

**INCREASING STUDENTS' READING COMPREHENSION
ABILITY BY USING PRE-QUESTIONING IN PERSONAL
RECOUNT TEXT OF THE TENTH GRADE STUDENTS AT
SMAN 2 BANDAR LAMPUNG**

(A Script)

By

NISA FITRIYANI



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2015**

ABSTRACT

INCREASING STUDENTS' READING COMPREHENSION ABILITY BY USING PRE-QUESTIONING IN PERSONAL RECOUNT TEXT OF THE TENTH GRADE STUDENTS AT SMAN 2 BANDAR LAMPUNG

BY

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The objective of the research were to find out whether pre-questioning in personal recount text could significantly increase students' reading comprehension ability especially for the tenth grade students and to find out which kind of pre-questioning out of four has the best effect in increasing students' reading comprehension. The population of the research was the tenth grade students of SMAN 2 Bandar Lampung in academic year 2012/2013. The researcher used two classes. Class XI IPA 2 as the experimental class and class XI IPA 3 where the try out was conducted. This research used time series research design. The writer conducted three pretest, three treatments and three posttests and the data were analyzed by using paired sample t-test and SPSS 20.

The result of this research revealed that the t-value was 6.329 and the t-table was 2.093 with the level of significance 0.05. Since the t-value > t-table, it proved that the null hypothesis (H₀) was rejected and the alternative hypothesis (H₁) was accepted or in other words pre-questioning could significantly increase students' ability in reading comprehension.

Key words: Recount Text, Pre-questioning, Reading Comprehension

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NISA FITRIYANI

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree
in
The Language and Arts Department of
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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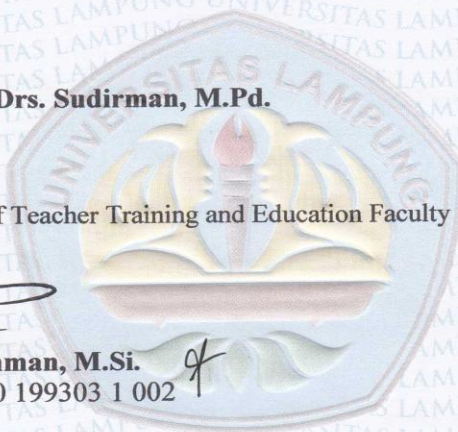
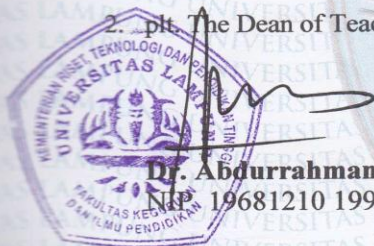
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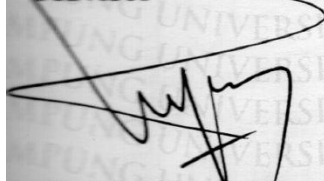
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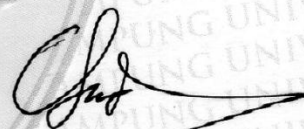
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Dengan ini menyatakan bahwa skripsi yang berjudul "*Increasing Students' Reading Comprehension Ability By Using Pre-questioning in Personal Recount Text of the Tenth Grade Students at SMAN 2 Bandar Lampung*" adalah benar hasil karya saya dan tak mengandung segala macam bentuk plagiarisme. Apabila suatu saat ditemukan ketidaksesuaian terhadap apa yang tertulis dalam pernyataan yang saya buat ini, maka saya siap menerima sanksi sesuai norma yang berlaku di Universitas Lampung.

Bandar Lampung, Desember 2015
Yang membuat pernyataan,



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CURRICULUM VITAE

Nisa Fitriyani was born in Bandar Lampung on May 23rd, 1990. She is the third child of three children of happy couple, Subagio Sutardi and Kartini. She has two brothers, Muhtar Gani Purnatama and Maddin Gani Dwijanata.

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She conducted her Teaching Training Program (*Program Pengalaman Lapangan*) as one of the requirements for FKIP student at SMA Negeri 1 Pagar Dewa, Tulang Bawang Barat from June 25th to September 30th, 2011. She carried out her research at SMA Negeri 2 Bandar Lampung from January 21st to February 8th, 2013.

DEDICATION

This script is dedicated to:

My beloved Parents, Subagio Sutardi and Kartini

My beloved brothers, Muhtar Gani and Maddin Gani

My beloved sister in law, Riri

My beloved Nephew, Rasyid

My beloved friends of EDIGHT

My Almamater, UNILA

MOTTO

“Stay Hungry, Stay Foolish.” (Steve Jobs)

“If you want something you’ve never had, you must be willing
to do something you’ve never done.” (Thomas Jefferson)

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Finally, the researcher realises that there are still some weaknesses in this script. Any correction, comments, and suggestion for the improvement of this script are always open-heartedly welcome and the writer hopes that this paper will be useful for the readers.

Bandar Lampung, December 2015

Nisa Fitriyani

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I. INTRODUCTION

This chapter deals with the introduction of this research. It involves background of the problem, identification of the problems, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

English is considered as compulsory subject taught from elementary school up to university. There are four skills that should be taught to the students at school, they are listening, speaking, reading, and writing. They cannot be separated from other aspects of language such as grammar and vocabulary. Based on 2006 School Based Curriculum, Students of senior high school are expected to learn English from various types of text. It means that the students have to deal with many kinds of text during the English lesson. The syllabus stated the students should be able to identify the topic, certain information, the meaning of the words and sentences in the text.

One of the skills that cannot be neglected is reading skill. Reading skill becomes very important in the education field for it is very essential in learning English in order to get the information from the written English. Reading is the most emphasized in English teaching and learning process. Thus, reading is not passive but rather

an active process, involving the reader in continuing interaction with the text. In reading activity, the reader should interpret the meaning of the written text.

However, the ability of senior high school students in comprehending a reading text, as a matter of fact is still far from the objectives stated in the curriculum. Many senior high school students have difficulties in comprehending the English text. Based on the researcher's experience in a teacher training program (PPL) done on July until September 2011 in SMA N 1 PagarDewa, West TulangBawang, it was found that most of students at first grade of that school could not catch the main idea of the text because they just tried to know the meaning of words in every sentence. Most of the students did not have enough experiences in reading comprehension.

The researcher assumed that this happened because the students were unable to identify the main ideas, the specific information, and the inference of each paragraph of the text. It means that in reading the students needed to activate their background knowledge in order to make them comprehend the text easier.

To understand the text in reading, the readers should be able to handle 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 a form of pre-questioning and it is important for them to comprehend a reading text by having knowledge in general view of the text. The use of pre-questioning is very useful in teaching reading. Nuttall (1987) says that developing type of questions and technique are essential to teach reading. Pre-questioning itself can build the students' interest and motivation before

students read the whole text. Brown (2001) explained about display questions schema theory and students' background knowledge explanation. He also 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, thus the students can predict what will be faced by them in the reading text. 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. Pre-questioning technique is the technique that the researcher will use to improve the students' reading comprehension in comprehending reading texts as what the researcher of Sugiwati (2008) and Helwana (2011) had proved that pre-questioning technique could significantly increase the students' reading ability. The technique will actively involve the students in the teaching and learning process especially in reading class, since pre-questioning will bring the students into the topic discussion. The reason why the researcher chose the tenth grade student at SMA Negeri 2 Bandar Lampung because this school is one of International School (SBI) in which the school's system is Student Based Learned. By using pre-questioning technique the student have to be active and also to raise their interest and their cognitive aspect to predict what will be faced by them in the next whole text.

1.2 Research Questions

Based on the background discussed above, the researcher formulates the problem:

1. Is there any significant difference on students' reading comprehension ability after being taught by using pre questioning in personal recount text of the Tenth Grade Students at SMAN 2 Bandar Lampung?
2. Which kind of pre-questioning that could increase students' reading ability the most?

1.3 Objective of the research

In relation to the statement of problem, the objective of this research is:

1. To find out whether there was any significant difference on students' reading comprehension ability after being taught by using pre questioning in personal recount text of the Tenth Grade Students at SMAN 2 Bandar Lampung.
2. To find out which kind of pre-questioning that could increase students' reading ability the most.

1.4 Uses of the Research

The research aimed at having the following uses:

1. Theoretically

Theoretically this research could be used as a contribution to other researchers who were interested in conducting future research in the same field.

2. Practically

Hopefully the result of this research might be a consideration for the English teachers that pre-questioning could be an alternative way for teaching reading.

1.5 Scope of the Research

This research was quantitative research. The research focused on the students' reading comprehension of recount text taught by using pre-questioning technique in order to increase their reading ability. The text was recount text because it was stated in the first grade of senior high school syllabus and it was to retell events for the purpose of informing or entertaining. The students were expected to be able to comprehend the following reading aspects: main idea, vocabulary, specific information, reference, inference and features of the text. In collecting the data, the researcher used a class as the experimental class at SMA Negeri 2 Bandar Lampung. The class was selected randomly by using lottery, since the tenth grade students in SMA Negeri 2 Bandar Lampung was not stratified class. In this research there were three times pretests, three times treatments and three times posttest. The reading text

was taken from students' English book for Senior High School and the internet. The pre test and the posttest contained some recount text with 25 objective multiple choice items.

1.6 Definition of Terms

In this research, the writer uses some definition of terms as stated below:

1. *Pre-questioning* is some questions which are provided before the students read the whole text, in order to build the reading schemata and background knowledge of the students and also to rise their interest, and their cognitive aspects to predict what will be faced by them in the next whole text.
2. *Reading comprehension* is a process of interaction between the reader with the text and the reader relates the idea from the text to open their mind, experiences and their knowledge.
3. *Personal recount text* is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the reader.

II. LITERATURE REVIEW

This chapter has major points: review of previous research and review of related literatures. In details it explains several concepts of reading such as concepts of reading comprehension, concept of teaching reading, concept of recount text, concept of pre-questioning, concept of teaching reading comprehension of recount text through pre-questioning technique, advantages and disadvantages, theoretical assumption and hypotheses of the research. The explanation is delivered as follows

2.1 Review of Previous Related Researches

There have been several studies that investigated the skills and techniques or methods which are relevant to this research. The first research is The Effectiveness of Using Pre Questioning Technique to Enhance Reading Narrative Text Comprehension of the Second Grade Students at SMPN 1 Banyubiru in Academic Year 2013/2014 conducted by Mustaghfiroh (2013). She conducted the research to find out students' responses about pre-questioning can improve students understanding in narrative text and the effectiveness of pre-questioning technique. This research showed results as follow: first, teaching reading narrative text by pre-questioning technique is more effective than teaching reading narrative text comprehension without pre questioning technique to improve students' reading comprehension. Second, the result of the research in this study was the mean score of the post-test from the experimental group is higher (7.2) than post-test

from control group (6.4). So, based on the explanation above, the researcher concluded that using of pre questioning technique is effective in reading narrative text comprehension than students who are taught without using of pre-questioning technique. Soit could be concluded that teaching through pre-questioning was effective for teaching reading..

The second research is Teaching Reading Using Pre-Questioning Technique at the Second Grade Students of SMPN 1 Cihampelas Kab. Bandung Barat conducted by Hodijah (2012). The objective of this study was to improve the students reading comprehension ability at the second grade students of SMPN 1 Cihampelas Kab. Bandung Barat. The results of the data analysis showed that: the mean score of pretest was 35.16, the mean score of post-test was 56.61, the t-observed was 11.172. The t-table with degrees of freedom (df) 30 and level of significance at 0.05 was 1.697. Based on the data above, teaching reading using pre-questioning technique improved students' achievement in understanding reading text at the second grade students of SMPN 1 Cihampelas Kab. Bandung Barat. So, it could be concluded the use of pre-questioning is able to encourage students' achievement in reading text.

Considering the previous research above, it can be found that there are some differences among two previous researches with this research. In the first previous research, the researchers used Pre Questioning Technique to Enhance Reading Narrative Text Comprehension. In the second previous research, the researcher used pre-experimental design in one group pre-test post-test design as her research

design because in this research only the comparator group did not exist. The data of this research were analyzed to examine the hypothesis by using t-test formula.

But in this research, the researcher used personal recount text as the material text in this research. Then, the researcher used time series design by giving different materials for each treatment and different topics for every test. The researcher used one class in which the students were given three times pretest, three times treatment, and three times posttest. It means that this research uses pre questioning in Personal recount text as the practical activity to increase the students' reading comprehension ability.

2.2 Review or Related Literatures

The researcher proposes a review of related literatures which has a correlation with this research as basic concepts:

2.2.1 Concept of Reading

There are four skills in English which should be mastered, they are: listening speaking, reading, and writing and it cannot be denied that reading is one of the most important. Reading can be said as the window of knowledge in which people are able to get much information. Through reading, the reader will find the reason, example, explanation, comment, note and summary about the information. According to Harmer in *The Practice of English Language Testing* (1985:153) "Reading is an exercise dominated by the eyes and the brain". Specifically, 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)”. David Nunan says: “It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading” (1989:33). Furthermore, Nuttal (1982) in Simanjuntaks’s (1989:3) defines reading as the meaningful interpretation of printed or written verbal symbols. It is commonly acknowledged that reading is an active process, which in it he should formulate the brain by using his previous knowledge in order to understand the text easily. It means that reading is as a result of the interaction between the perception of graphic symbol that represent language and the readers’ language skills and the knowledge of the world.

Clark and Silberstain (1987: 21) define that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.

Grabe (1986) also states that reading is the ability to recognize vocabulary and syntax automatically. Reading is the ability to read at reasonable rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytical reading and critical evaluation.

Based on explanation above, the researcher concludes that reading is an active process to convey the message or information. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to

make the messages or information that comes from the author can be understood and comprehended easily by the reader. Reading with comprehension signifies not only understand the surfaces meaning of the text but also understand the purposes of the main idea of the reading text. The purpose of reading passage commonly is to find idea/ information from reading passage and to enhance knowledge of the language being read.

2.2.2 Concept of Reading Comprehension

Comprehension can be said as a crucial aspect of reading, in fact, it has been emphasized that true reading is reading with understanding. Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. It is necessary for the students of Senior High School to master reading comprehension. Cooper (1986:11) stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

As Simanjuntak (1988:4) states that the first point to be made about reading process is comprehension and the meaning is the basic element for comprehension. She also adds that comprehending a text is as interactive process between the readers' background knowledge and the text itself. Similarly, Dallman, (1982:23) states that reading is more than knowing what each alphabet

stands for; reading involves more than word recognition; that comprehension is an essential of reading, without comprehension no reading takes place.

According to Singer (1985) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while decoding symbols. In addition, Howart (2006: 1) cites that reading is of course, just as communicative as any other form of language. It means that in reading there is an interaction between the researcher and the readers through the texts. The researcher tries to encode the messages to the readers. Then the readers try to decode the messages that sent by the researcher.

Reading with comprehension one will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. According to Patricia in Simanjuntak (1988: 6), understanding a text is an interactive process between the readers' background knowledge and the text.

Referring to the statement above, it is inferred that reading comprehension means the students must read the text and interact the printed on written symbols with their cognitive skill and their knowledge of the world. In the process of comprehension, the students need skills related to the purpose of reading and consider the questions to concentrate on the important points.

2.2.3 Concept of Teaching Reading

Alyousef (2005:143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and last- reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask the students questions that arouse their interest while previewing the text. The aim of while- reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge. The last-reading includes activities, which enhance learning comprehension using exercises, close exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. To be able to do so the readers should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques: scanning, skimming, mapping, jigsaw etc. These can be real when the students read and interact with various types of texts, i.e. functional and monologue texts.

Teaching reading is the activities of educating or instructing an ability of an individual to recognize a visual form; associate the form with a sound and or meaning acquired in the cover and on the part of experience, understands, and interprets its meaning. The aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. To be able to do so the

reader should have particular purpose in their mind before they interact with the text. Effective and efficient reading is always purposeful and tends to be focus mainly on the purpose of the activity, and the purpose of reading can be decided in pre-reading activity by using pre-questioning technique.

In teaching reading the teacher should provide reading technique to the students especially before reading in order to stimulate the students' interest and also the students' background knowledge to make the students comprehend the text easier.

The researcher assumes that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. They use reading technique to make their reading efficient and effective. Pre-questioning as reading technique is possible to be applied by the Senior High School students in their reading, e.g. students are able to identify and look for the specific information in functional texts, especially recount text.

2.2.4 Aspects of Reading Comprehension

This study is intended to use reading comprehension in macro skills. There are five aspects of reading which help the students to comprehend the English text: main idea, specific information, references, inference and vocabulary.

1. Identifying Main Idea

Basically, main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Suparman (2011) states the main idea is the most important idea stated in the topic sentence and developed by supporting sentences in a single paragraph. Commonly, the

main purpose of comprehension is getting the main idea. Usually the topic sentence tells what the rest paragraph is about in some paragraphs because the main idea is the only idea that should be developed in one paragraph. Naturally once we can find the topic, we are ready to find the main idea. Thus, the main idea is actually the point of the paragraph. It is basically the most important thought about the topic.

It is said that no reading without understanding the main idea. The author can locate the main idea in different places whether at the beginning, in the middle or even at the end of a paragraph. The main idea is usually a sentence, and it is usually the first sentence. The writer then uses the rest of the paragraph to support the main idea Example question of main idea can be: (1) *What is the main idea of the passage?* (2) *What is the main in last paragraph?*

The paragraph below is as an example of main idea placed at beginning commonly in reading text at Senior High School.

Sidapaksha and Sri Tanjung had many obstacles in their marriage. Sidapaksha's mother didn't agree with the marriage. She thought that Sri Tanjung was not good enough for her son. Sidapaksha was in the service of the king of Sindureja. He was a nobleman, but Sri Tanjung was not a nobleman.

The main idea (what the writer is saying about the topic) is Sidapaksha and Sri Tanjung had many obstacles in their marriage.

2. Identifying Specific Information

Commonly, supporting sentence or specific information develops or explain the topic sentence by giving reasons, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. A paragraph contains facts, statements, examples specifics which guide us to a full understanding of the main idea. For example, after reading story about RoroJonggrang, general questions related to specific information can be: *1)Where was RoroJonggrang washing some clothes? 2) Did RoroJonggrang accepted Bandung Bandawasa's love? ”.*

3. Determining References

Naturally, reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. According to Reimer (2009:34) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

The paragraph below is as an example of the case mentioned.

Sidapaksha angrily asked his wife and he wanted an explanation. Sri Tanjung didn't say anything. She asked her husband to carry her to the river. She wanted to prove her innocence. Sidapaksha was not sure but

finally he agreed. He took her to the riverbank, and then Sri Tanjung threw herself into the water and drowned.

This is example question of reference:

He took her to the riverbank...(line 3)

The underline word "her" refers to....

4. Making Inference

Ordinarily, inference is about guessing something from the information which have we read or know. Graesser, Wiemer Hastings, &Wiemer Hastings (2001) states inference is the output of the interaction between the readers' knowledge and the information in the text. One of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Sometimes information is not given directly. According to (Carnine, Silbert&Kameenui, 1997), The implicit or inferential questions is appropriate for all grades if because they have been taught to think independently. Example question of making inference can be: 1) *What was first paragraph talking about?* 2) *All of the following statement is true related to the passage, except...* 3) *What is the best title for the passage?*

The paragraph below is as an example of making inference available in the text.

My wife and I tried to pack light but we made sure not to forget our bathing suits and sun block. I wasn't sure if I would get seasick again so I made sure to pack some medicine for upset stomachs.

You can infer a great deal of information from these sentences: The author is married, he and his wife are going on a trip, they are going to be on a boat. They will be around water, they will be going swimming, and they have gone swimming before.

5. Understanding Vocabulary

As a matter of fact, vocabulary is all the words which exist in a particular language or subject. Harmer (2004: 153) states that the ability to determine the meaning of vocabulary items from context is one of the most important aspects of successful reading. Concerning with those statements indeed vocabulary is basic for everyone who wants to develop or to produce utterances for reading.

The paragraph below is as an example of understanding vocabulary in reading text of Senior High School.

It was the princess's seventeenth birthday. Gogor used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married him the next day. In his joyful moment, Gogor told a story about his past time and the magic mirror. Realizing her husband a bad man, the princess stole the mirror and prayed that Gogor became a monkey.

“ In his joyful moment, Gogor told a story....” (line 3). What is the best word to replace the underline word?”

Therefore, reading comprehension involves respectively (1) determining main ideas, (2) determining specific information, (3) drawing references, (4) making inference and (5) understanding vocabulary.

2.2.5 Concept of Recount Text

Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain.

All recounts reconstruct the past, but the purpose, audience and focus will vary according to the form used. Many reluctant readers or writers find this text type accessible and manageable because it is generally based on fact rather than fiction. Recounts generally follow a similar structure, but the students should be guided by the purpose for an audience of their text in their use of the following structure:

1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.

2. Series of events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The

sum of events depend on the creativity of the writer. Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a 'shopping list' of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

3. Re-orientation (optional)

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

According to Derewianka (1990) in Miranti (2008:16), there are five types of recount text, they are:

1. Personal Recount

Telling about activities whereas the writer or speaker involves or do by her or himself (e.g. oral anecdote, diary entry) use the first pronouns (I, we).

Personal responses to the events can be included, particularly at the end.

Details are often chosen to add interest or humor.

Example: Diving in Bunaken Island

Last year, I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify. In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

2. Factual Recount

Record the particulars of an incident (e.g. report of science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as a historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievement.

This type uses the third person pronouns (he, she, it, and they). Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending describes the outcomes of the activity (e.g. science experiment). Details of time, place and manner may need to be precisely stated (e.g. at 2.45 pm., between *Pandawa street* and *Antasari street*, the man drove at 90 km/h). The passive voice may be used (e.g. the beaker *was filled* with water), it may be appropriate to include explanations and justifications.

Example: Vacation to London

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their

manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food. The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

3. Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. Emotive language, specific detail and first person narration are used to give the writing impact and appeal.

Example: earthquake

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided.

Examples include a flow chart of the actions required for making bread, a

storyboard of videotaped script or advertisement, the steps taken to solve mathematical problem.

Example: Making Ice Cream

I tried to make Ice cream when my uncle visited me. I prepared my ice cream mixture, and then chill it over an ice bath. Then, I poured the custard mixture in a deep bowl and put in the freezer. After forty-five minutes, I removed it from the freezer and stirred it dynamically with a spatula.

I checked the mixture every 30 minutes, stirred it dynamically until it freeze. The last I moved the ice cream to a covered storage container until ready to serve.

5. Biographical Recount

A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In the case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often an evaluation of the subject's achievements in the final section.

Example: Agatha Christie

Do you like mystery? There are a lot of books you can read. These books are written by different authors. Among them are outstanding mystery creators, i.e. Sir Arthur Conan Doyle, Alfred Hitchcock and Agatha Christie. The following is short biography of Agatha Christie.

Agatha Mary Clarissa Miller as born in Torquay, Devon, England, on September 15th 1890. She studied voice in Paris but stopped a singing career and turned instead to writing.

In 1914, Agatha Miller was married to Col. Archibald Christie, whom she divorced in 1928. Two years later she was married to archeologist Max with whom she made several trips to the Middle East countries. She was made Dame Commander, order British Empire in 1971.

Agatha Christie is known throughout the world as the queen of crime. Her seventy-seven detective novels and books of stories have been translated into every major language. Her sales of book and novels are calculated of millions.

She is the world's top-selling fiction writer whose 78 crime novels have sold around 2 billion copies in 44 languages. She also wrote 19 plays and six romantic novels under pseudonym Mary Westmacott. She began writing at the end of the First World War, when she created Hercule Poirot, the little Belgian detective with the egg-shaped head and the passion for order-the most popular detective in fiction since Sherlock Holmes. Dame Agatha died on January 12th 1976 in Wallingford, England.

Based the explanation above, the focus of the research is personal recount since it tells the activities whereas the writer involves or do by her or himself.

2.2.6 Concept of Pre-Questioning

In reading, to comprehend the text the readers should be able to manage 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. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text. 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. Pre-Questioning is some questions which are provided before the students read the whole text, in order to build the reading schemata and background knowledge of the students and also to rise their interest, and their cognitive aspect to predict what will faced by them in the next whole text.

Brown's (2001) explains about display questions, schema theory and students' background knowledge explanation. He 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, thus the students can predict what will be faced by them in the reading text.

According to Harmer (1993), 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 is 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 used to build up the students' prior 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.

Nuttal (1987) says that developing type of questions and technique are essential to teach reading. Pre-questioning itself can build the students' interest and motivation before students read the whole text. Brown (2001) explains about display questions, schema theory and students' background knowledge explanation. He also 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, thus the students can predict what will be faced by them in the reading text.

Based on the explanation above, the researcher is interested in finding out the effects of treatment with pre-questioning on students' reading comprehension achievement and concluded that the pre-questioning consists of some questions provided before the students read the whole text. In 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.

2.2.7 Concept of Teaching Reading Comprehension of Recount Text through Pre-Questioning Technique

Reading skills are one area of education essential to aiding other areas of knowledge and learning. Teaching reading skills is a cumulative process that begins at an early age and continues throughout both secondary and higher

education. The objectives of teaching reading skills are important because other areas of learning are derived from the ability to read effectively. Alyousef (2005:143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and last-reading stages. The pre-reading stage helps in activating the relevant schema.

From that explanation above, the teacher can ask the students questions that arouse their interest while previewing the text. Pre-questioning is one of pre-reading activities in which it can make the students interest with the text and the reading activity. Pre-questioning activities can give students necessary background knowledge and vocabulary before reading, motivate them by allowing them to connect text to their own lives and help them prioritize which aspects of the reading are main ideas and which are minor details. It can improve student comprehension and interest which help students to understand the key concepts in the reading. The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). Using pre-questioning in teaching recount text can make the students 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.

2.3 The Procedures of Teaching Reading Comprehension in Recount Text through Pre-Questioning Technique

There are several procedures that should be done to implement Pre-Questioning in teaching reading. The procedures of teaching reading are as follows:

Pre activities

1. Students pray together.
2. Students are conducted the routines (day, date, weather) by researcher.
3. Students tell the their experiences as the example of recount text.

While Activity

1. Students are shown a topic of text.
2. Students are asked by researcher using pre-questioning technique to make students' critical thinking especially their schemata to guess the title given (what background of the recount given probably is)
3. Students are given a text.
4. Students are asked to use their critical thinking especially their schemata again to guess picture given.
5. Students are given an explanation about a text including its purpose, contents, language features and generic structure.

Post Activity

1. Students are asked about what they just studied.
2. Students asked to make a conclusion of that text.

3. Students are given a feedback about whole discussion of the that text.
4. Students are given a chance to ask some questions.
5. Researcher closes the meeting by providing the summary of lesson.

In the modified procedure above, it shows that this teaching procedure is difference from another conventional way of teaching. It happens because this procedures are giving the students a chance to make conclusion of the text, so the students become more active during teaching and learning process.

2.4 Advantages and Disadvantages of Pre-questioning in Reading Comprehension

1. The Advantages of Pre-questioning in Reading Comprehension
 - a. Students are able to make preview and make predictions
 - b. Students are able to aware of why they are reading the text
 - c. Students are able to read selectively
 - d. Students are able to make connections and associations with the text based on what they already know
 - e. Students are able to refine predictions and expectations
 - f. Students are able to use context to identify unfamiliar words
 - g. Students are able to reread and make notes
 - h. Students are able to evaluate the quality of the text
 - i. Students are able to review important points in the text
 - j. Students are able to consider how the information might be used in the future.

2. The Disadvantages of Pre-questioning in Reading Comprehension

- a. It spends much time during the teaching learning process
- b. Sometimes students cannot get the idea from the question in text
- c. Sometimes students cannot answer the question.

2.5 Theoretical Assumption

Based on the frame of theory above, the researcher assumes that Pre-Questioning is a good technique to improve reading ability in teaching reading. By applying pre-questioning, students will get more information. Pre-questioning has tended to focus exclusively on preparing the reader for likely linguistic difficulties in a text; more recently attention has shifted to cultural or conceptual difficulties. However, pre-questioning, activities may not just offer compensation for second language reader's supposed linguistic or socio-cultural inadequacies; they may also remind. After the students have adequately shared their knowledge, the text becomes the focus of the class.

During this segment of the lesson, the teacher asks the students to read short sections of the text and then questions about the content. The teacher must be sensitive to those text areas that could elicit misunderstandings and work through any difficulties that the students may have. In the final stage, the teacher aids the students to draw relationships between personal experiences and the material discussed in the text stage. This provide an opportunity for each student to make comparisons and contrasts with what they already know and to accommodate the new information into their preexisting schemata. Through this process, student's schemata become redefined and extended. The teacher has the responsibility of

leading the students to the appropriate answers without giving them too much information, so the task becomes one of self-discovery and integration.

Pre-questioning can be regarded as another type of top-down processing activity.

Pre-questioning may be generated by the teacher or by the students and should be done before the reading, rather than after the reading. The approach begins by introducing the topic of the passage that students are going to read.

2.6 Hypothesis

Based on the problem, theories, and theoretical assumption above, the researcher has two hypothesis which are

1. There is an increase of students' reading comprehension achievement after being taught through pre questioning in personal recount text as a technique in teaching reading.
2. What kind of pre-questioning that could increase students' reading ability the most.

III. RESEARCH METHODS

In this research, the researcher discusses about research design, subjects, instruments, data collecting technique, research procedure, the criteria of good test, data analysis and hypothesis as states below:

3.1 Research Design

This research was intended to find out the significant difference of the students' reading comprehension ability before and after being taught by using pre questioning in personal recount text and to find out there is any significant difference on students' reading comprehension ability after being taught by using pre questioning in personal recount text. In conducting the research, the researcher used time series design by giving different materials for each treatment and different topics for every test. The researcher used one class in which the students were given three times pretest, three times treatment, and three times posttest. The research design is illustrated as follows:

T1 T2 T3 X T4 T5T6

Where:

T1 T2 T3 : Pre-test

X : Treatment

T4 T5 T6 : Post-test(Setyadi, 2006:131)

Pretests were administered before the treatments of teaching reading by using pre questioning in personal recount text. Pretests were implemented in order to see the students' basic reading ability. Then, the researcher gave treatment that is teaching reading by pre questioning in personal recount text.

3.2 Population

The population of this research was the students of the tenth grade of SMAN 2 Bandar Lampung. There were nine classes in this school and the researcher chose one of them. Since this research was focused on the product of teaching learning activity, students' responses toward any teaching stage become the source data. Documentation study was used to get the number of students, number of classes, students' name list and teaching schedule. In this study, tests were used to measure the students' reading comprehension ability and order twice; namely, the pre test and the post test. Here, the pre test was used to see the students' reading comprehension mastery before the treatment, and the post test was used to see the reading ability after the treatment.

3.3 Instruments

According to Harris (1969:71) there were two basic kinds of test used to measure the four language skills of the students, i.e.: the objective test and the essay test. In this research, the writer only used objective reading test to measure the language skills. The writer used the pretest and posttest as an instrument to collect the data. *Pretest* was given before the treatment in order to identify how far the students' reading ability understands the mind idea from the text. *Posttest* was given after presenting

the treatment in order to identify the improvement of students' reading ability related understanding the mind idea from the text. The test was in form of multiple choice tests with four alternative answer. The items of pretest and posttest were the same. The validity of the test concerned with the content and construct validity.

3.4 Data Collecting Technique

In collecting the data, the following technique was employed:

Reading Test

The kind of reading test used was objective test. The reading test was given to identify learners' reading ability which consisted of pretest and posttest. The pretest was given before the treatment was conducted; firstly, the pretest was administered to find out the students' reading comprehension ability before treatment. The posttest was administered at the end of treatments in order to find out the results of students' reading comprehension ability after the 4-time treatments. The test of reading comprehension in this research was used to answer those two research questions.

In selecting reading text, this research considered the text based on themes stated in curriculum for second years of SMA (KTSP 2006). The texts were used taken from any text books and articles on the internet. The composition of the test items was presented in Table 3.1. Below:

Table 3.1. Specification of Reading Test

No	Sub-Skills of Reading	Item Number	Percentage
1	Determining Main Idea	10	13.33%
2	Identifying Specific Information	15	20%
3	Finding Inference	15	20%
4	Finding Reference	15	20%
5	Understanding Vocabulary	20	26.67%
	Total	75	100%

3.4.1 Try Out

Before conducting the research, the data collecting instrument was tried out in order to make sure whether the instruments were valid and reliable to collect the data. The try out contained 75 items, each item consisted of four options. The type of the instruments was multiple choice tests and time allocation was 90 minutes.

The try-out test was administrated first in 2 IPA 3 class to analyze the reliability, level of difficulty, and discrimination power to achieve good test instrument criteria. Then the pre-test and post-test were administrated in 2 IPA 2 class to analyze the improvement of the students' reading comprehension through Pre Questioning in Personal Recount Text technique.

3.4.2 Result of the Try-out Test

Before administrating the pre-test, the try-out test was conducted on Jan 21st, 2013 in class 2 IPA 3 of SMAN 2 Bandar Lampung which was chosen randomly to analyze the reliability, level of difficulty, and discrimination power to achieve good test instrument criteria. There were 75 items administrated based on eight

different recount texts. Those items were in the form of multiple choices, which contained four options of answer for each (A, B, C, and D). The time allocated was 90 minutes.

Based on the table in Appendix 9, there were 75 items in the try-out test. After analyzing the criteria of good test by using level of difficulty and discrimination power, it could be seen that 15 items were dropped, such as item number (2, 7, 11, 15, 23, 28, 35, 43, 48, 53, 57, 61, 65, 69, and 73). The try-out test consisted of 5 difficulty items (2, 7, 15, 23, 28, 35, 43, 48, 53, 61, 69 and 73); easy (11 and 65) 60 satisfactory items (1, 3, 4, 5, 6, 8, 9, 10, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 36, 37, 38, 39, 40, 41, 42, 44, 45, 46, 47, 449, 50, 51, 52, 54, 55, 56, 57, 58, 59, 60, 62, 63, 64, 65, 66, 67, 68, 70, 71, 72, 74 and 75). Some of poor and difficult items were revised, 8 revised items (12, 25, 26, 29, 31, 35, 36, and 38) while the average and satisfactory items were administrated in the pre-test and post-test.

In analyzing discrimination power, there were 24 poor items (2, 7, 11, 12, 15, 19, 20, 22, 23, 28, 31, 35, 38, 43, 45, 51, 52, 53, 57, 60, 68, 69, 70, and 73); 24 good items (4, 5, 10, 17, 18, 21, 24, 25, 26, 27, 34, 37, 40, 42, 44, 46, 47, 48, 55, 58, 59, 71, 72, and 74) and 27 satisfactory items (1, 3, 6, 8, 9, 13, 14, 16, 29, 30, 32, 33, 36, 39, 41, 49, 50, 54, 56, 61, 62, 63, 64, 65, 66, 67, and 75). The items that had criteria level of difficulty < 0.30 and $> 0.70 - 1.00$ but had satisfactory and good discrimination were revised, meanwhile the items which had average level of difficulty and good and satisfactory discrimination indexes were administrated for the pre-test and post-test.

After analyzing the level of difficulty and discrimination power, it was found that 60 items were good and administrated for the pre-test and post-test. On the other hand, 15 items were bad and dropped because they did not fulfill the criteria of level of difficulty and discrimination power.

To analyze the reliability of the test, Split-half technique was used to estimate the reliability of the test and to measure the coefficient of the reliability between odd and even group, Pearson Product Moment formula was used. The computation showed that the reliability coefficient of the test was 0.99 (Appendix 12). It could be stated that the test had a high reliability since the range of high criteria in the criteria of reliability was 0.80 – 1.00 (Hatch and Farhady, 1985:247).

3.5 Research Procedure

This research was conducted during normal class hour. The researcher will follow the following procedure:

1. Determining the population and select the samples
2. Trying out the test items. The aim of this try out is to know the quality of test
3. Preparing the pre test material and given pre test
4. Preparing the treatment material and presenting the treatment material by implementing the technique
5. Preparing the post test material and giving the post test
6. Examining the result of the pre test and post test

7. Analyzing the data. The data of pre test and post test will be put into a score table and it will be used to see the significant increase of students' score in reading comprehension
8. Making conclusion

3.6 Scoring System

Before getting the score, the researcher decided the technique to be used in scoring the student's work. In order to do that, the researcher used Arikunto's formula which the highest score is 100. The score of pretest and post test were calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Where:

S= the score of the test

r = the total of the right answer

n= the total (Arikunto, 1997:212)

3.7 Criteria of Good Test

To know whether the test was good or not, some criteria should be considered.

The criteria of good test were validity, reliability, level of difficulty and discrimination power.

3.7.1 Validity of the Test

The test could be said valid if the test measured the objective to be measured and suitable to the criteria (Hatch and Farhady, 1982:250). To measure whether the test had a good validity, the researcher had seen the content and constructs validity.

a) Content validity

Content validity is extended to which a test measures representative sample of the subject matter contents, the focus of content validity is on adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982:251). It means that the test should be correct and represent the materials that will be taught such as main idea and can answer the question based on the text. To get the content validity, the test will be adapted from the students' book. Then the test is determined according to the materials that will be taught to the students. In other words, the researcher will make the test based on the materials in the School Based Curriculum for the first grade of Senior High School students.

b) Construct validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the certain language skill. It is measured by the inter rater validity where the criteria of the validity could be valid in its content if the rater accepted the items are more than 60 %

(Setiyadi, 2002). Because the raters agree that the items test more than 60%. It means that the item test is valid in its content.

3.7.2 Reliability of the Test

Reliability of the test also can be defined as the extent to which a test procedures consistent result when administered under similar condition (Hatch and Farhady, 1982:243). The concept of reliability stems from the idea that no measurement is perfect, even if one goes on the same scale today and then again tomorrow, there will always be differences in his weight which result of the fact that measuring instrument are not perfect. To measure the coefficient of the reliability between odd and even group, this research use the Pearson Product Moment Formula (Arikunto, 1997).

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

r : coefficient of reliability between odd numbers items

x : total number of odd numbers items

y : total number of even numbers items

N: number of pupils who take part in the test

X₂ : square of x

Y₂ : square of y

Σx : total score of odd number items

Σy : total score of even number items (Arikunto, 1997:69)

Then this research uses “Spearmen Brown Prophecy formula” (Hatch and Farhady, 1982:246) to know the co-efficiency correlation of whole items.

The formula is as follow:

$$r_{11} = \frac{2r_{xy}}{1+r_{xy}}$$

Where:

r_{11} : the reliability of the test

r_{xy} : the reliability of half test

The criteria of reliability are:

0.90 – 1.00 : high

0.50 – 0.89 : moderate

0.0 – 0.49 : low

(Hatch and Farhady, 1982:246)

If the result of reliability is less then 0,50 then the item should be revised.

3.7.3 Level of Difficulty

In determining the level of difficulty of the test, the researcher uses the following formula:

$$LD = \frac{R}{N}$$

Where:

LD : Level of Difficulty

R : the number of the students who answer correctly

N : the total number of the students

The criteria are:

LD < 0.30 : difficult

LD = 0.30 – 0.70 : satisfactory

LD > 0.70 : easy

(Shohamy, 1985: 79)

3.7.4. Discrimination level

To estimate the discrimination power of the test, the researcher uses the following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Where:

DP : Discrimination Power

U : the number of the upper group students who answer correctly

L : the number of the lower group students who answer correctly

N : the total number of the students

The criteria are:

1. If the value is positive discrimination a large number of more knowledgeable students then poor students get the item correct. If the value is zero, no discrimination.

2. If the value is negative, means that more low students than high students get the item correct.
3. In general, the higher the discrimination index, the better. In classroom situation most items should be higher than 0.20 indexes.(Shohamy, 1985:81).

0.00 – 0.20	= poor
0.21 – 0.40	= satisfactory
0.40 – 0.70	= good
0.71 – 1.00	= excellent
Negative	= bad items (must be omitted)

3.8 Data Analysis

In order to know the students' progress in comprehending the text, the students' scores are computed by doing three activities:

- a. Scoring the pre test and post test

$$S = \frac{r}{n} \times 100$$

- b. Tabulating the result of the test and finding the mean of the pre test and the post test. The mean is calculated by applying the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} : mean

$\sum x$:the total of number of students scores

N : number of students

- c. Drawing conclusion from the tabulated results of the test given by comparing the means of the pretest and post test.

In order to know whether the students got any progress the following formula will be used:

$$I = M2 - M1$$

Where:

I : the increase of students' ability

M1 : the average score of pre test

M2 : the average score of post test.

(Arikunto, 2006:249)

3.9 Hypothesis Testing

Hypothesis of this research is:

$$H_1 = T_{\text{value}} > T_{\text{table}}$$

$$H_0 = T_{\text{value}} < T_{\text{table}}$$

H₁: There is a significant difference of students' reading comprehension ability after being taught by using pre questioning in personal recount text.

H₀: There is no significant difference of students' reading comprehension ability after being taught by using pre questioning in personal recount text.

This hypothesis was statistically by comparing the mean of both pretest and posttest using excel manually, Pair Sample T-test of SPSS 20 and then made a graph based on the mean score of the test.

V. CONCLUSION AND SUGGESTION

This chapter draws the conclusion of this research and the researcher's suggestion.

5.1. Conclusion

To answer the research question and referring to the result of the data analysis and discussion the researcher draws the following conclusion:

1. There is significant difference of students' reading comprehension ability after being taught by using pre-questioning in personal recount text. It means that pre-questioning could increase students' reading comprehension ability. It can be seen from the finding of the research. The total gain score of students' reading achievement from pretest to posttest is; students' mean score first pretest is 69,4, second pretest is 73, third pretest is 74.6. Meanwhile, the result of mean score from first posttest is 75.2, second posttest is 80.8, and third posttest is 84.4. The researcher also used pair sample of SPSS. The result is In first pair 1.509 (t-value) > 2.093 (t-table), second pair 1.497 (t-value) > 2.093 (t-table), third pair 6.329 (t-value) > 2.093 (t-table) means that there are significant differences of students' reading comprehension ability after being taught by using pre-questioning in personal recount text. Therefore, the first hypothesis is accepted.

2. From four kinds of pre-questioning which the first posttest was using pre-questioning before reading to confirm expectations showed that the mean score of the students' reading ability is 75.2, and the second posttest used pre-questioning before reading for general comprehension along with pre-questioning before reading to extract specific information showed that the mean score of the students' reading ability was 80.8, and the third posttest which was using pre-questioning before reading for detailed comprehension had the highest mean score which was 84.8. From the result it could be concluded that the students' ability in reading was increased which consisted 6 personal recount texts which are *Embarrassing Moment*, *Letter from Meliani to Renny*, *My Day*, *My Weekend*, *My New Year Moment*, and *Ball Dome*.

5.2 Suggestions

In reference to the conclusion above, the researcher proposes some suggestion as follows:

5.2.1 Suggestions for the Teacher

After having the research especially pre-questioning in helping the students to increase their reading comprehension, the researcher suggests to the English teachers to apply the pre-questioning in the classroom for teaching implication particularly teaching reading.

5.2.2 Suggestion for the Other Researchers

In this research, the treatments were done three meetings. Other researchers could spend more time and use other types of text in giving the treatments to the students so that they can get enough exercise.

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