THE EFFECT OF USING PRE-QUESTIONING TECHNIQUE
ON STUDENTS’ READING COMPREHENSION
OF DESCRIPTIVE TEXT
(A Quasi-experimental Study at the Tenth Grade of SMAN 8
Tangerang Selatan)

A Skripsi
Presented to the Faculty of Educational Sciences
in a Partial Fulfillment of the Requirements
for the Degree of S. Pd. (Strata-1) in English Education

By
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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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.

Jakarta, 31 Desember 2018

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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Educational Sciences certifies that the skripsi (Scientific Paper) entitled The Effect of Using Pre-Questioning Technique on Students’ Reading Comprehension of Descriptive Text (A Quasi-Experimental Study at the Tenth Grade of SMAN 8 Tangerang Selatan), written by Irna Octarina, 111201400067, was examined by the committee on January 8th 2019. The skripsi has been accepted and declared to have fulfilled one of requirements for the degree of “S.Pd” (S-1) in Department of English Education.

Jakarta, January 10th 2019

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ABSTRACT

Irna Octarina (1112014000067). The Effect of Using Pre-Questioning Technique on Students' Reading Comprehension of Descriptive Text (A Quasi-Experimental Study at the Tenth Grade of SMAN 8 Tangerang Selatan). A Skripsi of Department of English Education, Faculty of Educational Sciences. Syarif Hidayatullah State Islamic University Jakarta, 2018.

Advisor I : Dr. Alek, M. Pd.
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This research was aimed to get the empirical evidence on the effect of Pre-questioning Technique on Students’ Reading Comprehension of Descriptive Text at the Tenth Grade of SMAN 8 Tangerang Selatan. The population of the research consisted of sample 64 which divided into two classes: 32 samples from experimental class and 32 samples from control class. The method used in this study was a quantitative method. The designed was used a quasi-experimental study and the instrument of this research was test that consisted of pre-test and post-test form. The test item in this research is multiple choices and used t-test to analyze the data. The value of ttable in the significance level 5% is 1.787 while the value of tvalue is 7.463. It showed that Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. Furthermore, the Cohen’s d formulation was used in order to know the effect size of using Pre-questioning technique on students’ reading comprehension of descriptive text. The effect size is 22.5. It can be concluded that Pre-questioning technique is effective with a strong effect on the students’ reading comprehension of descriptive text.

Keywords : Pre-Questioning Technique, Reading Comprehension, Descriptive Text.
ABSTRAK


Dosen Pembimbing I : Dr. Alek, M. Pd.
Dosen Pembimbing II : Zaharil Anasy, M. Hum.


Kata Kunci : Pre-Questioning Technique, Reading Comprehension, Descriptive Text.
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In the name of Allah, the Beneficent the Merciful

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Jakarta, December 31st 2018

The Writer
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A. The Background of the Study

Reading is one of the four important skills in language learning besides listening, speaking, and writing. Reading, along with listening, is classified as one of the receptive skills. Receptive skills are the ways in which people extract meaning from the discourse they see or hear. As one of English receptive skills, reading occupies a significant role in English learning. It is one of the principle sources of knowledge and a tool to do a self-formation in accordance to gain knowledge. The purpose of reading is to read and understand the content of a text the reader can obtain a meaning from it. The mastery of this skill can helps students understand the meaning of written English that are used widely by world’s society to communicate.

Moreover, to comprehend reading text is very important because based on the curriculum KTSP 2006, “the purposes of English in SMA/MA such as students are able to aware about the nature and importance of English to improve the competitiveness of global community; and also to develop students’ understanding of interrelationships between language and culture”. In this grade level, there are five text types should be taught, descriptive, announcement, recount, and narrative. Descriptive as one of that should be learned has its own difficulties to be comprehended by students.

Based on the writer preliminary study, there are some problems faced by the students in learning English. Especially for the students in the tenth grade of senior high school at SMAN 8 Tangerang Selatan. Firstly, many SMAN 8 Tangerang Selatan students claim reading English language text as a boring activity. Most SMAN 8 Tangerang Selatan students have low interest in reading English texts. Each student does not have the same curiosity in reading descriptive texts. Some students may like the

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text because of their interest in the topic that is raised. Though, the others may feel troubled to understand the text because they do not know many unfamiliar vocabulary items that they find.

Moreover, reading activities that were used by the teacher in the class that consist of 34 students are very monotonous. It was because most of teachers teach reading in similar way. The teacher asks the students to read the text loudly, then find the difficult words and translate it. Last, the students are asked to complete the questions in which the answers are available on the passage. Consequently, the students become less motivated and less interested in learning reading skill. Moreover, it makes the students unable to comprehend the text they read optimally.

Appropriate teaching techniques must be applied by a teacher 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 which is using techniques. This technique will make students more active and enjoy. Students can understand the content of the text and it is very useful to increase students’ interest and motivation in learning English.

Therefore 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.

Besides the teaching technique problem, students’ lack of vocabularies also becomes crucial problem that makes students find difficulties in comprehending descriptive text. Since comprehending reading descriptive text is important as part of curriculum objectives in Indonesia, there should be found a way in order to help the students in comprehending this kind of text. One of them is the teacher can use various techniques in the classroom.

The one that can be used is pre-questioning 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.

Based on all description above, the writer apply the pre-questioning to teach reading Descriptive Text at ten grade students of SMAN 8 Tangerang Selatan. Therefore, it would be good for her to start to find out whether the pre-questoning technique is effective or not. The study will be entitled “The Effect of Using Pre-Questioning Technique on Students’ Reading Comprehension of Descriptive Text”. (A Quasi-experimental study at the Tenth Grade Students of SMAN 8 Tangerang Selatan).

B. The Identification of the Problem

Based on the background of the study above, the writer identifies the problems, such as:
1. Reading was seen as a boring learning activity.
2. Lack of variation in teaching reading descriptive text in the classroom.

C. Limitation of the Problem

This study focused on reading skill in comprehending descriptive text using pre-questioning technique. The writer want to know whether there is any effect of using pre-questioning technique on students’ reading comprehension of descriptive text of the tenth grade students of SMAN 8 Tangerang Selatan.

D. Formulation of the Problem

The formulation of the problem on this study is “is there any effect of using pre-questioning technique on students’ reading comprehension of descriptive text at the tenth grade students of SMAN 8 Tangerang Selatan”? 
E. Objective of the Study

The objective of this study is to know the empirical evidence about the effect of using pre-questioning technique on students’ reading comprehension of descriptive text at the tenth grade students of SMAN 8 Tangerang Selatan.

F. Significance of the Study

The results of the research were expected to provide useful information and empirical significance about the use of Pre-questioning technique in English language teaching and learning for teachers and students and also as another study about Pre-questioning technique for future researchers that intend to conduct research with same theme not only theoretical, but also practical.

The theoretical significances firstly go to students, in which the result of this research is expected to help students to improve their comprehension of English especially on the understanding of descriptive text. Later on, the result of this research is expected to give English language teachers theoretical knowledge and empirical evidence about the use of Pre-questioning technique in the teaching English, especially in descriptive text. The result of this research is also expected to give other researchers theoretical knowledge and empirical evidence on how this research was done so that they can make improvement in the future research.

Moreover, the practical significances of this research is expected to give students a different learning atmosphere so they can be involved actively in the learning process. Consequently, the result of this research is expected to provide clues for English language teacher in implementing the teaching descriptive text, especially in choosing the technique to deliver the materials to the students in the classroom. The result of this research is also expected to give other researchers illustration in establishing another research that related with the topic that was raised in this research so that the future research can complete and improve the result of this research.
A. Reading

1. The Definition of Reading

Reading is an activity done by one to draw meaning from the printed materials. This activity requires the process of getting and interpreting the message sent by authors appropriately through the printed materials, such as books, magazines, newspaper, and so on. Andrew P. Johnson points out that “reading is the practice of using text to create meaning”.2

Seravallo states that “reading is thinking and understanding and getting at the meaning behind a text”.3 According to Sandra Silberstein, reading is a complex information processing skill in which the reader interacts with text in order to (re)create meaningful discourse.4 Reading is a process between a reader and a text to get information. The process itself happens when the eyes looking at the printed page and the brain works to create a meaning from a text.

Furthermore, Cortina and Elder conveyed their idea that reading is a form of thinking.5 Because the brain plays a vital role in reading activity to process the words, sentences, or paragraphs to create meaning. And the eyes are only transmits the written text to the brain. It means that reading is a skill to predict the meaning in which the process involves the eyes and the brain.

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3 Jennifer Seravallo, Teaching Reading in Small Groups, (Portsmouth: Heinemann, 2010), p. 43.
Zimmermann and Hutchins identify seven keys to get meaning in reading:

1) Create mental images
   Good readers create a wide range of visual, auditory, and other sensory images as they read, and they become emotionally involved with what they read.

2) Use background knowledge
   Good readers use their relevant prior knowledge before, during, and after reading to enhance their understanding of what they’re reading.

3) Ask questions
   Good readers generate questions before, during, and after reading to clarify meaning, make predictions, and focus their attention on what’s important.

4) Make inferences
   Good readers use their prior knowledge and information from what they read to make predictions, seek answers to questions, draw conclusions, and create interpretations that deepen their understanding of the text.

5) Determine the most important ideas or themes
   Good readers identify key ideas or themes as they read, and they can distinguish between important and unimportant information.

6) Synthesize information
   Good readers track their thinking as it evolves during reading, to get overall meaning.

7) Use “fix-up” strategies
   Good readers are aware of when they understand and when they don’t. If they have trouble understanding specific words, phrases, or longer passages, they use a wide range of problem-solving strategies including skipping ahead, rereading, asking questions, using a dictionary, and reading the passage aloud.\(^6\)

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In reading, it is important to relate the text that we read with our background knowledge to acquire the meaning of the text. In “Teaching Reading and Writing” Johnson explains that “during the act of reading, the visual information found on the page combines with the non-visual information contained in your head to create meaning”.

Furthermore, according to Walter, 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.

2. The Reading Process

According to Cortina and Elder, there are some important points about reading, they are:

a. Reading is a form of thinking
   It is your brain that does the reading, not your eyes. Your eyes merely transmit images to the brain for it to interpret. (To understand this, consider a blind person reading Braille: in this case, the finger-tips transmit input to the brain). Therefore, improving your reading means improving your thinking. Remember that meaning resides in the reader’s mind, not in symbols printed on a page. It is the readers who construct meaning by associating their knowledge and experience with what is on the printed page.

b. Reading requires no unique mental or physical abilities
   The process you typically use when you read are the same processes of vision, reasoning, and memory that you use on other areas of your daily life.

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7 Johnson, op. cit. p. 4.
c. The reading process includes three stages

The three stages of reading are preparing yourself to read, processing information, and reacting to what you read. These stages overlap, but all three are needed for the reading process to be complete.

d. Effective reading is active and interactive

Effective reading requires that you interact with the material you are reading. One way to interact with the author’s idea is to mentally ask yourself questions as you read and then seek answers to these questions. Another way to interact with material you are reading is by relating your own experience and knowledge to the author’s ideas. Reading actively also means being aware of how the material is organized. Finally, active reading means that you monitor your comprehension as you read and that you take steps to correct the situation when you are not comprehending.

e. Comprehension problems often result from a reader’s lack of background knowledge

Many comprehension problems are not strictly reading comprehension problems but instead are more general comprehension problems that occur when the reader lacks sufficient background knowledge. To put in another way, comprehension problems occur when a reader does not possess enough information about a subject to understand what an author is saying about it. This means that if you are having difficulty understanding new or unfamiliar material, you may need to increase your background knowledge. (For example, you could read a simplified explanation in an encyclopedia first). Finding out more about an unfamiliar topic can often clear up this kind of problem. It stands to reason that the greater the amount of background knowledge you have, the more things you can understand. Every bit of information you acquire can help you learn new information more efficiently and easily.

f. Comprehension, background knowledge, and reading rate are interrelated
The more you know about a topic and the better you understand the material, the faster you can read it. Conversely, if you know very little about a topic, you must reduce your reading rate. For this reason, it is meaningless to try to improve your reading rate by artificial means, such as moving your eyes and hand down the page in a certain manner. Reading rate is a by-product of comprehension. To be precise, the goal is to *comprehend* more rapidly (efficiently). This is the work of the brain and does not depend on special eye or hand movements.

g. Your reading strategies should fit your purpose of reading

You read for many different purposes, and your reason for reading any particular material affects the way you approach it. (For example, your approach to reading a newspaper article or a letter from a friend will be different from your approach to reading studying a college textbook). You should choose reading strategies that fit your purpose. 9

3. The Kinds of Reading

   a. Intensive Reading

   According to Jack Richard, the aim of intensive reading is to help students obtain detailed meaning from text, to develop reading skills – such as identifying main ideas and recognizing text connectors – and to enhance vocabulary and grammar knowledge. 10 Harmer stated that the term of intensive reading refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. 11 And according to Grellet, in intensive reading, the reader is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. 12

   b. Extensive Reading

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9 Cortina and Elder, op.cit., pp. 75-76.
Extensive reading can be defined as reading a large amount of text for general comprehension (Anderson, 1999), helps with vocabulary acquisition, content knowledge, familiarity with syntactic structure, knowledge of genres, and reading rate.\textsuperscript{13}

According to Jack Richards (Carrel and Carson (1997, pp. 49-50)), “extensive reading … generally involves rapid reading of large quantities of material or longer readings (e.g., whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language.”\textsuperscript{14} And according to Grellet, in extensive reading, the reader is reading longer texts, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding.\textsuperscript{15}

4. The Principle of Reading

According to Harmer, 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

\textsuperscript{13} Kristin Lems, Leah D. Miller, and Tenena M. Soro, \textit{Teaching Reading to English Language Learners}, (New York: The Guilford Press, 2010), p. 183.
\textsuperscript{14} Richards, \textit{op. cit.}, pp. 295-296.
\textsuperscript{15} Grellet, \textit{op. cit.}, p. 4.
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.

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 teacher 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.16

5. The Purpose of Reading

Every person has their own purpose in reading a text. People read novels, comics, or magazines probably because they think that they can get pleasure from reading these kinds of reading text. Then, other people may read textbook, newspaper, journals, or scientific articles because they want to get factual information about things that they want to know.

Good readers are different with usual readers because good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. We don’t comprehend a text unless we make connections and are able to process the words that we read at the thinking level.

The purpose of reading is important to understand by readers because it is closely linked to what the reader need to gain from the material.\textsuperscript{17} Basically, the essential purposes of reading are to get information and to get a pleasure. Readers read differently when they read for pleasure than when they read to answer a specific question or summarize key information from a textbook.

One purpose in reading is reading for pleasure. Reading for pleasure is different from the reading readers do to study because in reading for pleasure reader will not be tested about what they have read and remember every detail from the text.

Mikulecky and Jeffries states that reading for pleasure can:
1) Improve vocabulary.
2) Improve reading comprehension,
3) Increase reading speed,
4) Give reader a chance to gain more knowledge, and
5) Provide examples of the many different ways people speak and write in English.\textsuperscript{18}

The other purpose of reading besides to get pleasure is reading for information. Grabe and Stoller identify that reading purposes can be as:” reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write (or search for information needed for writing), reading to critique texts, and reading for general comprehension.\textsuperscript{19}

According to Grellet, there are 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).\textsuperscript{20}

\textsuperscript{17} Karen Tankerseley, \textit{The Threads of Reading: Strategies for Literacy Development}, (Alexandria: Association for Supervision and Curriculum Development, 2003), p. 94.
\textsuperscript{20}Grellet, \textit{op. cit.}, p. 4.
While, according William and Fredricka, there are the purposes of reading:

1) Reading to search for simple information and reading to skim

Reading to search for simple information is also called scanning which the reader to find the specific words, specific piece of information, or a few representative phrases. In other hand, skimming is can be described as combination of strategies of guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text until a general ideas is formed.

2) Reading to learn from text

Reading to learn is condition when the reader needs to learn considerable amount of information from a text.

3) Reading to integrate information, write, and critique texts

Reading to integrate information requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for reader’s goal. Reading to write and to critique task may be task variants of reading to integrate information.

4) Reading for general comprehension

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.  

6. Reading Comprehension

People may read for many reasons but comprehension is a primary thing that has to be achieved in a reading process. Even when people just glances newspapers, magazines and books, they often need to understand the reading section more, comprehension is absolutely need because they cannot get information completely without comprehension. Those assumptions are supported by Nation who stated “comprehension is very important when

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21 Grabe and Stoller, op.cit., pp. 7-8.
developing fluency in reading”. It means that someone cannot be a successful reader if he just identifying words, he should get through comprehension so that he can get the conclusion and can restate what the writer said in the texts.

There are some abilities in comprehension. They are ability to recognize words and meanings and ability to connect relationship between sentences with the theme of the material, so that they can generalize the main of thought of paragraph and understand the coherence between paragraphs. Therefore, the reader can gain a thorough understanding and can apply it to new situations or make a conclusion. It is also explained by Guy L Bond that “comprehension is made up of number of basic abilities, including skill in recognizing words and their meanings, in grouping words into thought units and in giving the proper emphasis to the thought units so that the sentences may be understood”.

It is clear that background knowledge will influence reader in understanding the texts, because when reading process happens, the reader will build various interpretations for the text by connecting the new knowledge with their background knowledge to get thorough understanding. Therefore, the readers’ background knowledge is absolutely needed in reading comprehension because it helps the reader to get the meaning by connecting what they already have with the new information they learn.

B. Pre-Questioning

1. The Definition of Pre-Questioning

According to Haynes and Zacarian, good readers are always asking themselves questions before, during, and after reading.

And there are some forms of the questions that can be used I. S. P Nation Question Forms as a follow:

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a. Pronominal questions are questions beginning with *who, what, when, how, why, etc.*
b. Yes/no questions and alternative questions only need short answers so the learners do not need to have a high level of writing skill.
c. True/false sentences are similar with yes/no questions. As with yes/no questions the learners have a 50 percent chance of guessing correctly. The learners look at each sentence and decide if it is true or false according to the passage.
d. Multiple-choice sentences are easy to mark.
e. Sentence completion. The learners complete sentences by filling the empty spaces to show that they understand the reading passage. The sentence come after the reading passage.
f. Information transfer. The learners complete an information transfer diagram based on the information in the text.
g. Translation. The learners must translate the text in another language.
h. Précis. After the learners read the passage they write a short composition about one-quarter of the length of the passage containing all the main ideas that are in the passage.\(^{25}\)

2. The Kinds of Pre-Questioning

According to Harmer quoted by Hasyim, “there are some kinds of using pre-questioning 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 see 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.”

3. The Purpose of Pre-Questioning

a. Pre-questioning as an activity to active prior knowledge.

By using pre-questioning that related to the texts, it will help the 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.

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.

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26 Muttaqin Hasyim, (https://muttaqinhasyim.wordpress.com/2012/02/24/pre-questioning/), accessed on October 2018.

4. The Procedure in Teaching Reading using Pre-Questioning

According to 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.28

5. The Advantages and Disadvantages of Pre-Questioning

According to Silberstein, pre-questioning greatly assist students in reading comprehension cognitive especially since students are challenged and feel aroused reading comprehension is highly complex information processing that involves the interaction between a reader and a text.

It also has disadvantages when using pre-questioning, first, for teachers, applying this technique needs more time in class. If teachers do not mastering the material about a content of a text, teaching and learning activity will be failed. While, for students, they have to be more creative in developing questions about the topic on the given text. If the students’ vocabulary poor, automatically they will have little question about the content of the text and finally they will have less comprehension on it.

C. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a part of factual genres. As Andersons stated that a factual description describes a particular person, place or things. A descriptive text generally describes a specific subject; it differs from an information report which describes a general group. Examples of factual descriptive text include description of particular building, a specific animal, a particular place, and a specific person.29

Warriner stated that, when you describe something, you draw a picture of it in words. A descriptive paragraphs is a paragraph that describes something.30

According to George and Julia, “description gives sense impressions such as the feel, sound, taste, smell, and look of things. Emotions (feelings) may be described too, like happiness, fear, loneliness, gloom, joy, comfort, etc. In addition, description helps the reader through his/her imagination to visualize a scene or a person, or to understand a sensation or an emotion.”31

2. The Purpose of Descriptive Text

According to Anderson, the purpose of descriptive is to tell about the subject by describing its features without including personal opinion.32 In addition, according to Barbara, the purpose of description are33:

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Sample Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To entertain</td>
<td>An amusing description of a teenager’s bedroom</td>
</tr>
<tr>
<td>To express feelings</td>
<td>A description of your favorite outdoor retreat so your reader understands</td>
</tr>
</tbody>
</table>

why you enjoy it so much

<table>
<thead>
<tr>
<th>To relate experiences</th>
<th>A description of your childhood home to convey a sense of the poverty you grew up in</th>
</tr>
</thead>
<tbody>
<tr>
<td>To inform (for a reader unfamiliar with the subject)</td>
<td>A description of a newborn calf for a reader who has never seen one</td>
</tr>
<tr>
<td>To inform (to create a fresh appreciation for the familiar)</td>
<td>A description of an apple to help the reader rediscover the joys of this simple fruit</td>
</tr>
<tr>
<td>To persuade (to convince the reader that some music videos degrade woman)</td>
<td>A description of a degrading music video</td>
</tr>
</tbody>
</table>

3. **Generic Structure of Descriptive Text**

   The generic structure of descriptive text consist of three elements:
   a. A general opening statement in the first paragraph
      This statement introduces the subject of the description to the audience. It can give the audience brief details about the when, where, who, or what of the subject.
   b. A series of paragraphs about the subject
      Each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Each paragraph should describe one feature of the subject. These paragraphs build the description of the subject.
   c. A concluding paragraph (optional)
      The concluding paragraph signals the end of the text.\(^{34}\)

4. **Grammatical Features of Descriptive Text**

\(^{34}\) Anderson, *op.cit.*, pp. 26.-27.
Factual descriptions usually include the following grammatical features:

a. Verbs in the present tense
b. Adjective to describe the features of the subject
c. Topic sentences to begin paragraphs and organize the various aspects of the description.\(^\text{35}\)

5. Example of Descriptive Text\(^\text{36}\)

<table>
<thead>
<tr>
<th>Title</th>
<th>Deinonychus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Statement</strong></td>
<td>The model of Deinonychus, a dinosaur from the Cretaceous period, can be found in the Museum of Natural Science.</td>
</tr>
<tr>
<td><strong>Introduction the Subject</strong></td>
<td>Deinonychus is small by dinosaur standards. It is about 2.5 meters in length and stands about one meter high at the shoulder.</td>
</tr>
<tr>
<td></td>
<td>This reptile has a long tail, spindly legs and slender neck. The head is large and the jaws are lined with sharp teeth.</td>
</tr>
<tr>
<td></td>
<td>The tail, approximately 3 meters in length, has vertebrae surrounded by bundles of bony rods so the whole tail can be held stiff.</td>
</tr>
<tr>
<td></td>
<td>The toes of Deinonychus are unusual. The first toe is small and points backwards. The second toe has a huge sickle-shaped claw and is raised. The third and fourth toes are in the normal position.</td>
</tr>
</tbody>
</table>

\(^{35}\) Ibid., p. 26.
\(^{36}\) Ibid., p. 27
A Conclusion

Deinonychus is an interesting example of a fast-running dinosaur.

D. Previous Studies

In conducting this research, the writer is guided by some previous studies in order to make it aimed. Some studies that relevant to this research are explain later as follow:

1. A *skripsi* “Applying Pre-Questioning Technique toward Students’ Reading Comprehension of Descriptive Text at MAN Pandeglang” by Ipit Fitriani Chaerunnisa.37

   The objective of this study is to improve the students’ comprehension of reading descriptive text through pre-questioning technique. The sample was 46 taken from the first grade of MAN Pandeglang which had divided into two groups, 23 students as the controlled group and the last 23 students as the experimental group.

   The method of the study was using a quantitative method which is specifically used quasi experimental design. As the result, pre-questioning technique can improve students reading comprehension of descriptive text.

2. A *skripsi* “The Effectiveness of Using Pre-Questioning on Students’ Reading Comprehension of Descriptive and Procedural Texts at SMP Islam Al Hikmah Pondok Cabe Ilir” by Faizah Noor.38

   The aim of this study is to know the empirical evidence about the effectiveness of pre-questioning technique on students’ reading comprehension of descriptive and procedural texts. The sample was 40 taken from the first year students of SMP Islam Al Hikmah Pondok Cabe Ilir which had divided into two groups, 20 students from VII A as the controlled group and the last 20 students from VII C as the experimental group.

37Ipit Fitriani Chaerunnisa, *Applying Pre-Questioning Technique toward Students’ Reading Comprehension of Descriptive Text*, (Jakarta: 2015), p. i.
The method of the study was using a quantitative method which is specifically used quasi experimental design. As the result, using pre-questioning technique on the students’ reading comprehension of descriptive and procedural is more effective than teaching without pre-questioning technique.

3. A skripsi “Improving Students’ Reading Comprehension by Using Pre-Questioning at Gita Kirtti Senior High School Jakarta” by Yuliana.39

The objective of this research is to know whether students’ comprehension of reading text could be improved by using pre-questioning and how using pre-questioning could improve students’ comprehension of reading text. The sample was taken from the tenth year students of SMA Gita Kirtti Jakarta. The sample consists of 20 students.

There are two kinds of data in this research, quantitative and qualitative data. The quantitative data can be got from the pre-test and the post-test result. On the other side the qualitative data is derived from the interview and observation. The research design used was classroom action research which was adapted from Kurt Lewin Design that included of four phases, planning, acting, observing, reflecting is implemented in this study. As the result, using pre-questioning showed that the students improved their comprehension of reading text.

The method of the study was using quantitative method which is specifically used quasi experimental design. The sample was taken from the first grade of Senior High School. The differentiation of the study with the previous studies were using class action research design and take seventh grade of junior high school as the sample class.

E. Thinking Framework

39 Yuliana, Improving Students’ Reading Comprehension by Using Pre-Questioning, (Jakarta: 2013), p. iii.
There were two variables in this research; pre-questioning technique as the independent variable and the students’ reading comprehension of descriptive text as the dependent variable. The research focused on the experiment to know whether there was significance effect of applying pre-questioning technique to improve students’ reading comprehension using pre-questioning technique would be better than reading without treatment of pre-questioning technique.

Reading as one of skills in language learning has its own challenges to be learned by students. Based on Indonesian curriculum, there are some text types that are taught in the classrooms, and of them is descriptive text. Some studies had mention that descriptive as one of text types has its own difficulties to be comprehended by the students. This problem caused by some factors. That are, students’ lack of vocabularies, students’ difficulties to find out all generic structures of the text, and lack of learning variations in the classroom.

One of the ways to help students comprehend descriptive text is by varying technique in the classroom. Therefore, pre-questioning technique was applied in order to find out whether or not pre-questioning technique is effective on students’ reading comprehension of descriptive text at tenth grade students of SMAN 8 Tangerang Selatan.

**F. Research Hypothesis**

Based on the theories which were described in the previous sub-chapter above, it could be posed a theoretical hypothesis as follows: by giving the pre-questioning technique on students’ reading comprehension of descriptive text, the writer supposes that there is significant effect of pre-questioning technique on students’ reading comprehension of descriptive text.
CHAPTER III
RESEARCH METHODOLOGY

A. The Time and Place of the Research

This study was held at SMAN 8 Tangerang Selatan which is located at Jalan Cirendeu Raya No. 5, Cirendeu, Ciputat Timur, Tangerang Selatan, Banten. The writer began the research from 6-29 November 2018.

B. The Population and Sample of Research

The population of this study is tenth grade students of SMAN 8 Tangerang Selatan in the academic year 2018/2019. There are five classes in this grade level with the number of students is about 160 students. The sample used among the whole population is two classes, as control class and experiment class, which contain about 68 students as the sample.

C. The Method of Research

A quantitative method was used in this study. A quantitative study focuses on identifying why the problem of the research occurs and tries to obtain different responses from a large group. Furthermore, the outcome of this method is expected can give information how large population give responses to certain issues.

Quasi-experimental design is used to know the effect of certain treatment. In conducting quasi-experimental research, we should decide an experimental class and a control class. Both of the groups was held pre-test and post-test. The difference was after pre-test in the control group, the writer taught using lecturing method and the experimental by pre-questioning technique.

To conduct this study, the writer took two classes at the tenth grade of SMA Negeri 8 Tangerang Selatan on first semester as the experiment and the control class to see the effectiveness of using pre-questioning technique by
looking pre-test and post-test measurement and comparing the gained scores between both classes.

D. The Instrument of Research

The instrument used in this study is test, including pre-test and post-test. The kind of the test which was given to the students was multiple choices. The pre-test used to find out the level of students’ ability in comprehending descriptive text and then the post-test used to find out the growth of score as the measurement of achievement. The test was previously validated to check its validity and reliability.

1. Validity

Validity is the criteria of a good test. Cohen et al stated that “validity is an important key to effective research.” It meant that the writer needs to test the validity of test items before she give them to the students in order to know whether or not the test is valid. Here, the writer conducted the test validity to the first grade students of SMAN 8 Tangerang Selatan. The writer gave 30 items of multiple choices for pre-test and post-test. In order to see whether test valid or not, ANATES program was used in the test to know the validity of the test:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.81-1.00</td>
<td>very high</td>
</tr>
<tr>
<td>0.61-0.80</td>
<td>high</td>
</tr>
<tr>
<td>0.41-0.60</td>
<td>enough</td>
</tr>
<tr>
<td>0.21-0.40</td>
<td>low</td>
</tr>
<tr>
<td>0.00-0.20</td>
<td>very low</td>
</tr>
</tbody>
</table>

2. Reliability

Reliability is the one of a good degree to which an assessment tool produces stable and the result of the test in controlled and experimental class, the test must be valid and reliable. To know whether the test was reliable or

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not, ANATES program was used in this research. According to Cohen, there is the reliability coefficient:

- >0.90 : very highly reliable
- 0.80-0.90 : highly reliable
- 0.70-0.79 : reliable
- 0.60-0.69 : marginally/ minimally reliable
- <0.60 : unacceptably low reliability

E. The Technique of Collecting the Data

The writer uses pre-test and post-test techniques in collecting the data in this research.

1. Pre-test

   According to Creswell, “a pre-test provides a measure on some attribute or characteristics that will be assessed for participant in experiment before they receive a treatment.” 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 experiment and control class.

2. Treatment

   After conducting the pre-test, 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

   Creswell stated that “a post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.” After the treatment, the writer gave the post-test to the control and experiment class. It was given after the writer had taught reading text.

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41 Cohen et al, op.cit., p. 506.
43 Ibid., p.297
modal in both experiment 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 texts.

F. The Technique of Analysis the Data

The analysis of data that was achieved from the pre-test and post-test was used in this quasi-experimental research to measure the effectiveness of Pre-questioning technique on student’s reading comprehension of descriptive text. The scores achieved from the pre-test and post-test was analyzed by using t-test statistical analysis to test the hypothesis.

The pre-test and post-test scores obtained from the classroom tests were analyzed with statistical calculation in the following steps:

a. Determine the Mean of Variable X with formula:

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

b. Determine the Mean of Variable Y with formula:

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

c. Determine the Standard Deviation Score of Variable X with formula:

\[ SD_X = \sqrt{\frac{\sum X^2}{N_1}} \]

d. Determine the Standard Deviation Score of Variable Y with formula:

\[ SD_Y = \sqrt{\frac{\sum Y^2}{N_2}} \]
e. Determine the Standard Error Mean of Variable X with formula:

\[ SE_{M_X} = \frac{SD_X}{\sqrt{N_1 - 1}} \]

f. Determine the Standard Error Mean of Variable Y with formula:

\[ SE_{M_Y} = \frac{SD_Y}{\sqrt{N_2 - 1}} \]

g. Determine the Standard Error of different Mean of Variable X and Mean of Variable Y with formula:

\[ SE_{M_X - M_Y} = \sqrt{(SE_{M_X})^2 + \chi(SE_{M_Y})^2} \]

h. Determine \( t_0 \) with formula:

\[ t_0 = \frac{M_X - M_Y}{SE_{M_X} - SE_{M_Y}} \]

i. Determine the degree of freedom (\( df \)) with formula:

\[ df = N_1 + N_2 - 2 \]

1. Normality Test

   A normal distribution in statistical research is one of the important assumptions before t-test can be performed. By normality test, it is determined whether the samples collected are normally distributed or not. The test was done by employing Lilliefors test formula on IBM SPSS 21, to find out the normality of the data by following these steps:

   a. Open SPSS Program
   b. Input the data to the data view by first fill the variable view with write down Score as score of pre-test or post-test score and Class as the kind of class
   c. Click Analyze >> Descriptive Statistics >> Explore
   d. Drag the Score to the Dependent List and Class to the Factor list
   e. Click Plot >>checklist Normality plots with test >> ok
Hypothesis:

H₀: The sample data was normally distributed.
H₁: The sample data was not normally distributed.

Using the degree of significance 5% (α = 0.05), the criteria in taking the decision is; if the probability value (ρ) ≥ α, H₀ is accepted. On the contrary, H₀ is rejected if the probability value (ρ) < α.

2. Homogeneity Test

Homogeneity test is used to know whether the data come from the homogeneous variance or not. To calculate the data, the researcher use SPSS version 21 as follows:

a. Open the SPSS program
b. Input the data to the data view by first fill the variable view with write down Score as score of pre-test or post-test score and Class as the kind of class.
c. Click Analyze >> Compare means >> One-way ANOVA
d. Drag the Score the Dependent List and Class to the Factor list
e. Click Option >> checklist Homogeneity of Variance Test >> Ok

Hypothesis:

H₀: The sample data came from population which had homogeneous variance.
H₁: The sample data came from population which did not have homogeneous variance.

Making decision about significance level/probability value (p) using significance degree 5% (α = 0.05), the criteria in taking the decision is; if the probability value (ρ) ≥ (α = 0.05), H₀ is accepted. Conversely, H₁ is accepted if the probability value (ρ) < (α = 0.05).

3. T-Test

T-Test is the main data analysis process that is purposed to test if any significant difference between the two classes can be identified. By t-test, it is determined which of the hypotheses offered, the null hypotheses or alternative hypothesis is accepted or rejected. The t-test used in this research specifically
is independent-samples T-test with a two-tailed test of significance. If the results indicates p-value or sig (2-tailed) higher than the significance level of $\sig \alpha = 0.05$ (5%), then the null hypothesis is accepted. On the contrary, if p-value is lower than $\sig \alpha = 0.05$ (5%), then the alternative hypothesis is accepted.

4. Effect Size

Following the t-test, effect size is calculated to measure the magnitude of the treatment effect or the level of significance effect. As t-test give statistical result of the significance, in the same manner effect size results a statistic data but at the same time determined whether the effect size is strong or weak. In this research, the cohen’s $d$ effect size formula is adopted as follow:

$$d = \frac{\text{Mean of group 1} - \text{Mean of group 2}}{\sigma \text{ pooled}}$$

; $\sigma \text{ pooled} = \frac{\text{Std.Deviation 1+Std.Deviation 2}}{2}$

To interpret the effect size, the cohen’s $d$ effect size criteria is used as the bases to determine the level of significance. The effect size criteria of cohen’s $d$ are: 44

a. 0-0.20 : weak effect
b. 0.21-0.50 : modest effect
c. 0.51-1.00 : moderate effect
d. > 1.00 : strong effect

G. Statistical Hypothesis

The statistical hypotheses of this research are:

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

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H$_0$: There is no significant improvement between students that using pre-questioning technique in teaching reading and without using pre-questioning technique.

To prove the hypothesis, the obtained data from experimental class and control class were calculated by using $t_{test}$ formula with assumption as follows:

a. If $t_0 \leq t_{table}$, in significant degree of 1%, the Null Hypothesis (Ho) is accepted and the Hypothesis Alternative (Ha) is rejected. It means that there is no significant effect of Pre-questioning technique on students’ reading descriptive text ability.

b. If $t_0 \geq t_{table}$, in significant degree of 1%, the Null Hypothesis (Ho) is rejected and the Hypothesis Alternative (Ha) is accepted. It means that there is a significant effect of Pre-questioning technique on students’ reading descriptive text ability.
CHAPTER IV
RESEARCH FINDINGS AND INTERPRETATION

A. Research Findings

1. The Description of the Data

In this part, the writer describes the obtained data results of the research in descriptive statistics. As test is the primary data instrument used in the data collection, two test results from each experimental class and control class had been collected. The tests results from both of the class consist of pre-test which was administered in the beginning of the research and post-test at the end of the research.

a. Data Results of Experimental Class

The data was collected from 34 students in the experimental class and 34 students in the control class. Post-test was given after all the treatment had been applied. The highest score of pre-test was 70 and the lowest score was 36. The highest score of post-test was 86 and the lowest score was 63. In conclusion, the average of pre-test was 54.5 and post-test was 75.9. The total gained score in this class was 727. It can be known there is significant difference of the pre-test and post-test. The result can be seen in Table 4.1.

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>63</td>
<td>77</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>53</td>
<td>67</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>77</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>56</td>
<td>73</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>80</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>63</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>43</td>
<td>83</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>63</td>
<td>83</td>
<td>20</td>
</tr>
<tr>
<td>Students</td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Gained Score</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>9</td>
<td>43</td>
<td>73</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>66</td>
<td>70</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
<td>80</td>
<td>24</td>
</tr>
<tr>
<td>13</td>
<td>46</td>
<td>63</td>
<td>17</td>
</tr>
<tr>
<td>14</td>
<td>50</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
<td>66</td>
<td>77</td>
<td>11</td>
</tr>
<tr>
<td>16</td>
<td>46</td>
<td>77</td>
<td>31</td>
</tr>
<tr>
<td>17</td>
<td>63</td>
<td>63</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>66</td>
<td>73</td>
<td>7</td>
</tr>
<tr>
<td>19</td>
<td>60</td>
<td>73</td>
<td>13</td>
</tr>
<tr>
<td>20</td>
<td>66</td>
<td>73</td>
<td>7</td>
</tr>
<tr>
<td>21</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>22</td>
<td>36</td>
<td>73</td>
<td>37</td>
</tr>
<tr>
<td>23</td>
<td>63</td>
<td>77</td>
<td>14</td>
</tr>
<tr>
<td>24</td>
<td>43</td>
<td>86</td>
<td>43</td>
</tr>
<tr>
<td>25</td>
<td>43</td>
<td>86</td>
<td>43</td>
</tr>
<tr>
<td>26</td>
<td>70</td>
<td>86</td>
<td>16</td>
</tr>
<tr>
<td>27</td>
<td>50</td>
<td>77</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>56</td>
<td>80</td>
<td>24</td>
</tr>
<tr>
<td>29</td>
<td>53</td>
<td>83</td>
<td>30</td>
</tr>
<tr>
<td>30</td>
<td>56</td>
<td>86</td>
<td>30</td>
</tr>
<tr>
<td>31</td>
<td>50</td>
<td>73</td>
<td>23</td>
</tr>
<tr>
<td>32</td>
<td>50</td>
<td>73</td>
<td>23</td>
</tr>
<tr>
<td>33</td>
<td>36</td>
<td>70</td>
<td>34</td>
</tr>
<tr>
<td>34</td>
<td>63</td>
<td>77</td>
<td>14</td>
</tr>
<tr>
<td>N=34</td>
<td>1855</td>
<td>2582</td>
<td>727</td>
</tr>
<tr>
<td>Mean</td>
<td>54.5</td>
<td>75.9</td>
<td>21.38</td>
</tr>
</tbody>
</table>
b. Data Results of Control Class

The highest score of pre-test was 63 and the lowest score was 27. The highest score of post-test was 72 and the lowest score was 46. In conclusion, the average of pre-test was 46.85 and post-test was 64.8. The total gained score in this class was 611. The result can be seen in Table 4.2.

Table 4.2
Students' Score of Control Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>57</td>
<td>66</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>37</td>
<td>60</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>67</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>69</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>57</td>
<td>66</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td>69</td>
<td>29</td>
</tr>
<tr>
<td>9</td>
<td>57</td>
<td>66</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
<td>69</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>37</td>
<td>72</td>
<td>35</td>
</tr>
<tr>
<td>12</td>
<td>40</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>13</td>
<td>57</td>
<td>66</td>
<td>9</td>
</tr>
<tr>
<td>14</td>
<td>53</td>
<td>62</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>37</td>
<td>70</td>
<td>33</td>
</tr>
<tr>
<td>16</td>
<td>50</td>
<td>59</td>
<td>9</td>
</tr>
<tr>
<td>17</td>
<td>37</td>
<td>57</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>37</td>
<td>70</td>
<td>33</td>
</tr>
<tr>
<td>19</td>
<td>40</td>
<td>66</td>
<td>26</td>
</tr>
<tr>
<td>20</td>
<td>60</td>
<td>69</td>
<td>9</td>
</tr>
<tr>
<td>21</td>
<td>50</td>
<td>69</td>
<td>19</td>
</tr>
<tr>
<td>22</td>
<td>37</td>
<td>46</td>
<td>9</td>
</tr>
<tr>
<td>Students</td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Gained Score</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>23</td>
<td>40</td>
<td>62</td>
<td>22</td>
</tr>
<tr>
<td>24</td>
<td>43</td>
<td>69</td>
<td>26</td>
</tr>
<tr>
<td>25</td>
<td>43</td>
<td>52</td>
<td>9</td>
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<tr>
<td>26</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>27</td>
<td>63</td>
<td>72</td>
<td>9</td>
</tr>
<tr>
<td>28</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>29</td>
<td>53</td>
<td>62</td>
<td>9</td>
</tr>
<tr>
<td>30</td>
<td>57</td>
<td>66</td>
<td>9</td>
</tr>
<tr>
<td>31</td>
<td>47</td>
<td>72</td>
<td>25</td>
</tr>
<tr>
<td>32</td>
<td>57</td>
<td>66</td>
<td>9</td>
</tr>
<tr>
<td>33</td>
<td>30</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>34</td>
<td>30</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>N=34</td>
<td>1593</td>
<td>2204</td>
<td>611</td>
</tr>
<tr>
<td>Mean</td>
<td>46.85</td>
<td>64.8</td>
<td>17.97</td>
</tr>
</tbody>
</table>

Based on the data presented in the Table 4.2, it showed that the lowest gained score was 611 and the highest was 727. 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 testing the hypothesis, the writer analyzed the normality and homogeneity of the data. The purpose of analyzing the normality was to see whether the data got in the research has been normally distributed or not. Meanwhile, the purpose of analyzing the homogeneity was to see whether the data of test result were homogenous or heterogeneous. In the analyzing the normality, the result showed that both the data of pre-test and post-test in experimental class were distributed normally. All forms of data analyzing and calculation are done by using IBM SPSS Statistics 21 computer program.
The normality test was tested using Lilliefors test. The result of normality test was presented in table 4.3.

a. Normality Test

To calculate the normality test, the writer used Kolmogorov-Smirnov as presented in Table 4.3. It shows that the normality significance of pre-test in experiment class is 0.110 and 0.205 in control class. Both of the significance results in pre-test proved that the data are normally distributed because the significance is above α= 0.05 (0.110>0.05; 0.205>0.05).

Table 4.3
The Result of Normality of Pre-Test

<table>
<thead>
<tr>
<th>Kelompok</th>
<th>Kolmogorov-Smirnov(^a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Nilai</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eksperiment</td>
<td>,136</td>
<td>34</td>
</tr>
<tr>
<td>Control</td>
<td>,161</td>
<td>34</td>
</tr>
</tbody>
</table>

\(^a\)Lilliefors Significance Correction

Based on the Table 4.4 below, the post-test showed that the significance is 0.200 in experimental class and 0.006 in control class. The results also proved that the post-test data are distributed normally because the significance are above α=0.05 (0.200>0.05; 0.200>0.05).
Table 4.4
The Result of Normality of Post-Test

<table>
<thead>
<tr>
<th>Kelompok</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Eksperimen</td>
<td>,123</td>
<td>34</td>
</tr>
<tr>
<td>Control</td>
<td>,208</td>
<td>34</td>
</tr>
</tbody>
</table>

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

b. Homogeneity Test

To calculate the homogeneity test, the writer refers to Levene Statistic test. The homogeneity test result in pre-test of both classes showed 0.218 as the significance of the data, which is higher than α=0.05 (0.218>0.05). Therefore, based on the pre-test result, both of the classes have homogeneous variances

Table 4.5
The Result of Homogeneity of Pre-Test

<table>
<thead>
<tr>
<th>Nilai</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,550</td>
<td>1</td>
<td>66</td>
<td>,218</td>
</tr>
</tbody>
</table>

In Table 4.6, the result of homogeneity test of post-test from both of the classes indicated a significance of 0.605, which is higher than α=0.05 (0.605>0.05). Therefore, it can be said that the post-test data result of both classes are also homogenous.
Table 4.6
The Result of Homogeneity of Post-Test

<table>
<thead>
<tr>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic</td>
</tr>
<tr>
<td>.269</td>
</tr>
</tbody>
</table>

c. Statistical Hypothesis Test

In Table 4.7, it shows the result of t-test analysis of post-test score in experimental class and control class. We can see two tables presented as the result of t-test data analysis, the Group Statistics and Independent Sample Test. First, the table Group Statistics is only offers basic information of the data, including the sample size, mean, standard deviation, and standard error mean.

Second is the Independent Sample Test that is used to read the t-test result. In analyzing this data, the equal variances assumed is used to read the result and refers to a significance level of $\alpha = 0.05$ (5%).

Based on the Table 4.8, the independent sample test resulted p-value or $\text{sig}$ (2-tailed) = 0.000. From the result, it can be concluded that the null hypotheses is rejected and the alternative hypotheses is accepted because the p-value (0.000) is less than $\text{sig } \alpha = 0.05$ (5%). It also means that there is a statistical significance in the experimental class.
### Table 4.7

**Group Statistics**

<table>
<thead>
<tr>
<th>Kelompok</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eksperimen</td>
<td>34</td>
<td>75.94</td>
<td>6.518</td>
<td>1.118</td>
</tr>
<tr>
<td>Control</td>
<td>34</td>
<td>64.65</td>
<td>5.949</td>
<td>1.020</td>
</tr>
</tbody>
</table>

### Table 4.8

**Independent Samples Test**

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

39
d. Effect Size

In final, since the t-test result proved statistical significance in the post-test and gained scores result, the writer analyzed the effect size of the t-test result with the intend to find out the level of significance on the effect (weak to strong).

To get the effect size, the calculation refers to Cohen’s d effect size calculation. In this calculation, the means and the standard deviations of post-test of both classes (experimental and control) are required which have been obtained earlier in t-test result from the Group Statistic table. The effect size result is recapitulated in Table 4.9.

<table>
<thead>
<tr>
<th>Statistic of Post-Test</th>
<th>Control Class</th>
<th>Experimental Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>64.65</td>
<td>75.94</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>5.949</td>
<td>6.518</td>
</tr>
<tr>
<td>Effect Size</td>
<td></td>
<td>22.5*</td>
</tr>
</tbody>
</table>

*the result is obtained by manual calculation using cohen’s d formula
Calculation

\[ d = \frac{\text{Mean of group 1} - \text{Mean of group 2}}{\sigma \text{ pooled}} \]

; \( \sigma \) pooled = \( \frac{\text{Std.Deviation 1} + \text{Std.Deviation 2}}{2} \)

1) \( \sigma \) pooled = \( \frac{6.518 + 5.949}{2} = 6.235 \)

2) \( d = \frac{75.94 + 64.65}{6.235} = 22.5 \)

In Table 4.9, it shows that the effect size or the level of significance effect is 22.5. It indicates that there is a strong effect of Pre-questioning technique on students’ reading comprehension performed in this research. This is on the basis of cohen’s d effect size criteria, in which 22.5 ranges in strong effect scale.

3. The Test of Hypothesis

The research was held to answer the question whether Pre-questioning technique has any effect on students’ ability in reading descriptive text on first grade students of SMAN 8 Tangerang Selatan. In order to provide answer for the question above, the Alternative Hypothesis (Ha) and Null Hypothesis (Ho) were proposed as follows:

a. Ho (Null Hypothesis): Pre-questioning technique has no significant effectiveness in learning reading of descriptive text.

b. Ha (Alternative Hypothesis): Pre-questioning technique has significant effectiveness in learning reading of descriptive text.

To prove the hypothesis, the obtained data from experimental class and control class were calculated by using \( t_{\text{test}} \) formula with assumption as follows:

a. If \( t_{0} \leq t_{\text{table}} \) in significant degree of 1%, the Null Hypothesis (Ho) is accepted and the Hypothesis Alternative (Ha) is rejected. It means that there is no significant effect of Pre-questioning technique on students’ reading descriptive text ability.
b. If $t_0 \geq t_{table}$, in significant degree of 1%, the Null Hypothesis (Ho) is rejected and the Hypothesis Alternative (Ha) is accepted. It means that there is a significant effect of Pre-questioning technique on students’ reading descriptive text ability.

**B. The Interpretation of Findings**

The calculated results of this quasi-experimental study indicated that Pre-questioning technique is effective on students’ reading comprehension of descriptive text at the tenth grade of SMAN 8 Tangerang Selatan. It is also confirmed that the effectiveness is ranged at the strong level of significance. Therefore, the processed data have finally put up an answer to the research question that was proposed in the beginning of the research. In addition, the research findings is also consistent with the previous studies that revealed Pre-questioning as one of reading strategy that is significantly effective on improving students’ reading comprehension. The following paragraphs summarize the interpretation of the overall results.

In the descriptive statistics, it presents the general achievement of the divided class samples in their reading comprehension skill through the administered pre-test and post-test. At first, the pre-test result showed the students’ reading comprehension skill in both experimental and control class before treatment. The pre-test data collected scored an average of 54.5 in experimental class and 46.85 in control class informed that only slight difference of 7.65 points is tracked between the classes.

Followed the pre-test was the treatment process by implementing Pre-questioning technique in experimental class. It is then resulted a contrast achievement in the reading test between the classes. The experimental class, who the received treatment, was observed to make an intriguing change in their reading comprehension skill. This is indicated by the significant changes in their post-test mean score that gained 21.38 points, compared to the control class that gained 17.97 points from its pre-test score. This generally means that after the treatment of Pre-questioning technique, the students in experimental class made
improvements unlike the control class who were not trained with the same treatment.

In addition, the main data analysis by using independent-sample t-test showed inferential statistics that proved statistically the effectiveness of Pre-questioning technique used during the treatment period. A statistical significance is shown by the analyzed post-test data which resulted p-value or \( \text{sig} \ (2\text{-tailed}) = 0.000 \) that is less than the referred significance level \( \text{sig} \ \alpha = 0.005 \). This result statistically interpreted that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it is implied that an effect is found on the use of Pre-questioning technique on students’ reading comprehension of descriptive text. Apart from it, an effect size is also calculated to extend the knowledge on the level of significance using the cohen’s \( d \) formula. The result of the effect size value is 22.5, in which it indicates Pre-questioning technique is strong effective in this research.

Overall, the result confirmed the previous studies who investigated Pre-questioning technique to be helpful in improving reading comprehension as well as building active learners. It is similar to this research findings that resulted improvement on the students’ reading comprehension and making students more engaged with reading text. The difference between the previous studies are in the samples, place, level of education, and the text type. Also compared to the previous studies, this research particularly focused on one type of text that is descriptive text. Even many students still struggle in the reading activity; the result somehow prove that Pre-questioning technique is effective on the students’ reading comprehension of descriptive text.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings in chapter IV, it proved that Pre-questioning technique is strongly effective on the students’ reading comprehension of descriptive text. It is shown by the independent sample t-test result of p-value (2-tailed) = 0.000 in the post-test and gained scores. As the research referred to the significance level of $\text{sig } \alpha = 0.05$ (5%), therefore, the obtained p-value which is less than the $\text{sig } \alpha = 0.05$ (5%) indicated a statistical significance or effectiveness. In other words, when $p$-value $< \text{sig } \alpha = 0.05$, the null hypothesis of the research is rejected and alternative hypothesis is accepted. Besides, the effect size is also then calculated by using cohens’ $d$ which resulted a value of 22.5. It can be interpreted that the level of significance ranged in the strong level.

In conclusion, the research has proven that Pre-questioning technique has a significant effect to the students’ reading comprehension of descriptive text at the tenth grade of SMAN 8 Tangerang Selatan.

B. Suggestion

At the end of this skripsi, the writer would like to give some suggestions in relations to the writer conclusion. The writer also hopes that this skripsi can give benefit to anyone who read it. Here are some suggestions that may help teacher, students, or other researcher that intend to conduct further research.

1. For teachers

By applying various techniques, such as Pre-questioning technique, as alternative techniques in teaching English, teacher can help students to increase their ability in learning English skills, especially reading. Pre-questioning technique can be used in order to make the students more
interested and more active in reading descriptive text so that they may not be bored in learning reading in English.

2. For readers

In learning English students need to realize that the learning is not a one way process. To accomplish the goal of learning, students should involve themselves in the classroom activity built by the teacher. By taking part in the activity, students can also improve their ability in English and also their social skills. Students’ proficiency is not solely teacher’s responsibility, it depends also on students’ active role in learning English.

3. For further researchers

This research can also become a contribution to the research in education which is intended to find out the effectiveness of certain technique, in this case the Pre-questioning technique. This research may also be a relevant previous studies that can be used by other researchers to conduct a further research relating to the implementation of Pre-questioning technique.
Appendix 1
The Instruments of the Research

1st meeting
Name: 
Class: 

Answer the following question by choosing a, b, c or d based on the text!

My House

My house is located in Jl Lestari no. 5. There is wall fence in front of my house to limit the area with the other and many trees such as, avocado, mango, and guava. Besides that, I also have many kind of flower and my front yard is filled by grasses. There is a terrace which usually use for us to do some activities, like chatting with my parents in the evening, doing my homework, and playing Rubik’s cube with my brother.

The first room in my house is a guest room which functions to receive the guest and at this room there is one set of chair and a table; there are also two windows covered by red curtain. My guest room is not big enough and we usually use family room to receive when the guest is too many. The second room is my room which contains a bed almost as long as the room. There is a book rack besides the bed to put my brother’s books and my books. The third room is my parent’s room; there is a clothes closet and a bed beside it. The bed merges with a small closet and it located in the front of bed. It contains my father’s books and my mother’s cosmetics. The fourth room is family room; at this room, there are a small bed for us to sit down and to sleep, a television, a DVD player, a sound system and a small aquarium. I usually spend the time at this room with my parents and my brother and it uses to discuss something or to watch a movie. That room is bigger than other room; so I feel comfortable to spend my time longer.

1. What is the main idea of the text above?
   a. A house which has some characteristics
   b. The writer’s favorite room
c. The writer tells his house
d. The writer love his house

2. What is the name of the text?
a. Narrative c. Descriptive
b. Recount d. Expository

3. What does the furniture in the first room?
a. One set of a chair and a table
b. One set of bed
c. Two chairs and a television
d. Some benches

4. “and it uses to discuss something” The word it refers to
a. The writer
b. The house
c. Living room
d. Family room

5. “it uses to discuss something or to watch a movie.” The underlined word above has the same meaning as
a. Talk c. Laugh
b. Scream d. Cry

6. “It contains my father’s books and my mother’s cosmetics.”(line 12). The word it refers to
a. The bed
b. The room
c. The chair
d. The house

7. Where did the writer spend his time?
a. In the family room
b. In the bedroom
c. In the kitchen
d. In the terrace
8. “so I feel comfortable to spend my time longer.” The underlined word has
the same meaning as
a. Interesting  c. Quiet
b. Enjoy  d. Glow
9. Where does the fence of the house? It is in .. of the house
a. The back  c. Front
b. The yard  d. beside
10. How many trees does the writer has in front of his house?
   a. Two
   b. Three
   c. Four
   d. Five
What is a Butterfly?

Butterflies are beautiful, flying insects with large scaly wings. Like all insects, they have six legs, three body parts, a pair of antennae, and compound eyes. The three body parts are the head, thorax (the chest), and abdomen (the tail end). The four wings and the six legs of the butterfly are connected to the thorax. The thorax contains the muscles that make the legs and wings move. Butterflies are very good fliers. They have two pairs, of large wings covered with colourful scales. Butterflies and moths are the only insects that have scaly wings. The wings are connected to the butterfly’s thorax (mid-section). Butterflies can only fly if their body temperature is above 27 degrees Centigrade. Butterflies sun themselves to warm up in cool weather. As butterflies get older, the colour of the wings fades and the wings become ragged. The speed varies among butterfly species (the poisonous varieties are slower than non-poisonous varieties). The fastest butterflies can fly at about 50 kilometers per hour (kph) or faster. Slow flying butterflies fly about 8 kph.

1. What is the main idea of the text above?
   a. Butterfly is a beautiful animal
   b. Butterfly is flying insect
   c. Animal which has four wings
   d. Butterfly is unique insects

2. What is the name of the text?
   a. Narrative      c. Descriptive
   b. Recount        d. Expository
3. What kind of animal was butterfly?
   a. Beautiful      c. flying insects
   b. Uniqued. Funny insects

4. “Like all insects, they have six legs,” The underlined word in the text above has the same meaning as
   a. Feet          c. Hands
   b. Teeth        d. Head

5. What does the thorax contain?
   a. Hair          c. Feathers
   b. Muscled. Wings

6. What the temperature does the butterfly could fly?
   a. 25
   b. 26
   c. 27
   d. 28

7. “Butterflies sun themselves to warm up in cool weather.” The underlined word has the same meaning as
   a. Bright        c. Dry
   b. Hot           d. Cold

8. The fastest butterflies can fly at about   kilometers
   a. 50
   b. 60
   c. 79
   d. 89

9. The wings of butterfly are connected to its
   a. Lung          c. Mouth
   b. Thorax        d. Wings

10. One of the three parts of body of butterfly are
    a. Wings
    b. Legs
c. Head

d. Mouth
My Friend

Susan is a diligent student. First, at home she starts her day by studying at 4.00 am. She thinks that studying at that time will be easy to get the idea of the field which she studies. Furthermore, she agrees that this is a kind of discipline which to be done by all the students in order to be success in the future. She starts to understand the course of study that will be given by her teacher in the class, so that she will not be a confused student what her teacher talks about. In this first activity, she usually spends about an hour before she takes a bath and has a breakfast.

Second, she never comes late to school. She arrives 15 minutes before the class started. Susan follows her class with much appreciates. She always asks without hesitate to her teacher and she is always happy when given homework. At the rest time, Susan doesn’t spend her time to chat with her friends too much. She prefers to study over again to make sure that she doesn’t forget about the material. If she finds the problem she will look for the teacher for asking. When the class ended at 3.00 pm, Susan doesn’t go home. She visits the public library which located beside the school. She borrows the book and sometimes she also reads it there. She reads a thin book; so it doesn’t spend many times for reading in the library. Third, at home Susan always studies in the night. She does her homework which was given in the school. All those activities, can be used as the proof that Susan is a diligent student.

1. What is the main idea of the text above?
   a. My close friend is Susan
   b. Susan is my good friend
c. Susan starts her day by studying
d. Susan is a nice girl
2. What is the name of the text?
a. Narrative  c. Descriptive
b. Recount  d. Expository
3. What time did Susan study?
a. 4 a.m.  c. 3 a.m.
b. 5 a.m.  d. 2 a.m.
4. “at home she starts her day by studying.” The word she refers to
a. Susan  c. The writer
b. Susan’s friend  d. The teacher
5. How long does Susan spend her time before taking a bath?
a. Two hours  c. Four hours
b. One hour  d. Five hours
6. What Susan feel when she given homework by her teacher?
a. Sad  c. Happy
b. Worry  d. Angry
7. What did Susan do when the class ends?
a. Go home  c. Go to teacher’s room
b. Go to canteen  c. Go to the library
8. At the rest time, Susan
a. Study over again
b. Go to canteen
c. Go to library
d. Reading a book
9. What kind of person Susan was? She is girl
a. A beautiful
b. A cute
c. Kindhearted
d. Diligent
10. What Susan do if she find a problem?
a. Reading a book
b. Go to library
c. Asking her teacher
d. Go to canteen
Kuta Beach

Kuta is a beautiful beach in Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

It also well-known as the right place is for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk. Yes, they can do many activities in this beach for its complete beach activities. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00. When the day becomes dark, the nightlife of Kuta often begins too late, at around 23.00. The scene is full of different atmospheres and entertainment in bars and pubs which some of them give live bands, fashion shows, DJ's and sexy dancers. Being hungry and hoping to have a dinner, many restaurants are ready to serve their best recipes with a lot of international cuisines.

Needing a hotel around Kuta beach, do not worry because Kuta also offers its best varied hotels and resorts which most of the them give beach front locations with their various styles and budget ranges. In these hotels and resorts you can choose your best. It is really the worth town to visit. Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back. Believe it or
not, though for 50 years ago Kuta is the village of fishermen nowadays it is called as the International City because this town is the place where tourists all over the world meet each other.

1. What is the main idea of the text above?
   a. Kuta beach is a beautiful place to visit
   b. People like to spend their time in Kuta
   c. Kuta beach is well-known around the world
   d. Kuta beach is the main destination of people

2. What is the name of the text?
   a. Narrative
c. Descriptive
   b. Recount
d. Expository

3. “It also well-known as the right place.” The word it refers to
   a. Bali
c. Denpasar
   b. Kuta beach
d. Bali island

4. When did the story take place?
   a. In Bali
   b. In Denpasar
   c. In the beach Baghdad
   d. In Kuta beach

5. “They can sunbathe, swim, surf, play soccer beach.” The underlined word refers to
   a. Balinese
c. The man
   b. People in Bali
d. The tourists

6. The tourists can do these activities in Kuta beach, except
   a. Sunbathe
   b. Swim
   c. Surf
   d. Sleep

7. What time does the nightlife begin?
   a. 10 a.m.
c. 11 a.m.
b. 11 p.m.  

d. 10 p.m.

8. “...for people to see scenic sunset in the afternoon.” The word see has the same meaning to

a. Look  
c. Cried  

b. Sit  
d. Stare

9. Yes, they can do many activities in this beach. The word they refers to

a. The beach  
c. The tourist  

b. The people  
d. Balinese

10. People who visit Kuta beach will

a. Happy  
c. Sad  

b. Satisfied  
d. Worry
The Instrument

5th meeting

Name :

Class :

Answer the following question by choosing a, b, c or d based on the text!

Taj Mahal

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration. Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

1. What is the main idea of the text above?
   a. Taj Mahal is one of wonderful buildings in the world
   b. Taj Mahal is located in India
c. Taj Mahal was built by Shah Jahan
d. India has a beautiful building called Taj Mahal

2. What is the name of the text?
   a. Narrative  c. Descriptive
   b. Recount    d. Expository

3. When did the story take place?
   a. In India
   b. In Taj Mahal
   c. In Agra
   d. In Jamuna River

4. It was built by a Muslim Emperor Shah Jahan. The word it refers to
   a. India    c. Shah Jahan
   b. Taj Mahal d. Jamuna River

5. Taj Mahal is a Mausoleum that houses the grave. The underlined word has
   the same meaning as
   a. Home    c. Liked
   b. Protect d. Covered

6. Actually Taj Mahal is a houses of Mumtaz Mahal
   a. King
   b. Prince
   c. Queen
   d. Princess

7. What river which located near the Taj Mahal?
   a. Agra River
   b. India River
   c. Taj River
   d. Jamuna River

8. Who was built Taj Mahal?
   a. Mumtaz Mahal
   b. Shah Jahan
   c. People of India
d. People of Agra
9. Who is Mumtaz Mahal?
   a. The Queen
   b. King of Agra
   c. The Princess
   d. The ordinary people
10. What the purpose of Taj Mahal building?
    a. To memorize the Queen
    b. To against the enemies
    c. To show the glory
    d. To make people proud of India
The Instrument

6th meeting

Name : 
Class : 

Answer the following question by choosing a, b, c or d based on the text!

Niagara Falls

Niagara Falls is a famous area of waterfalls. It is one of the most beautiful natural wonders of North America. It is on the Niagara River, about halfway between Lake Erie and Lake Ontario. The Niagara River forms part of the border between Canada and the United States. At Niagara Falls, Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side. Niagara Falls really has two waterfalls. The Horseshoe Falls are in Canada, and the American Falls are in the United States.

The Niagara River drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshoe Falls. They are not as high as the American Falls, but they are 2,600 feet (792 meters) wide—about 0.5 mile (0.8 kilometer). The American Falls are about 1,000 feet (305 meters) wide. Beyond the falls are the Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the rock. At night, colored lights shine on the thundering falls. About 10 million people visit Niagara Falls each year.

1. What is the main idea of the text above?
   a. Niagara Falls is a famous waterfall in the world
   b. Niagara Falls located between Canada and America
   c. Niagara Falls is the most beautiful waterfall in North America
   d. Niagara Falls is a great waterfall in USA

2. What is the name of the text?
   a. Narrative       c. Descriptive
   b. Recount         d. Expository

3. Where does Niagara Falls located?
a. In North America
b. In Canada
c. In America
d. In Niagara River

4. It is on the Niagara River. The word it refers to
   a. Lake Ontario
   b. Niagara River
c. Niagara Falls
d. America

5. Niagara Falls lies on Niagara River, America
   a. South
   b. West
   c. East
   d. North

6. It is one of the most beautiful natural wonders of North America. The underlined word has the same meaning to
   a. Small  c. Narrow
   b. Good    d. Little

7. They are not as high as the American Falls. The word they refers to
   a. Niagara River  c. Water
   b. Niagara Falls  d. Waterfalls

8. How many waterfalls does Niagara Falls has?
   a. Three  c. Four
   b. Two     d. Ten

9. One of waterfalls of Niagara Falls is
   a. The Horseshoe Falls
   b. The Niagara Falls
   c. Canada Falls
d. Ontario Falls

10. How many people visited Niagara Falls?
    a. 10 million
b. 10 billion
c. 100 million
d. 1 million
### Appendix 2

**Answer Key of Instruments**

The Answer Key of the Instrument from 1<sup>st</sup>-6<sup>th</sup> Meeting

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Appendix 3
Pre-Questions

PRE-QUESTIONS FOR TEXT 1
1. Have you ever seen a waterfall? If yes, where is that?
2. Could you mention some famous waterfalls in the world?
3. Mention some characteristics of the waterfall!
4. Do you know about Victoria Waterfall?
5. What is on your mind about Victoria Waterfall?

PRE-QUESTIONS FOR TEXT 2
1. Have you ever crossed a bridge? If yes, where is that?
2. What do you know about Suramadu Bridge?
3. Where is Suramadu Bridge located?
4. Mention some characteristics of the Suramadu Bridge!
5. Could you explain the history of the Suramadu Bridge?

PRE-QUESTIONS FOR TEXT 3
1. Have you ever visited Borobudur Temple? If yes, when?
2. What do you know about Borobudur Temple?
3. Could you explain who built the Borobudur Temple?
4. In your opinion, what is the purpose of Borobudur Temple?
5. What is the shape of the Borobudur Temple?

PRE-QUESTIONS FOR TEXT 4
1. Do you the kinds of fruit?
2. Do you like oranges?
3. Do you think oranges have vitamin inside?
4. What do you think about benefits of citrus fruit as a medicine?
5. In your opinion, could oranges be useful for diet?
PRE-QUESTIONS FOR TEXT 5
1. Have you ever visited the beach? If yes, what beach is that?
2. What do you know about the tourist attractions?
3. What facilities are usually available at tourist attractions?
4. What are tourist attraction built for?
5. Could you mention your favorite beach and its characteristics?

PRE-QUESTIONS FOR TEXT 6
1. What is your opinion when you hear the word “uncle”?
2. Do you have an uncle? If yes, what is his name?
3. What do you know about your uncle?
4. What is your uncle’s hobby?
5. Where does your uncle work?

PRE-QUESTIONS FOR TEXT 7
1. In your opinion, what does a student need when studying at school?
2. What do you think about the effective learning method?
3. Do you agree with the using of laptops or other multimedia in the learning process?
   Why?
4. What is your opinion about buy something online?
5. Do you think having mobile computer is useful for students?

PRE-QUESTIONS FOR TEXT 8
1. Do you know what the biggest animal in the world is?
2. Have you ever seen an elephant? If yes, where is that?
3. Could you mention the characteristics of an elephant?
4. Have you ever seen an elephant eat?
5. Do you think is elephant a smart animal?
Appendix 12

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)

No. Dokumen: FITK-FR-AKD-081
Tgl. Terbit: 1 Maret 2010
No. Revisi: 01
Hal: 1/1

SURAT BIMBINGAN SKRIPSI

Nomor: Un.01/F.1/KM.01.3./19.11.2018
Lamp.: -
Hal: Bimbingan Skripsi

Jakarta, 23 November 2018

Kepada Yth.:

Dr. Alek, M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama: Irna Octarina
NIM: 1112014000067
Jurusan: Pendidikan Bahasa Inggris
Semester: XIII (Tiga Belas)

Judul Skripsi: *The Effect of Using Pre-Questioning Technique on Students’ Reading Comprehension of Descriptive Text (A Quasi-Experimental Study at the Tenth Grade of SMAN 8 Tangerang Selatan)*


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Kabar Tidji Pendidikan Bahasa Inggris

[Signature]

[Stamp]

Dr. Alek, M.Pd.
NIP. 19690912 200901 1 008

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
KEMENTERIAN AGAMA
UIN JAKARTA
FITK
Jl. H. Juanda No 95 Ciputat 15412 Indonesia

FORM (FR)
No. Dokumen : FITK-FR-AKD-081
Tgl. Terbit : 1 Maret 2010
No. Revisi : 01
Hal : 1/1

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/15/R/2018
Lamp. : -
Hal : Bimbingan Skripsi

Jakarta, 23 November 2018

Kepada Yth,

Zaharil Anasy, M. Ham
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Irla Octarina
NIM : 1112014000067
Jurusan : Pendidikan Bahasa Inggris
Semester : XIII (Tiga Belas)
Judul Skripsi : The Effect of Using Pre-Questioning Technique on Students’ Reading Comprehension of Descriptive Text (A Quasi-Experimental Study at the Tenth Grade of SMAN 8 Tangerang Selatan)


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Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

[Signature]

a.n. Dekan
Kajur/Kaprodi Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Appendix 13

KEMENTERIAN AGAMA
UIJ JAKARTA
FITK
FORM (FR)

SURAT PERMOHONAN IZIN PENELITIAN

No. Dokumen : FITK-FR-AKD-082
Tgl. Terbit : 1 Maret 2018
No. Revisi : 01
Hal : 1/1

Nomor : Un.01/FI/KM.01.3/.1530/2018
Lamp : Outline/Proposal
Hal : Permohonan Izin Penelitian

Jakarta, 23 November 2018

Yang terhormat
Kepala SMA Negeri 8 Tangerang Selatan

Assalamu’alaikum wr.wb.
Dengan hormat kami sampaikan bahwa,

Nama : Irna Octarina
NIM : 1112014000067
Jurusan : Pendidikan Bahasa Inggris
Semester : XIII (Tiga Belas)
Judul Skripsi : The Effect of Using Pre-Questioning Technique on Students’ Reading Comprehension of Descriptive Text (A Quasi-Experimental Study at the Tenth Grade of SMAN 8 Tangerang Selatan)

Adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta yang sedang menyelesaikan Skripsi, dan akan mengadakan penelitian (riset) di sekolah yang Saudara pimpin.

Untuk itu, kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Kajari Fakultas Pendidikan Bahasa Inggris

Tembusan :  
1. Dekan FITK  
2. Pembantu Dekan Bidang Akademik  
3. Mahasiswa
SURAT KETERANGAN
Nomor : 074/416/Kurikulum

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 8 Kota Tangerang Selatan menerangkan bahwa:

Nama : IRNA OCTARINA
NIM : 111201400067
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
Jadwal Kuliah : UIN Syarif Hidayatullah Jakarta
Jurusan : Pendidikan Bahasa Inggris

Benar telah melaksanakan penelitian di SMA Negeri 8 Kota Tangerang Selatan terhitung mulai tanggal 6 - 29 November 2018, guna memperoleh data dalam rangka penyusunan skripsi dengan judul “The Effect of Using Pre-Questioning on Students’ Reading Comprehension of Descriptive Text (A Quasi-Experimental Study at the Tenth Grade of SMAN 8 Tangerang Selatan)”

Demikian surat keterangan ini kami berikan, agar dapat dipergunakan sebagaimana mestinya.

Tangerang Selatan, 30 November 2018

Kepala Sekolah,
# Appendix 15

## References Checking Form

Name: Ima Octarina  
Student’s Number: 1112014000067  
Title: The Effect of Using Pre-Questioning Technique on Students’ Reading Comprehension of Descriptive Text

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<td>Muttaqin Hasyim, (<a href="https://muttaqinhasyim.wordpress.com/2012/02/24/pre-questioning/">https://muttaqinhasyim.wordpress.com/2012/02/24/pre-questioning/</a>), accessed on October 2018.</td>
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37 Fitri Tia Wijayanti, *Applying Pre-Questioning Technique toward Students’ Reading Comprehension of Descriptive Text*, (Jakarta: 2015), p. i.


Chapter III


42 John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and
|---|--------------------------------------------------|

**Advisor I**  
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NIP: 197610072007101002