THE EFFECTIVENESS OF USING PRE-QUESTIONING
TECHNIQUE ON STUDENTS’ READING COMPREHENSION
OF DESCRIPTIVE AND PROCEDURAL TEXTS
(A Quasi-Experiment Study in the First Year Students of SMP Islam Al-Hikmah
Pondok Cabe Ilir, Pamulang)

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SYARIF Hidayatullah State Islamic University
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The Effectiveness of Using Pre-Questioning Technique on Students’ Reading Comprehension of Descriptive and Procedural Texts

(A Quasi-experiment Study in the First Year Students of SMP Islam Al-Hikmah Pondok Cabe IIir)

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Presented to the Faculty of Tarbiyah and Teachers’ Training
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Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

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The Examination Committee of the Faculty of Tarbiyah and Teachers' Training certifies that the 'Skripsi' (Scientific Paper) entitled “The Effectiveness of Using Pre-Questioning Technique on Students’ Reading Comprehension of Descriptive and Procedural Texts (A Quasi-Experiment Study in The First Year Students of SMP Islam Al-Hikmah PondokCabe Ilir)”, written by Faizah Noor, 208014000062, was examined by the committee on July 27 2015. The “Skripsi” has been accepted and declared to have fulfilled one of requirements for the degree of “S.Pd” (S-I) in Department of English Education.

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ABSTRACT

Faizah Noor, 2015, The Effectiveness of Using Pre-Questioning Technique on Students’ Reading Comprehension of Descriptive and Procedural Texts (A Quasi-Experimental Study in The First Year Students of SMP Islam Al-Hikmah PondokCabe Ilir), Skripsi, English Department, The faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islam Universty Jakarta.

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Key Words: Pre-Questioning Technique, Reading, Descriptive and Procedural Texts.

The purpose of this study was to know the emperical evident about the effectiveness of pre-questioning technique on students’ reading comprehension of descriptive and procedural texts in the first year students of SMP Islam Al-Hikmah Pondok Cabe Ilir. There are two problems of this study. First, the students have difficulty to understand reading text. Second, the method is inappropriate in teaching learning in the class. The writer used an experimental study which involved two classes. The first class is an experimental class and the second is control class. First, it was begun by conducting pre-test in both of classes, after gathering the data from pre-test, the writer treated experimental class by using pre-questioning technique. Last, to know the differences between those classes, the writer conducted post-test. The population of this study is the second years which the sample are VIII-A as an experimental class and VIII-C as a control class, containing of twenty students in each class. The data was analyzed by using t-test. According to the result of statistical calculation, by comparing the values of \( t_o = 5.59 \) and \( t_{table} = 2.02 \) and 2.70, the writer made the conclusions of hypothesis that \( t_o \) is bigger than \( t_{table} \). So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that using pre-questioning technique on students’ reading comprehension of descriptive and procedural is more effective than teaching without pre-questioning technique.
ABSTRAK

Faizah Noor, 2015, The Effectiveness of Using Pre-Questioning Technique on Students’ Reading Comprehension of Descriptive and Procedural Texts (A Quasi-Experiment Study in The First Year Students of SMP Islam Al-Hikmah PondokCabe Ilir), Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta.

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This “skripsi” is presented to the Faculty of Tarbiyah and Teachers’ Training in a partial fulfillment of requirements for the Degree of S.Pd (S-1) in English Education Department.

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Jakarta, July 2015

The Writer
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL</td>
<td>i</td>
</tr>
<tr>
<td>SURAT PERNYATAAN KARYA SENDIRI</td>
<td>ii</td>
</tr>
<tr>
<td>ENDORSEMENT SHEET</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vi</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER I.  
**INTRODUCTION**

- The Background of the Study ........................................ 1
- The Identification of the Problem .................................. 3
- The Limitation and Formulation of Problem ........................ 3
- The Objective of Study ............................................. 3
- The significance of Study .......................................... 4

## CHAPTER II.  
**THEORETICAL FRAMEWORK**

- Reading ........................................................................ 6
  1. The Definition of Reading ....................................... 6
  2. Kinds of Reading .................................................. 8
  3. The Principle of Reading ........................................ 9
  4. The Purpose of Reading .......................................... 10
  5. Reading Comprehension .......................................... 12
  6. Descriptive Text ................................................ 12
  7. Procedural Text .................................................. 13
- Pre-Questioning ...................................................... 13
  1. The Definition of Pre Questioning ............................ 13
  2. Kinds of Pre Questioning ....................................... 15
  3. The Purpose of Pre Questioning ................................ 16
  4. The Definition of Questioning ................................ 16
  5. The Types of Question .......................................... 18
  6. The Procedure in Teaching Reading using Pre-Questioning .................................................................. 19
  7. The Advantages and Disadvantages of Pre-Questioning .................................................................. 20
<table>
<thead>
<tr>
<th>CHAPTER III. : RESEARCH METHODOLOGY</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The Place and Time of Research</td>
<td>22</td>
</tr>
<tr>
<td>B. The Population and Sample of Research</td>
<td>22</td>
</tr>
<tr>
<td>C. The Method of Research</td>
<td>22</td>
</tr>
<tr>
<td>D. The Instrument of Research</td>
<td>23</td>
</tr>
<tr>
<td>E. The Technique of Collecting The Data</td>
<td>23</td>
</tr>
<tr>
<td>F. The Technique of Analyzing The Data</td>
<td>24</td>
</tr>
<tr>
<td>G. The Statistical Hypothesis</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER IV. : RESEARCH FINDINGS AND INTERPRETATION</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Research Findings</td>
<td>28</td>
</tr>
<tr>
<td>1. The Description of the Data</td>
<td>28</td>
</tr>
<tr>
<td>2. The Analysis of the Data</td>
<td>31</td>
</tr>
<tr>
<td>3. The Test of Hypothesis</td>
<td>35</td>
</tr>
<tr>
<td>B. The Interpretation of Findings</td>
<td>35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER V. : CONCLUSION AND SUGGESTION</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Conclusion</td>
<td>37</td>
</tr>
<tr>
<td>B. Suggestion</td>
<td>37</td>
</tr>
</tbody>
</table>

BIBLIOGRAPHY ................................................................. 39
APPENDICES ........................................................................ 41
LIST OF TABLES

Table 4.1 Score of Experiment Class by Using Pre-Questioning .......................... 28
Table 4.2 Score of Control Class Without Using Pre-Questioning ....................... 29
Table 4.3 Standard Deviation Table ................................................................. 31
LIST OF APPENDICES

Appendix 1: Rencana Pelaksanaan Pembelajaran ................................................. 42
Appendix 2: The Instrument of Research ............................................................ 67
Appendix 3: The Item Analysis ............................................................................ 79
CHAPTER 1

INTRODUCTION

A. The Background of the Study

English is one of the international languages used by most people all over the world. By mastering English, people can easily follow the development and many kinds of fields in study, which also involve science, technology, culture, economy, and education all over the world. And almost all books of science and literature are written in English, therefore as a student we have to learn more about English language. English has become a popular language learned by students all over the world, especially in Indonesia.

English has a big influence in teaching and learning in Indonesia. People in Indonesia can easily learn English, its start from playgroup till the university and English also become a modern language in Indonesia. However, when English subject has demanded in Indonesia most of school in Indonesia is given English subject as a compulsory subject. As we know English is not our language, but we have to learn about it.

There are four basic language skills in studying English, they are listening, speaking, reading, and writing. Based on the four language skills, listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills. However, students have to mastering the language skills. And when English subject has become compulsory subject in Indonesia, the students have to mastering reading skills to get a lot of knowledge. And the teachers also have to be more creative to make their students enthusiast in learning English.

As one of language skills, reading plays as an important role because reading has become a part of our daily life. Every day in our daily life, there are many

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kinds of reading materials such as magazine, newspaper, or some text books including science that can be influence in learning English subject.

Reading is one of skills that educationally the most important thing to be mastered. According to Hill in his book “reading is what the reader does to get the meaning he needs from textual sources”\(^2\). And the purposes of reading can be various, and it’s all depends on what the reader would like to get while they are reading the text.

In fact, there are some problems faced by the students. Especially for the student in seventh grade of junior high school, because it was the first time for them to learn about reading text. Most of the students thought that reading English text is very difficult and boring subject. It is become teacher responsibility when they are teaching reading English text. English material can be developed by teachers. It is all depend on the teachers how to select the technique to help them teaching their students in the class. And as we know each student has their own perception about learning English, it means not all the students are interested in learning English. It became a challenge to the students in Indonesia to study about English, because they have to learn about other language beside their mother language and for the teachers it’s also became an extra challenge to teach their students about English.

As educator, teacher should apply the appropriate teaching technique to make their students interested in learning English especially when they have to read the text. Teaching reading can be done in many ways, one of them is by using techniques. The techniques will make students more active and enjoy in the classroom and students can understand the content of the text and it’s very useful for increasing students’ interest and motivation in learning English.

It is important to the teacher to choose an appropriate technique to attract students' interest in reading text. The teacher can use pre-questioning techniques before teaching process as the one of many ways in teaching reading by using technique. Pre-questioning technique is supposed to be an appropriate technique,

because pre-questioning can build the students’ interest and motivation before students read the whole text and besides that the students can predict what will be discussed on the text. The questions provided will help the students build knowledge and a view of what is the text about. “When readers ask questions before they read a text, they are activating prior knowledge and making predictions. Both of these activities engage the child’s interest and increase the likelihood that he will connect with the text and comprehend it”

And also As the writer observation in PPKT (Praktek Profesi Keguruan Terpadu) it is not all students can easily understand the whole of the text directly. They have to comprehend it first, and not all students can comprehend it well. So the teacher should have be more creative to make them easier to comprehend it. Students can comprehend the text by building up their background knowledge, and can bring the best of their knowledge to a text when they have been given a chance to make connection to the text. The teacher’s task is to develop students’ background knowledge before they read the whole text, so that they can connect their background knowledge to the text. Having background knowledge of a text can greatly help the readers to comprehend the text. This background knowledge can influence the comprehension process. To realize the teacher’s task, teacher can build students’ background knowledge by using pre questioning.

Reader needs to manage every single part found in text because when the reader can organize the text well, a comprehension will most possibly happen. There are some types of texts; descriptive, recount, spoof, report, procedural, explanation, narrative, argumentative, persuasive, exposition and etc.

For seventh grade of junior high school, it can be an extra challenge for them to learn about reading text especially for descriptive and procedural text, because it was the first time for them to learn it; therefore teacher should be more creative to make students interested and enthusiast. As we know not all students interested in learning reading text, because for them it is so boring to read a text that they don’t know what the text is all about.

And by using pre-questioning technique, maybe it can help them to be interested in learning reading text, because when teacher using pre questioning it makes students to build up their prior knowledge and make them enthusiastic to predict what is the reading text about.

Based on the statement above the writer is interested to make a research under the topic:

“The effectiveness of using pre-questioning technique on students’ reading comprehension of descriptive and procedural texts”.

B. **The Identification of the Problem**

Based on the background of the study above some problems could be identified:

1. Many students assumed that reading is boring.
2. Most students have a low comprehension in reading text.
3. The techniques in teaching reading used are monotonous.

C. **The Limitation of the Problem**

Based on the identification on the problem, the study was limited on on the effectiveness of using pre-questioning technique on students’ reading comprehension of descriptive and procedural texts.

D. **The Formulation of the Problem**

The formulation of the problem which is going to be discussed on this study based on the limitation above is “is the use of pre-questioning technique effective in students’ reading comprehension of descriptive and procedural texts”?

E. **The Objective of the Study**

The objective of this study is to find out the effectiveness of using pre-questioning technique on students’ reading comprehension of descriptive and procedural texts.
F. The significance of the Study

The significances of this study are:

a. First, for the teacher. It gives the alternative solution in teaching reading skill.

b. Second, is for students. It assists them to solve their problems in reading activity and it can help them to be able in comprehend reading text by using pre-questioning technique.

c. Thrid, is for the institution of SMP Islma Al-Hikmah Pondok Cabe Ilir, Pamulang. It can be beneficial regarding to improve the education quality.
CHAPTER II

THEORETICAL FRAMEWORK

A. Reading Comprehension

1. The Definition of Reading

There are a lot of definitions of reading. Reading is process to understand meaning from the text, which is done by readers to get some information. Reading is not just a process of identifying information, but also reading is a process of thinking and feeling. Reading is very crucial, our knowledge is usually broaden and informed by reading activities, and the activities of reading can be found in the book, magazine, internet, etc.

F. Dubin explained that the meaning of reading as “reading is a primarily cognitive process, which means that the brain does most of the work”.\(^1\) And also according to Elizabeth B. Bernhardt, “reading is regarded as a cognitive process in which it demands a process to apprehend the meaning, to gain information, and to learn which those should be considered to the process of mind”.\(^2\) Therefore, to understand the meaning of a text in reading activity, the reader makes use of interaction among eyes and mind to grasp the message related to what the author is trying to communicate.

Reading is a complex process in getting meaning or in understanding the message. By practice reading more and more, our reading ability and reading experience will be improved. In reading, students may find difficulty and frustrating, but if they keep practicing they will have a good sense of English. One of major problems in reading instruction skill is definition of reading itself, as we know that reading is a complex process. Sandra also said that “reading is complex information processing skill in which the readers interact with the text in order to

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recreate meaningful discourse”.³ Because of its complexity, it is apparent that one simple definition will not be sufficient, for those reason reading would be described and defined in various ways.

There are many kinds of reading texts; descriptive, recount, spoof, report, procedural, explanation, narrative, argumentative, persuasive, exposition and ect. And in this research the writer use descriptive and procedural texts based on KTSP for the first grade of junior high school”.⁴

<table>
<thead>
<tr>
<th>Membaca</th>
<th>1. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure yang berkaitan dengan lingkungan terdekat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</td>
</tr>
<tr>
<td>1.2</td>
<td>Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure</td>
</tr>
<tr>
<td>1.3</td>
<td>Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk descriptive dan procedure dengan ucapan, tekanan dan intonasi yang berterima</td>
</tr>
</tbody>
</table>

And Walter said that “there are five answers responding to the questions about what are the definitions of reading, which are:

a. Reading is a complex process.

b. Reading means to get information from the printed page.
c. Reading is the ability to pronounce and comprehend the printed word.
d. Reading is interpreting sounds, letters, or symbols by assigning meanings to them.
e. Reading is receiving ideas and impressions from an author via printed words.\(^5\)

Those statements above show various definitions of reading, it also means that universally acceptable definition does not exist. But a simple conclusion may give easier understanding, reading means complex process of thinking in assigning meaning from printed material which involves most of the readers’ intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text.

2. Kinds of Reading

And according to Francoise Grellet the kinds of reading are:

a. Skimming.
   It is a process of reading in which happen quickly running one’s eyes over a text to get the gist of it.
b. Scanning.
   It is a process of reading in which quickly going through a text to find a particular piece of information.
c. Extensive reading.
   Reading longer texts, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding.
d. Intensive reading.
   Reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail”.\(^6\)

3. **The Principles of Reading**

Harmer explained, there are some reading principles, they are:

a. Encourage students to read as often and as much as possible.

   The more students read the better. Everything we do should encourage them to read extensively as well as – if not more than – intensively. It is a good idea to discuss this principle with students.

b. Students need to be engaged with what they are reading.

   Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading – that is, we should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while during with it.

c. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

   It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic.

d. Prediction is a major factor in reading.

   When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues – the book cover, the headline, the web-page banner – our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. In class, teacher should give students ‘hints’ so that they also have a chance to predict what is coming.
e. Match the task to the topic when using intensive reading texts.

Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading task – the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc.

f. Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. It’s doesn’t make sense, in class, just to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further task, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life”.7

4. The Purposes of Reading

When people read, they may have some different purposes to obtain after reading text. And according to R. R Jordan there are several purposes that may include when people read:

a. To obtain information (facts, data, etc).

b. To understand ideas of theories, etc.

c. To discover author’s point of view.

d. To seek evidence for their own point of view (and to quote) all of which may be needed for writing their essays, etc”.8

And Different purposes also explained by Harmer that “there are some purposes of reading activity:

a. Predictive

Reading as a tool to train a readers’ ability in estimating the content of the text they read, either in matching their predictions or in developing their predictions about the others content that will change after readers get additional information from the text and interact with the content of the text.

b. Extracting specific information

Reading is an activity to find a particular piece of information that readers need. Usually, the readers use scanning type of reading.

c. Getting the general picture

The purpose is not to get details information but to get the gist of the text. Here, the readers will do skim rapidly and understand the main point of the text.

d. Inferring opinion and attitude

The purpose is to know the opinion and attitude of the author about the topic discusses that implied in his writing.

e. Deducing meaning from context

The readers try to find out and guess the meaning of the unknown words on the context although they do not know the actual meaning of the word.

f. Recognizing function and discourse patterns and markers

Reading is a tool to train the reader in understanding the use of words, how a sentence is constructed in the correct order, the relationship between words and the connection between sentences”.

In the other hand, Grellet explained two purposes in reading:

1. Reading for pleasure

2. Reading for information (in order to find out something or in order to do something with the information someone gets)’.

Based on the description above, it can be assumed that people read for many purposes and it is based whit what they need.

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9 Harmer, op. cit., p. 183.
10 Grellet, op. cit., p. 4.
5. **Reading Comprehension**

Most of the students want to be able to read texts in English, Charles said that “reading is a general cognitive, problem-solving ability which underlies all language processing, including listening and is not specific to reading”.

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer’s words and then using background knowledge to construct an approximate understanding of the writer's message.

Comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement.

Based on the explanation above, it can be summarized that reading comprehension is a very complex activity to understand the message of the text. And to be accomplished reader it needs to be more practice in learning because the comprehension process is really complicated.

6. **Descriptive Text**

Descriptive text is text which informs to describe a particular person, place, or thing in detail. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has structure as below:

a. **Identification**

Identifying the phenomenon to be described.

b. **Description**

Describing the phenomenon in parts, qualities, and characteristics.”

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13 Ibid.
7. **Procedural Text**

Procedural text is text which is frequently found at around us, like food rules and text having another ‘how to’ in the title of text. This text also gives information and helps readers how to do or make something completely. Procedural texts are common factual genres that provide instructions on how to do something. Students encounter procedural texts in most learning areas; in Home Economics (recipes), in Science (experiments), in Technology (how to…), in school operations (how to behave in assembly/ on Sports Day) and throughout all years of schooling”.

And the purpose of procedural texts is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways”.

B. **Pre-Questioning**

1. **The Definition of Pre-Questioning.**

Pre-questioning is one of the techniques in reading that can be used to help students understand the content of the text before reading the contents of all text. Pre-questioning also can help students to have a good preparation before reading, and pre-questioning is also can be effective to help teacher in learning activity especially for textual material. Like Richard Allington said “Questions, either teacher generated or learner generated, used either prior to following reading are effective in enhancing learning from textual material”. The teacher can give pre questioning, it’s like an activity such by giving some question before reading activity. Allington also explained that “the teacher would examine the goals of instruction and develop a small number of questions to guide the learner’s reading of assigned material. These questions would be rather general nature and attempt

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16 Ibid.
to give the learner a purpose of reading”. And according to Pramila Ahuja this activity also helps students to get ready for the material students read.

Brown explains that “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 active the schemata, thus the students can predict what will be faced by them in the reading text”. And the important key to build an interactive learning students are the initiation of the interaction from the teacher by using question.

It is known that by giving some pre-questioning related to the theme of the text, it is good to guide students in reading text and it is expected to help students comprehend the text better. And there are some forms of the questions that can be used I.S.P Nation Question Forms as a follow:

a. Pronominal questions.
   Questions begin with who, what, when, how, why, etc.

b. Yes / No questions
   These questions do not need more explanation.

c. True / False sentences
   These questions are similar with yes/no questions. They answer is only true or false.

d. Multiple-choice sentences
   These questions only need to mark but good multiple-choice questions are not easy to make because the wrong choice must seem possible to choose.

e. Sentence Completion
   To answer these questions, the learners have to fill in the blank space, to show that they understand the reading passage.

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18 Ibid., p. 176.
19 Pramila Ahuja, How to Increase Reading Speed, (Kuala Lumpur: Synergy book international, 1995), p. 3.
f. Information transfer

The learners have to complete the information transfer based on the information in the text.

g. Translation

The learners must translate the text in another language. It is good in comprehending but it needs other skills besides reading.

h. Précis

The learners have to restate the passage in short composition that contains all the main idea of the passage.21

2. Kinds of Pre-Questioning.

According to Harmer quoted by Hodijah, “there are some kinds of using pre-questioning in reading, they are:

a. 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.

b. Pre-questioning before reading to extract specific information.

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 of the questions demand.

c. Pre-questioning before reading for general comprehension.

In this case pre-questioning used to build up the students’ prior knowledge.

d. 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”.22

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3. **The Purpose of Pre-Questioning.**

   a. **Pre-Questioning as an activity to active prior knowledge.**

      By using pre-questionings that related to the texts, it will help students in gaining their background knowledge and they can explore what they have learning and combine with the new information that they get from the texts. From there, it can help students to conclude and comprehend the reading texts. It is based on Ahuja that “the teacher’s questions circumscribe determine what points they can explore and what modes of thought they can learn.”

   b. **Pre-questioning as an activity for focus student attention.**

      By giving pre-questioning it can make the students tend to focus attention on reading, especially on the purpose of the activity. It also focuses students on words and the information from the text that be needed for understanding to the text. Like Richard said that “the pre-questioning may focus learner attention on the information the teacher has decided is important to attaining the goals.”

   c. **Pre-questioning as an activity to set the purpose of reading**

      By using the questions it can help readers in getting purpose of reading. And with pre-questioning before reading students are led to decide the purposes in reading, so they know what they will look for in reading. It was supported statement from Richard Allington that “the use of pre reading question is intended to facilitate purpose setting in learners prior to reading.”

4. **The Definition of Questioning.**

   Questioning is like a strategy that can be useful for students to comprehend the text. Questioning techniques help the reader to clarify and comprehend what she is reading. “Teachers ask questions for a variety of purposes, including:

   a. To actively involve students in the lesson.

   b. To increase motivation or interest.

   c. To evaluate students’ preparation.

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23 Ahuja, op. cit., p. 92.
24 Allington, op. cit., p. 176.
25 Ibid., p. 195.
d. To check on completion of work.
e. To develop critical thinking skills.
f. To review previous lessons.
g. To nurture insights.
h. To assess achievement or mastery of goals and objectives.
i. To stimulate independent learning

A teacher may vary his or her purpose in asking questions during a single lesson, or a single question may have more than one purpose.26

And Nuttal said that “Questioning is a technique for improving comprehension,” and there are various reasons why a teacher might ask a question in the classroom:

1. To provide a model for language or thinking.
2. To find out something from the learners (facts, ideas, opinions).
3. To check or test understanding, knowledge or skill.
4. To get learners to be active in their learning.
5. To direct attention to the topic being learned.
6. To inform the class via the answers of the stronger learners rather than through the teacher’s input.
7. To provide weaker learners with an opportunity to participate.
8. To stimulate thinking (logical, reflective or imaginative); to probe more deeply into issues;
9. To get learners to review and practice previously learnt material.
10. To encourage self-expression.
11. To communicate to learners that the teacher is genuinely interested in what they think.28

Sometimes a teacher asks students before, during, and after reading in a structured context. At other times the students effectively focus on their own reading, keep then engaged, and help them monitor their understanding of what was read. Effective questioning is when a teacher elicits fairly prompt, motivated, relevant, and full responses. Ur stated there are some ways to make effective questions;

a. Asking a question with clarity.
b. Question contains learning value, the question should stimulate thinking and responses that will contribute to further learning material.
c. Questions should make students feel interesting, challenging, and stimulating.
d. Modeling how to answer various questions.
e. Using visual media like overhead projector to develop students’ questioning skills.

5. Types of Question

Like Nuttal said that there are some types of question:

1. Questions of literal comprehension.
   
   There are questions whose answers are directly and explicitly available in the text. Question of this kind could often be answered in the words of the text itself (though most teachers would not wish that to happen).

   Examples:
   
   a. When did Rahman’s wife have an accident?
   b. What was Yusuf doing when the accident happened?

2. Questions involving reorganization or reinterpretation.

   Slightly more difficult than type 1 are questions which require the student to obtain literal information from various parts of the text and put it together, or to reinterpret information.

   Examples:
   
   a. How many children had Rahman? (reorganization)
   b. How old was Rahman? (reinterpretation)

These are questions that oblige the student to ‘read between the lines’, to consider what is implied but not explicitly stated. Questions of this kind are considerably more difficult than either of the former types, because they require the student to understand the text well enough to work out its implications. The difficulty is intellectual rather than linguistic in most cases.

Examples:

a. Which people were in Rahman’s house when the accident happened?
b. Why was Rahman proud of his son?


Evaluative questions involve the reader in making a considered judgment about the text in terms of what is trying to do, and how far he has achieved it. Questions of this kind are the most sophisticated of all, since they ask the reader not merely to respond, but to analyze his response and discover the objective reasons for it, as well as measuring it against the presumed intention of the writer. The reader may be asked to judge, for example, the writer’s honesty or bias (e.g. In newspaper reporting or advertising copy).

5. Questions of personal response.

Of all the types of question, the answer to this type depends most on the reader and least on the writer. The reader is not asked to assess the techniques by means of which the writer influences him, but simply to record his reaction to the content of the text.

Example:

a. What is your opinion of Rahman’s behavior?

6. The Procedure in Teaching Reading using Pre-Questioning.

The procedure in using pre-questioning in teaching reading can be done in some way, they are; First, teacher can give students the texts that related to their level. Like for seventh grade of junior high school, they learn about descriptive and procedural text. So teacher can give them descriptive and procedural text. Second, when students get the text teacher can introducing them a key word,
concept or picture to stimulate a discussion. Teacher also can ask the students questions, such as, “What do you think of…? Then, teacher can build up the students’ prior knowledge to help them comprehend the text without reading the whole reading text and also can tell them using skimming or scanning to the text. Teacher can formulate their own question related to the topic to be answered by students before reading in order to have successful comprehension, stimulate students’ interest, set up student’s expectations, and models strategies that students can later use on their own. Students can ask to the teacher if they have any difficulties in comprehending the text. Next, students can do their assignment and the last they can discuss the result of their assignment together.

And based on R. V. White quote by McDonough that “makes some suggestions about the stages and procedure of a reading lesson that may help us (a) to put the skill into a classroom context, and (b) to see some of its possible relationships with the other language skills;

Stage 1: Arouse the students’ interest and motivation by linking the topic of the text to their own experience or existing knowledge. Give some pre-reading/focusing questions to help them to do this.

Stage 2: Give them points to search for in the reading text, or ask the students to suggest the points.

Stage 3: After reading, encourage a discussion of answers.

Stage 4: Develop into writing by using the information gained for another purpose”.

7. **The Advantages and Disadvantages of Pre-Questioning.**

Pre reading questions can be useful because they can help students to focus on information that they are going to read”. And also there are the advantages and disadvantages in pre-questioning, and the advantages are: can be used to arouse students’ interest, to provoke thought, to guide thinking, to direct research, to assess background information, to review, to clarify, to relate detail, to draw

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30 Ibid., p. 95.
conclusions and generalization, to support findings, to probe beliefs and value, to diagnose pupil difficulties, to determine grades, and to measure teaching effectiveness”. 31 Also it has Disadvantages when using pre-question, they are; it is time consuming, it requires a lot of skill on the part of teacher to make a proper use of this method, and it may sometime mar the atmosphere of the class.

CHAPTER III
RESEARCH METHODOLOGY

A. The Time and Place of the Research

The writer held the research at SMP Islam Al-Hikmah which is located at Jl. Kubis IV No. 37A Pondok Cabe Ilir Pamulang, Tangerang. The writer began the research from 29 April-25 Mei 2015.

B. The Population and Sample of Research

The population of this study is students at grade VII Junior High School, in this research the writer took the population of the first grade students of SMP Islam Al-Hikmah Pondok Cabe Ilir. The total population was 64 students from two classes (VII-A and VII-C). The experimental class consists of 20 samples from VII-A, and the controlled class consists of 20 samples from VII-C. So, as the sample from each class consists of 20 and 20, and the total of samples are 40 students. It was taken 40 students from 64 students as a samples because the writer ask for some advice to the teacher how to select the samples from two classes. She gave the names of the 40 students to use as a sample.

C. The Method of Research

In doing the research, the writer used the quasi experimental study in teaching reading in two different classes. They are the experimental class and control class. The process of the research including pre-test, experimental treatment, post-test. In the experiment class, the writer taught reading by using pre-questioning technique and in control class without pre-questioning technique. To know the effectiveness of using pre-questioning of students’ reading comprehension of descriptive and procedural texts, the writer gave pre-test and post-test in both of class. The pre-test
gave before the treatment. Then, the post-test gave after the writer gives treatment to the experiment class.

D. The Instrument of Research

The test used in this research is the test of multiple choices in the form of descriptive and procedural texts. At the first time, the test contained of 25 items. After gave the test of validity to know the category of the instrument, the writer only took 20 items. The writer gave test papers contained 20 number questions of reading texts in multiple choice. The writer gave the test papers to the students twice. The first test papers were pre-test and the second test papers were post-test.

E. The Technique of Collecting the Data

The writer uses pre-test and post-test techniques in collecting the data on this research. The test was given in two kinds: pre-test and post-test in the form of written test. The writer gives a pre-test to the students before beginning the lesson and post-test at the end of the lesson.

The writer used pre-test and post-test to collect the data:

1. Pre-test

The first is giving pre-test paper, which is done before giving treatment namely giving reading assignment. Pre-test gave before the test in the experiment and control class. Both classes got the same questions. The writer taught reading test to experimental and control class.

2. Treatment

After conducting the pretest, the writer conducts the experimental treatment. The writer is teaching and delivered material in the experiment class using pre-questioning technique and the other hand the control class without pre-questioning technique.
3. Post-test

The last step is giving post-test papers. It was given after the writer had taught reading text modal in both experimental class and control class. Its aim is to know the progress of students’ competence in the effectiveness of using pre-questioning technique on students’ reading comprehension of descriptive and procedural texts.

F. The Technique of Analysis the Data

After collecting the data the writer analyzed the data by using statistical calculation. The writer compared the score between experimental class and control class. To find out the differences of students’ score, the writer used statistical calculation of the “t” test.¹ Before using the t-test formula, the writer has to find out

The standard deviation of the variable and standard error mean of variable by using formula as follow:

a. Determining Mean of variable X, with formula:

\[ M_x = \frac{\sum X}{N} \]

\( M_x \) = the average of gained score (mean of variable X)

\( \sum X \) = sum of gained score (variable X)

N = number of the students

b. Determining Mean of variable Y, with formula:

\[ M_y = \frac{\sum Y}{N} \]

\( M_y \) = the average of gained score (mean of variable Y)

\( \sum Y \) = sum of gained score (variable Y)

N = number of the students

c. Determining of Standard of Deviation score of Variable X, with formula:

\[ SD_x = \sqrt{\frac{\sum X^2}{N}} \]

- \( SD_x \) = Standard Deviation score of Variable X
- \( \sum X^2 \) = Sum of squared gained score (Variable X)
- \( N \) = Number of the students

d. Determining Standard Deviation Score of Variable Y, with formula:

\[ SD_y = \sqrt{\frac{\sum Y^2}{N}} \]

- \( SD_y \) = Standard Deviation score of Variable Y
- \( \sum Y^2 \) = Sum of squared gained score (Variable Y)
- \( N \) = Number of the students

e. Determining Standard Error Mean of Variable X, with formula:

\[ SE_{MX} = \frac{SD_X}{\sqrt{N - 1}} \]

- \( SE_{MX} \) = Standard Error Mean of Variable X
- \( SD_X \) = Standard Deviation of Variable X
- \( N \) = Number of the students

f. Determining Standard Error Mean of Variable Y, with formula:

\[ SE_{MY} = \frac{SD_Y}{\sqrt{N - 1}} \]

- \( SE_{MY} \) = Standard Error Mean of Variable Y
- \( SD_Y \) = Standard Deviation of Variable Y
- \( N \) = Number of the students
g. Determining Standard Error Mean of Difference Mean of variable X and Mean of Variable Y, with formula:

\[ SE_{Mx-My} = \sqrt{SE_{Mx}^2 + SE_{My}^2} \]

\( SE_{Mx-My} \) = Standard error of difference mean of variable X and mean of variable Y

\( SE_{Mx}^2 \) = Sum of squared standard error mean of variable X

\( SE_{My}^2 \) = Sum of squared standard error mean of variable Y

h. Determining \( t_0 \) with formula:

\[ t_0 = \frac{Mx - My}{SE_{Mx-My}} \]

i. Determining Degrees of Freedom \( df \).

\[ df = (N_x + N_y) - 2 \]

\( df \) = Degree of freedom

\( N_x \) = Number of students (experiment class)

\( N_y \) = Number of students (controlled class)

G. The Statistical Hypothesis

The statistical hypothesis of this research can be seen as:

\( H_a \) : There is a significant improvement between students that using pre-questioning technique in teaching reading and without using pre-questioning technique.

\( H_o \) : There is no significant improvement between students that using pre-questioning technique.

\[ H_a: \mu_1 > \mu_2 \]

\[ H_o: \mu_1 \leq \mu_2 \]

And then, the criteria used as follows:
1. If t-test ($t_a$) ≥ t-table ($t_t$) in significant degree of 0.05, Ho (the null hypothesis) is accepted. It means that the rates of the means score of the experimental class are same as or lower than the controlled class. The using of pre-questioning technique is not effective in students’ reading comprehension of descriptive and procedural texts.

2. If t-test ($t_a$) ≤ t-table ($t_t$) in significant degree of 0.05, Ho (null hypothesis) is rejected. It means that the rates of means score of the experimental class are higher than the controlled class. The using of pre-questioning technique is effective in students’ reading comprehension of descriptive and procedural texts.
CHAPTER IV
RESEARCH FINDINGS AND INTERPRETATION

A. Research Findings

1. The Description of the Data

After conducting the research, the writer described it into two points as the data of experiment class and the data of controlled class, which was gained from pre-test and post-test that was applied in both of class. The writer got the data from the test questions of the experimental class and controlled class. In this section the writer presented the students score each class. The data were shown below:

Table 4.1

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained Score (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>55</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
<td>85</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>45</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>90</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>65</td>
<td>85</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>55</td>
<td>80</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>65</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>60</td>
<td>85</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
</tbody>
</table>
Based on the Table of experimental class above, the highest score of pre-test was 70 and the lowest was 45. The highest score of post-test was 90 and the lowest score was 65. In conclusion, the average of pre-test was 59.5 and post-test was 77. The total gained score in this class was 355. It can be known that there was significant difference the pre test and post test.

**Table 4.2**

Students’ Score of Controlled Class (Y)

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained Score (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>14</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>17</td>
<td>45</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>19</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>60</td>
<td>85</td>
<td>25</td>
</tr>
<tr>
<td>N=20</td>
<td>1190</td>
<td>1540</td>
<td>355</td>
</tr>
</tbody>
</table>

\[
M=59.5 \quad M=77 \quad 17.75
\]
Based on the Table of controlled class above, the highest score of pre-test was 70 and the lowest was 40. The highest score of post-test was 90 and the lowest was 55. In conclusion, the average of pre-test 56.75 and post-test was 66. The total gained score was 185.

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained Score (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>7.</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>50</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>9.</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>11.</td>
<td>45</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>12.</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>14.</td>
<td>45</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>15.</td>
<td>55</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>16.</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>17.</td>
<td>45</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>18.</td>
<td>65</td>
<td>85</td>
<td>20</td>
</tr>
<tr>
<td>19.</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>20.</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>N=20</td>
<td>1135</td>
<td>1320</td>
<td>185</td>
</tr>
</tbody>
</table>

M= 56.75  M= 66  \( \bar{Y} = 9.25 \)

Based on the data presented in the Table 4.2 above, it showed that the lowest gained score was 185 and the highest was 355. Furthermore, after decided the calculation of the test both pre-test and post-test, the writer calculated them based on the step of the t-test.
2. The Analysis of the Data

Before in analyzing the data from the result of pre- test and post- test, the writer used statistic calculation of the t- test formula with degree of significance 5%.

In the following table, the writer presented the result calculation of the post-test both experiment class and controlled class.

Table 4.3
Standar Deviation Table

<table>
<thead>
<tr>
<th>Students</th>
<th>X</th>
<th>Y</th>
<th>x</th>
<th>y</th>
<th>x²</th>
<th>y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>5</td>
<td>2,25</td>
<td>-4,25</td>
<td>5,0625</td>
<td>18,0625</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>5</td>
<td>2,25</td>
<td>-4,25</td>
<td>5,0625</td>
<td>18,0625</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>10</td>
<td>2,25</td>
<td>0,75</td>
<td>5,0625</td>
<td>0,5625</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>5</td>
<td>-2,75</td>
<td>-4,25</td>
<td>7,5625</td>
<td>18,0625</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>10</td>
<td>2,25</td>
<td>0,75</td>
<td>5,0625</td>
<td>0,5625</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
<td>10</td>
<td>2,25</td>
<td>0,75</td>
<td>5,0625</td>
<td>0,5625</td>
</tr>
<tr>
<td>7</td>
<td>20</td>
<td>10</td>
<td>2,25</td>
<td>0,75</td>
<td>5,0625</td>
<td>0,5625</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>10</td>
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</table>
This Table shown that the lowest from gained score experiment class (X) is 10 and from the control class (Y) is 5, and the highest gained score from (X) is 25 and from (Y) is 20. Furthermore, the sum of gained score from (X) is 355 and (Y) 185. The sum of squared of gained score (X) is 473.75 and (Y) is 413.75.

The writer calculated them based on the step of t-test. The formulation as follows:

a. Determining Mean of variable X, with formula:

\[ M_X = \frac{\sum X}{N_x} \]

\[ = \frac{355}{20} \]

\[ = 17.75 \]

b. Determining Mean of variable Y, with formula:

\[ M_Y = \frac{\sum Y}{N_y} \]

\[ = \frac{185}{20} \]

\[ = 9.25 \]

c. Determining of Standard of Deviation score of Variable X, with formula:

\[ SD_X = \sqrt{\frac{\sum X^2}{N_x}} \]

\[ = \sqrt{\frac{473.75}{20}} \]

\[ = \sqrt{23.6875} \]
d. Determining Standard Deviation Score of Variable Y, with formula:

\[ SD_Y = \sqrt{\frac{\sum Y^2}{N}} \]

\[ = \sqrt{\frac{413.75}{20}} \]

\[ = 4.54 \]

e. Determining Standard Error Mean of Variable X, with formula:

\[ SE_{MX} = \frac{SD_x}{\sqrt{N-1}} \]

\[ = \frac{4.86}{\sqrt{19}} \]

\[ = \frac{4.86}{4.359} \]

\[ = 1.11 \]

f. Determining Standard Error Mean of Variable Y, with formula:

\[ SE_{MY} = \frac{SD_y}{\sqrt{N-1}} \]

\[ = \frac{4.54}{\sqrt{19}} \]

\[ = \frac{4.54}{4.359} \]

\[ = 1.04 \]

g. Determining Standard Error Mean of Difference Mean of variable X and Mean of Variable Y, with formula:

\[ SE_{Mx-My} = \sqrt{SE_{Mx}^2 + SE_{My}^2} \]
\[ t_0 = \frac{M_x - M_y}{SE_{M_x - M_y}} \]
\[ = \frac{17.75 - 9.25}{1.52} \]
\[ = \frac{8.5}{1.52} \]
\[ = 5.59 \]

h. Determining \( t_0 \) with formula:

\[ t_0 = \sqrt{1.2321 + 1.0816} \]
\[ = \sqrt{2.3137} \]
\[ = 1.52 \]

i. Determining Degrees of Freedom

\[ df = (N_x + N_y) - 2 \]
\[ = (20 + 20) - 2 \]
\[ = 40 - 2 \]
\[ = 38 \]

Because the Value of 38 is not mentioned in the table, the writer uses the closest value to 38 which is 40 as degrees of freedom. She gained the \( t_{table} \) as follow:

Degree of significant 5% from 38 is 2.02, and degree of significant 1% from 38 is 2.70.

\( t_{table} \) at significant 5% is 2.02
\( t_{table} \) at significant 1% is 2.70

The Comparison between \( t_0 \) and \( t_{table} \).
From the calculation above, the score of experimental class is higher than the controlled class. The writer also got the result of comparison between \( t_o \) and \( t_{table} \):

\[
2.70 < 5.59 > 2.02 = t_{table} < t_o > t_{table}
\]

3. The Test of Hypothesis

1. If \( t_o > t_{table} \): the alternative hypotheses (Ha) is accepted and the null hypotheses is rejected. It means there is significance between the result of class that using pre-questioning technique and class without using pre-questioning technique.

2. If \( t_o < t_{table} \): the alternative hypotheses (Ha) is rejected and the null hypotheses is accepted. It means there is no significant between the result of class that using pre-questioning technique and class without using pre-questioning technique.

To prove the hypotheses above, the writer used the result of statistic calculation from the experimental class and the controlled class. It was obtained that the value of \( t_o \) was 5.59 while the degree of significance 5% is 2.02 and degree of significance 1% was 2.70.

By comparing of statistic calculation that \( t_o > t_{table} \) (5.59 > 2.02 at 5% and 2.70 at 1%) is significant. There different between the average score from experimental class and controlled class. The score result from the experimental class is higher than controlled class. So, Ha (alternative hypotheses) is accepted and Ho(null hypotheses) is rejected. It means, there is significance different between the result of class that using pre-questioning technique and class that without using pre-questioning technique.

B. The Interpretation of Findings

Based on the formula above, the result of the statistic calculation indicated that the value of \( t_o = 5.59 \) and the value of degree of freedom (df) was 38 on degree of significance of 5% is 2.02. Comparing the \( t_o \) with each values of the degree of significance, the writer finds that > 2.02. So, \( t_o \) is higher than \( t_{table} \).
Since \( t_0 \) score in the table is higher than \( t_{table} \) score obtained from the result of calculating, so the alternative hypotheses (\( H_a \)) is accepted and the null hypotheses (\( H_o \)) is rejected.

According the explanation about the analysis of the result on the tables above, it can be interpreted that using pre-questioning technique is effective. From the data students’ score of experiment class given above, it can be proved that using pre-questioning technique is effective and applicable on students’ reading comprehension of descriptive and procedural texts in the First Year of SMPI Al-Hikmah Pondok Cabe Ilir Pamulang.
A. Conclusion

Based on the results, the data description, and the data analysis of the research at the First Year of SMPI Al-Hikmah Pondok Cabe Ilir Tnaggerang Selatan, the alternative hypothesis (Ha) is accepted. It can be concluded that using pre-questioning technique is effective rather than in class that is not using pre-questioning techniques on students’ reading comprehension of descriptive and procedural texts. It can be seen that the students in the experimental class made significance score improvement in learning reading text using pre-questioning.

And based on the statement above, pre-questioning was effective and applicable on students’ reading comprehension of descriptive and procedural texts at SMP Islam Al-Hikmah Pondok Cabe Ilir. Pre-questioning also could overcome students’ difficulties towards reading text.

B. Suggestions

Based on the results or the research, the writer would give some suggestions that might be useful for students, English teachers, schools, and other researchers, as follows:

1. For Students

   Student should be more confident and creative in doing tasks and share their difficulties in learning with their friends, either in group or individually.

2. For English Teachers

   The teachers should be creative and need to know the technique in learning and teaching in other to make teaching and learning process become more interesting, effective, and comfortable for students. They might want to apply the pre-questioning technique in teaching reading for their students.
3. For Schools

The suggestion for schools is should reminder to every teacher in order to give the best thing in teaching, especially to English teacher in order to improve the quality of vision and mission of the school. And based on this research teacher can use pre questioning when they teach because it was effectively to use when teaching reading. And school should provide supporting facilities that can enable teachers to teach well and effectively. The facilities can be a good books or magazines as learning sources.

4. For other Researchers

Further researchers who are interested in conducting similar studies should understand the problem on reading deeply for better research. And reseachers should practice what they have known and learned about the knowledge in teaching.
REFERENCES


RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(For Experimental Class)

Nama Sekolah : SMP Islam Al-Hikmah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Aspek/Skill : Membaca
Alokasi Waktu : 4 x 40 menit
Standar Kompetensi : Membaca

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar : Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.

I. **Indikator** :
Dengan membaca teks *descriptive* siswa mampu :

- Mengenal teks sederhana dalam bentuk *descriptive*.
- Memahami teks pendek dan sederhana dalam bentuk *descriptive* dengan langkah retorika yang benar.

II. **Tujuan Pembelajaran**
Pada akhir pembelajaran, siswa dapat:

- Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan terdekat.

III. **Karakter siswa yang diharapkan** : Tekun, rajin, dan dapat dipercaya
IV. Materi Pembelajaran

- Teks berbentuk deskriptive.
- Kosakata terkait tema / jenis teks.
- Contoh soal berbentuk descriptive:

Edi Sumorangkir has a hobby. His hobby is sport. The most sport he liked is jogging. Jogging is run slowly and steadily for a time. He likes jogging because it is simple and cheap. It doesn’t need many equipment and much money. He just needs a set of sport, clothes, and a pairs of running shoes.

He always goes jogging every Sunday morning with his friends. The usuall do jogging in Manahan Stadium. It is very crowded on Sunday morning and holiday. He never absent for jogging except he gets sick or rain. So it, sport amazed if he has a strong and healthy body.

V. Metode Pembelajaran: Pre-questioning Technique

VI. Langkah-Langkah Kegiatan

Pertemuan Pertama Dan Kedua.

a. Kegiatan Pendahuluan

Apersepsi:

Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive yang berkaitan dengan lingkungan terdekat

b. Kegiatan Inti

Eksplorasi:

Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan teks deskriptif yang akan dibaca;
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

**Elaborasi:**

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

**Konfirmasi:**

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik;
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar;

Guru bertanya jawab tentang hal-hal yang belum diketahui siswa;

Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

c. **Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**Sumber Belajar:**

- Buku teks yang relevan.
- *Script* percakapan dan/atau rekaman percakapan.
- Gambar-gambar yang relevan.
<table>
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<tr>
<th>Indikator Pencapaian Kompetensi</th>
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**Instrumen:**

*Answer the questions based on the text.*

1. What is Edi Sumorangkir’s hobby?
2. What is the main idea of the paragraph?
3. Why does he like jogging?
4. What equipments do we need for jogging?
5. What is jogging?
6. When does he jogging?
7. Does he jogging alone?
8. Where is he usually jogging?
9. He never absent for jogging, but he absent because?
10. “It” doesn’t need many equipments and much money. What does the word it refer to?
Rubrik Penilaian

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<td>Jawaban salah</td>
<td>0</td>
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</tbody>
</table>

Jakarta, 4 Mei 2015

Mengetahui
Guru Mata Pelajaran
(Rizkiana S.Pd.)

Researcher
(Faizah Noor)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(For Control Class)

Nama Sekolah : SMP Islam Al-Hikmah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Aspek/Skill : Membaca
Alokasi Waktu : 4 x 40 menit
Standar Kompetensi : Membaca

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar : Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive/procedure.

VII. Indikator :
Dengan membaca teks descriptive siswa mampu :
➢ Mengenal teks sederhana dalam bentuk descriptive.
➢ Memahami teks pendek dan sederhana dalam bentuk descriptive dengan langkah retorika yang benar.

VIII. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
➢ Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive yang berkaitan dengan lingkungan terdekat.

IX. Karakter siswa yang diharapkan : Tekun, rajin, dan dapat dipercaya
X. Materi Pembelajaran

➢ Teks berbentuk deskriptive.
➢ Kosakata terkait tema / jenis teks.
➢ Contoh soal berbentuk descriptive:

Edi Sumorangkir has a hobby. His hobby is sport. The most sport he liked is jogging. Jogging is run slowly and steadily for a time. He likes jogging because it is simple and cheap. It doesn’t need many equipment and much money. He just needs a set of sport, clothes, and a pairs of running shoes.

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XI. Metode Pembelajaran: Three Phase Technique

XII. Langkah-Langkah Kegiatan

Pertemuan Pertama Dan Kedua.

d. Kegiatan Pendahuluan

Apersepsi:

Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive yang berkaitan dengan lingkungan terdekat

e. Kegiatan Inti

Eksplorasi:

Dalam kegiatan eksplorasi, guru:

➢ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
➢ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

**Elaborasi:**
Dalam kegiatan elaborasi, guru:
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
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- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

**Konfirmasi:**
Dalam kegiatan konfirmasi, guru:
- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
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- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar;
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa;
Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

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Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
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- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
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**Instrumen:**

*Answer the questions based on the text.*

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Mengetahui
Guru Mata Pelajaran
(Rizkiana S.Pd.)

Jakarta, 4 Mei 2015
Researcher
(Faizah Noor)
Fried Potatoes

Ingredients

- 4 red potatoes
- 1 tablespoon olive oil
- 1 onion, chopped
- 1 green bell pepper, seeded and chopped
- 2 tablespoons olive oil
- 1 teaspoon salt
- 3/4 teaspoon paprika
- 1/4 teaspoon ground black pepper
- 1/4 cup chopped fresh parsley

Equipment

- Large skillet
- Plate
- Pot

Steps

- Bring a large pot of salted water to a boil. Add potatoes and cook until tender but still firm, about 15 minutes.
- Drain the potatoes and cut them into 1/2 inch cubes when they are already cool.
- In a large skillet, heat 1 tablespoon olive oil over medium high heat. Add onion and green pepper. Cook about 5 minutes stirring often, until soft. Transfer to a plate and set aside.
- Pour remaining 2 tablespoons of oil into the skillet and turn heat to medium-high.
- Add potato cubes, salt, paprika and black pepper. Cook, stirring occasionally, until potatoes are browned about 10 minutes.
- Stir in the onions, green peppers and parsley and cook for another minute. Serve hot.
PREP TIME: 20 Min
COOK TIME: 25 Min

Text for no. 1 – 5

1. What does the text tells about?
   a. The potatoes and their use.
   b. How to make fried potatoes.
   c. Boiling potatoes in good ways.
   d. Someone’s experience in cooking.

2. Which statement is NOT TRUE according to the text?
   a. It take 25 minutes to cook the food well.
   b. You need 3 kinds of equipment to cook the meal.
   c. The food should be served hot.
   d. The potatoes must be cut after they are getting cool.

3. How long do we need to try the recipe until it is ready to be served?
   a. 45 minutes.
   b. 40 minutes.
   c. 25 minutes.
   d. 20 minutes

4. “Transfer to a plate and set aside.”
   The word “transfer” in the sentence nearly means…
   a. Bring
c. Drain
   b. Move
d. Take

5. “Drain the potatoes and cut … when they are already cool.”
   The word "they" refers to …
   a. The potatoes.
   b. The cubes.
   c. The utensils.
   d. The ingredients.

Text for no. 6 – 8

How to make Ice Tea

If you want to make ice tea, first prepare a half glass of tea, one or two spoonful sugar and ice. Next step is put the sugar into the glass of tea, stir it well. After that, add some pieces of ice into the glass and stir it again and the ice is ready to serve.
6. If we want to make ice tea we need to prepare?
   a. Ice, sugar, coffee, glass.
   b. Ice, tea, chocolate, water.
   c. Tea, water, sugar, ice.
   d. Ice, salt, sugar, tea

7. After putting the sugar into the glass, ..... it for about two minutes.
   a. Make c. Serve
   b. Add d. Stir

8. “..... the ice into the glass and shake it well”.
   a. Drop c. Send
   b. Put d. Stir

Text for no. 9 – 12

MyGrandmother

My grandmother is a very gentle, loving and caring person. She never raises her voice at anyone. She has lived with me for as long as I can remember. She takes care of me when mom and dad go to work.

Grandmother likes to tell stories. She usually tells me brief stories of her childhood and expresses them very well with her tried. Old, winkled grandmother who has passed away. My dear grandmother always says good things about him. She once told me that the nicest person she had ever met. I really love my grandmother.

9. The writers tell us about.....
   a. His grandparents.
   b. His grandmother.
   c. His grandchildren.
   d. His grandfather

10. Whom does grandmother stay with?
    a. The writer.
    b. The grandmother.
    c. The reader.
    d. Her husband
11. Old, winkled grandfather who has **passed away**.
The underlined word has same meaning with……
   a. Corpse  c. Dead
   b. Live  d. Life

12. What kind of text is the text above?
   a. Report
   b. Narrative
   c. Recount
   d. Descriptive

Text for no. 13 – 15

**Sunrise Salad**

**Ingredients:**
- Some strawberries
- Some grapes
- A banana
- A cup of yogurt
- Some mint leaves

**Equipment:**
- A knife
- A small bowl

**Steps:**
- Wash the fruit and let them dry on paper towels
- Cut the strawberries and grapes in half on two slices.
- Slice the banana into chunks.
- Combine all the fruit in the large bowl and mix them.
- Take three spoonfuls of mixed fruit and put them in a small bowl.
- Add a bit of yoghurt on top of the fruit salad.
- Place a small bundle of mint leaves on the yogurt as a garnish.
- Sunrise salad is ready to serve.
13. What is a small bowl for?
   a. To put the combination of all fruit.
   b. To place three spoonful of mixed fruit.
   c. To add some mixed fruit.
   d. To mix all the fruit

14. What should we do after we cut all the fruit?
   a. Add a bit of yoghurt in it.
   b. Combine them in a large bowl.
   c. Garnish it with mint leaves.
   d. Serve it immediately.

15. “Slice the banana into chunks” (step 3)
The underlined word means ….
   a. Small pieces.
   b. Large amount.
   c. Thick pieces.
   d. Thin pieces

Text for no. 16 – 20

The Rangga Family

Mr. Rangga is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him. His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school. Mr. Jackson’s house is made of wood. It has five rooms: a kitchen, a bathroom, a living room and two bedrooms. The Ranggas have a house maid to help Mrs. Rangga to do the house work. The maid comes from Bantul.

16. What does Mr. Rangga do? He is........
   a. A father.
   b. A teacher.
   c. A student.
   d. A maid.

17. Where do the Ranggas stay?
   a. In Denpasar
b. In Medan
c. In Bantul
d. In America

18. “She comes from Medan.” (line 3) The underlined word refers to Mr. Rangga’s...
   a. Teacher  
   b. Daughter  
   c. Student  
   d. Wife

19. Mr. Rangga’s house is made of wood. The sentence means...
   a. Mr. Rangga is a carpenter.
   b. Mr. Rangga likes to collect wood.
   c. The materials of Mr. Rangga’s house are from wood.
   d. There is a lot of woods in Mr. Rangga’s house.

20. Mr. Rangga’s house has?
   a. A kitchen and a private room.
   b. A living room and a garage room.
   c. A living room and a bathroom.
   d. A bedroom and a prayer room.
**POST TEST**

Name: ..............................................

Class: ..............................................

Choose the correct answer by crossing a, b, c, or d

Text for no. 1 – 4

**Tomato Soup**

**Ingredients:**
- 4 large tomatoes
- 1 small onion
- 8 cups water
- Small clove garlic
- Spices
- ½ teaspoon salt
- ¼ teaspoon pepper
- ¼ teaspoon butter

**Steps:**

1. Fry tomatoes, onion, and garlic in a pan with butter for five minutes.

2. Add water, spices, salt, and pepper.

3. Heat until the water boils.

4. Turn down the heat and cover the lid.
5. Cook for one hour.

1. What is kind of the text above?
   a. Narrative
   b. Recount
   c. Procedure
   d. Monologue

2. How much water is needed for tomato soup?
   a. 1 cup of water.
   b. 8 cups of water.
   c. 5 cups of water.
   d. 2 cups of water.

3. After frying the ingredients in a pan what is the next step?
   a. Turn down the heat.
   b. Heat until the water boils.
   c. Cook for one hour.
   d. Add water, spices, salt, and paper.

4. What is the last step when making tomato soup?
   a. Cook for one hour.
   b. Heat until the water boils.
   c. Fry the ingredients in a pan.
   d. Put stock into a pan.

Text for no. 5 – 7

Shopping Malls

People in a big city like going to a shopping mall. A shopping mall is a place with many kinds of stores. In malls you can find department stores, music shops, fashion shops, restaurants, bookshops, hairdressers, cinemas, and many others.

In short, a mall is one-stop place. People like going to malls because they can go shopping or window-shopping there. For teenagers, a mall becomes a place to meet their friends.

5. What is a mall?
a. A kind of shoe store.
b. A kind of stadium.
c. A place with many kind of stores.
d. A restaurant.

6. Who likes to go to the mall?
   a. People
   b. People in the big city.
   c. People in a village.
   d. Some people.

7. Why do people like to go to the mall?
   a. Because they can go shopping or meet their friends.
   b. Because they live in a big city.
   c. Because they can watch movie.
   d. Because they can play football.

Text for no. 8 – 11

My Dogs

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He’s short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that’s why I call her Brownie.

Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last in Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He’s very strong. I always take care of my dogs everyday.

8. How much does the writer’s dog?
   a. Two dogs.
   b. Four dogs.
   c. Fife dogs.
   d. Three dogs.

9. What does Casper look like?
   a. Short with long body and strong legs.
   b. Brown, with long and thick fur.
c. Slim body, long leg.
d. Thin fur and dots.

10. Why does the writer call the collie, Brownie?  
The writer calls the collie, Brownie because ….
a. She likes brownies.
b. She has brown fur.
c. She has brown ear.
d. She like it.

11. What kind of dog is Dottie? Dottie is a …
a. Dalmatian  
b. Daschun  
c. Bulldog  
d. Collie

Text for no. 12 – 20

My uncle Ron

My uncle Ron is my father’s elder brother. He is my favorite among my father’s brothers. He is very interesting man. He lives quite nears us with my aunt Sandra and my cousins dara and roni. I often go to his house.

He is about 46 with brown hair. He is still quit good-looking. He is tall and well-built. He has blue eyes and strong face. He wears glasses. He is short sighted. He takes them off when he doesn’t work.

Uncle Ron is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the unites states. He is visiting the firm’s customers there.

He is very fond of the sea. He has a boat at the seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When uncle ron is at home he usually takes us out in the boat.

12. Where is uncle Ron live?
a. He lives fa away with his wife and his children.
b. He lives in my house.
c. He lives quite near with us.
d. He lives with his aunt and his cousin.
13. ... he takes them off when he doesn’t work. (line 5)
   The underline word refers to....
   a. Glasses
   b. Eyes
   c. Sighted
   d. Strong face

14. What is uncle Ron’s job?
   a. Traveller.
   b. Employer at the big firm
   c. Mechanics
   d. Textile engineer

15. How many children does uncle ron have?
   a. Only one.
   b. Three daughter
   c. One son and two daughter
   d. One daughter and one son.

16. What is the purpose of the text?
   a. To persuade reader to be textile engineer.
   b. To explain how to sail by boat.
   c. To describe uncle ron
   d. To inform uncle ron’s hobby

17. Who is Sandra?
   a. She is my cousin.
   b. She is my mother.
   c. She is my mother’s elder brother.
   d. She is uncle’s wife.

18. Which is the description from the text?
   a. My uncle Ron is my father’s elder brother.
   b. He is about 46 with brown hair.
   c. He is my favorite among my father’s brothers.
   d. He is a bery interesting man.

19. What is he doing in the united states?
   a. He is going to the sea.
   b. He is traveling.
c. He is visiting his customers.
d. He is solving problem of machines.

20. He goes there very weekend in summer to sail _it_. (line11)
The word “it” refers to..
a. Boat
b. Seaside
c. Coast
d. Fish
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