THE USE OF PRE-READING TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION AT THE SECOND YEAR OF MTS KHAIRUL UMMAH BOARDING SCHOOL AIR MOLEK REGENCY OF INDRAGIRI HULU

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PEKANBARU

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(S.Pd.)

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ABSTRACT

Ismatun Ma'rufah. S (2012): "The Use of Pre-reading Technique to Improve Students' Reading Comprehension at the Second Year of Islamic Junior High School Khairul Ummah Boarding School Air Molek Indragiri Hulu Regency".

The title of this research was the use of pre-reading technique to improve students' reading comprehension. This technique helped the teacher in transferring ideas easier and makes the student understand more about the material. The subject of this research was the second year students of Islamic Junior High School Khairul Ummah Boarding School and the object of this research was the use of pre-reading technique to improve students' reading comprehension. There were two instruments used in this research. The first instrument was observation and the second one was test. The observation was to identify the implementation of pre-reading technique to improve students' reading comprehension. About the test used to identify the effect of the using pre-reading technique to improve students' reading comprehension. Two variables operated in this research were the use of pre-reading technique as X variable and students' reading comprehension as Y variable. To find out the difference of students' reading comprehension between experiment and control class, the data were analyzed by using SPSS computer program with formula sample T-test.

Based on the data analyzed, the researcher found that there was significant difference of students' reading comprehension at the second year of Islamic Junior High School Khairul Ummah Boarding School Air Molek, where T showed 24.877 at significant level 5% was 2.06, while in the level of significant 1% was 2.80. It can be read that $2.06 < 24.877 > 2.80$. It means that null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted. The conclusion of this research was that teaching by using pre-reading technique was better than without using pre-reading technique.

ABSTRAK

Ismatun Ma'rufah. S (2012): "Penggunaan Teknik Sebelum Membaca untuk Meningkatkan Pemahaman Siswa dalam Membaca pada Kelas Dua Madrasah Tsanawiyah Pondok Pesantren Khairul Ummah Air Molek Kabupaten Indragiri Hulu".

Judul dari penelitian ini adalah penggunaan teknik membaca untuk meningkatkan pemahaman siswa dalam membaca. Teknik ini dapat membantu guru dalam mentransfer ide-ide secara lebih mudah dan membuat siswa lebih mengerti materi pelajaran. Subjek dari penelitian ini adalah siswa kelas dua Madrasah Tsanawiyah Pondok Pesantren Khairul Ummah dan objek penelitian ini adalah penggunaan teknik sebelum membaca untuk meningkatkan pemahaman siswa dalam membaca. Ada dua alat ukur yang digunakan dalam penelitian ini. Alat ukur pertama adalah observasi dan yang kedua adalah tes. Observasi dilakukan untuk mengidentifikasi implementasi dari teknik sebelum membaca untuk meningkatkan pemahaman siswa dalam membaca. Dan tes digunakan untuk mengidentifikasi pengaruh penggunaan teknik sebelum membaca dalam meningkatkan pemahaman siswa dalam membaca. Dua variable yang digunakan dalam penelitian ini adalah penggunaan teknik sebelum membaca sebagai variable X dan pemahaman siswa dalam membaca sebagai variable Y. Untuk menemukan perbedaan pemahaman siswa dalam membaca pada kelas eksperimen dan kelas kontrol, data diolah dengan menggunakan program komputer yaitu SPSS dengan menggunakan rumus sample T test.

Berdasarkan analisa data yang telah diolah, peneliti menemukan bahwa ada perbedaan yang signifikan dalam pemahaman membaca siswa pada kelas dua Madrasah Tsanawiyah Pondok Pesantren Khairul Ummah Air Molek, dimana T menunjukkan 24.877 pada level signifikan 5% adalah 2.06, sedangkan pada level signifikan 1% adalah 2.80. Hal ini dapat dibaca 2.06 lebih kecil dari 24.877 lebih besar dari 2.80. Hal ini berarti Ho ditolak, sedangkan Ha diterima. Kesimpulan dari penelitian ini adalah mengajar dengan menggunakan teknik sebelum membaca lebih baik dari pada tidak menggunakan teknik sebelum membaca.

سلوب القراءة القبلية لتحسين فهم (2012):
الصف الثاني بالمدرسة الثانوية بمعهد خير
الأمة أير موليك منطقة إندرا غيري هولو.

كان موضوع هذا البحث استخدام أسلوب القراءة القبلية لتحسين فهم
الأ هذا يساعد .
لسهولة الطلاب على فهم المواد التي يدرسها المدرس. الموضوع في هذا البحث
طلبة الصف الثاني بالمدرسة الثانوية بمعهد خير الأمة بينما الهدف في هذا البحث
استخدام أسلوب القراءة القبلية لتحسين فهم الطلاب في القراءة.
في هذا البحث مقياسين اثنين هما الملاحظة و الاختبار. تستخدم الملاحظة لتعيين
تطبيق أسلوب القراءة القبلية لتحسن فهم الطلاب في القراءة. ويستخدم الاختبار
لتعيين أثر استخدام أسلوب القراءة القبلية لتحسين فهم الطلاب في القراءة.
المتغيران المستخدمان في هذا البحث هما أسلوب القراءة القبلية ويسمى أيضا
متغير X ثم فهم الطلاب في القراءة ويسمى أيضا متغير Y.
فهم الطلاب في القراءة من الفصل التجريبي و ضبط الفصل تحلل البيانات
باستخدام البرنامج الحاسوبي س ف س س مع استخدام صيغة العينة ت ـ
.

لى تحليل البيانات أن هناك أ   يرة عن فهم
الصف الثاني بالمدرسة الثانوية بمعهد خير الأمة
أير موليك ويدل ت 24.877   5   2.06، بينما في
24.877   2.06   2.80.   1
2.80. لذلك كانت الفرضية الصفرية مرفوضة و الفرضية البديلة
. ثم استنبطت الباحثة أن التعليم باستخدام أسلوب القراءة القبلية أحسن من
التعليم بدون استخدام هذا الأسلوب.

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CHAPTER I

THE INTRODUCTION

A. The Background

Reading is one of four language skills should be mastered by students. Reading is one of the important tools in getting information. It is also one of the common ways to get knowledge from written form. Richards, et al say that reading perceives a written text in order to understand its contents.[1] On the other hand, Graves says that reading is sub skills that include predicting content, understanding the main and interpreting the text.[2] It means that reading is the activity to comprehend the text, and with comprehending the text, we can get the information or messages from the writer.

To support the students' ability in reading, the students must be able to interpret, to comprehend, and to express what they read. Besides, the students must understand what components involve in reading such as content, organization, vocabulary, and language use.

The second year students at MTs Khairul Ummah Boarding School Air Molek uses School-Based Curriculum (SBC) as a guide in teaching and learning process for English subject. Based on SBC the aim of teaching English is the students are able to communicate in spoken and written language.[3] Based on syllabus of the goal of reading for the second year students is the students are able

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[1]Jack C. Richards, et al, *Longman Dictionary of Applied Linguistics*. (Malaysia: Longman Group UK Limited, 1992), pp. 306

[2]Kathleen Graves, *Designing Language Course: A Guide for Teachers*. (Canada: Thomson Heinle, 2000), pp. 48

[3]Depdiknas, *Model KTSP untuk MTs/SMP*. (Jakarta: Depdiknas, 2006), pp. 33

to understand the meaning of simple short essay and associated with the environment in recount and narrative text form.[4]

In teaching reading, there are many techniques that can be done by the teacher. One of them is pre-reading technique. It can be defined as an activity, in which the students learn by finding the most important ideas in the material and notice how they are organized. The students should look the important ideas only and skip the rest. The students should read the material by his/her self. If the students do not read the text, they do not know the topic, the writer's opinion, and do not find out the main idea of the each paragraph from the text. This technique makes the students easy to understand the meaning of the text without spending much time. Pre-reading is a way of familiarizing the readers quickly with the organization and content of written material before beginning to read.[5]

Avery states that pre-reading helps students comprehend what they are reading.[6] Besides, Ewers argues that pre-reading is an effective way to increase reading comprehension.[7] Based on the statement, we can conclude that pre-reading helps the students understand the meaning of the text or catch the writer's idea easily.

Based on the preliminary observation, the reading ability in this school especially for the second year students are still far for the minimum criteria of achievement (KKM). The minimum criterion of achievement (KKM) at second

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[4]Syllabus of SMP/MTs 2009/2010. Unpublised, pp. 34

[5]Kathleen T. McWhorter, *Guide to College Reading*. (Boston: Little, Brown and Company, 1986), pp. 48

[6]Nan C. Avery, *How Teachers Can Use Pre-reading Techniques to Accelerate Reading Comprehension in Students*. From www.helium.com. Retrieved on February 24th 2011

[7]Dustin Ewers, *Reading Techniques: The Power of Pre-reading*. From www.helium.com. Retrieved on April 1st 2009

year students of Junior High School Khairul Ummah Boarding School is 63. The total number of students is 105 students. In fact, only 40 of the students achieve the minimum criteria of achievement (KKM).

The writer interviewed both the teacher and students. The teacher said that it was so hard to transform the knowledge or idea to the students. Besides, the students regard that reading is difficult, especially in finding out the main idea and identify the meaning of the text. The students also had limited vocabularies; they do not master the grammar, they had difficulties in understanding the communicative purpose and rhetorical steps and linguistic characteristic of the text, and they do not identify the information from the text, and they also spent much time to read the text. Based on the statement above, the problems can be depicted as follows:

1. Some of the students are not able to find out the main idea of each paragraph from the text.

2. Some of the students are not able to identify the meaning of the text.

3. Some of the students have limited vocabulary.

4. Some of the students do not master the grammar.

5. Some of the students are not able to understand the communicative purpose and rhetorical steps of the text.

6. Some of the students are not able to identify the information from the text.

7. Some of the students spend much time to read the text.

Based on the previous statements, the teacher should have the techniques in teaching reading. In this research the writer chooses pre-reading technique.

Considering the statements above, the writer is interested in carrying out a research entitled: **"THE USE OF PRE-READING TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION AT THE SECOND YEAR OF ISLAMIC JUNIOR HIGH SCHOOL KHAIRUL UMMAH BOARDING SCHOOL AIR MOLEK INDRAGIRI HULU REGENCY"**

B. The Definition of the Terms

To avoid misunderstanding and misinterpreting in reading this paper, it is necessary for the writer to explain the terms used in this study. They are defined as follows:

1. Pre-reading

   Pre-reading is a way of familiarizing the reader quickly with the organization and content of written material before beginning to read it.[8] It is hoped that the students will be easier in reading the text and find out the main idea and the writers' opinion from the text.

2. Technique

   According to Hornby, technique is a method of doing or performing something.[9] In other words, technique is a way of doing something, especially one that needs special skill. In this case, technique refers to ways or activities of students in learning reading.

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[8]*Ibid.*

[9]AS Hornby, *Oxford Advance Learner's Dictionary.* (Oxford: Oxford University Press, 1995), pp. 331

3. Reading

   Graves states that reading is the term that refers to the subs skills that include predicting content, understanding the main idea, and interpreting the the text.[10] In addition Hornby says that reading is to discover the contents or meaning of something, to interpret in a particular way.[11] Reading according to the writer is the way to find the information or knowledge by understanding the meaning from the text.

4. Students

   Student is a person who is studying at a college or university and can be also defined as a person studying at secondary school or any person interested in a particular subject.[12]

5. Comprehension

   Thornbury says that comprehension is the process of understanding speech or writing.[13] In this research, reading comprehension is the students' ability in analyzing and understanding the reading texts that they read.

6. Reading Comprehension

   Graves states that reading is the term that refers to the subs skills that include predicting content, understanding the main idea, and interpreting the text.[14] It means that reading comprehension is a process of interaction between the reader and the text. In this study, reading comprehension is

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[10]Kathleen Graves, *loc.cit.*

[11]AS Hornby, *op.cit.,* pp. 264

[12]Oxford Pocket, *Oxford Learner's Pocket Dictionary, Third Edition*. (New York: Oxford University Press, 2003), pp. 429

[13]Scott Thornbury, *An A-Z of ELT: A Dictionary of Term and Concepts Used in English Language Teaching*. (Great Britain: Macmillan Publisher, 2006), pp. 41

[14]Kathleen Graves, *loc.cit.*

defined as the students' score in comprehending the text on reading comprehension test after having and without having pre-reading technique.

C. The Problem

1. The Identification of the Problem

Based on the background above, the writer identifies some problems of this research as follows:

a. Why are the students unable to find out the main idea of each paragraph from the text?

b. Why are the students unable to identify the meaning of the text?

c. Why do the students have limited vocabularies?

d. Why do not the students master the grammar?

e. Why are the students unable to understand the communicative purpose and rhetorical steps of the text?

f. Why are the students unable to identify the information from the text?

g. Why do the students spend much time to read the text?

2. The Limitation of the Problem

The scope of the problem is quite large, it is necessary to limit. In this research, the writer only focus on the significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique at the second year of Islamic Junior High School Khairul Ummah Boarding School Air Molek Indragiri Hulu Regency.

3. The Formulation of the Problem

Based on the limitation above, the problems will be formulated into following research questions:

a. How is reading comprehension of the students who are taught by using pre-reading technique at the second year of Islamic Junior High School Khairul Ummah Boarding School Air Molek Indragiri Hulu Regency?

b. How is reading comprehension of the students who are taught without using pre-reading technique at the second year of Islamic Junior High School Khairul Ummah Boarding School Air Molek Indragiri Hulu Regency?

c. Is there any significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique at the second year of Islamic Junior High School Khairul Ummah Boarding School Air Molek Indragiri Hulu Regency?

D. The Reason of Choosing the Title

There are several reasons why the writer is interested in doing this research as follows:

1. This topic is very important to be investigated because the writer wants to know the significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique.

2. This research title is relevant to the writer's educational background as a student of English Education Department.

3. This problem has not been investigated yet in English Education Department.

4. The writer is able to conduct this research.

E. The Objective and Significance of the Research

1. The Objective of the Research

Based on formulation of the problem, the objective of the research can be seen as follows:

a. To find out reading comprehension of the students who are taught by using pre-reading technique.

b. To find out reading comprehension of the students without using pre-reading technique.

c. To find out the significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique at the second year of Islamic Junior High School Khairul Ummah Boarding School Air Molek Indragiri Hulu Regency.

2. The Significance of the Research

a. To enlarge and develop the writer's insight and knowledge dealing with the research.

b. To complete the writer's task in fulfilling the writer's requirements for undergraduate degree in English Education Department of Education and Teacher Training Faculty of UIN Suska Riau.

CHAPTER II

THE THEORITICAL FRAMEWORK

A. The Nature of Reading

Reading is one of the tools in seeking information. It is very important, especially in grasping information. McWhorter says that reading is a process of thinking, predicting, connecting, and assessing performance.[1] Besides, Kalayo and Fauzan defines that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.[2] It means that in reading the students should have the background of experience in order to make out of the written material. The reader should use his knowledge to understand the elements of structure whether this becomes complex or just simple idea. In this term the reader should have preparation with a lot of knowledge that concerns a language, the ability to distinguish word or group of words used in the passage, and the ability of his brain to catch the writer's idea are written in it

Jack et al state that different types of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading effected. The following are commonly referred to:

a. Literal comprehension: reading is order to understand, remember, or recall the information explicitly contained in a passage.

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[1]Kathleen T. McWhorter, *Efficient and Flexible Reading*. (Niagara Country Community College: Harper Collins Publisher, 1992), pp. 45

[2]Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), pp. 114

b. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.

c. Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.

d. Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.[3]

Thornbury defines there are two purposes for reading, reading for information, (such as when consulting a directory), and reading for pleasure (such as when reading a novel).[4] It means that when the reader reads for information, it will give some information and knowledge from the text, and if the reader reads for pleasure, it shows us whenever reading is useful in enjoyable and having fun.

In another site, Rivers and Temperely in Nunan suggest that, there are seven main purposes for reading:

a. To obtain information for some purposes or because we are curious about some topics.

b. To obtain instruction on how to perform some tasks for our work or daily life.

c. To act in plays such as game, a puzzle.

d. To keep in touching with friends by correspondence or to understand business letters.

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[3]Jack C. Richards, et al, *Longman Dictionary of Applied Linguistics*. (Malaysia: Longman Group UK Limited, 1992), pp. 306
[4]Scott Thornbury, *An A-Z of ELT: A Dictionary of Term and Concepts Used in English Language Teaching*. (Great Britain: Macmillan Publisher, 2006), pp. 190

e. To know when or where something will take place or what is available.

f. To know what is happening or has happened (as reported in newspapers, magazines, reports).

g. For enjoyment or excitement.[5]

King and Stanley in Soemarni say that there are five components in reading texts, they are as follows:

a. Finding factual information. It requires the readers to scan specific details. The reader must be able to recognize the factual or certain information in detail, such as person, places, events, and time.

b. Identifying main idea. Finding the main idea of the paragraph that consists of many sentences of the texts. Selecting the main idea not only in the beginning of paragraph but also in the middle and at the end of paragraph. Sometimes, the main idea is not stated clearly, just implicit.

c. Locating the meaning of vocabulary in context. It means that the reader could develop his/her ability to comprehend the words based on the information and the topic of the paragraph.

d. Identifying references. In order to avoid repeated words or phrases, the authors use reference words.

e. Making inferences from reading text. Inference is a skill where the reader has to be able to read between the lines.[6]

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[5]David Nunan, *Second Language Teaching and Learning*. (U. S. A: Heinle & Heinle Publisher, 1999), pp. 251

Based on the explanation above, the purposes of reading are to get information, to understand the text, to recall the information explicitly and to recognize ideas from reading text.

B. The Nature of Pre-reading

Pre-reading is one of the techniques in reading. According to McWhorter, pre-reading is a way of familiarizing yourself quickly with the organization and content of written material before beginning to read.[7] Besides, Ewers argues that pre-reading is an effective way to increase reading comprehension.[8]

Dustin Ewers states that there are 4 steps in pre-reading:

1. Ask questions

    The first and most important step of pre-reading is to ask your self: "Why I am reading this?" Your reason for reading any given text should determine how you read it. Do you need a basic overview? Do you need detailed knowledge of the material? Do you want to pass a test to complete a class requirement in something you couldn't care less about? Also look for additional questions that relate to your purpose. Most textbooks have questions at the back of each chapter. Read those before reading the text. Asking questions primes your

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[6]Soemarni, "The Effect of Using PORPE Method in Increasing Reading Comprehension of the Second Year Students at SLTPN 4 Sabak Auh Siak". (Unpublish, Pekanbaru: UIN Suska, 2007), pp. 8
[7]Kathleen T. McWhorter, *Guide to College Reading*. (Boston: Little, Brown and Company, 1986), pp. 48
[8]Dustin Ewers, *Reading Techniques: The Power of Pre-reading*. From www.helium.com. Retrieved on April 1st 2009

brain. By thinking about what you want to learn, you increase your chances of notice it later.

2. Review the structure of what you are reading

Before reading, figure out how your textbook is organized. Review the title, authors, introduction, and table of contents, glossary, and index. Read through a couple chapters to see how they are organized. Learning how the text is organized will help you understand better. The organization of a text often shows you which information is the most important.

3. Read the most important parts

Earlier, you learned that the most important information is often contained in a small amount of text. These important pats are revealed by how the book is formatted. Read the introductory paragraph to the chapter and then read the summary. After that, read the first paragraph after each subject heading. Also study the visual aids.

4. Read the chapter

You should be able to focus on the details of what you are reading because you already have the major points. Afterwards, review your questions again to see if you are missing anything.[9]

Reading is a process which is complex between authors and reader, and the messages conveyed between authors to the reader. According to Nurhadi in Mahyuddin,[10] here are some factors in reading process:

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[9]*Ibid.*

a. Internal Factors

These factors come from the students that include all personal factors in addition; these factors can classified below:

1. Intelligent, reading as thinking and reading as reasoning. It means that it is reading process, the writer will be remembering, understanding, differentiating, and comparing, and analyzing.

2. Motivation, it is needed by the writer, because if the writer does not have motivation in reading, the reader will be difficult to understand what the text is about.

3. Attitude, it means that how is the attitude of readers in purpose of reading.

b. External Factors

External factors are the factors that come from outside of the students; these factors are environment, social economic, background, reading facilities, and reading habits.

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[10]Mahyuddin, "The Ability in Using Pre-reading Activity in Comprehending the Reading Text of the Second Year Students of Islamic Senior High School Yayasan As-Syafiiyah Air Tiris Kampar". (Unpublish, Pekanbaru: UIN Suska, 2007), pp. 12

C. The Procedure of Teaching and Learning Process by Using Pre-reading Technique

The procedures in teaching and learning process by using pre-reading technique are as follows:

1. The Researcher's Activities

a. The pre-test activities

    1. The researcher greets to the students.

    2. The researcher explains what is going to do.

    3. The researcher begins to test the students.

b. The treatment activities

    1. The researcher greets the students and gives warming up.

    2. The researcher gives explanation about the subject by using pre-reading procedures.

    3. The researcher asks the students to explain the content of the text.

c. The post-test activities

    1. The researcher greets the students again.

    2. The researcher gives post-test to the students.

    3. The researcher ends the research program.

2. The Students' Activities

a. The pre-test activities

    1. The students respond the researcher's greeting.

    2. The students hear the explanation about what to do from the researcher.

3. The students answer the questions test.

b. The treatment activities

1. The students respond the researcher's greeting and follow the warming up from the researcher.

2. The students listen to the researcher's explanation.

3. The students give the explanation about the content of the texts.

c. The post-test activities

1. The students give response to the researcher's greeting.

2. The students answer the question given by researcher.

D. The Nature of Comprehension

According to Thornbury, comprehension is the process of understanding speech or writing.[11] It results from interaction between different kinds of knowledge. In comprehending the text, the successful readers are able to draw on all these types of knowledge at the same time. Comprehension also involves different psychological operations, including perception, recognition, and inference. For example, you might hear a word (perceive it), but not recognize it. You might, however, be able to guess what it means from the context (make an inference). Learners' experience problems with comprehension are due to a failure in one or more of these operations. Either they do not perceive items correctly (perhaps because of the influence of their first language), or they do not recognize items (because they are not yet part of their internalized knowledge). Finally, they

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[11]Scott Thornbury, *op.cit.,* pp. 41

may not have the confidence to make intelligent guesses. In additional, he also says that comprehension is contributed to language learning.[12] It means that without comprehension there is no learning.

According to Johnston et al in Paris and Stahl argue that comprehension or understanding by its very nature is a phenomenon that can only be assessed, examined, or observed indirectly.[13] It means that comprehension can be examined and measured how far the learners are able to understand the text by giving the comprehension questions.

Broek at al in Paris and Stahl say that the successful reading comprehension is the ability to identify meaningful relations between the various parts of text and between this part and the readers' background knowledge.[14] Meaning that the success of reading comprehension is when the learners are able to identify and understand the content of the text. In this case, Brown indicates the responses of comprehension:

  a. Doing, responds physically to a command.

  b. Choosing, select from alternatives posed orally or in writing.

  c. Transferring, summarizes orally what is read.

  d. Answering, answer questions about the message.

  e. Condensing, outlines or takes notes on a passage.

  f. Extending, provides an ending to a story.

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[12]*Ibid.*
[13]Scott G. Paris and Steven A. Stahl, *Children's Reading Comprehension and Assessment*. (London: Lawrence Erlbaum Associates, 2005), pp. 14
[14]*Ibid.,* pp. 114

g. Duplicating, translates the message into the native language or copies it (beginning the level, for very short passages only).

h. Modeling, puts together a toy, for example, after reading directions for assembly.

i. Conversing, engages in a conversation that indicates appropriate processing of information.[15]

Kintsch and Kintsch in Paris and Stahl argue that the reader's background knowledge and motivation are further factors in comprehension: comprehension is easy when the domain knowledge is high.[16] Based on the statement, we can conclude that comprehension will be easier whenever the learners have knowledge related to the text and high motivation. It also means that motivation and interest are able to influence it.

E. The Measure of Reading Comprehension

William in Klingner et al argues that reading comprehension measures should help teachers monitor the comprehension of their students over time and provide information that is useful in designing reading comprehension intervention program.[17] Teacher can evaluate the students whether they really comprehend what they are read or not.

Pearson and Hamm in Paris and Stahl state that comprehension instruction and the curricular materials teachers employed were driven by the same

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[15]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (Englewood Cliffs, New Jersey: Prentice Hall, 1994), pp. 300
[16]Scott G. Paris and Steven A. Stahl, *op.cit.,* pp. 84
[17]Janette K. Klingner et al, *Teaching Reading Comprehension to Students with Learning Difficulties.* (London: The Guildford Press, 2007), pp. 18

infrastructure of tasks used to create test items finding main ideas, noting important details, determining sequence of events, cause-effect relations, comparing and contrasting, and drawing conclusions.[18] If these new assessments had not found a comfortable match in school curricular schemes, one wonders whether they would have survived and prospered to the degree that they did.

In the same view, Thornbury argues that the comprehension questions are often used in conjunction with reading text. These include multiple choice question, yes-no questions, wh-questions (questions beginning where, who, when, etc.), true/false statements, statements to correct, or a choice of summaries of the text to choose from.[19] The purpose of comprehension question is to check students' understanding of a text. Moreover than not, though, they are simply a test of a students' ability to recall the text, they are a test memory rather than comprehension. This is especially the case if the questions are not given to the students until after reading the text. An alternative, more helpful approach, is to set questions in advance of reading, and which students answer while reading. These can act to focus students' attention during the task, and can be staged from initial gist, checking questions to questions, requiring more intensive processing of the text. Because this kind of questioning is designed to support the process of reading, the questions might better be called comprehending questions.

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[18]Scott G. Paris and Steven A. Stahl, *op.cit.,* pp. 17
[19]Scott Thornbury, *op.cit.,* pp. 42

F. The Relevant Research

The first relevant research is a research by Egis Fajruna El Mubarok (2009) an alumnus State Islamic University of Sultan Syarif Kasim Riau entitled "Effect of Pre-questioning toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru". This research aimed at finding out the effect of pre-questioning toward reading comprehension. He formulated the problem by looking for the significant effect of pre-questioning toward reading comprehension. The result of this research, there was a significant effect of pre-questioning toward reading comprehension.

The second relevant research is research by Agvemi Zulhadi Alga (2009) an alumnus State Islamic University of Sultan Syarif Kasim Riau entitled "The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of SMAN 1 Cerenti". This research aimed at finding out the effect of directed reading thinking activity (DRTA) strategy toward reading comprehension. She formulated the problems by looking for the significant effect of directed reading thinking activity (DRTA) strategy toward reading comprehension. She used the data collection techniques, applied into pre-test, treatment, and post-test. The result from this research, there was a significant effect of directed reading thinking activity (DRTA) strategy toward reading comprehension.

G. The Operational Concept

Operational concept is a concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpreting to this research. For this reason, operational concept must be defined a clear statement to obtain the needed data at the research location. The indicators are as follows:

Variable "X" (pre-reading technique):

1. The teacher asks the students to ask questions about the text.
2. The teacher asks the students to review the structure of what the students are reading.
3. The teacher asks the students to read the important parts of the text.
4. The teacher asks the students to read the chapter of the text.

Variable "Y" (students reading comprehension):

1. The students are able to find the factual information.
2. The students are able to identify the main idea of the text.
3. The students are able to locate the meaning vocabulary in context of the text.
4. The students are able to identify the references.
5. The students are able to identify the communicative purpose of the text.

H. The Assumption and Hypothesis

1. The Assumption

Before formulating hypothesis as an answer to the problem, the researcher would like to present the assumption as follows:

a. By using pre-reading technique, the students' reading comprehension will be high.

b. By using pre-reading technique, they will understand and comprehend about the material.

c. Each student has different reading comprehension.

2. The Hypothesis

Based on the assumption above, the writer can formulate hypothesis as follows:

1. The Null Hypothesis (Ho)

There is no significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique at the second year of Islamic Junior High School Khairul Ummah Boarding School Air Molek Regency of Indragiri Hulu.

2. The Alternative Hyphothesis (Ha)

There is a significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique at the second year of Islamic Junior High School Khairul Ummah Boarding School Air Molek Regency of Indragiri Hulu.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Design of the Research

This research consisted of two variables, the independent variable was the use of pre-reading technique, and the dependent variable was students' reading comprehension. The writer used quasi-experimental research.[1] The researcher controlled the selection of the participants for the study and divided the selected participants into two groups having similar characteristics at the start of the experiment. In this research, the treatment variable was manipulated but the groups were not equated prior to manipulation of the independent variable, in which type of this research was nonequivalent control group design. It was aimed to research whether there was or there was no effect of treatment which has been done to the experimental group without random assignment.[2]

The design of this research was quasi-experimental design pre-test and post-test design intended to find out the significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique. In this research, the writer used two groups as samples that one was called experimental group administered by using pre-reading technique and another one was control group that was administered without using pre-reading technique.

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[1]L. R. Gay, *Educational Research: Competencies for Analysis and Application*. (United States of America Prentice Hall, 2000), pp. 394

[2]Jhon W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (New Jersey: Pearson Education, 2008), pp. 229

B. The Location and Time of the Research

This study was carried out at Islamic Junior High School of Khairul Ummah Boarding School Air Molek. It was started from April until June 2011.

C. The Subject and Object of the Research

The subject of this research was the second year students of Islamic Junior High School of Khairul Ummah Boarding School Air Molek, while the object of this research was the use of pre-reading technique to improve students' reading comprehension.

D. The Population and the Sample of the Research

Since the number of total population was not quite large, the writer used cluster sampling, because the students were already formatted into classes. According to Husaini in cluster sampling, population is divided into some groups/cluster.[3] The cluster which has been taken randomly will be a sample.

The population of this research was all of the students at the second year of MTs Khairul Ummah Boarding School Air Molek Regency of Indragiri Hulu. The total of populations was 105 students. In order make it clear, see the table below:

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[3]Husaini and Purnomo, *Pengantar Statistika*. (Jakarta: Bumi Aksara, 2008), pp. 183

Table III.1

The Population and Sample at the Second Year Students of Islamic Junior

High School Khairul Ummah Boarding School Air Molek

NO.	CLASSES	POPULATION		TOTAL
		MALE	FEMALE	
1.	VIII A	10	17	27
2.	VIII B	12	13	25
3.	VIII C	11	17	28
4.	VIII D	9	16	25
TOTAL		42	63	105

Based on the table III.1, the population of this research consisted of four classes, they were VIII A (27 students), VIII B (25 students), VIII C (28 students), and VIII D (25 students), while the sample was only two classes. The researcher chose class VIII B and XIII D as sample. The VIII B class was chosen as experimental class while VIII D was as control class. There were 25 students in class VIII B and 25 students in class VIII D.

E. The Technique of Data Collection

In order to get some data needed to support this research, the researcher used the technique of collecting data as follows:

1. Observation

    It was used to collect data about students' behavior. The researcher described the students' behavior in the classroom during teaching and learning process. It consisted of nine meetings which focused on the topic of reading. The first meeting was used to do introduction at school. The second meeting, the researcher conducted pretest. They answered the questions individually. These questions were multiple choice which consisted of 25 items. The third to eight meetings were used to conduct the treatment for experimental group only. The treatment was using pre-reading technique in teaching reading. While the control class without using pre-reading technique. The nine meeting was used to conduct post-test for both classes.

2. Test

    The writer used test as instrument to collect the data. The technique of collecting data in this research used test on students' reading comprehension. The test was divided into two tests: pre-test was given before treatment, and post-test was given after doing treatment.

F. The Technique of Data Analysis

To analyze the data, the writer used score of post-test of the experimental and control class. These scores were analyzed by using statistical analysis. The data were analyzed by using T-test (independent samples t-test) and it was calculated by using SPSS.

The T-table was employed to see whether or not there was significant difference between the mean score in both experimental and control class.

Statistical hypothesis:

1. Ho = to < t-table

2. Ha = to > t-table

The t-test was obtained by considering the degree of freedom. Statistically the hypotheses are:

Ho: to < t-table

Ha: to > t-table

1. Ha is accepted if to > t-table or there is significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique.

2. Ho is accepted if to < t table or there is no significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique.

1. Validity

Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill intended to measure.

Heaton states the validity of a test is the extent to which it measures what it is supposed to measure and nothing else.[4] Besides, Grant says that validity in general refers to the appropriateness of a given test or any of its component parts as a measure of what it is supposed to measure.[5] There are three kinds of validity that consist of content validity, construct validity, and empirical validity.

To obtain the data about to compare the result of the test between pre-reading technique on students' reading comprehension, the writer acquired to show each score. It was used based on the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered not too difficult or not too easy than often show the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to be index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly. The formula the item difficulty is as follows:

The formula for item difficulty is as follows:

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

[4]J. B. Heaton, *Writing English Language Test*. (New York: Longman. Inc, 1995), pp. 159
[5]G. Henning, *A Guide to Language Testing: Development, Evalution, Research*. (Cambridge: Newbury House, 1987), pp. 89

Where

FV   : Index of difficulty or facility value

R   : The number of correct answers

N   : The number of examinees or students taking the test

The formula above was used to find out the easy or difficulties of each item test that the researcher gave to the respondents. The item that did not reach the standard level of difficulty was excluding from the test and they are changed with the new items that are appropriate. Stated that prepared in practice to accept items with facility values between 0.30 and 0.70.

2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.[6]

The reliability coefficients for good classroom comprehension test were expected to exceed 0.00 and closed 0.80. Heaton states that, the reliability of the test is considered as follows:

0.00 – 0.20   Reliability is low

0.21 – 0.40   Reliability is sufficient

0.41 – 0.60   Reliability is high

0.61 – 0.80   Reliability is very high[7]

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[6]J. B. Heaton, *op.cit.,* pp. 162
[7]*Ibid.*

In order find out whether or not there is a significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and control group. The data were analyzed by using the statistical method. In this research, the researcher used "T" test as follows:[8]

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\dfrac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\dfrac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where

to   : The value of- obtained

Mx   : Mean score of experiment class

My   : Mean score of control class

SDx   : Standard deviation of experiment class

SDy   : Standard deviation of control class

N   : Number of students

The *t*-test is obtained by considering the degree of freedom (df) = (ni+n2)-2. Statistically the hypotheses are:

Ho: to < t-table

Ha: to > t-table

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[8]Hartono, *Statistik Untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2004), pp. 208

Ho is accepted if to < t table or there is no significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique.

Ha is accepted if to > t-table or there is significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique.

G. The Technique of Data Analysis by SPSS 16.0

The following steps are how to get the descriptive statistics of frequencies based on SPSS 16.0:

1. Open the students' test file.

2. From the menu of SPSS, click *Analyze* and then click sub menu *Descriptive Statistics,* and click *Frequencies*.

3. From the menu, click your variables, and press the narrow button.

4. From the analysis setting, click *Statistics* that will show *frequencies*: *statistics*, it consisted of four analysis group:

   a. Percentile Values, click Quartiles.

   b. *Central Tendency,* click Mean, Mode, and Sum.

   c. *Dispersion,* click Std. deviation, Variance, Range, Minimum, Maximum, and S. E. mean.

   d. *Distribution*, click Skewness and Kurtosis, and then click continue.

5. From the *Charts* analysis setting, click *Histogram with normal curve*, and click continue.

6. From the *Format* analysis setting, at *Order by* menu click *Ascending Values*, at *Multiple Variables* click *Compare Variables*, and then click continue.

To know the reliability of the test, we should know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. The following steps are how to get the result data based on SPSS 16.0:

1. Open the students test file.

2. From the menu of SPSS, click *Analyze* and then click sub menu *Scale*.

3. From the menu click your variables, and press the narrow button.

4. From *statistics*, click item and scale, at inter-item; click correlation, at summaries; click means and correlation, and then click *ok* to end this process and you will see the output data of SPSS automatically.

The following steps are how to get the paired-samples t test on SPSS 16.0:

1. Open the students test file.

2. From the menu of SPSS, click *Analyze* and then click sub menu *Compare Means*, and click *Paired-Samples T Test*.

3. From the menu click your variables, and press the narrow button, and then click *ok* and then click *ok* to end this process and you will see the output data of SPSS automatically.

CHAPTER IV

DATA PERSENTATION AND ANALYSIS

A. The Data Presentation

1. The Technique of Data Collection

The purposes of this research were to obtain the students' reading comprehension taught by using pre-reading technique and students' reading comprehension taught without using pre-reading technique, and to know the significant difference of students' reading comprehension between students who were taught by using pre-reading technique and students who were taught without using pre-reading technique. The data were obtained from the students' post-test scores of experimental and control group. Before treatment (only experimental group), the writer gave pre test to VIII B and VIII D.

The reading comprehension test was evaluated by concerning five components: finding factual information of the text, identifying main idea of the text, locating the meaning vocabulary in context of the text, identifying the references, and identifying the communicative purpose of the text. Then, the writer gave treatment to experimental group for nine meetings.

After giving treatments to experimental group, the writer used the same format of reading test for the post-test of experimental group. While for control group taught without using any treatments, the writer used the same format of reading test for their post-test too. The statistics of experimental and control group can be seen as follows:

Table VI.1

The Statistics of Experimental and Control Group

		Pre-test Experimental Class	Post-test Experimental Class	Pre-test Control Class	Post-test Control Class
N	Valid	25	25	25	25
	Missing	0	0	0	0
Mean		61.44	79.68	60.64	65.28
Std. Error of Mean		.977	.862	.971	.999
Median		60.00	80.00	60.00	64.00
Mode		60[a]	80	60	64
Std. Deviation		4.883	4.308	4.855	4.996
Variance		23.840	18.560	23.573	24.960
Skewness		-.318	.388	.277	.866
Std. Error of Skewness		.464	.464	.464	.464
Kurtosis		-.686	.179	.125	1.975
Std. Error of Kurtosis		.902	.902	.902	.902
Range		16	16	20	24
Minimum		52	72	52	56
Maximum		68	88	72	80
Sum		1536	1992	1516	1632
Percentiles	25	58.00	76.00	56.00	62.00
	50	60.00	80.00	60.00	64.00
	75	64.00	80.00	64.00	68.00

a. Multiple modes exist. The smallest value is shown

Based on the table above, the totals score of pre-test and post-test in both classes were significantly different. We can see the mean score of experimental class was (79.68), standard error of mean was (862), median was (80.00), mode was (80), standard deviation was (4.308), variance was (18.560), skewness was (388), kurtosis was (179), range was (16), minimum was (72), maximum was (88), and sum was (1992). While the mean score of control class was (65.28), standard error of mean was (999), median was (64.00), mode was (64), standard deviation was (4.996), variance was (24.960), skewness was (866), kurtosis was (1.975), range was (24), minimum was (56), maximum was (80), and sum was (1632).

The data of the research were the score of the students' pre-test and post-test both experimental and control classes. There were two data of students' reading comprehension served by the writer. They were: the data of the students' reading comprehension taught by using pre-reading technique and the data of the students' reading comprehension taught without using pre-reading technique.

The Classification of Students' Score based on Sudijono below[1]:

Table IV.2

The Classification of Students' Score

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

2. The Technique of Data Analysis

In order find out whether or not there is a significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and control group. The data were analyzed by using the statistical method. In this research, the researcher used "T" test as follows:[2]

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

[1]Anas Sudijono, *Pengantar Evaluasi Pendidikan.* (Jakarta: Rajawali Pers, 2009), pp. 50
[2]Hartono, *Statistik untuk Penelitian.* (Yogyakarta: Pustaka Pelajar, 2004), pp. 208

Where

to   : The value of- obtained

Mx   : Mean score of experiment class

My   : Mean score of control class

SDx   : Standard deviation of experiment class

SDy   : Standard deviation of control class

N   : Number of students

The *t*-test is obtained by considering the degree of freedom (df) = (ni+n2)-2. Statistically the hypotheses are:

Ho: to < t-table

Ha: to > t-table

Ho is accepted if to < t table or there is no significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique.

Ha is accepted if to > t-table or there is significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique.

3. The Data of Experimental Group

There were 25 items of reading test given to the 25 respondents in this research. From the test, it was obtained that the lower is 72 and the higher score is 88. The mean is 79.68, median 80.00, mode 80, and standard deviation is 4.308. The data were obtained from the research by using SPSS.

The data description of reading test in experimental group:

Table IV.3

The Frequency Distribution of Reading Comprehension Test in

Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	2	8.0	8.0	8.0
	76	6	24.0	24.0	32.0
	80	12	48.0	48.0	80.0
	84	2	8.0	8.0	88.0
	88	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

From the table 1V.3, the frequency distribution of reading comprehension in experimental group shows the output from 25 respondents, the valid percent at interval 72 was 2 students (8.0%), at interval 76 was 6 students (24.0%), at interval 80 was 12 students (48.0%), at interval 84 was 2 students (8.0%), and at interval 88 was 3 students (12.0%).

4. The Data of Control Group

There were 25 items of reading test given to the 25 respondents in this research. From the test, it was obtained that the lower is 56 and the higher score is 80. The mean is 65.28, median 64.00, mode 64, and standard deviation is 4.996. The data were obtained from the research by using SPSS.

The data description of reading test in control group:

Table IV.4

The Frequency Distribution of Reading Comprehension

Test in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	4.0	4.0	4.0
	60	5	20.0	20.0	24.0
	64	9	36.0	36.0	60.0
	68	7	28.0	28.0	88.0
	72	2	8.0	8.0	96.0
	80	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

From the table IV.4, the frequency distribution of reading comprehension in control group shows the output from 25 respondents, the valid percent at interval 56 was 1 student (4.0%), at interval 60 was 5 students (20.0%), at interval 64 was 9 students (36.0%), at interval 68 was 7 students (28.0%), at interval 72 was 2 students (8.0%), and at interval 80 was 1 student (4.0%).

5. **The Contribution of Using Pre-reading Technique to Improve Students' Reading Comprehension at the Second Year of Islamic Junior High School Khairul Ummah Boarding School Air Molek Regency of Indragiri Hulu**

To obtain the data about the contribution of using pre-reading technique to improve students' reading comprehension, the writer acquired to show each score. It was used pertaining to the most important characteristic of an item to be

accurately determined by its difficulty. Then, the tests given to students were taken into account. Too difficult or too easy often showed the low reliability. Item difficulty determined as the proportion of correct responses. This is held pertinent to be index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly. The formula the item difficulty is as follows:

The formula for item difficulty is as follows:

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

Where

FV   : Index of difficulty or facility value

R   : The number of correct answers

N   : The number of examinees or students taking the test

The formula above was used to find out the easy or difficulties of each item test that the researcher gave to the respondents. The item that did not reach the standard level of difficulty was excluding from the test and they are changed with the new items that are appropriate. Stated that prepared in practice to accept items with facility values between 0.30 and 0.70.

The standard level of difficulty is < 30 and > 70. Then, the proportion correct is represented by "P", whereas the proportion incorrect is represented by "Q", it can be seen in the following tables:

Table IV.5

The Students are Able to Find Factual Information

Variable	Finding Factual Information					N
Item no	1	6	11	16	21	
Correct	18	18	20	20	20	25
P	0.52	0.52	0.60	0.60	0.60	
Q	0.48	0.48	0.40	0.40	0.40	

Based on the table IV.5, the proportion of correct answer for item number 1 showed the proportion of correct 0.52, item number 6 showed the proportion of correct 0.52, item number 11 showed the proportion of correct 0.60, item number 16 showed the proportion of correct 0.60, item number 21 showed the proportion of correct 0.60. Based on the standard level of difficulty "p" < 0.30 and > 0.70, it was pointed that item difficulties of each items number for students are able to find factual information, accepted.

Table IV.6

The Students are Able to Identify the Main Idea of the Text

Variable	Identifying the Main Idea					N
Item no	2	7	12	17	22	
Correct	20	20	19	20	20	25
P	0.60	0.60	0.56	0.60	0.60	
Q	0.40	0.40	0.44	0.40	0.40	

Based on the table IV.6, the proportion of correct answer for item number 2 showed the proportion of correct 0.60, item number 7 showed the proportion of correct 0.60, item number 12 showed the proportion of correct 0.56, item number 17 showed the proportion of correct 0.60, item number 22 showed the proportion

of correct 0.60. Based on the standard level of difficulty "p" < 0.30 and > 0.70, it was pointed that item difficulties of each items number for students are able to identify the main idea of the text, accepted.

Table IV.7

The Students are Able to Locate the Meaning of Vocabulary in Context

Variable	Locating the Meaning Vocabulary					N
Item no	3	8	13	18	23	
Correct	19	22	20	19	20	25
P	0.56	0.68	0.60	0.56	0.60	
Q	0.44	0.32	0.40	0.44	0.40	

Based on the table IV.7, the proportion of correct answer for item number 3 showed the proportion of correct 0.56, item number 8 showed the proportion of correct 0.68, item number 13 showed the proportion of correct 0.60, item number 18 showed the proportion of correct 0.56, item number 23 showed the proportion of correct 0.60. Based on the standard level of difficulty "p" < 0.30 and > 0.70, it was pointed that item difficulties of each items number for students are able to locate the meaning of vocabulary in context.

Table IV.8

The Students are Able to Identify References of the Text

Variable	Identify References of the Text					N
Item no	4	9	14	19	24	
Correct	20	22	20	19	18	25
P	0.60	0.68	0.60	0.56	0.52	
Q	0.40	0.32	0.40	0.44	0.48	

Based on the table IV.8, the proportion of correct answer for item number 4 showed the proportion of correct 0.60, item number 9 showed the proportion of

correct 0.68, item number 14 showed the proportion of correct 0.60, item number 19 showed the proportion of correct 0.56, item number 24 showed the proportion of correct 0.52. Based on the standard level of difficulty "p" < 0.30 and > 0.70, it was pointed that item difficulties of each items number for students are able to identify references of the text, accepted.

Table IV.9

The Students are Able to Identify Communicative Purpose of the Text

Variable	Identifying Communicative Purpose					N
Item no	5	10	15	20	25	
Correct	19	20	21	19	22	25
P	0.56	0.60	0.64	0.56	0.68	
Q	0.44	0.40	0.36	0.44	0.32	

Based on the table IV.9, the proportion of correct answer for item number 5 showed the proportion of correct 0.56, item number 10 showed the proportion of correct 0.60, item number 15 showed the proportion of correct 0.64, item number 20 showed the proportion of correct 0.56, item number 25 showed the proportion of correct 0.68. Based on the standard level of difficulty "p" < 0.30 and > 0.70, it was pointed that item difficulties of each items number for students are able to identify the communicative purpose of the text, accepted.

Table IV.10

The Classification of Experimental Group of the Second Year Students of

Islamic Junior High School Khairul Ummah Boarding School Air Molek

No	Categories	Score	Frequency	Percentage
1	Very good	80-100	17	68.0%
2	Good	70-79	8	32.0%
3	Enough	60-69	0	0%
4	Less	50-59	0	0%
5	Bad	0-40	0	0%
	Total	-	25	100%

Based on the table above, about the classification of experimental group of the second year students of Islamic Junior High School Khairul Ummah Boarding School Air Molek Regency of Indragiri Hulu, the output from 25 students shows, the category of number 1 that got the frequency 17 (68.0%), the category of number 2 shows 8 (32.0%), the category of number 3 shows 0 (0%), the category of number 4 shows 0 (0%), and the category of number 5 shows 0 (0%). The table above shows that the highest percentage of experimental group is 68.0%. Thus, the majority of the students in this regard are classified into **Very Good**.

Table IV.11

The Classification of Control Group of the Second Year Students of Islamic

Junior High School Khairul Ummah Boarding School Air Molek

No	Categories	Score	Frequency	Percentage
1	Very good	80-100	1	4.0%
2	Good	70-79	2	8.0%
3	Enough	60-69	21	84.0%
4	Less	50-59	1	4.0%
5	Bad	0-40	0	0%
	Total	-	25	100%

Based on the table IV.11, about the classification of control group of the second year students of Islamic Junior High School Khairul Ummah Boarding School Air Molek Regency of Indragiri Hulu, the output from 25 students, the category of the number 1 that got the frequency 1 (4.0%), the category of number 2 shows 2 (8.0%), the category of number 3 shows 21 (84.0%), the category of number 4 shows 1 (4.0%), and the category of number 5 shows no frequency (0%). The table above shows that the highest percentage of control group is 84.0%. Thus, the majority of the students in this regard are classified into **Enough**.

B. The Technique of Data Analysis

The data of the statistical result were divided into parts. The data were obtained through pre-test and post-test. To analyze the data, the writer used the statistical analysis to analyze the data in order to know the result whether or not there was any statistically significant different of using pre-reading technique and without using it. To analyze the data in this chapter, the writer had to know the mean score (M) and the standard deviation (SD).

The analysis of data of the students for experimental group and control group was explained as follows:

1. Experimental Group

$$X = \frac{79.68 - 61.44}{61.44} x100\%$$

$$= \frac{18.24}{61.44} x100\%$$

$$= 29\%$$

2. Control Group

$$Y = \frac{65.28 - 60.64}{60.64} x100\%$$

$$= \frac{4.64}{60.64} x100\%$$

$$= 7\%$$

From the data above, it can be seen that there was a difference score between experimental and control group. Where, the percentage from pre-test to post-test of experimental group is increasing 29% while the percentage from pre-test to post-test of control group is increasing 7%.

To analyze the data in order to know the result whether or not there was any statistically significant different of using pre-reading technique and without using pre-reading technique, the writer used Paired Sample T-test.

When the samples are dependent, a special T-test for dependent mean is used. This test employed the difference in values of the matched pairs. The hypothesis is:

$$\frac{Two-tailed...left-tailed..right-tailed}{H_0 : \sim_D = 0....,H_0 : \sim_D \geq 0....,H_0 : \sim_D \leq 0}$$
$$H_1 : \sim_D \neq 0....,H_1 : \sim_D < 0.....,H_1 : \sim_D > 0$$

Where $\tilde{}_D$ is the symbol for the expected mean of the difference of the matched pairs, where the observed value is the mean of the differences, the expected value $\tilde{}_D$ is zero if the hypothesis is $\tilde{}_D = 0$. The standard error of the difference is the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normal distributed.

Table IV.12

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental Class	61.44	25	4.883	.977
	Post-test Experimental Class	79.68	25	4.308	.862

The table above shows that mean score before is 61.44, and after 79.68, while N are 25. The standard deviation before showed is 4.883, and after is showed 4.308. The mean standard error before showed is 977, and after showed is 862.

Table IV.13

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test Experimental Class & Post-test Experimental Class	25	.688	.000

The table IV.13 shows correlation between before and after, where correlation obtained is 688 and significant sample is 0.00. The probability of assumption are:

a. If the probability > 0.05 the null hypothesis can be accepted.

b. If the probability < 0.05 the null hypothesis cannot be accepted.

Because, the samples are significant, 0.00 is smaller than 0.05. It means that the null hypothesis cannot be accepted and alternative hyphotesis can be accepted.

Table IV.14

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pre-test Experimental Class - Post-test Experimental Class	-18.240	3.666	.733	-19.753	-16.727	-24.877	24	.000

The table above shows analysis of result by using T-test. Where T-test compares between t_0 (t obtain) and t_t (t table). The score of t_0 is 24.877 higher than t table whether 5% and 1% ($2.06 < 24.877 > 2.80$). It means that the null hypothesis cannot be accepted and alternative hyphotesis can be accepted. The probability of assumption are:

a. If the probability > 0.05 the null hypothesis can be accepted.

b. If the probability < 0.05 the null hypothesis cannot be accepted.

Based on the result of Paired Sample T-test by using SPSS above, the t test sign is $< r \left(0.00 < 0.05\right)$. It means that H_o cannot be accepted and H_a can be accepted.

After calculating the degree of freedom above, we know that the degree of freedom is 24. Then, T-table at 5% the grade of significance is 2.06; while in the level 1% the grade of significance is 2.80, so the writer can conclude that t_0 is higher than t-table 5% and 1%. It can be read that $2.06 < 24.877 > 2.80$.

From the data above can be concluded there is significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique at the second year of Islamic Junior High School Khairul Ummah Boarding School Air Molek Indragiri Hulu Regency.[3]

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[3]*Ibid.,* pp. 304

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. The Conclusion

After analyzing the previous data, the writer makes the conclusion of this research as follows:

1. The students' reading comprehension taught by using pre-reading technique at the second year of Islamic Junior High School Khairul Ummah Boarding School Air Molek Regency of Indragiri Hulu is categorized into very good level.

2. The students' reading comprehension taught without using pre-reading technique at the second year of Islamic Junior High School Khairul Ummah Boarding School Air Molek Regency of Indragiri Hulu is categorized into enough level.

3. Based on the analysis of T-test formula, it can be conclude that Ho is rejected and Ha is accepted. It means that there is a significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique at the second year of Islamic Junior High School Khairul Ummah Boarding School Air Molek Regency of Indragiri Hulu.

B. The Suggestion

Considering the result of this research, the writer would like to give some suggestions as follows:

1. The Suggestion for Teacher

a. The researcher suggests English teachers to choose the suitable strategy, method, or technique in teaching reading for the students to make the students interested in English.

b. The teacher should be creative to improve the students' comprehension in reading text by giving any assignment in every meeting, or giving them homework, especially in answering the questions based on the text.

2. The Suggestions for Students

a. The students should have a high motivation in reading English texts.

b. The students should make reading as habitual action.

c. The students should know the content of the text of what he/she have read.

Finally, the writer considers that this researcher still needs validation from the next researcher that has the same topic as this research.

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