ABSTRACT

COMPARATIVE STUDY OF READING COMPREHENSION
ACHIEVEMENT BETWEEN PRE-QUESTIONING AND WITHOUT
PRE-QUESTIONING AT THE SECOND GRADER OF
SMPN 1 KOTABUMI

by

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This research deals with a comparative study of reading comprehension achievement between pre-questioning and without pre-questioning at the second grader of SMPN 1 Kotabumi. The purpose of pre-questioning activities is to motivate the students to read the text and prepare them to be able to read it.

The research was conducted to the second grader of SMPN 1 Kotabumi. The writer took two classes as the samples based on cluster sampling. The design of the research was quantitative research, that is a systematic scientific investigation involving analysis of data collection in the form of numbers and statistics using control group pre-test post-test design. The data was gained by administering a set of pre-test and post-test to both classes. The data was analyzed by using Statistical Package for Social Sciences (SPSS) version 15.0. The hypotheses were tested by using Independent Group T-test.

The test result showed that the mean of post-test in experimental class 1 was 68.63 and the mean of post-test in experimental class 2 was 64.71. Probability level (p) was 0.021. It was lower than 0.05. Here, H_0 is accepted if significant value exceeds level of significance at 0.05, meanwhile, H_0 is rejected if significant value does not exceed level of significance at 0.05. Because the null hypothesis (H_0) was proved $p < 0.05$, it meant that H_0 was rejected and H_1 was accepted. In other words, there is a significant difference between pre-questioning and without pre-questioning on the reading comprehension achievement. Besides that, pre-questioning activities was more effective strategy than without pre-questioning. It was proved by the number of students who got scores higher than KKM. There was 65.71% of the whole students in experimental class 1 and 48.57% students in experimental class 2 who exceed the KKM. Moreover, the result of students' post-test score in experimental class 1 was higher than the students' score in experimantal class 2.

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