi

- | | |
|-------------------------------------|--------------|
| 1. Drs. Husain Hasyim, M.Hum | Ketua |
| 2. Dra. Hj. Hamsinah Yasin, M.Hum | Sekretaris |
| 3. Dra. Fransisca E. Kapoyos, M.Hum | Penguji I |
| 4. Sitti Sahraeny, S.S, M.AppLing | Penguji II |
| 5. Drs. Husain Hasyim, M.Hum | Konsultan I |
| 6. Dra. Hj. Hamsinah Yasin, M.Hum | Konsultan II |


.....

.....

.....

.....

.....

.....

ACKNOWLEDGMENTS

Alhamdulillah. First of all praise to Allah swt who has give ways, spirit, chances, patience and health to finish her thesis and everything she does.

The writer dedicates this writing to her parents Wasono Widodo and Sri Mulyani who have devote their affection given everything what they have in her life. Hopefully, she can help them to realize their dream.

Then, the writer wishes to extend her thanks for:

1. Prof. Dr. Dr. Idrus A. Paturusi as the Rector of Hasanuddin University and Prof. Drs. H. Burhanuddin Arafah, M.Hum., Ph.D as the Dean of Cultural Science Faculty.
2. Drs. Husain Hasyim, M.Hum and Dra. Hj. Hamsinah Yasin, M.Hum as the guide to do her thesis.
3. Dra. Fransisca E. Kapoyos, M.Hum and Sitti Sahraeny, S.S, M.Appling as the examiner. The writer would like to express his deep appreciation for their corrections, critics, idea, and guidance for completion this thesis.
4. Drs. Simon Sitoto, M.A as the secretary of English Department Faculty of Cultural Science, thanks for advice to the writer to finish the study.
5. Hari Susanto, S.E and Rahmawati.H for the support to finish her study.
6. Sudarman Tangahu, Cila Puluala, and Yanuar Kurniawan Tangahu as the best support in her life.

7. Her brother, Agung Heriyanto Setyawan and Dani Rahmat Saputra and her sister, Zahra Alya Putri for all affection and help to complete her study in Hasanuddin University.
8. Pak Nahri, kak Uga, and Kak agus as the staffs in English Department and Pak John as the staff of Cultural Science Faculty.
9. Kak Adhy, Kak Ronald, and Kak Sadri for helping me to make the better thesis.
10. My lovely Family ; Dwi Rahmawati, Tertia Ria Putri Nur Azizah, S.pd, Irma Febri Annisa, M. Fajar K, Shintia Anggun, Aditya, Bagus Setyawan, Septilia Anggi Putri, Farida Susanti.
11. Special Thanks to all of Grotessque 08, Kepompong (Restu, Denca, Mel, Vira, Adhy, Uyha, Gege, Eki, Wirna), my beloved friend Ijha, Uthy, Dhea, Kezia, Rismy, Sate, Inggit, Ulla, Heri, Ayu, Cenk, Puput, Jupe, Ria, Nana, Ulat Bulu etc.

Finally the writer realize tht this thesis need addition, therefore critics and suggenstions are very welcomed. She supposes that this thesis give benefits for all of the readers.

Makassar, 24 Mei 2012

The writer

TABLE OF CONTENTS

LEGITIMACY	i
AGREEMENT	ii
APPROVAL	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	vi
ABSTRACT	ix
CHAPTER II INTRODUCTION	1
A. Background	1
B. Scope of Problems	2
C. Research Questions	2
D. Objective of Problems	3
E. Significance of Problems	3
CHAPTER II LITERATURE REVIEW	4
A. Review of Literature	4
1. Definition of Reading	4
a. Types of Reading Test	5
2. Reading Comprehension	6
a. Kinds of Question in Reading Comprehension	6
b. Some Factors that Influence Students' Reading Comprehension Achievement	6
1) Internal Factor	7
a) Motivation	7
b) Interest	8
2) The External Factor	8
a) Reading material	8
b) Teacher of Reading	9

3. Questioning Strategies.....	9
4. Schema Theory Background and Knowledge in Reading	10
5. Theory of Pre-Questioning.....	11
a. Kinds of Pre-Questioning.....	11
1) Pre-Questioning before Reading to Confirm Expectation	11
2) Pre-Questioning before Reading to Extract Specific Information	12
3) Pre-Questioning before Reading for General Information.....	12
4) Pre-Questioning before Reading for Detailed Comprehension	12
6. Text Types	12
a. Descriptive Text Types.....	12
b. Narrative Text Types	13
c. Expository Text Types.....	13
d. Argumentative Text Types	13
B. Previous Study.....	14
C. Theoretical Framework	15
D. Hypothesis of Research.....	16
CHAPTER III METHODOLOGY.....	18
A. Research Design.....	18
B. Instrument.....	19
C. Population and Sample.....	22
D. Method of Collecting Data.....	23
E. Method of Processing Data	24
CHAPTER IV PRESENTATION DATA AND ANALYSIS.....	27
A. The Analysis of Test	28
1. The Analysis of Pre-Test and Post-Test	28
a. Pre-Questioning Effects on Narrative Text Type	29
b. Pre-Questioning Effects on Expository Text Type.....	31
c. Pre-Questioning Effects on Descriptive Text Type.....	32
d. Pre-Questioning Effects on Argumentative Text Type	34
e. Pre-Questioning Effects on All Text Types.....	35

2.The Analysis of Questionnaire.....	37
--------------------------------------	----

CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	44
---------------------------------------------------	-----------

A. Conclusions.....	44
B. Suggestions.....	45

LIST OF APPENDICES.....	47
--------------------------------	-----------

REFERENCESS.....	90
-------------------------	-----------

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.

CHAPTER I

INTRODUCTION

A. Background

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 pre-questioning to improve students reading comprehension because it is needed by the students to further their education.

B. Scope of Problems

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 narrative 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 for 15 students in A class Batch 2011 of English Department Hasanuddin University. The result of this study can only be generalized or applied to the target population, specifically to the 30 students in 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

1. This study aims to find out the effects of pre-questioning in different text types on students reading comprehension.
2. 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

1. This study gives a description about the effects of treatment with pre-questioning on the students' ability in reading comprehension.
2. 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.
3. 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.
4. 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

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

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

- 1) **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.
- 2) **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.
- 4) **Reading fluency:** the rate with which individuals can name words.
- 5) **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

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
- 6) 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**

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 self-motivation and interest.

a) Motivation

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

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

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

On the other one, extrinsic motivation 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

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

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.
- b. Teacher questions can serve to initiate a chain reaction of students' interaction among themselves.
- c. Teacher questions giving immediate feedback about students' comprehension.
- d. Teacher questions provide students with opportunities to find out what they think. As they 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

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.
- b. *Formal Schemata* consists of our knowledge about discourse structure.

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

5. Theory of Pre-questioning

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 pre-questioning, they are: Pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and pre-questioning before reading for detail comprehension. The explanations are as following:

1) 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.

3) 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

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:

- 1) 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

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.

c. 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

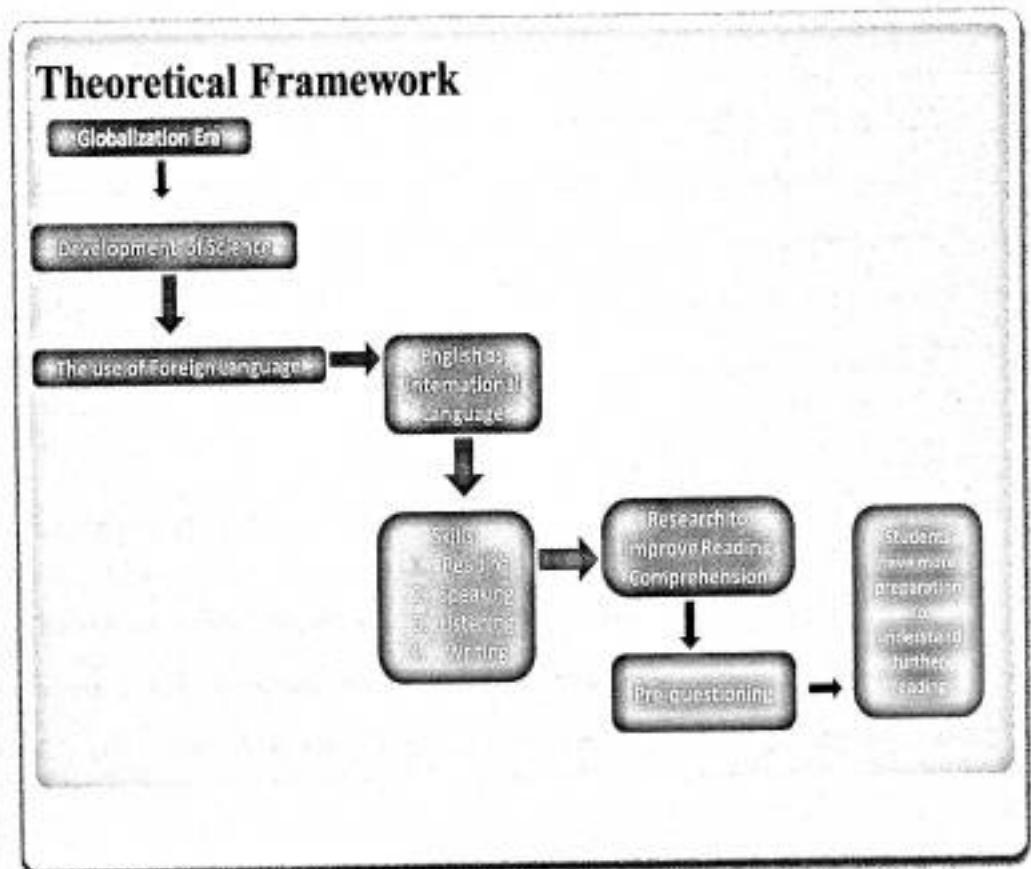
In the level of S1, So far there has been one study about pre-questioning on the students' reading comprehension.

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.

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

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).

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

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:

$$O_1 \quad x \quad O_2$$

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

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

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

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)

Table 4 Content Specification of Pre-questioning for Treatment

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

The population of this research was 30 students in A class Batch 2011 of English Department Hasanuddin University who took Reading Comprehension as their subject in their study because this study concerns to improve their ability in reading comprehension.

2. Sample

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.

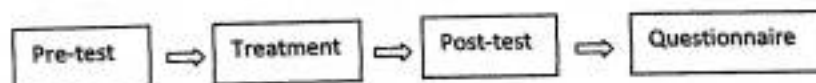
2.Treatment

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

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:

$$SCORE = \frac{\text{Number of correct answer}}{\text{Number of items tested}} \times 100$$

(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:

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

\bar{X} = mean

$\sum X$ = the sum of the students

n = number of students (Sudjana, 2006)

7. Charting

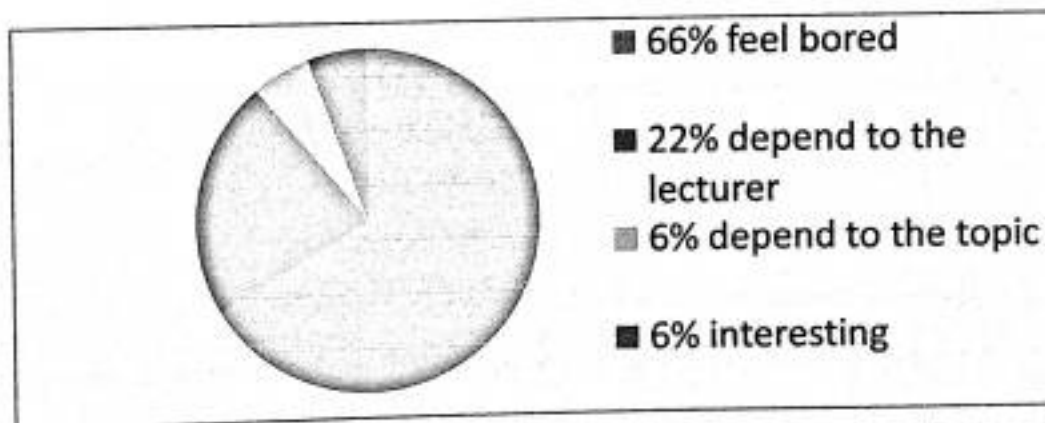
In this part, the writer made a chart to show that there was an increasing in pre-test before the students apply pre-questioning and post test after students applying pre-questioning.

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

CHAPTER IV

PRESENTATION OF DATA AND ANALYSIS

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 SKS in first semester and 2 SKS in 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

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

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

Students	Pre-test		Post-test	
	Score	Classification	Score	Classification
S11	100	Excellent	100	Excellent
S2	80	Excellent	100	Excellent
S5	80	Excellent	100	Excellent
S3	60	Fair	100	Excellent
S8	60	Fair	100	Excellent
S14	60	Fair	100	Excellent
S12	50	Poor	100	Excellent
S1	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	60	Fair	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.

b. Pre-questioning effects on Expository Text Type

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

Students	Pre-test		Post-test	
	Score	Classification	Score	Classification
S8	60	Fair	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	60	Fair	40	Very poor
S1	40	Very Poor	40	Very Poor
S7	40	Very Poor	40	Very Poor
S12	40	Very Poor	40	Very Poor
S9	40	Very poor	20	Very Poor
S10	40	Very Poor	20	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 54,6 and the mean score of the students in pre-test are 52 although 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

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

Students	Pre-test		Post-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	Excellent
S6	80	Excellent	60	Fair
S7	40	Very Poor	60	Fair
S10	20	Very Poor	60	Fair
S8	0	Very Poor	60	Fair
S2	80	Excellent	40	Very Poor
S14	80	Excellent	40	Very Poor
S3	60	Fair	40	Very poor
S9	60	Fair	40	Very Poor
S4	40	Very Poor	40	Very poor
S12	60	Very Poor	20	Very Poor
Mean	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 60 which 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.

skor	jumlah
70	12
60	12
50	12
40	12
30	12
20	12
10	12
0	12
total	144
jumlah	144

d. Pre-questioning effects on Argumentative Text Type

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

Students	Pre-test		Post-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	80	Excellent	40	Very Poor
S3	60	Fair	40	Very Poor
S7	60	Fair	40	Very Poor
S12	40	Very Poor	40	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

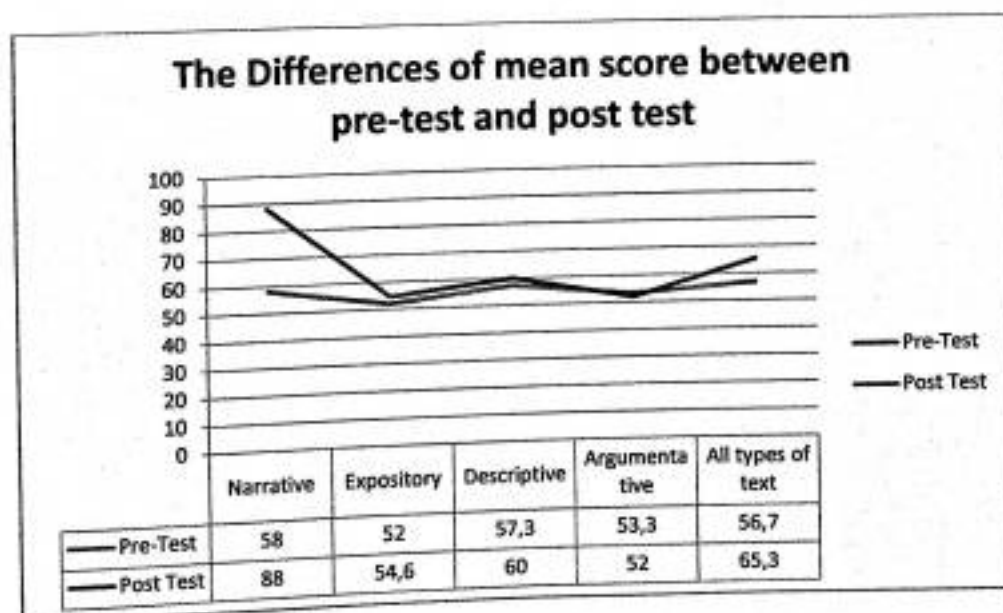
Table 2.5: The score of students in pre-test and post test from All Text

Students	Pre-test		Post-test	
	Score	Classification	Score	Classification
S11	80	Excellent	80	Excellent
S5	75	Good	80	Excellent
S10	45	Very Poor	80	Excellent
S8	30	Very Poor	80	Excellent
S15	65	Fair	75	Good
S13	70	Good	70	Good
S2	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	45	Very Poor	55	Poor
S12	55	Poor	50	Poor
S9	35	Very Poor	45	Very Poor
Mean	56.7	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 56.7 that 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.

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

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

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

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

The table above can be presented as follows:

1. The students' answers on the first question show that 40% students answer *strongly agree*, nine students answer *agree* with the percentage 60%.
2. The students' answers on the second question show that 40% students answer *strongly agree* and 60% students' answer *agree*.
3. 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 *strongly disagree*.
4. 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%).
5. 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*.
6. 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*.

7. 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 answer *agree* and 1 student (6.67%) students answer *disagree*.
8. The students' answers on the eight question show that 5 students (33.34%) students answer *strongly agree*, 7 students (46.66%) of students answer *agree*, and 3 students (20%) students that answer *disagree*.
9. 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 *disagree* or *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 students agree 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

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:

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

c. Atmosphere

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 are method, 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.

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

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

1. 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 controlling 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 conducive condition in teaching would become one access to carry the success of material to be taught.

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

- 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 "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

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 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 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
(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
- (C) Lines 18-19

- (B) Lines 10-11
- (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

- a. never ended the day of his Tyranny
- b. Decided to rule his subjects unjustly
- c. warned his subjects to obey his rules
- d. changed his behavior and became a just ruler

7. The communicative purpose of this text is ..

- a. to criticize a work of art
- b. to share an account of unusual or amusing incidents with others
- c. to describe a particular person
- d. to entertain and deal with actual or vicarious experience

8. The organization of the text above is

- a. Goal, Materials, Steps
- b. Newsworthy events, Event Background, Sources
- c. Orientation, Crisis, Reaction, Coda, Reflection
- d. Orientation, Evaluation, Complication, Resolution, Reorientation

9. To show the real words of the speakers, the writer uses

- a. passive voice
- b. direct speech
- c. reported speech
- d. simple past tense

10. I caught sight of a hound chasing a fox. The last paragraph. The word hound is a kind of

- a. horse
- b. a dog
- c. a lion
- d. a cat

APPENDIX 10

The Last Treatment

Pre questioning 1

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?
- Learning how to behave should be done in the early age.
 - Helping people may cause a great lost.
 - Lying to others gives a bad effect.
 - 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
- 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.
5. Who help Cinderella to get to the ball?
- The prince
 - The fairy godmother
 - Her stepsister
 - 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
- (B) Teaching languages to children
- (C) How to memorize words
- (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

REFERENCES

- Ali, Hasan, dkk. 2011. *Pedoman Penulisan dan Pelaksanaan Ujian Skripsi*. Makassar: Fakultas Sastra Universitas Hasanuddin.
- "A Collection of TOEFL English Reading Comprehension", *A Collection of TOEFL English Reading Comprehension*. <http://www.farjadnasab.persiangu.com> (May 3, 2012)
- Brown, H Douglas. 2001. *Teaching by Principles*. San Francisco: Addison Wesley Longman, Inc.
- Crystal, David. 2003. *English as a global language*. (2nd ed. First ed., 1997), Cambridge: Cambridge University
- Depdikbud. 1989. *Sistem Penilaian Untuk SLTP dan SLTA*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Djiwandono, P. I. 2002. *Strategi Membaca Bahasa Inggris*. Jakarta : PT. Gramedia Pustaka Utama.
- "English Course Narrative Text Questions" *English Channel the shortest way to learn English in Bontang*. <http://www.englishbontang.blogspot.com>(May 3, 2012)
- Feitelson, Dina (1988). *Facts and Fads in Beginning Reading: A Cross-Language Perspective*. Norwood, New Jersey, United States: Ablex.
- Gay, L. R. 1981. *Educational Research for Analysis and Application*. Sidney: Mevil Publishing, A Bell and Howel Company.
- Harmer, Jeremy. *The Practice of English Language Teaching*. New York: Longman, Inc.
- Hunziker, Hans-Werner (2006) (in German). *Im Auge des Lesers foveale und periphere Wahrnehmung: vom Buchstabieren zur Lesefreude (In the eye of the reader: foveal and peripheral perception - from letter recognition to the joy of reading)*. Transmedia Zurich.

Kahayanto, E. 2005. *A Comparative Study on Students' Achievement in Reading I of the Education Study Program of Palangkaraya University who Entered Through PSB and SPMB in Academic Year 2003/2004*. Unpublished Thesis. Palangka Raya: The Faculty of Teacher Training and Education University of Palangka Raya.

Mahdalena, Leny (2007). *"Effects of Pre-questioning on the reading comprehension achievement of the second grade students at SMAN-2 Jekan Raya in academic year 2006/2007"*. Thesis. English Education Study Program of Language and Art Education Department of Faculty of Teacher Training and Education of Palangka Raya University.

"Narrative Text" *Endang Home and Discussion Test for Narrative Text*. <http://endang.bridge.wikispaces.net/message/view/home/29398643> (May 3, 2012)

Nunan, David. 1991. *Language Teaching Methodology*. New York: Prentice hall

"PBT Reading Comprehension" *Toefl PBT Reading Comprehension*. <http://e-books-entries.blogspot.com/2012/03/toefl-pbt-reading-comprehension.html> (May 3, 2012)

"Penelitian eksperimen" *Penelitian Eksperimen* <http://www.4skripsi.com/metodologi-penelitian/penelitian-eksperimen.html> (2012-04-12)

Rayner, Keith; Barbara Foorman, Charles Perfetti, David Pesetsky, and Mark Seidenberg (November 2001). *"How Psychological Science Informs the Teaching of Reading"*. *Psychological Science in the Public Interest* 2 (2): 31-74.

"Reading" *Wikipedia the free encyclopedia*. http://en.wikipedia.org/wiki/Reading_process (2012-02-28)

Rotter / H. Bendl, *Your Companion to English Texts: Comprehension - Analysis - Appreciation-Production (Kollegstufe/Abitur/Universität)*, München: Manz 1978

Sudjana, 2006. *Metode Statika., Edisi 5*. Bandung: TARSITO.

Sugiyono, *Experiment*

methodhttp://repository.upi.edu/operator/upload/s_ing_0606606_chapter3.pdf
(May 4, 2012)

Syah, *Rumus Mean*<http://antonkamil.webs.com/conferences.htm> (May 4, 2012)

"Text type" *Wikipedia the free*

encyclopedia.http://en.wikipedia.org/wiki/Text_types(2012-02-28)

Toendan, Wido H. 2006. *Educational Research Methods*. Palangka Raya: Unpublished Teaching Material

"Toefl Test" *Reading TOEFL Comprehension and Vocabulary test 4*.
<http://www.education.kulichki.net/lang/toread4.html> (May 3, 2012)

"Toefl test" *Reading Comprehension and Vocabulary 3*.

<http://www.lang.jannemec.com/english/testshow.php?file=tests/TOEFL3I.TX>
(May 3, 2012)