THE EFFECTIVENESS OF PRE-READING ACTIVITIES TO IMPROVE

STUDENTS' READING COMPREHENSION

(A Case Study at the Second Grade of Budi Mulia Senior

High School in Ciledug 2006/2007)

A Skripsi

Submitted to the English Teachers' Training Program in a Partial Fulfillment of the

Requirements for the Degree of Strata–1

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THE FACULTY OF TARBIYAH AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH

JAKARTA

2007

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LEGALIZATION OF EXAMINATION COMMITTEE

A 'skripsi' titled: "The Effectiveness of Pre-Reading Activities to Improve Students' Reading Comprehension" (A Case Study at The Second Grade of Budi Mulia Senior High School in Ciledug 2005/2006), was examined at examination session of the Faculty of Tarbiyah and Teachers' Training State Islamic University (UIN) Syarif Hidayatullah Jakarta on February 15, 2007. This 'skripsi' has fulfilled the requirements for the degree of strata I (S-1) at English Education Department.

Jakarta, February 15, 2007

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ACKNOWLEDGMENT

In the name of Allah the beneficent and the Merciful

All praise be to Allah the Most Graceful and the Merciful, the writer would like to thank to Allah SWT, who has given mercy and bless until she could accomplish this "skripsi". May Peace, Blessing, and Mercy of Allah be upon our prophet Muhammad, his family, his companions and his followers.

In this occasion the writer would address her great gratitude to Drs. A.M. Zainuri, M. Pd. who gave guidance, advice and patience to finish this skripsi.

The writer next deliberates her gratitude to:

1. Prof. Dr. Dede Rosyada, M.A. as the dean of Faculty of Tarbiyah and Teachers' Training.

2. Drs. Nasrun Mahmud, M. Pd. as the head of English Department.

3. All lectures in English Department, for giving motivation and valuable knowledge during her study.

4. Dr. H. Moh. Suryadi S., S.E., M.M. as the headmaster of SMA Budi Mulia Ciledug and M. Budi Harsojo, M.Pd. for their permission to the writer to conduct the research.

5. Her parents, Sri Utariningsih and Subaryanto for their constant prayer, support and facilities.

6. Her best friends Tatu, Yuni, Atik, Tuti, and Parhiyah for theirs friendship and support.

7. The eleven grade student of SMA Budi Mulia in academic years 2005/2006 who have given good cooperation and opportunity for the writer to conduct this research.

Finally the writers the writer expecting criticism and suggestion for the improvement of this skripsi.

Jakarta, February 15, 2007

The Writer

TABLE OF CONTENTS

CHAPTER III RESEARCH METHODOLOGY

CHAPTER IV RESEARCH FINDING

CHAPTER V CONCLUSION AND SUGGESTION

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language in every part of life in the world. Science, news, theory, philosophy, and many others can be learned from other countries. The important thing to remember is they use English.

Being able to read in English is very important, because there are many books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily life. We read many kinds of written materials from newspaper, magazine, to academic books using English.

There are two main reasons for reading:[1]

1. Reading for pleasure.

2. Reading for information.

Through reading we can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will give a great deal of advantages in our life.

Reading becomes the main aim of language teaching which is a skill and a part of the teaching program. Its purposes are to enable students to read and understand the text materials correctly.

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[1] Françoise Grellet, *Developing Reading Skills*, (Great Britain: Cambridge University Press, 1986) p. 4

Reading skill is essential whether in the target of source language. If the students read the text in their own language it is not really difficult for them to read it. But when they read it in a foreign language they have difficulties in reading. According to Nazly Badawi, there are several factors effect students' ability to learn reading:[2]

1. Conceptual development based on external and internal stimuli.

2. Experimental background

3. Language competency

Reading comprehension is a part of reading subject, which is emphasized in reading comprehension of the contents. In other words, reading comprehension is meant as the act of grasping the reading content with the mind. Comprehension includes recognizing and understanding main ideas and related details.

Reading comprehension is not only on the pronouncing or loud reading, but also on the understanding reading taken in consideration. As said by Nuttal:

> It is unlike that you were interested in the pronunciation of what you read except in a tiny minority of cases, it is even likely that you were interested in grammatical structures used. You read because you want to get something from the writing: fact, ideas, enjoyment, even feelings or family community (from a letter): whatever you want to get the message that the writer had expressed.[3]

One characteristic of good readers that has been noted in the literature is that they are able to make predictions about the text they read while they are reading it.[4] In the reading there is a pre-reading stage which will help the students easily understand the text. The pre-reading stage is a phase before the students are given the reading text. The teacher usually

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[2] Nazly Badrawi, "Reading Dilemma: Meeting Individual Needs", *English Teaching Forum* (July 1992, Vol: 30, No.3) p. 18

[3] Christine Nuttal, *Teaching Reading Skill in A Foreign Language,* (London: Heinemann, 1982) p. 3

[4] Marianne Celce-Murcia, Editor, *Teaching Reading As A Second Foreign Language,* (Boston: Heinle & Heinle Publishers, 1991), p. 173

brainstorms or arises students' attention about the text. In the pre-reading stage, the teacher will encourage the students to activate their background knowledge with the theme they learn.

Students often have lack of vocabulary or do not have enough vocabulary in their schemata to read the text so it makes them confused and they do not understand. Pre-reading activity can build their vocabulary and at the same time, it will help them read comprehension. So, by having this kind activity the students will be more active in reading, the reading lesson will be more interesting and later on will improve their achievement on reading comprehension.

B. Identification, Limitation and Formulation of the Problem

1. Identification of the problem

   a. Are the students interested in pre-reading activities?

   b. Do the students become more active in reading?

   c. Is it easy to understand the reading passage after pre-reading activities?

   d. How is students' achievement after the pre-reading activities?

2. Limitation and formulation of the problem

   The writer limited the research on the effectiveness of pre-reading activities to improve students' reading comprehension in eleven classes of senior high school (SMA Budi Mulia). The pre-reading activity that the writer used is by questions.

   The formulation of the study is whether "Is there any significant difference on students' reading achievement with and without pre-reading activity in reading comprehension test?"

C. Objective of the Study

The objective of the study is that the writer wants to know whether there is any significant difference on students' reading achievement in reading comprehension test after they are taught using pre-reading activities.

D. Significance of the Study

The writer expects that the research will be useful for the writer herself, so it will broaden her knowledge in teaching reading, and for the English teacher who might use this technique when they teach reading. And for the students, hopefully they will have a better improvement whether in reading habits and on their achievement in reading comprehension.

E. Method of the Study

In this research, the writer takes filed research, by having an experiment class and a controlled class. The writer will conduct several meeting in teaching reading comprehension. She gave the students reading comprehension test (pre-test) before the experiment in both of the classes. The pre-test is not the same as post test. The pre-test held to know whether the students have same level of knowledge.

The experiment class is taught using pre-reading activities and the controlled class is taught without pre-reading activities. At the end of meeting, she will give test to the students.

F. Organization of Writing

This skripsi is divided into five chapters, as follows:

Chapter one is introduction which consists of six parts. They are: Background of the Study; Identification, Limitation and Formulation of the problem; Objective of the Study; Significance of the Study; Method of the Study; and Organization of Writing.

Chapter two is theoretical framework. The writer will discuss: first, Reading which consists Definition of Reading; Parts of Reading Lesson; and Types of Reading Skills. Second, Pre-Reading Activities, which consists of Definition of Pre-Reading Activities and Goals of Pre-Reading Activities; Third, Reading Comprehension about Definition of Reading Comprehension and Factor Affecting Reading Comprehension. Forth, she discuses about Effectiveness.

Chapter three is research methodology. This chapter consists of first, Purpose of Research; second, Place and Time of Research; Third, Method of the Research which consist of Population and Sample of Research, Operational Determination of Variable, Method and Instrument of Research, and Presentation; Fourth, Technique of Data Analysis.

Chapter four is research finding it is consists of Description of Data; Test of Hypothesis; and Interpretation of Data.

Chapter five is Conclusion and Suggestion.

CHAPTER II

THEORITICAL FRAMEWORK

A. Reading

Reading which is one of the major avenues of communication, is an essential skill for English as a second or a foreign language; and reading is the most important skill to master. With strengthened reading skills, readers will make greater progress and attain greater development in all academic area.

Reading is an active fluent process which involves the reader and the reading material in building meaning. It involves skill, thinking, but considered in its broader sense it affects the entire personality.

Reading involves two processes, the reader is helped to establish what the writer of the reading material has said and he or she must follow what the writer meant.

1. Definition of Reading

Most people see reading as a simple process with the reader processing each letter in turn, producing the appropriate sounds, and forming words.[5] Some people considered reading as a thinking process through which meaning is obtained from printed symbols.[6]

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[5] Richard Allington, Michael Strange, *Learning Through Reading in The Content Areas,* (Toronto: D. C. Heath and Company, 1990), p. 15

[6] Verna Diecman Anderson, Paul S. Anderson, Francis Ballatine, Virgil M. Howes, *Reading in the Language Art,* (New York: The Macmillan Company, 1964), P. 281

But reading is not just a mechanical process of word-calling or "decoding"; simply saying words or recognizing them in silent reading does not constitute reading.[7] Rather, reading requires the use of all individual's capabilities in deriving meaning from printed material. This is the point of reading from the beginning.

Reading is considered to be a relatively simple mechanical skill. Some think of reading as a surrounding out of printed words, either with or without a comprehension of meaning, and others restrict their concept of reading to the ability to read aloud.

Reading is the process of recognition, interpretation, and perception of written or printed material.[8] Further more it is said reading is a process of communication from the writer to the reader.[9]

According to Kenneth Goodman reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader construct.[10]

2. Parts of Reading Lesson

In contemporary practice, a reading lesson is usually divided into three parts, the pre-reading, while reading, and post reding stages, each of which has its own particular aims and procedure.[11]

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[7] Walter T. Petty and Julie M. Jensen, *Developing Children's Language*, (Massachusetts: Allyn and Bacon, Inc., 1980), P. 216

[8] He Ji Sheng, *A Cognitive Model for Teaching Reading comprehension*, English Teaching Forum, (October 2000, Vol. 38 no. 4), p. 13

[9] *Ibid*

[10] Patricia L. Carrell, Joanne Devine, and David E. Eskey, Editor, *Interactive Aproach To Second Language Reading*, (New York: Cambridge University Press, 1988) P. 12

Pre-Reading stage is used to mobilize existing knowledge. Teacher can do various things in pre-reading stage, such as picture, movies, discussion or word-association activities.

While-reading stage is done to help students to understand the specific content and to perceive the rhetorical structure of the text.

The last stage is post-reading. Post-Reading stage has done to review the content of the text. The means of post-reading stage is usually a writing assignment, but other techniques are available, including discussions, debates, or project work.

3. Types of reading skills

There are four easily identifiable skills in reading: skimming, scanning, intensive reading, and extensive reading. [12]

a. Skimming; glancing rapidly through a text to determine its general content, e.g. quickly glancing through an article to see if it interests him.

Being able to look over material rapidly for given purposes without reading every phrase is great asset for a reader to posses. Skimming enables people to select content that they want to read and to discard, which is inconsequential for their purposes. Skimming permits people to gain a general idea about material when that is their purpose, rather than to read all material in detail.

b. Scanning; reading to locate specific information, e.g. locating a telephone number in a directory.

Being able to search through material rapidly, with given purpose in mind, in order to find a specific fact or an answer to particular question plays a large role in much of a

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[11] Marianne Celce-Murcia, Editor, *op. cit.,* p. 202

[12] Andrew Wright, *Picture for Language Lerning,* (Cambrige: Cambrige university Press, 1999), p. 159

youngster's reading. Scanning enables people to locate specific information without reading all material around it. Scanning permits people to use a variety of sources with economy.

c. Intensive reading; reader is trying to absorb all the information given; e.g. reading dosage instruction for medicine.

d. Extensive reading; the reader deals with longer text as a whole, which requires the ability to understand the component parts and their contribution to the overall meaning, e.g. reading a newspaper article, short story or novel.

B. Pre-Reading

Teaching reading means due to the complex nature of the reading process. Teacher has to create better materials to enhance the effectiveness of the reading lessons.

To make teaching reading easier, teacher can motivate students by using the pre-reading stage. Pre-reading means that teacher performs activities such as relating passage contents to students' words, presenting key vocabulary prior to encountering it in texts, and noting the organization of passage so students can use it a tool for understanding.[13]

1. Definition of Pre-Reading

In contemporary practice, teaching reading is usually divided into three phases. They are the pre-Reading, while reading, and post reading activities, each of which has its own particular aims and procedure.[14]

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[13] John E. Readence, David W. More, Robert J. Rickelman, *Pre-Reading Activity for Content Area Reading and Learning,* (USA: International Reading Association, 2002) P. 1

[14] *Ibid.*

Pre-reading means that the teachers perform activities such as relating passage contents to the students' worlds, presenting key vocabulary prior to encountering it in texts, and noting the organization of a passage so students can use it as a tool for understanding.

Wilfredo Sequero, from Venezuela, calls pre-reading which is the same as warming up for reading (WFR). According to this opinion, WFR is an activity which completely contains in single work sheet.[15]

Pre-reading activity introduces learners to some of vocabulary and the topics in the text and perhaps motivates them to want to read further. In pre-reading stage teacher is a guide and a facilitator.

2. Goals of Pre-Reading

The goals of pre-reading stage are to activate or build the students' knowledge of the subject, to provide any language preparation that might be needed for coping with the passage, and to motivate the learners to want to read the text.[16]

There are several points that describe the main purposes of pre-reading activities:

a. Assess students' background knowledge of the topic and linguistic content of the text
b. Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess
c. Clarify any cultural information which may be necessary to comprehend the passage
d. Make students aware of the type of text they will be reading and the purpose(s) for reading
e. Provide opportunities for group or collaborative work and for class discussion activities[17]

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[15] Wilfredo Sequero, "A Ready-Made Reading Class: Warming-Up for Reading", *English Teaching Forum,* (Oct - Dec 1998, Vol. 36, No. 4) p.29

[16] Marianne Celce-Murcia, Editor, *loc. cit.*

[17] http://www.nclrc.org/essentials/reading/developread.htm, *Teaching Reading Developing Reading Activities.*

The main goal of the pre-reading stage is founded upon the notion that the students' previous knowledge and experience affect their comprehension of the material. Teacher is helped to help students to understand the text using pre-reading activity.

C. Reading Comprehension

Reading and comprehension are two things that cannot be separated. Reading means understanding the text and it is the same thing as comprehension. Reading loud is only the way to read but the main focus in reading is comprehension.

1. Definition of Reading Comprehension

Reading comprehension is processing written language to get ideas, relating ideas to the experience, organizing ideas evaluating ideas, and utilizing ideas.[18] Reading comprehension means the understanding, evaluating, and utilizing of information and ideas gained through an interaction between reader and author.[19]

Reading comprehension is redundant phrase, because without comprehension, reading has not truly happened. The learners may produce the appropriate words, but unless an understanding of the material is present one should not label the act reading.[20]

Reading and comprehension cannot be separated each other. Reading comprehension is an activity to understand written ideas through recognition of written materials, interpretation of meaning and interaction with exiting or background knowledge.

2. Factors Affecting Reading Comprehension

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[18] Betty D. Roe, Barbara D. Stoodt, and Paul C. Burns. *Reading Instruction in Secondary School.* (Boston: Houghton Mifflin Company, 1978), p.145

[19] Nila B. Snith and Alan Robinson, *Reading Instruction for today's children,* (USA: Prentice-Hall, Inc.,1963) p. 205

[20] Richard Allington, Michael Strange, *op.cit*, p. 16

There are some factors that involved when people read: objective, stance, text, and tactics.[21]

a. Reading Objective

There are two basic types of reading objectives, the initial objective and the immediate objective. The initial objective people have went he decided to look for and choose a text, at the immediate objective is the one people have went he is about to start to read the text he have chosen.

b. Reader's Stance

Reader's stance is the reader's attitude towards the text that he read. The reader's stance is influenced not only by the reding objective, but also by the type of text. Certain types of texts demand a submissive stance, whereas other types allow, or event invites, the reader to be assertive.

c. Types of the texts

People can classify texts in different ways; according to field, medium, register, or writer's purpose.

Classification according to field is along the line of a library cataloguing system, where books are grouped on the shelves according to subject: the arts, the physical science, the social science, etc. Classification according to register is to do with style-differing degreed of formality and informality. Register is closely liked with medium, which is an important basic for classification. The last way of classifying text is according to the writer's purposes.

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[21] Michael A. Lucas, "Four Importance Factor in Reading", *English Teaching Forum*, (July 1990, Vol. XXVIII, No. 3) p. 26

d. Reading Tactics

Reading tactic here refers to the ways of actually reading the chosen texts. There are four tactics in reading: skimming, scanning, sequential reading, and focused reading.

Other factors related to the reading comprehension according to Betty D. Roe, Barbara D. Stoodt, and Paul C. Burns are:[22]

a. Experience

The more experience a student has that relates to the topic, the better that student will be able to understand the reading content.

b. Thinking skills

These skills include the author's organization and utilizing different level of thinking. Reader should be able to follow the author's organization of main ideas, detail, paragraph structures, and whole section.

c. Affective dimension

The reader's understanding of a passage depends to a large extent on the feeling she or she bring to the passage.

d. Visualization

Visualization refers to forming mental images of the content one is reading. The reader should be able to translate word into mental images so she or he can comprehend.

e. Flexibility of reading

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[22] Betty D. Roe, Barbara D. Stoodt, and Paul C. Burns, *Op. Cit.,* p.145-167

Flexibility of readers adjusts their rate, thinking, and approaches according to the material they are reading. The good readers are so accustomed to reading flexibility that they are not aware of many adjustments they make as they read.

Pre-reading activity helps teachers to give students motivation and background knowledge to comprehend the reading text.

D. Effectiveness

Effectiveness is a noun and the verb word is effective. The word effective according to Oxford Advance Learners dictionary is "producing the result that is wanted or intended producing a successful result".[23] The word effective sometimes use in a quantitative way, become being very or not much effective. It does not inform on the direction (positive or negative) and the comparison to a standard of the given effect. Efficacy, on the other hand, is the ability to produce a desired amount of the desired effect, or success in achieving a given goal.[24]

Effectiveness is getting something done to know how much effective it influences. In this case is to know how effective pre-reading activity to improve student reading comprehension.

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[23] Oxford University Perss. *Oxford Advance Learners' Dictionary*. (New York: 2000) p. 402

[24] http://en.wikipedia.org/wiki/Effectiveness. *Wikiped the Free Encyclopedia*

CHAPTER III

RESEARCH METHODOLOGY

A. Purpose of Research

The purpose of this research is to know the effectiveness of pre-reading activities to improve students reading comprehension.

B. Place and Time of Study

This study focuses on techniques of teaching reading through pre-reading activity. The research took place at the second year students of SMA Budi Mulia at Jl. H.O.S Cokroaminoto no. 1 Sudimara Jaya Ciledug Kota Tangerang. The research was held on $9^{th} - 18^{th}$ October 2006.

C. Method of Research

1. Population and Sample

In SMA Budi Mulia Ciledug there are 7 classes of second year students. From those classes, the writer chose two classes of the second grade as experiment class and controlled class. If the population of the sample is more than one hundred the researcher can take 10-15 % or 20-25% from the sample, especially if they have the same characteristic.[25]

The two classes are taken randomly, as the controlled class and experiment class. Before the research both controlled and experiment class are tested to make sure that they have the same level of background knowledge.

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[25] Prof. Dr. Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002) p. 112

From each of the classes she chose 30 students as sample because there were several students who did not come to class in every meeting. For kinds of reason, they did not come completely four meetings in the research.

2. Operational Determination of Variable

The writer used two variables X and Y. Each of these variables represents the score of the class. Variable X as the score of experiment class (XI-IPA 1) and Y as the score of controlled class (XI-IPA 2). The experiment class is taught using pre-reading activity and the controlled class is taught without pre-reading activity.

3. Method of the research

The writer did filed research in completing the research. The research is an experimental research which is aimed at getting the effectiveness of pre-reading activity to improve students reading comprehension. The research was conducted by the writer.

The research was conducted in four meetings in each meeting she taught the students using pre-reading activity and after that she gave reading comprehension test.

4. Instrument of the research

In this research, the writer used reading comprehension test which has already been prepared by the teacher to find out the effectiveness of pre-reading activity. There are 20 multiple choice items. For each test it consists of 5 test items for a meeting, with one theme. The experiment was held in four meetings.

5. Presentation

1. Pre-Reading Activity Process

The experiment is done in two classes as experiment class and controlled class. Both the experiment class and the controlled class are given the same material with the different technique of presentation. The presentation is given in the forth meeting for each class. At experiment class, as the experiment class, pre-reading activity is used to present the material and at controlled class, the presentation of material is without pre-reading activity.

The student in experiment class is taught by asking them a few questions which is connected to the theme. For the example in culture and art the text is about bull race. She asks about what the students know about traditional culture. After that she showed them the picture of bull race and then asks them "what is this picture talking about?" then she asks three students to answer it. Later she asks them to mention everything in the picture.

2. Reading Process

After finishing the pre-reading activity she gave reading text to the students. She asked a few students to read it and write on the white board the word that is incorrect in the students' pronunciation. She corrects the incorrect pronunciation and asks the students to read together.

After that she asks about the difficult words to the students and asks the other students to translate it until they find the correct answer or she gave a clue about the word to the students. Then she gave the students test about the reading comprehension according to the text.[26]

6. Technique of Data Analysis

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[26] See Appendix 1

To analyze the data, the writer used statistic calculation of the t-test to determine the final calculation of t_o (T observation) that is done to measure the last score of the experiment class and controlled class by using statistic calculation of the t-test with significance degree 0.05 and 0.01 as follows:[27]

$$T_o = \frac{M_x - M_y}{SE_{Mx - My}}$$

But before accounting using T-test, the procedure of calculation as follow:

1. Determining mean variable X (M_x), with formula:

$$M_x = \frac{\Sigma X}{N}$$

2. Determining mean variable Y (M_y), with formula:

$$M_y = \frac{\Sigma Y}{N}$$

3. Determining deviations standard X (SD_x), with formula:

$$SD_x = \sqrt{\frac{\Sigma X^2}{N}}$$

4. Determining deviations standard Y (SD_y), with formula:

$$SD_y = \sqrt{\frac{\Sigma Y^2}{N}}$$

5. Determining standard errors mean variable X (SE_{Mx}), with formula:

$$SE_{Mx} = \frac{\Sigma SD_x}{}$$

$$\sqrt{N\text{-}1}$$

6. Determining standard errors mean variable Y (SE_{My}), with formula:

$$SE_{My} = \frac{\Sigma\, SD_y}{\sqrt{N\text{-}1}}$$

7. Determining the differences of mean variable X and mean variable Y, with formula:

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

After all of the data are calculated, the last procedure is determining df (degree of freedom) with formula:

$$\textbf{Df or db} = (\textbf{N}_x + \textbf{N}_y)\textbf{ - 2}$$

Where

M   : The Average of Student Score

SD   : Standard Deviation

SE   : Standard Errors

X   : Experiment Class

Y   : Controlled Class

N   : Total of the Students

df   : Degree of Freedom

CHAPTER IV

RESEARCH FINDING

A. Description of Data

As it has been mentioned, the writer conducted the filed research. Having finished doing the research about technique in teaching reading through pre-reading activities. the Experiment class is XI-IPA 1 and the controlled class XI-IPA 2. From each class there are 30 students as the sample.

The data from the score of experiment class have been obtained as in the following:

Table 1
The Test Score of Experiment Class

Students (N)	X
1	85
2	85
3	85
4	80
5	80
6	80
7	80
8	80
9	80
10	80
11	75
12	75
13	75
14	75
15	75
16	75
17	75
18	75
19	75
20	75
21	70

22	70
23	70
24	70
25	70
26	65
27	65
28	65
29	60
30	60
N = 30	2230

The highest score for experiment class is 85; there are three students who got the highest score. The lowest score for the experiment class is 60; there are two students who have the lowest score. The total of the experiment class score is 2230.

Table 2
The Test Score of Control Class

Students (N)	Y
1	80
2	80
3	80
4	75
5	75
6	70
7	70
8	70
9	65
10	65
11	65
12	65
13	65
14	65
15	65
16	65
17	65
18	65
19	60
20	60
21	60

22	60
23	60
24	60
25	50
26	50
27	50
28	45
29	45
30	45
N = 30	1895

The highest score for controlled class is 80; there are three students who got the highest score. The lowest score for the controlled class is 45; there are three students who have the lowest score. The total of the controlled class score is 1895. The differentiate result of the experiment class and the controlled class is 335.

To know the result of the test, the writer makes table of students score for each class, both experiment class and controlled class.

Table 3
The Calculation of Both Experiment Class And
Control Class Test

Students (N)	X	Y	X	y	x^2	y^2
1	85	80	10.7	16.8	114.49	282.24
2	85	80	10.7	16.8	114.49	282.24
3	85	80	10.7	16.8	114.49	282.24
4	80	75	5.7	11.8	32.49	139.24
5	80	75	5.7	11.8	32.49	139.24
6	80	70	5.7	6.8	32.49	139.24

7	80	70	5.7	6.8	32.49	139.24
8	80	70	5.7	6.8	32.49	139.24
9	80	65	5.7	1.8	32.49	3.24
10	80	65	5.7	1.8	32.49	3.24
11	75	65	0.7	1.8	0.49	3.24
12	75	65	0.7	1.8	0.49	3.24
13	75	65	0.7	1.8	0.49	3.24
14	75	65	0.7	1.8	0.49	3.24
15	75	65	0.7	1.8	0.49	3.24
16	75	65	0.7	1.8	0.49	3.24
17	75	65	0.7	1.8	0.49	3.24
18	75	65	0.7	1.8	0.49	3.24
19	75	60	0.7	-3.2	0.49	10.24
20	75	60	0.7	-3.2	0.49	10.24
21	70	60	-4.3	-3.2	18.49	10.24
22	70	60	-4.3	-3.2	18.49	10.24
23	70	60	-4.3	-3.2	18.49	10.24
24	70	60	-4.3	-3.2	18.49	10.24
25	70	50	-4.3	-13.2	18.49	174.24
26	65	50	-9.3	-13.2	86.49	174.24
27	65	50	-9.3	-13.2	86.49	174.24
28	65	45	-9.3	-18.2	86.49	331.24
29	60	45	-14.3	-18.2	204.49	331.24
30	60	45	-14.3	-18.2	204.49	331.24
	2230	*1895*			*1336.7*	*2874.2*

Based on the data in table 3, it has been calculated the result of ΣX = 2230 and ΣY = 1895. Then the writer tries to find out the mean variable X variable Y with formula:

$$\mathbf{M_x} = \frac{\Sigma X}{N}$$
$$= \frac{2230}{30}$$
$$= 74.3$$

$$\mathbf{M_y} = \frac{\Sigma Y}{N}$$
$$= \frac{1895}{30}$$
$$= 63.2$$

Based on the table 3, it has been known the result of $\Sigma_x^2 = 1336.7$ and $\Sigma_y^2 = 2874.2$, the values of definitions standard variable X and variable Y are calculated by using this formula:

$$\mathbf{SD_x} = \sqrt{\frac{\Sigma X^2}{N}}$$

$$\mathbf{SD_y} = \sqrt{\frac{\Sigma Y^2}{N}}$$

$$= \sqrt{\frac{1336.7}{30}} \qquad\qquad = \sqrt{\frac{2874.2}{30}}$$

$$= \sqrt{44.56} \qquad\qquad\qquad = \sqrt{95.81}$$

$$= 6.68 \qquad\qquad\qquad\qquad = 9.79$$

The next procedure of calculation is determining standard error mean variable X and variable Y with this formula:

$$\textbf{SE}_{\textbf{Mx}} = \frac{\Sigma\, SD_x}{\sqrt{N\text{-}1}} \qquad\qquad \textbf{SE}_{\textbf{My}} = \frac{\Sigma\, SD_y}{\sqrt{N\text{-}1}}$$

$$= \frac{6.68}{\sqrt{30-1}} \qquad\qquad = \frac{9.79}{\sqrt{30-1}}$$

$$= \frac{6.68}{\sqrt{29}} \qquad\qquad\quad = \frac{9.79}{\sqrt{29}}$$

$$= \frac{6.68}{5.39} \qquad\qquad\quad = \frac{9.79}{5.39}$$

$$= 1.24 \qquad\qquad\qquad = 1.82$$

After the values of standard error mean of variable X and variable Y have been taken, the writer will use them to calculate the difference of mean variable X and variable Y with this formula:

$$\textbf{SE}_{\textbf{Mx}} - \textbf{M}_{\textbf{y}} = \sqrt{SE_{Mx}{}^2 + SE_{My}{}^2}$$

$$SE_{Mx} - M_y = \sqrt{1.24^2 + 1.82^2}$$

$$= \sqrt{1.5376 + 3.3124}$$

$$= \sqrt{4.85}$$

$$= 2.2$$

And the last calculation of this research is determining the value of t_o (t observation) with formula:

$$T_o = \frac{M_x - M_y}{SE_{Mx} - SE_{My}}$$

$$T_o = \frac{74.3 - 63.2}{2.2}$$

$$= \frac{11.1}{2.2}$$

$$= 5.05$$

B. Test of Hypothesis

The writer assumes there is a significance differences between the result of teaching reading using pre-reading activity and without pre-reading activity. But before that she wants to explain the procedure to the interpretation of t_o (t observation).

1. Formulating the null hypothesis (H_o): there are no significance mean differences between variable X and variable Y.

2. Formulating the alternative hypothesis (H_a): there are significant mean differences between variable X and variable Y.

For further information, the writer followed some assumptions as bellow:

1. If the result of calculation t_o (t observation) is higher than t_t (t table), $t_o > t_t$; the null hypothesis (H_o) is rejected and alternative hypothesis (Ha) is accepted. It means that the experiment technique is accepted.

2. If the result of calculation to (t observation) is lower than t_t (t table), $t_o < t_t$; the null hypothesis (H_o) is accepted and alternative hypothesis (Ha) is rejected. It means that the experiment technique is rejected.

According to the statistic calculation, it is obtained the value of t_o is 5.05 And the degree of freedom (*df*) is 58 obtaining from:

$$df = N1 + N2 - 2$$
$$= 30 + 30 - 2$$
$$= 58$$

In the table significance, it can be seen that on the *df* = 58 and in the degree of significance 5% and 1%, the value of degree of significance is 2.00 And 2.65 By comparing the value of t_o = 5.05 and t_t = 2.00 and 2.65 so the writer made the conclusion of the hypothesis that t_o is bigger than t_t namely 2.00 < 5.05 > 2.65, so the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected.

C. Analysis of Experiment Result

Based on the data collected from the students in each meeting showed that the students who are taught using pre-reading activity, their reading score is higher than the controlled class. The mean score of the students who are taught using pre-reading activity is 74.3 and the mean of the students who are taught without using pre-reading activity is 63.2. It showed that the different mean score of the experiment class and control class was 11.1.

According to the result of the reading test the students who are taught by pre-reading activity had higher scores than the students taught without pre-reading activity. It means that teaching reading using pre-reading activity is successful.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data described previously, the writer draws the conclusion that using pre-reading activity has a great and positive influence in teaching reading. The students who are taught using the pre-reading activities have higher score than the students taught without pre-reading activity.

Pre-reading activity can improve students' reading comprehension in SMA Budi Mulia Ciledug. Based on the experiment known that there is significance difference between the score of the students who are taught using pre-reading activity and without pre-reading activity.

B. Suggestion

The writer wants to give some suggestions on her research:

1. In teaching reading, it would be better to use the pre-reading activity before the reading process.

2. The teacher should build the students' interest in reading through pre-reading stage. This happened because the pre-reading stage builds the students background knowledge and experience, which is needed for reading activity.

3. Teacher should be creative to choose kind of pre-reading activity that can be used such as picture.

4. The teacher is not only as the information giver but also as a facilitator. She or he has to give students guidance and direction how to competence a text.

5. The teacher should teach using appropriate technique to teach the student and make variation of technique in every meeting.

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<u>**SKENARIO PEMBELAJARAN**</u>
Pertemuan ke-1

1. Identitas

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Waktu	: 2 x 40 menit (1 kali pertemuan)
Tema	: Culture and Art
Sub Tema	: Chinese traditional jewelry

2. Standar Kompetensi:

Berkomunikasi lisan dan tertulis menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog, terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory yang mengarah kepada variasi makna interpersonal.

3. Kompetensi Dasar :

KD 3.1 Mendengarkan
Memahami wacana transaksional dan obrolan yang mengarah kepada variasi makna interpersonal dan/atau monolog lisan terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory.

KD 3.2 Berbicara
Mengungkapkan makna yang terkait dengan wacana transaksional yang mengarah kepada variasi makna interpersonal dan/atau monolog lisan terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory.

KD 3.3 Membaca
Memahami nuansa makna dan langkah-langkah pengembangan retorika di dalam teks tertulis yang berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory dengan penekanan pada makna ideasional (gagasan) dan makna tekstual (yang diungkapkan pada susunan kalimat dan teks).

KD 3.4 Menulis
Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk deskriptif, naratif anekdot, eksposisi analitis, dan eksposisi hortatory sederhana dengan penekanan pada makna ideasional dan makna tekstual.

KD 3.5 Lingustic Competence
Dengan kemampuan lebih kurang 1475 kosa kata baru pada tingkat kosa kata 3200 dan tata bahasa yang sesuai dengan tema.

4. Indikator :

* Membaca nyaring secara bermakna wacana.
* Mengidentifikasikan makna gagasan (ideasional) dalam teks: Main ideas, dan Supporting ideas
* Bereaksi atau merespon dengan benar terhadap tindak tutur

5. Materi Pokok dan Uraian Materi :

Teks tentang Chinese Traditional Jewelry

Silver was used in Chinese traditional jewelry more often than gold and was <u>coated</u> with gold, to prevent discoloring. Silver and gold were frequently enameled in blue, a favorite color, and often decorated with blue kingfisher feathers. Jade was the most valued among precious stones. Under the Chinese Empire, jeweled emblems such as the buttons on the hats of mandarins indicated rank, and extremely elaborate silver and gold headdresses were worn by women of high position. Dragon, phoenixes and many Buddhist symbols were used as decoration or charms on necklaces, ring, and bracelets. Outstanding examples of Chinese jewelry are exhibited at the Freer Gallery of Art, Washington, D.C. the gold and silver jewelry of Nepal, Myanmar (formerly known as Burma), and Thailand is related to India and Chinese work and is also outstanding. The Japanese have excelled in lacquer and ivory ornaments such as combs, buttons, and purse toggles worn at the waist.

6. Strategi dan Pendekatan Pembelajaran

Strategi   : Equal active
Pendekatan   : Communicative

7. Skenario Pembelajaran

No.	Kegiatan	Waktu
1.	**Pendahuluan** 1.1 Salam dan tegur sapa 1.2 Guru memeriksa daftar hadir siswa 1.3 Guru memberi motivasi	10

2.	**Kegiatan Pokok**
	
	2.1 Guru menanyakan arti C*ulture and art* pada siswa dan menulis kata-kata tersebut di papan tulis.
	
	2.2 Siswa membaca teks
	      2.2.1 Guru meminta siswa membaca teks.
	      2.2.2 Guru mewnulis kata-kata yang salah diucapkan siswa di papan tulis
	      2.2.3 Guru membenarkan kata-kata yang salah dan meminta siswa mengulanginya secara bersama-sama.
		40

	2.2.4 Guru menanyakan pada siswa tentang kata-kata yang sulit dalam teks dan menulisnya di papan tulis. 2.2.5 Guru meminta siswa menjelaskan arti kata-kata sulit yang ada dalam teks dan guru membenarkan jika ada yang salah. 2.3 Siswa menjawab pertanyaan mengenai teks.		
3.	**Penutup** 3.1 Guru menjelaskan kembali pelajaran yang telah diajarkan secara singkat. 3.2 Guru memberikan kesempatan kepada siswa untuk mengungkapkan hambatan yang dialami selama proses belajar.		10

8. SUMBER PEMBELAJARAN

  8.1 Sumber Bahan   :
     Buku Paket, LKS, Kurikullum, dan Silabus
  8.2 Media   :
     Papan tulis dan spidol

9. Evaluasi :
  ∗ Siswa dinilai dari ketepatan menjawab pertanyaan yang diajukan secara langsung.
  ∗ Siswa dinilai dari hasil tes yang mereka lakukan.

Tangerang, Oktober 2006

Guru Bahasa Ingris   Mahasiswa Penelitian

 Sri Aryanti, S.Pd   Sara Puspita Sari

1. **Identitas**

   Mata Pelajaran   : Bahasa Inggris
   Kelas/Semester   : XI/1
   Waktu   : 2 x 40 menit (1 kali pertemuan)
   Tema   : Geography
   Sub Tema   : Volcano

2. **Standar Kompetensi:**

   Berkomunikasi lisan dan tertulis menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog, terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory yang mengarah kepada variasi makna interpersonal.

3. **Kompetensi Dasar   :**

   KD 3.1 Mendengarkan
   Memahami wacana transaksional dan obrolan yang mengarah kepada variasi makna interpersonal dan/atau monolog lisan terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory.

   KD 3.2 Berbicara
   Mengungkapkan makna yang terkait dengan wacana transaksional yang mengarah kepada variasi makna interpersonal dan/atau monolog lisan terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory.

   KD 3.3 Membaca
   Memahami nuansamakna dan langkah-langkah pengembangan retorika di dalam teks tertulis yang berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory dengan penekanan pada makna ideasional (gagasan) dan makna tekstual (yang diungkapkan pada susunan kalimat dan teks).

   KD 3.4 Menulis
   Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk deskriptif, naratif anekdot, eksposisi analitis, dan eksposisi hortatory sederhana dengan penekanan pada makna ideasional dan makna tekstual.

   KD 3.5 Lingustic Competence
   Dengan kemampuan lebih kurang 1475 kosa kata baru pada tingkat kosa kata 3200 dan tata bahasa yang sesuai dengan tema.

4. Indikator :

* Membaca nyaring secara bermakna.
* Mengidentifikasikan makna gagasan (ideasional) dalam teks: Main ideas, dan Supporting ideas
* Bereaksi atau merespon dengan benar terhadap tindak tutur

5. Materi Pokok dan Uraian Materi :

Teks tentang Volcano

*Probably the best known volcano in Indonesia, or in the whole world for that matter, is Mount Krakatau. It erupted violently in 1883. What caused it to erupt? Or more generally, what causes volcano to erupt? In order to know the answer, it is necessary for us to know what a volcano is. In Indonesian we call it "gunung berapi", or "gunung api" for short. The question is, where do the heat and fire come from? According to a geologist, deep beneath the ground there are chambers which contain molten rock. Because of high pressure, the molten rock is forced up the passage which connects the chamber and the opening in the crust of the earth. This molten rock flows out of the opening as lava (magma), and along with **it** is emitted ashes and gasses. A volcano, then, is a mountain with an opening at the top, from which flows lava, hot ashes and gases. Eventually the lava cools off and become solid rock. Sometimes the solid rock blocks the opening and eruptions stop. However, if high pressure builds up in the chamber, the blockage may re-open and the volcano may erupt once more.*

Very often a volcanic explosion, like the 1883's explosion of Mount Krakatau, causes a great deal of human suffering. That is why people often associate volcanoes with disasters. That is not wholly correct, of course, since there are also some good things. Firstly, volcanoes, like mountains in general, cause clouds to rise and then cool off to from rain. secondly, the materials thrown up by volcanoes contain minerals needed by plants. After many years the volcanic materials make the soil fertile.

6. Strategi dan Pendekatan Pembelajaran

Strategi : Equal active
Pendekatan : Communicative

7. Skenario Pembelajaran

No.	Kegiatan	Waktu
1.	**Pendahuluan** 1.4 Salam dan tegur sapa 1.5 Guru memeriksa daftar hadir siswa 1.6 Guru memberi motivasi	10
2.	**Kegiatan Pokok** 2.4 Guru mempelihatkan gambar volcano pada siswa. 2.5 Guru menanyakan tentang volcano pada siswa dan menulis	40

	kata-kata tersebut di papan tulis.		
	2.6 Siswa membaca teks		
	2.6.1 Guru meminta siswa membaca teks.		
	2.6.2 Guru menulis kata-kata yang salah diucapkan siswa di papan tulis		
	2.6.3 Guru membenarkan kata-kata yang salah dan meminta siswa mengulanginya secara bersama-sama.		
	2.6.4 Guru menanyakaan pada siswa tentang kata-kata yang sulit dalam teks dan menulisnya di papan tulis.		
	2.6.5 Guru meminta siswa menjelaskaan arti kata-kata sulit yang ada dalam teks dan guru membenarkan jika ada yang salah.		
	2.7 Siswa menjawab pertanyaan mengenai teks.		
3.	**Penutup** 3.3 Guru menjelaskan kembali pelajaran yang telah diajarkan secara singkat. 3.4 Guru memberikan kesempatan kepada siswa untuk mengungkapkan hambatan yang dialami selama proses belajar.	10	

8. SUMBER PEMBELAJARAN

  8.1 Sumber Bahan   :
     Buku Paket, LKS, Kurikullum, dan Silabus
  8.2 Media   :
     Gambar, Papan tulis dan spidol

9. Evaluasi :
  ∗ Siswa dinilai dari ketepatan menjawab pertanyaan yang diajukan secara langsung.
  ∗ Siswa dinilai dari hasil tes yang mereka lakukan.

Tangerang, Oktober 2006

Guru Bahasa Ingris   Mahasiswa Penelitian

Sri Aryanti, S.Pd   Sara Puspita Sari

1. **Identitas**

   Mata Pelajaran   : Bahasa Inggris
   Kelas/Semester   : XI/1
   Waktu   : 2 x 40 menit (1 kali pertemuan)
   Tema   : Geography
   Sub Tema   : Animals

2. **Standar Kompetensi:**

   Berkomunikasi lisan dan tertulis menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog, terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory yang mengarah kepada variasi makna interpersonal.

3. **Kompetensi Dasar   :**

   KD 3.1 Mendengarkan
   Memahami wacana transaksional dan obrolan yang mengarah kepada variasi makna interpersonal dan/atau monolog lisan terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory.

   KD 3.2 Berbicara
   Mengungkapkan makna yang terkait dengan wacana transaksional yang mengarah kepada variasi makna interpersonal dan/atau monolog lisan terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory.

   KD 3.3 Membaca
   Memahami nuansamakna dan langkah-langkah pengembangan retorika di dalam teks tertulis yang berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory dengan penekanan pada makna ideasional (gagasan) dan makna tekstual (yang diungkapkan pada susunan kalimat dan teks).

   KD 3.4 Menulis
   Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk deskriptif, naratif anekdot, eksposisi analitis, dan eksposisi hortatory sederhana dengan penekanan pada makna ideasional dan makna tekstual.

   KD 3.5 Lingustic Competence
   Dengan kemampuan lebih kurang 1475 kosa kata baru pada tingkat kosa kata 3200 dan tata bahasa yang sesuai dengan tema.

4. Indikator :

∗ Membaca nyaring secara bermakna wacana.
∗ Mengidentifikasikan makna gagasan (ideasional) dalam teks: Main ideas, dan Supporting ideas
∗ Bereaksi atau merespon dengan benar terhadap tindak tutur

5. Materi Pokok dan Uraian Materi :

Teks tentang Animals

Nowadays we can find only a few rare species in the forest because many of them have been killed or caught alive by irresponsible hunters. Orangutans are rarely found in their natural habitat in the forest of Kalimantan and Sumatra, but you may find them in the zoo. Hunters kill elephants for their valuable tusks. Sometimes they catch them alive to perform in circuses. Tiger's hides decorate walls of rich people. If things are allowed to go on in this way, very soon all wildlife will disappear from our forests.

Fortunately the government has imposed strict laws of hunting. Some areas are designated wildlife reserves where hunters cannot enter. They include Ujungkulon and Pangandaran in West Java, and many more in the other islands.

Sometime ago a newspaper reported that some elephants in the province of Lampung emerged from their place in the forest and ran amuck. Before saw-mills were set up and trees were cut down the elephants had lived peacefully. Now the animals feel that their quiet life has been disturbed and their domain has been narrowed.

Now the government has driven the elephants back into the forest away from any village. By shouting in the air, the people drove the elephants to a new place in the district of Air Sugihan.

6. Strategian dan Pendekatan Pembelajaran

Strategi   : Equal active
Pendekatan   : Communicative

7. Skenario Pembelajaran

No.	Kegiatan	Waktu
1.	**Pendahuluan** 1.7 Salam dan tegur sapa 1.8 Guru memeriksa daftar hadir siswa 1.9 Guru memberi motivasi	10
2.	**Kegiatan Pokok** 2.8 Guru menanyakan tentang hutan dan kegunaannya terutama untuk melindungi hewan. 2.9 Siswa membaca teks 2.9.1 Guru meminta siswa membaca teks.	40

	2.9.2 Guru mewnulis kata-kata yang salah diucapkan siswa di papan tulis 2.9.3 Guru membenarkan kata-kata yang salah dan meminta siswa mengulanginya secara bersama-sama. 2.9.4 Guru menanyakaan pada siswa tentang kata-kata yang sulit dalam teks dan menulisnya di papan tulis. 2.9.5 Guru meminta siswa menjelaskaan arti kata-kata sulit yang ada dalam teks dan guru membenarkan jika ada yang salah. 2.10 Siswa menjawab pertanyaan mengenai teks.	
3.	**Penutup** 3.5 Guru menjelaskan kembali pelajaran yang telah diajarkan secara singkat. 3.6 Guru memberikan kesempatan kepada siswa untuk mengungkapkan hambatan yang dialami selama proses belajar.	10

8. SUMBER PEMBELAJARAN

 8.1 Sumber Bahan   :
     Buku Paket, LKS, Kurikullum, dan Silabus
 8.2 Media   :
     Papan tulis dan spidol

9. Evaluasi :
  ∗ Siswa dinilai dari ketepatan menjawab pertanyaan yang diajukan secara langsung.
  ∗ Siswa dinilai dari hasil tes yang mereka lakukan.

           Tangerang, Oktober 2006

Guru Bahasa Ingris   Mahasiswa Penelitian

Sri Aryanti, S.Pd   Sara Puspita Sari

1. Identitas

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Waktu	: 2 x 40 menit (1 kali pertemuan)
Tema	: Livehood
Sub Tema	: Family Planning

2. Standar Kompetensi:

Berkomunikasi lisan dan tertulis menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog, terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory yang mengarah kepada variasi makna interpersonal.

3. Kompetensi Dasar :

KD 3.1 Mendengarkan
Memahami wacana transaksional dan obrolan yang mengarah kepada variasi makna interpersonal dan/atau monolog lisan terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory.

KD 3.2 Berbicara
Mengungkapkan makna yang terkait dengan wacana transaksional yang mengarah kepada variasi makna interpersonal dan/atau monolog lisan terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory.

KD 3.3 Membaca
Memahami nuansamakna dan langkah-langkah pengembangan retorika di dalam teks tertulis yang berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory dengan penekanan pada makna ideasional (gagasan) dan makna tekstual (yang diungkapkan pada susunan kalimat dan teks).

KD 3.4 Menulis
Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk deskriptif, naratif anekdot, eksposisi analitis, dan eksposisi hortatory sederhana dengan penekanan pada makna ideasional dan makna tekstual.

KD 3.5 Lingustic Competence
Dengan kemampuan lebih kurang 1475 kosa kata baru pada tingkat kosa kata 3200 dan tata bahasa yang sesuai dengan tema.

4. Indikator :

* Membaca nyaring secara bermakna wacana.
* Mengidentifikasikan makna gagasan (ideasional) dalam teks: Main ideas, dan Supporting ideas
* Bereaksi atau merespon dengan benar terhadap tindak tutur

5. Materi Pokok dan Uraian Materi :

Teks tentang Family Planning

Lowering births is the unambiguous object of government policy, especially in the developing countries. Increasing populations press on the environment and its resources, take away profits from the capital available for new investment, crowd cities with 5 people for whom jobs are not available, and cause political turmoil. After a period of uncertainty government have become aware that national power and individual welfare are more likely to be attained with fewer people.

Contraceptive measures are feely available in most countries and are actively promoted in many. Such promotion has little effect when people want large families. However, when the modern ways of live have come into play and people want small families' promotion or birth control speeds the decline of the birth rate. Typically, the better off take up family limitation first. Governmental sponsorship of birth control and foreign aid makes contraceptives available to the poor. This apparently helps to spread the practice of family limitation among ever wider strata of the population. Recent surveys in Colombia, Indonesia and other places with active programs point to a more rapid decline in birthrates than had previously been though possible

6. Strategi dan Pendekatan Pembelajaran

Strategi   : Equal active
Pendekatan   : Communicative

7. Skenario Pembelajaran

No.	Kegiatan	Waktu
1.	**Pendahuluan** 1.10 Salam dan tegur sapa 1.11 Guru memeriksa daftar hadir siswa 1.12 Guru memberi motivasi	10

2.	**Kegiatan Pokok**
	
	 2.11 Guru menanyakan arti Family Planning pada siswa dan menulis kata-kata tersebut di paapan tulis.
	
	 2.12 Siswa membaca teks
	     2.12.1 Guru meminta siswa membaca teks.
	     2.12.2 Guru menulis kata-kata yang salah diucapkan siswa di
		40

	papan tulis 2.12.3 Guru membenarkan kata-kata yang salah dan meminta siswa mengulanginya secara bersama-sama. 2.12.4 Guru menanyakaan pada siswa tentang kata-kata yang sulit dalam teks dan menulisnya di papan tulis. 2.12.5 Guru meminta siswa menjelaskaan arti kata-kata sulit yang ada dalam teks dan guru membenarkan jika ada yang salah. 2.13 Siswa menjawab pertanyaan mengenai teks.	
3.	**Penutup** 3.7 Guru menjelaskan kembali pelajaran yang telah diajarkan secara singkat. 3.8 Guru memberikan kesempatan kepada siswa untuk mengungkapkan hambatan yang dialami selama proses belajar.	10

8. SUMBER PEMBELAJARAN

8.1 Sumber Bahan :
Buku Paket, LKS, Kurikullum, dan Silabus
8.2 Media :
Papan tulis dan spidol

9. Evaluasi :

∗ Siswa dinilai dari ketepatan menjawab pertanyaan yang diajukan secara langsung.
∗ Siswa dinilai dari hasil tes yang mereka lakukan.

Tangerang, Oktober 2006

Guru Bahasa Ingris   Mahasiswa Penelitian

Sri Aryanti, S.Pd   Sara Puspita Sari

Appendix II

Text 1

Read the text and choose the correct answer!

Silver was used in Chinese traditional jewelry more often than gold and was <u>coated</u> with gold, to prevent discoloring. Silver and gold were frequently enameled in blue, a favorite color, and often decorated with blue kingfisher feathers. Jade was the most valued among precious stones. Under the Chinese Empire, jeweled emblems such as the buttons on the hats of mandarins indicated rank, and extremely elaborate silver and gold headdresses were worn by women of high position. Dragon, phoenixes and many Buddhist symbols were used as decoration or charms on necklaces, ring, and bracelets. Outstanding examples of Chinese jewelry are exhibited at the Freer Gallery of Art, Washington, D.C. the gold and silver jewelry of Nepal, Myanmar (formerly known as Burma), and Thailand is related to India and Chinese work and is also outstanding. The Japanese have excelled in lacquer and ivory ornaments such as combs, buttons, and purse toggles worn at the waist.

1. Why did people under the Chinese empire use jewelry?
   A. Because jade was the most valuable stones
   B. Because jewelry were worn by women of high position
   C. Because Chinese have excelled in jewelry making
   D. Because the use of jewelry showed someone's position in society
   E. Because silver and gold were very famous

2. The text concludes that Chinese jewelry were ….
   A. Decorated with blue and often decorated with blue kingfisher feathers
   B. Worn by women of high position
   C. Shown at the Freer Gallery of Art, Washington, D.C
   D. Outstanding and related to Indian and Thailand work
   E. Used as decoration or charms on necklace, ring, and bracelets

3. The role of silver in Chinese jewelry differs from gold because ….

   A. Gold was used to protect silver

   B. Silver was used to coat the gold

   C. Silver was enameled in blue

   D. Gold was worn by women of high position

   E. Gold was used as decoration and silver used by women

4. What is the main purpose of the text?

   A. To convince people to wear Chinese jewelry

   B. To persuade people to see Chinese Jewelry exhibition at the Freer Gallery of Art

   C. To inform people about the use of silver and gold in Chinese jewelry

   D. To inform the idea that Chinese jewelry are outstanding

   E. To persuade people to buy Chinese Jewelry

5. What is the synonym of "coated" in second line ….

   A. Cover

   B. Mix

   C. save

   D. use

   E. paint

Text II

Read the text and choose the correct answer!

Probably the best known volcano in Indonesia, or in the whole world for that matter, is Mount Krakatau. It erupted violently in 1883. What caused it to erupt? Or more generally, what causes volcano to erupt? In order to know the answer, it is necessary for us to know what a volcano is. In Indonesian we call it "gunung berapi", or "gunung api" for short. The question is, where do the heat and fire come from? According to a geologist, deep beneath the ground there are chambers which contain molten rock. Because of high pressure, the molten rock is forced up the passage which connects the chamber and the opening in the crust of the earth. This molten rock flows out of the opening as lava (magma), and along with **it** is emitted ashes and gasses. A volcano, then, is a mountain with an opening at the top, from which flows lava, hot ashes and gases. Eventually the lava cools off and become solid rock. Sometimes the solid rock blocks the opening and eruptions stop. However, if high pressure builds up in the chamber, the blockage may re-open and the volcano may erupt once more.

Very often a volcanic explosion, like the 1883's explosion of Mount Krakatau, causes a great deal of human suffering. That is why people often associate volcanoes with disasters. That is not wholly correct, of course, since there are also some good things. Firstly, volcanoes, like mountains in general, cause clouds to rise and then cool off to from rain. secondly, the materials thrown up by volcanoes contain minerals needed by plants. After many years the volcanic materials make the soil fertile.

1. Where does the "fire" of a volcano come from? It comes from ….
    A. The top of volcano
    B. The crust of the earth
    C. The volcanic explosion
    D. The passage of the ground
    E. Deep beneath the ground

2. A volcano is often associated with a disaster because … often causes a lot of suffering to people.
    A. Molten rock
    B. High pressure
    C. Sulphur furors
    D. Volcanic explosion
    E. Volcanic materials

3. What makes eruptions stop?

   A. Lava   B. Ashes   C. Gases   D. Molten rock   E. Solid rock

4. Which of the following statements is correct?

   A. Minerals thrown up by the volcanoes dry up the soil

   B. High pressure causes the opening in the crust closed

   C. We can find molten rock on the surface of the earth

   D. Volcanic eruptions only causes a lot of sufferings

   E. When lava cools off, it becomes solid rock

5. "This molten rock flows out of the opening … and along with it is emitted ashes and gases".

   The word "it" refers to__ (paragraph 1 line 6)

   A. Opening

   B. Molten rock

   C. The passage

   D. The chamber

   E. Lava

Text III

Read the text and choose the correct answer!

Nowadays we can find only a few rare species in the forest because many of them have been killed or caught alive by irresponsible hunters. Orangutans are rarely found in their natural habitat in the forest of Kalimantan and Sumatra, but you may find them in the zoo. Hunters kill elephants for their valuable tusks. Sometimes they catch them alive to perform in circuses. Tiger's hides decorate walls of rich people. If things are allowed to go on in this way, very soon all wildlife will disappear from our forests.

Fortunately the government has imposed strict laws of hunting. Some areas are designated wildlife reserves where hunters cannot enter. They include Ujungkulon and Pangandaran in West Java, and many more in the other islands.

Sometime ago a newspaper reported that some elephants in the province of Lampung emerged from their place in the forest and ran amuck. Before saw-mills were set up and trees were cut down the elephants had lived peacefully. Now the animals feel that their quiet life has been disturbed and their domain has been narrowed.

Now the government has driven the elephants back into the forest away from any village. By shouting in the air, the people drove the elephants to a new place in the district of Air Sugihan.

1. We can find the information that the wildlife will soon be extinct in paragraph ….
   A. 1   C. 2 and 3   E. 4
   B. 2   D. 2 and 4

2. Hunters will kill elephants ….

    A. To perform in circuses
    B. For their valuable tusks
    C. For their magnificent skin
    D. To decorate walls of rich people
    E. To sell it in the black market

3. Why did some elephants in the province of Lampung emerge and run amuck some time ago?

    A. Their natural habitat had been widened.
    B. They wanted to attack the newspaper reported.
    C. They felt their quiet life had been disturbed.
    D. Some of them were caught alive to perform in circuses.
    E. They killed by the hunter.

4. 'Sometimes they catch them alive to perform in circuses.' (paragraph 1) What does 'them' refer to?

    A. Hunters.
    B. Elephants.
    C. Tusks.
    D. Orangutans
    E. Governments

5. Fortunately the government has *imposed* strict laws of hunting. What is the meaning of the word imposed?

    A. Guided
    B. Reached
    C. Formatted
    D. Implemented
    E. Made

Text IV

Read the text and choose the correct answer!

Lowering births is the unambiguous object of government policy, especially in the developing countries. Increasing populations press on the environment and its resources, take away profits from the capital available for new investment, crowd cities with 5 people for whom jobs are not available, and cause political turmoil. After a period of uncertainty government have become aware that national power and individual welfare are more likely to be attained with fewer people.

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1. The best title of this text is ....

    A. Lowering Birth   C. Family Planning

    B. Contraceptives   D. Birth Control

E. Family Limitation

2. Who takes family limitation first?

A. Families with modern ways of life   D. Well-to-do families

B. Large families   E. Small families

C. Poor families

3. Using contraceptives in Family Planning will speed ….

A. The increase of birth control   D. The increase of the death rate

B. The decline of birth rate   E. The increase of birth rate

C. The decline of the death rate

4. What is likely achieved by the government with fewer people?

A. National power and individual welfare

B. National power and political turmoil

C. Individual welfare and lack of job

D. Political turmoil and individual welfare

E. Available job and political disorder

5. What is the aim of Family Planning? It is ….

A. To increase the death rate   D. To increase the population

B. To decline the death rate   E. To decline the birth rate

C. To increase the birth rate

Text I   : Art and Culture

Text II   : Geography

Text III   : Flora and Fauna

Text IV   : Welfares

KEY ANSWERS:

Text I	Text II	Text III	Text IV
1. D	1. E	1. A	1. C
2. B	2. D	2. B	2. A
3. A	3. E	3. C	3. B
4. B	4. E	4. B	4. A
5. A	5. E	5. D	5. E

Appendix III

Score for Experiment Class (X) XI IPA 1

No.	Name	Correct Answer				Final Score
		I	II	III	IV	
1.	Fifi Alimah	4	4	4	5	85
2.	Idhya Adhisty Fadza	3	5	4	5	85
3.	Miftahul Jannah	4	5	4	4	85
4.	Munawarah	2	5	4	5	80
5.	Nurul Fauziyah	4	5	4	3	80
6.	Rita Yuliandasari	2	5	4	5	80
7.	Sari Pertiwi	4	5	4	3	80
8.	Soraya Khairunnisa El Muharasy	2	5	4	5	80
9.	Syafdira Reza	2	5	4	5	80
10.	Zulfiar Maulana	2	5	4	5	80
11.	Aldino Fadrian	2	5	4	4	75
12.	Bima Andika Pratama	2	5	4	4	75
13.	Destyana Achmad Susanto	2	4	4	5	75
14.	Fahma De Syahroni Saputra	2	5	4	4	75
15.	Faisal Amri	2	5	4	4	75
16.	Fuad Afif Abdurrahman	3	5	2	5	75
17.	Rani Sulistyo Wati	3	4	4	4	75
18.	Setyo Adi Laksono	2	5	4	4	75
19.	Siska Yusriyani	2	5	4	4	75
20.	Wasto	2	5	4	4	75
21.	Ayu Wulandari	3	4	4	3	70
22.	Ichsa Comala Sari	3	4	3	4	70
23.	Irma Omalia	2	4	4	4	70
24.	Nabila Kartika Puspa Dini	2	5	4	3	70
25.	Novi Kurnia	2	5	3	4	70
26.	Nazarudin Rafi	2	5	4	2	65
27.	Rizki Apriliani	2	3	4	4	65
28.	Titah Alpianto	3	4	3	3	65
29.	Deby Pratiwi	2	3	4	3	60
30.	Nurzanah	2	3	4	3	60

Score for Control Class (Y) XI IPA 2

No.	Name	Correct Answer				Final Score
		I	II	III	IV	
1.	Devi Sutadi	2	5	4	5	80
2.	Nurul Fauziyah	2	5	4	5	80
3.	Septiningsih	2	5	4	5	80
4.	Ade Hermawan	2	5	4	4	75
5.	Alfian Rahmanto	2	4	4	5	75
6.	Azzam Amal Islami	2	5	3	4	70
7.	Puji Astuti	2	5	3	4	70
8.	Yulianto Setiawan	1	5	4	4	70
9.	Abnu Widya Maha Putra	0	4	5	4	65
10.	Amelia Mega Sari	1	5	3	4	65
11.	Anis Maulana Kurnia	1	5	3	4	65
12.	Anna Marlina	2	4	3	4	65
13.	Ayu Paramita	1	5	3	4	65
14.	Dian Kemalasari	1	5	3	4	65
15.	Diky Zunaedy	2	2	4	5	65
16.	Ike Widyastuti	2	4	3	4	65
17.	Muhammad Rangga Bisma D. P.	1	5	3	4	65
18.	Wahyu Teguh Pratama	2	4	4	3	65
19.	Arinda Oktaviana M.	1	5	2	4	60
20.	Devia Masitoh	1	4	3	4	60
21.	Dewi Maulina M.	1	4	3	4	60
22.	Klowi Wijilestari	1	4	3	4	60
23.	Nurul Inayah	1	4	3	4	60
24.	Wawan Hernawan	2	4	2	4	60
25.	Amalia	2	4	1	3	50
26.	Dimas Tri Anggoro	2	4	4	5	50
27.	Rion Suryadi	0	3	2	5	50
28.	Drajat Nugroho	0	3	2	4	45

| 29. | Halim Adhi Laksono | 1 | 5 | 1 | 2 | 45 |
| 30. | Lucy Christina | 1 | 3 | 2 | 3 | 45 |