

MILIK PERPUSTAKAAN
STAIN ZAWIYAH COT KALA LANGSA

**THE EFFECTS OF PRE - QUESTIONING ON THE READING
COMPREHENSION ACHIEVEMENT OF THE SECOND
GRADE STUDENTS AT MTSN MODEL IDI
RAYEUK KABUPATEN ACEH TIMUR**

THESIS

Submitted by :

ARI YULIANI

**The Student of English Department
Tarbiyah Faculty
Student No : 140800216**



**STATE COLLEGE OF ISLAMIC STUDIES
ZAWIYAH COT KALA LANGSA
2013 M / 1434 H**

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THESIS

**Submitted to the Tarbiyah Faculty STAIN Zawiyah Cot Kala Langsa
As a Partial Fulfillment of the Requirements for Sarjana
Degree S-1 in Teaching Education**

By :

ARI YULIANI

**The Students of English Department
Tarbiyah Faculty
Reg. No. : 140800216**

Approved by:

Main Supervisor


Drs. Zainuddin, MA

Co Supervisor


M. Nur, M.Pd

**It has been Defended in Sidang Munaqasyah in front of the Council
Of Examiner for Thesis and has been accepted as a Partial
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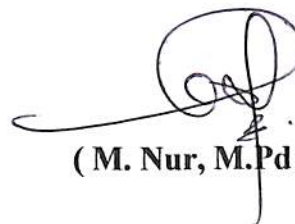
The Coucil of Examiners

Chairam,



(Drs. Zainuddin, MA)

Secretary,



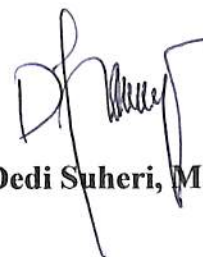
(M. Nur, M.Pd)

Member,



(Ilham, M.Hum)

Member,



(Dedi Suheri, MS)

Certified by :

The Head Of State College Of Islam Studies (STAIN)

Zawiyah Cot Kala Langsa



(DR. Zulkarnaini, MA)

NIP. 196790511 199002 1 001

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**The Effects of Pre-Questioning on the Reading Comprehension Achievement
of the Second Grade Students at MTsN Model Idi Rayeuk
Kabupaten Aceh Timur**

ABSTRACT

This study was conducted to investigate the effect of Pre-questioning on the Reading Comprehension Achievement of the second grade students at MTsN Model Idi Rayeuk Kabupaten Aceh Timur. There is a basic problem that the writer wants to discuss; is there the effect of treatment with pre-questioning on the reading comprehension achievement of the second grade students at MTsN Model Idi Rayeuk Kabupaten Aceh Timur. The purpose of this study is to find out the effect of treatment with pre-questioning on the reading comprehension achievement of the second grade students at MTsN Model Idi Rayeuk Kabupaten Aceh Timur. So, the technique for collecting data was by using 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 writer used experimental design; Single-group Pretest-Posttest Design in this study. The research approach that used in this study is quantitative. The result was tabulated statistically by using t-test. The results of the test show that the students' score in the pre-test 57.64 (it was low). It means that the test was not successful. However, it needs to improve the score to be good level. On the other hand, the result of the post-test was 81.00 (it was good). It means that the treatment with pre-questioning in this study was successful. It was evidenced from the t-test that showed t-score $7.305 > 0.680$ t-table, this mean there is significant difference between the two means before and after applying the technique.

Keyword: Pre-Questioning, Reading Comprehension, and MTsN Idi Rayeuk.

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning to read well is a long-term developmental process. At the end point, the proficient adult reader can read a variety of materials with ease and interest, can read for varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting. Proficient readers who are capable of acquiring new knowledge and understanding new concepts, are capable of applying textual information appropriately, and are capable of being engaged in the reading process and reflecting on what is being read. You'll need not only to understand what you read but also to respond to and assess what you read. And as the texts you read become more complex, you'll spend a lot more time "reading between the lines" and drawing your own conclusions from the text.

Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency).¹ During this process, the reader interacts dynamically with the text as he or she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge as well as schematic knowledge. Readings are generally built around the grammatical structures and lexical items which the student will need to communicate orally, and the content of the material is regarded relatively

¹ Hesham Suleiman Alyousef Albaya Intermediate School, Riyadh, Saudi Arabia, "Journal of Language and Learning," *Teaching Reading Comprehension to ESL/EFL Learners* 5, no. 1 (Fall 2006), p.64.

unimportant. Reading is used simply to reinforce the oral or aural learning, and has proceeded to a stage in which reading is taught as skill (or, more properly, as complex of skill) recognized as useful in itself.²

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. Reading like a “guessing game” in which the “reader reconstructs, as best as he can, a message which has been encoded by a writer.”³ If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Conversely, as the writer found during teaching at MTsN Model Idi Rayeuk Kabupaten Aceh Timur, as a matter of fact, many students encounter difficulty dealing with this subject. They have problem in getting the ideas or message from a text they read. Again, the teacher just teaches them by using conventional way. Thus, most students get difficulty to comprehend a text. Consequently, most of them got low score for reading. The good reader is one who can respond simultaneously and appropriately to the language, ideas, and stylistics of mature writing, and more over, can achieve these understandings with reasonable speed and fluency.⁴ When the teacher considers that his class has gained a good functional control of the spoken language, he may introduce reading as an end in itself. In reading, to comprehend the text the readers should be able to manage

² David P. Harris, *Testing English as Second Language* (New York: Mc.Graw-Hill, 1969), p.58.

³ Carrell, Patricia L. & Eisterhold, J.C. “Schema theory and ESL reading pedagogy,” *TESOL Quarterly* 17, no. 4 (Fall 1983), pp.553-573.

⁴ *Ibid.*, pp.59-60.

every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text.

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.⁵ Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get good comprehension in reading. Based on the explanations above, the writer is interested in finding out **“The Effects of Pre-Questioning on the Reading Comprehension Achievement of the Second Grade Students at MTsN Model Idi Rayeuk Kabupaten Aceh Timur”**.

B. The problem of Study

Based on the background of the study above, the problem of this study is as follow: “is there the effect of treatment with pre-questioning on the reading comprehension achievement of the second grade students at MTsN Model Idi Rayeuk?”

C. The Objective of Study

The aim of this study is; to find out the effect of treatment with pre-questioning on the reading comprehension achievement of the second grade students at MTsN Model Idi Rayeuk Kabupaten Aceh Timur.

⁵ H Douglas Brown, *Teaching by Principles* (San Francisco: Addison Wesley Longman, 2001), p.172.

D. Significance of the Study

The benefits that can be taken from the research can be divided theoretically and practically. Theoretically, this research all to the good to develop knowledge of education administration. Particularly for the effectiveness of the leaderships implementation of the principal transformational, school climate organization in increasing school productivity to increase quality of education. The other thing can be explored from this research is the probability coming of the development contextual concepts relevant to inter-depending between transformational of principal and school organization climate which gives the increasing of school productivity. Finally lead to the achievement of the quality of education. Meanwhile, practically this research is expected to be significance as follows:

1. For the student it may improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get good comprehension in reading.
2. For the teacher this research will become a consideration for teacher in choosing and using approach, method and also technique in teaching reading. It is also expected that this research will be a reference for teacher in order to eliminate problem in the process of teaching-learning reading.

E. Hypothesis

The hypothesis of this study can be mastered alternative and null hypothesis, the hypothesis are, as follows:

Ha: There is significant effect of treatment with pre-questioning on the reading comprehension achievement of the second grade students at MTsN Model Idi Rayeuk Kabupaten Aceh Timur .

Ho: There is no significant effect of treatment with pre-questioning on the reading comprehension achievement of the second grade students at MTsN Model Idi Rayeuk Kabupaten Aceh Timur .

F. Terminology

To understand the research, the writer tries to set a limitation, so it can avoid misinterpretation in the discussion, the following term are clarified as define and reference, they are; Pre-questioning comprehension and Reading achievement.

1. Pre-questioning

Pre-questioning is Some questions which are provided before the students read the whole text, pre-questioning also encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading. Pre-questioning 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 seen the text only to extract the information the questions demand.

2. Reading comprehensions achievement

Reading comprehensions achievement is defined as the level of undstanding of a text or message. This undstanding are written and how the trigger knowledge outside the text or message. In other words, comprehension is a process which the reader constructs meaning by interacting with the text.

In this study, reading achievement operationally defined as the students' scores in comprehending the text on the reading comprehension tests, after having and without having the pre-questioning.