

**THE EFFECT OF USING PRE-READING PLAN (PREP)
STRATEGY TOWARDS READING COMPREHENSION
OF THE SECOND YEAR STUDENTS
AT SMA N 2 SINGINGI**



BY

DINARTI

NIM. 10814002315

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

**THE EFFECT OF USING PRE-READING PLAN (PREP)
STRATEGY TOWARDS READING COMPREHENSION
OF THE SECOND YEAR STUDENTS
AT SMA N 2 SINGINGI**

Thesis

Submitted to Fulfill One of the Requirements
For Getting Bachelor Degree in English Education
(S.Pd.)



By

DINARTI

NIM. 10814002315

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

ABSTRACT

Dinarti (2012). The Effect of Using Pre- Reading Plan (PReP) Strategy toward Reading Comprehension of the Second Year Students at SMA N 2 Singingi.

Based on school based curriculum (KTSP), reading is as one of the English skills that must be taught and learned in senior high school. SMA N 2 Singingi is one of the schools that uses it as a guide in teaching- learning process. After doing preliminary observation there, the writer found that some of the students of the second year still had problems in comprehending the text. The writer interpreted that they had lack of comprehension because they had lack of vocabulary, unable to identify the topic, unable to recognize the generic structure of the text and so forth.

The objectives of this research were to find out the ability of the second year students in comprehending reading text without using Pre- Reading Plan (PReP) strategy, to find out the ability of the second year students in comprehending reading text by using Pre- Reading Plan (PReP) strategy, and to obtain the effect of using Pre- Reading Plan (PReP) strategy toward reading comprehension of the second year students at SMA N 2 Singingi.

The type research was quasi-experimental research . The design based on pretests, posttests, and use of a control group was employed in this research. The subject of this research was the second year students at SMA N 2 Singingi. The object of this research was the effect of using Pre- Reading Plan (PReP) strategy. On this research, researcher took 2 classes; experimental class and control class from four class available. Meaning that there are 62 students as the sample of this research from the population 129 in the academic year of 2011/ 2012 that took by using cluster sampling technique

To analyze the data, the researcher used Independent t-test formula. The result of data analysis was that T_o was higher than t_{table} . In other word, there is a significant effect of using Pre- Reading Plan (PReP) strategy toward reading comprehension of the second year students at SMA N 2 Singingi. Therefore, it can be concluded that students' reading comprehension taught by using Pre- Reading Plan (PReP) strategy was better than students' reading comprehension taught by using three phased technique.

ACKNOWLEDGMENT



All praises belong to Allah Almighty, the Lord of Universe, who rewards the writer time, opportunity, energy, financial, health and the most is belief so the writer is able to accomplish this project paper to fulfill one of the requirements for the award of undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. Shalawat and gratitude do to our noble character, the prophet Muhammad peace be upon him, he is a teacher of teachers, he is as the best educator that teaches and educates the human kind so he has brought us from darkness to the lightness.

In conducting the research and finishing this project paper, the writer got suggestions, encouragements, motivation, and supports from many sides. Therefore, in this chance and opportunity, the writer would like to express the great thanks and gratitude to those who have given the writer a lot of things that writer is able to finalize and publish this research:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty of State Islamic University Sultan of Syarif Kasim Riau.
3. Dr. Hj. Zuhidah, M.Pd, the Chairperson of Department of English Education for her guidance to complete this thesis.

4. Dedy Wahyudi, M.Pd, the Secretary of English Education Department who has given correction and guidance in completing this thesis.
5. Drs. H. Jasno Susanto, M.Pd, the writer's Supervisor who has guided the writer in completing this project paper.
6. All lectures who have given their knowledge and insight through the meeting in the class or personally.
7. Drs. Yuli Afriza, the Headmaster of SMA Negeri 2 Singingi and his staff and teachers who have given their kindness as long as the writer collected the data.
8. Yunriza, S.Pd, the English teacher of SMAN 2 Singingi who has given the writer guide and advice in conducting the research.
9. My beloved parents; Sumarno Edi Saputro and Tarmini who have given great love, advice, support and pray. My beloved young sister and young brother; Robiatul Hasanah and Tohir Muhajir, thanks for your love and support, who always motivate and beside me in my happiness and sadness in my study. I love you all.
10. My best friends, Daryono, Rina Yuliana, Elfiana Sari, Reni Agustina, and Marta Liza Manik for your supports and advices.
11. All my classmates; Suryati, Endang, Marya Ulfa, S.Pd, Arrohma, Eri, Andi, Sayid Agustian, S.Pd, Muna, Ambar, Ayi, Una, Delfi, Ria, Nita, Deni and students of English Education Department in the academic year 2008.

Finally, the writer realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this project paper. May Allah Almighty bless them all. Amin....

Pekanbaru, July 31th 2012

The researcher

DINARTI
NIM. 10814002315

LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGMENT	iii
ABSTRACT	vi
LIST OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF APPENDICES	xiii

CHAPTER I: INTRODUCTION

A. Background of the Problem	1
B. The Definition of the Term	4
C. Problem	6
1. The Identification of the Problem	6
2. The Limitation of the Problem.....	6
3. The Formulation of the Problem.....	7
D. The Objective and Significance of the Research	8
1. The Objective of the Research	8
2. The Significance of the Research.....	8

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Theoretical Framework	9
1. The Nature of Reading.....	9
2. Reading Comprehension	12
3. Teaching Reading Comprehension	13
4. Hortatory Exposition Text	17
5. The Concept of Pre-Reading Plan (PreP) Strategy	17
6. Three- Phased Technique.....	21
B. Relevance Research	22
C. The Operational Concept	24

D. Assumption and Hypotheses.....	25
-----------------------------------	----

CHAPTER III: METHOD OF THE RESEARCH

A. The Design of Research.....	27
B. The Location and Time of the Research.....	28
C. The Subject and Object of the Research.....	29
D. The Population and Sample of the Research.....	29
E. The Technique of Collecting Data.....	31
F. The Technique of Data Analysis.....	34
1. Reliability and Validity of the Test.....	34
2. T- Test.....	40

CHAPTER IV: DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data.....	41
B. The Data Presentation.....	43
1. Students' reading comprehension taught without using pre-reading plan (prep) strategy.....	43
2. Students' reading comprehension taught by using pre- reading plan (prep) strategy.....	47
3. The data presentation of the effect of using pre- reading plan strategy toward students' reading comprehension ..	51
C. The Data Analysis.....	52
1. Analysis of students' reading comprehension taught without using pre-reading plan (prep) strategy.....	52
2. Analysis of reading students' comprehension taught by using pre-reading plan (prep) strategy.....	55
3. The data analysis results of students' reading comprehension in control class and experimental class..	58

CHAPTER VI: CONCLUSION AND SUGGESTION

A. Conclusion.....	66
--------------------	----

B. Suggestion 67

BIBLIOGRAPHY

APPENDICES

LIST OF TABLES

Table III.1	The Simple Schema Design of the Research	27
Table III.2	The Population of the Research	29
Table III.3	The Sample of the Research.....	29
Table III.4	BluePrint	33
Table III.5	The Data of Try-Out.....	36
Table IV.1	The Score of the Students' Reading Comprehension Taught without Using Pre- Reading Plan (PReP) strategy.....	43
Table IV.2	The Frequency Distribution of Reading Comprehension Test in Control Class (Pre-Test-Cont)	44
Table IV.3	The Frequency Distribution of Reading Comprehension Test in Control Class (Post-Test-Cont).....	45
Table IV.4	The Score of the Students' Reading Comprehension Taught with using Pre- Reading Plan (PReP) Strategy	47
Table IV.5	The Frequency Distribution of Reading Comprehension Test in Experimental Class (Pre-Test-Exp)	48
Table IV.6	The Frequency Distribution of Reading Comprehension Test in Experimental Class (Post-Test-Exp).....	49
Table IV.7	Students' Pre-Test and Post-Test of Experimental and Control Class	51
Table IV.8	The Students' Score of Pre-Test in Control Class	52
Table IV.9	The Students' Score of Post-Test in Control Class.....	53
Table IV.10	The Classification of Post- Test Score in Control Class.....	54
Table IV.11	The Students' Score of Pre-Test in Experimental Class.....	55
Table IV.12	The Students' Score of Post-Test in Experimental Class	56
Table IV.13	The Classification of Post- Test Score in Experimental Class.	57
Table IV.14	The Students' Gain Post-Test Score in Experimental Class ...	59
Table IV.15	The Students' Gain Post-Test Score in Control Class.....	61

CHAPTER I

INTRODUCTION

A. Background

In State Senior High School level, one of the most important elements to be acquired in teaching and learning English is reading. Hasibuan said that learners are expected to be able to use English to survive purpose and to communicate for daily needs such as reading newspaper and manual. Meaning that, the students are pursued to master all aspects of English skills, especially for reading ¹.

There are several important aspects in reading. Reading cannot be done without having phonetic, fluency, and comprehension aspects, especially for English students, readers, and even researchers. In arrow of this idea, the national reading panel in Ellen, Nancy Hulan, and Vicky Layne point out that five key areas must be addressed in the reading instruction in classrooms: phonemic awareness, phonics, fluency, comprehension, and vocabulary ².

Reading is one of skills that should be acquired by the students, especially in senior high school level. In order to accomplish the need of reading, School Based Curriculum 2009 (KTSP) for the second year students

¹ Kalayo Hasibuan, and Muh. Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau. 2007.p.2

² Ellen Mcintyre, et al. *The Instruction for Diverse Classroom (Research-Based, Culturally Responsive Practice)*. New York: The Guilford Press. 2011.p:6

states that the standard standard competence of learning English, especially for reading refers to the capability of reading and comprehension of meaning of the text accurately, fluently, and contextually in the text forms; narrative, spoof and hortatory exposition ³. In this research, the writer focuses on the hortatory exposition text. In hortatory exposition text, the students should be able to identify main idea of the text, meaning word of the text, the argument in the text, the reference, and the purpose of the text ⁴. It means that the students should be able to comprehend the text and get the information from text.

Based on researcher's preliminarily study at SMA N 2 Singingi, the teacher taught the students, especially for reading in hortatory exposition text, by using three- phased technique. Teacher explained about the definition, purpose, and example of hortatory exposition text, then made a question and answered section. After that, the teacher asked the students to read and to comprehend a hortatory exposition text. The last, teacher asked the students to answer the questions available in their textbook. Based on the description above, ideally, the students should be able to comprehend a text especially for hortatory exposition text, but, in fact, the researcher found that some students still had difficulties in reading, especially for hortatory exposition text. The problem faced by the students can be outlined in the following symptoms:

³ Departemen Pendidikan Nasional. *MODEL Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA dan MA*. Solo: PT. Tiga Serangkai, 2006

⁴ Team of Curriculum SMA N 2 Singingi. *Syllabus SMA N 2 Singingi 2009*. Unpublished.

1. Some of the students do not have enthusiasm in reading.
2. Some of the students get difficulties in understanding the hortatory exposition text.
3. Some of the students cannot read the hortatory exposition text with good comprehension.
4. Some of the students have lack of effort to improve their reading skill.
5. Some of the students are not able to identify the Generic Structure of the text.
6. Some of the students are not able to identify the purpose of the text.
7. Teaching technique used by the teacher do not give a good result yet.

Generally, the problems faced by the students are caused by some factors such as the facility in the school is not complete; the technique used by teacher is not interesting and the students' interest in learning English is low. There is actually a good strategy as a solution of their problems; it is called Pre- Reading Plan strategy. Collin says that PreP (Pre-Reading Plan) is a model for eliciting and classifying prior knowledge. This strategy can be used to help students to activate their prior knowledge that is very crucial in reading comprehension ⁵.

⁵ Collin Harrison. *Understanding Reading Development*. London: Sage Publication. 2004. p.105

Based on the problems stated above, the writer is interested in carrying out a research entitled **“The Effect of Using Pre- Reading Plan (PReP) Strategy Toward Reading Comprehension of the Second Year Students at SMA N 2 Singingi”**.

B. Definition of the Terms

The topic of this research is the effect of using of PReP strategy toward reading comprehension of the second year students of SMA 2 Singingi. It is necessary to define some terms used in this research:

1. The Effect

Hornby states that effect is a change procedure by an action or cause as defined ⁶. In this research, the effect means the alteration of students' reading comprehension between students who are taught by using PReP strategy and those who are not taught by using PReP strategy at the second year of SMAN 2 Singingi.

2. Pre-Reading Plan (PReP)

Langer in Dianne said PReP is a three step demonstration for teachers to use before assigning textbook reading to their students. PReP (Pre-Reading Plan) is a model for eliciting prior knowledge ⁷. Meaning that, PReP is a tool to enhance students' comprehension in the pre reading. PReP strategy is expected to activate students' background knowledge and

⁶ AS Hornby. *Oxford Advanced Learner's Dictionary of Current English*, Oxford: Oxford University Press. 1995.p.422

⁷ Region XIV Comprehensive Center. *Learning Strategies Resource Guide*. Tucker: Region XIV Comprehensive Center Educational testing Service. 1979.p.9

to raise their interest and also their cognitive aspect to predict what will be faced by them in the whole text that will be given. In this research, Pre-Reading Plan is treated for the second year students of SMAN 2 Singingi.

3. Strategy

Strategy is a plan intended to achieve a particular purpose, Hornby⁸. In here, the strategy means plan that is designed to achieve the goals of teaching and learning process especially in reading comprehension by using PReP strategy.

4. Reading Comprehension

Westwood says that Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text⁹. Here, the writer wants to explore PReP strategy to help students in understanding and getting information from the text.

5. Hortatory Exposition Text

A Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea¹⁰. In this study, the kind of text that would be used is hortatory exposition text.

⁸ AS Hornby. *Opcit*.pp.1336

⁹ Petter Westwood. *What Teachers Need to Know about Reading and Writing Difficulties*. Victoria: Acer Press. 2008. p.31

¹⁰ Th. M. Sudarwati and Eudia Grace. *Look Ahead an English Course for Senior High School Students Year XI SMA/ MA*. Jakarta: Erlangga. 2007.p.204

C. The Problem

1. The Identification of the Problem

Based on the problems mentioned above and supported by the phenomena, it is clear that some of the second year students at SMA N 2 Singingi still encounter many problems in learning English especially in reading. For further explanation, these problems will be explained in some points as follows:

- a. Why do some of the students get difficulties in understanding the hortatory exposition text?
- b. Why do some of the students cannot read the hortatory exposition text with good comprehension?
- c. Why are some of the students not able to identify the Generic Structure of the text?
- d. Why are some of the students not able to identify the purpose of the text?
- e. Why do some of the students have lack of effort to improve their reading skill?
- f. Why do some of the students not have enthusiasm in reading?
- g. Why do the teaching technique used by the teacher not give a good result?

2. Limitation of the Problem

Based on the identification of the problem above, some of the students cannot read the hortatory exposition text with good comprehension,

the students get some difficulties to find the generic structure in hortatory exposition text, some of the students do not enthusiasm, and the teaching technique used by the teacher do not give a good result. In here, it can be seen that the previous teaching technique (three phased technique) do not give better result. Therefore, the researcher limit the problem on the teaching technique used by the teacher. The researcher will try to use a new teaching strategy called Pre- Reading Plan (PreP) strategy and to find how far Pre- Reading Plan (PreP) strategy can give a significant effect toward reading comprehension of the second year students at SMA N 2 Singingi.

3. Formulation of the Problem

The formulation of the problem in this research is formulated in the following research questions:

- a. How is the students' reading comprehension in hortatory exposition text without using Pre- Reading Plan (PreP) strategy?
- b. How is the students' reading comprehension in hortatory exposition text with using Pre- Reading Plan (PreP) strategy?
- c. Is there any significant effect of using of Pre- Reading Plan (PreP) strategy towards students' reading comprehension in hortatory exposition text?

D. The Objectives of the Research and the Significance of the Research

1. The Objectives of the Research

- a. To obtain the information about students' reading comprehension in hortatory exposition text without using Pre- Reading Plan (PReP) strategy.
- b. To elicit the data about the students' reading comprehension in hortatory exposition text with using Pre- Reading Plan (PReP) strategy.
- c. To find out the effect of using Pre- Reading Plan (PReP) strategy toward reading comprehension in hortatory exposition text of the second year students at SMA 2 Singingi.

2. The Significance of the Research

- a. This research is hopefully contributing to the writer as a researcher in term of learning to conduct a research as a novice researcher.
- b. These research findings are also expected to give the positive contribution and information pertaining to the process of teaching and learning English especially in reading comprehension for the students and the teachers at the second year of SMA N 2 Singingi.
- c. These research findings are also expected to contribute the development of teaching and learning English theoretically or practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Frame Work

1. The Nature of Reading

Reading is one of the activities that is done by language students (students of English). This activity is normally done by the literate society. In the reading process, there are two compositions that include in it; they are the reader and the text that finally it will be resulting a comprehension. Pertaining by this idea, Kalayo said that reading is an interactive process that goes on between the reader and the text ¹¹. Meaning that, reading process should consist of two points that are the reader, and the text. and then the goals of the process of the reading is to acquire comprehension.

Judi Moreillon argues that Reading is making meaning from print and from visual information; it is an active process that requires a great deal of practice and skill ¹². It means that to get language reader must be able to decode (sound out) the printed words and also comprehend what we read.

Furthermore, Brown says that the process of reading should focus on bottom-up and top down for processing separate letter, word and phrases. Then the reader must develop appropriate content and schemata (background

¹¹ Kalayo Hasibuan and Muh. Fauzan Ansyari. *Loc. Cit.* p: 114

¹² Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association. 2007.p.10

knowledge) and also cultural experience to carry out the interpretation effectively¹³. As long as we know that the reading process is an activity to read text or passage and we have already know that in text it self, there is letter, word, phrases and sentences and also paragraph. Therefore, we need to recognize each of them in gaining information. Moreover, pertaining to the Brown's opinion that the personal experience and schemata also have a big role in understanding a text in reading process because the schemata or background knowledge will be effecting to the interpretation of readers' understanding.

To successful reading of the students, the students have to understand the text. It is important to apply reading skill to the students for their success. Birch says that there are 3 ways to build an interactive reading¹⁴:

- a. The different processing strategies, both top and bottom, along with the knowledge base, interact with each other to accomplish the reading.
- b. The reader's mind interacts with the written text so that the reader can understand the message.
- c. The reader interacts indirectly with the writer of the text across time and space because it is the writer who is communicating information to the reader, but it is the reader who must grasp the information from the writer.

¹³ H. Douglas Brown. *Language Assesment; Principles and Classroom Practices*. London: Longman. p.185

¹⁴ M. Barbara Birch. *English L2 Reading Getting to the Bottom*. London: Lawrence Erlbaum Associates, Publishers. 2002. p.4

In short, reading is not just an active process but also interactive process. Students are suggested to think as interactive as possible.

In addition, Brown states that the good reader can identify what the text talks about, make conclusion and take information from the text. There are four basic types of reading performance, they are ¹⁵:

a. Perceptive

Perceptive reading task involving to attend the components of larger stretches of discourse such as; letter, word, punctuation, and other graphemic symbols or bottom up processing is implied.

b. Selective

This category, the students can give brief response from the text that is intended as well, in other words, a combination of bottom-up and top- down processing in teaching reading.

c. Interactive

This is type of reading that stretches language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text.

d. Extensive

In this type, the reader reads more than one page of text. The text can be articles, essays, journals, technical reports, short

¹⁵ H. Douglas Brown. *Op. Cit.* p.189

stories and also books. Commonly, extensive reading is done outside the classroom.

In conclusion, reading is an achieving meaning from the writer to the reader in order to get new information. Reading activity is important because it includes message communicated and used to understand something that is not found from oral communication.

2. Reading Comprehension

Reading is an activity with a specific purpose, meaning that readers have something that would be reached by doing reading activity it self; such as gaining the necessary information or even getting pleasure, but the main point is the reader should understand what the text or author talks about. In other words, the reader should comprehend the text in order to reach his purpose to do reading activity.

In line with this idea, Westwood says that Reading comprehension can be defined as an active of thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend, readers must use information that they already possess to filter, interpret, organize and reflect upon the incoming information from the page. There are some aspects to make efficient interpretation of text involving:

- a. Combination of word recognition skills
- b. Linking of new information to prior knowledge, and
- c. Application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting ¹⁶.

Based on Westwood's statements above, it is clear that reading comprehension can not be separated with the knowledge of the students' possession, or prior knowledge. A person with more prior knowledge is able

¹⁶ Petter Westwood. *Loc. Cit.* p.31

to comprehend better than a person with less. Because All readers use their prior knowledge to bring meaning to texts, Anderson and Pearson (1984) in Kathy Ganske and Douglas Fisher ¹⁷. Therefore, it stands to reason that the more relevant prior knowledge a reader possesses, and the greater his or her ability to access and to use that knowledge, the greater the likelihood of successful comprehension will be. The prior knowledge plays a role in understanding what to expect within certain genres of text structures, when drawing inferences and when making accurate predictions.

In brief, prior knowledge has an important role in reading process. The prior knowledge is like an affect when the student begin to read a material then the student interconnected between the prior knowledge that she/he has with the text available. Therefore, realizing this fact, activating prior knowledge has become a necessity when the student will begin reading activity. Activating student's prior knowledge is normally done in the pre-reading activity. Considering how important the role of priorknowledge in reading process, the writer tries to activate students' priorknowledge by using Pre-Reading Plan strategy.

3. Teaching Reading Comprehension

Based on Andrew P. Johnson idea, Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If

¹⁷ Douglas Fisher and Kathy Ganske. *Comprehension across the Curriculum Perspectives and Practices*. New York: The Guilford Press. 2010. p.32

there is no meaning being created, there is no reading taking place ¹⁸. The main points in comprehending the text which is related to the goals is that the teacher should teach it in order to make students understand the text.

In addition, Harmer says that there are some principles in teaching reading that will be appeared in the following points:

a. Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are printing, understand the arguments, and work out if we agree with them.

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

Students who are not engaged with the reading text, will not actively interested in what they are doing. They are less likely to benefit from it.

c. Students should be encouraged to respond the content of a reading text, not just to the language.

We must give students chance to respond the message in some way. It is important that they should be allowed to express their feelings about the topic- provoking personal engagement with it and the language.

d. Prediction is major factor in reading

The book cover, the headline, the word processed page sometimes will make our brain start predicting what we are going to read. Teachers should give students hints, so that they can predict what is coming too. It will make them better and more engaged readers.

e. Match the task to the topic.

Once a decision has been taken about what reading text is that the students are going to read, we need to choose good reading tasks.

f. Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. it doesn't make sense just to get students to read it. Good teachers integrate the reading text into interesting class

¹⁸ Andrew P. Johnson. *Teaching Reading and Writing a Guide Book for Tutoring and Remediating Students*. Maryland: Rowman & Littlefield Publishers, Inc. 2008. p. 3

sequences, use the topic for discussion and further tasks, use the language for study and later activation ¹⁹.

In teaching reading as well as teaching other skill such as listening, speaking and writing, the teacher should assess students' reading comprehension. To assess students reading comprehension the teacher need indicators. The indicator also as the guidance for teacher and students what aspects should be reach. Based on Wetphal opinion there are some indicators of reading comprehension:

- a. The student are able to find factual information.
- b. The student are able to identify main idea.
- c. The student are able to identify supporting idea.
- d. The student are able to locate the meaning of vocabulary in context.
- e. The student are able to make inference from the reading text ²⁰.

Then, the syllabus of SMA N 2 Singingi also have indicators for reading comprehension:

- a. The student are able to identify the topic of hortatory exposition text.
- b. Students are able to understand the meaning of vocabulary in hortatory exposition text.

¹⁹ Jeremy Harmer. *How to Teach*. London: Longman. 2000. p. 70

²⁰ Judith Wetphal Irwin. *Teaching Reading Comprehension Processes*. New Jersey: Englewood Cliffs. 1986. p. 3

- c. The student are able to identify the case in hortatory exposition text.
- d. The student are able to identify the argument in hortatory exposition text.
- e. The student are able to identify the recommendation in hortatory exposition text.
- f. The student are able to identify the sentence in hortatory exposition text.
- g. The student are able to identify the purpose of hortatory exposition text.

The writer realize that both indicators above are too much to be implied in this research. Therefore, in this research the writer use the indicators of reading comprehension from the syllabuss of SMA N 2 Singingi:

- a. Students are able to identify topic of hortatory exposition text.
- b. Students are able to understand the meaning of vocabulary in hortatory exposition text.
- c. Students are able to identify the generic structure of hortatory exposition text.
- d. Students are able to identify reference of hortatory exposition text.
- e. Students are able to identify the purpose of hortatory exposition text.

4. Hortatory Exposition Text

A hortatory exposition text is a factual text used. Hortatory text is purposed to persuade the reader or listener that something should or should not be the case. To point of view or an argument, this type of text can be found in scientific book, journalism magazine, news paper, articles, academic speech or lectures, research report, etc.

Hortatory exposition text has generic structure to make the student easy to comprehend when the students read this text, they are.²¹

- a. Statement of Position (Thesis): stating an issue of concern.
- b. Arguments: giving reasons for concern, leading to recommendation.
- c. Recommendation: stating what ought or ought not to happen.

In this research, the researcher tries to implicate PReP strategy for teaching reading comprehension especially for hortatory exposition text.

5. The Concept of Pre Reading Plan (PReP) Strategy

- a. Definition and Advantages of Pre- Reading Plan (PreP) Strategy

Langer in Lapp Dianne said PReP is a three step demonstration for teachers to use before assigning textbook reading to their students. PreP (Pre-Reading Plan) is a model for eliciting prior knowledge²². This strategy can be used to help students to activate their prior knowledge that is very crucial in reading comprehension. The more prior knowledge can be activates the easier for students to comprehend a text will be.

²¹ Th.M Sudarwati and Eudia Grace. *Loc. Cit.* p.204

²² Region XIV Comprehensive Center. *Loc. Cit.* p.9

This idea also is supported by Langer that readers who are engaged in prior knowledge elaboration learned more and retained more than those who did not, even though the teacher specifically refrained from introducing any new material herself during the elicitation phases ²³. Langer argues that eliciting and organizing prior knowledge makes the approach to new learning more meaningful and activates schemata (the cognitive frameworks) onto which new knowledge will be mapped so that the teaching, when this does begin, will be much more effective.

Langer also demonstrates that prior knowledge is a better predictor of learning than IQ, which suggests that if teachers elicit, clarify and organize prior knowledge, and thereby increase provisional understanding, processing and recall for all students that will be increased. The explanation of why the pre-reading plan strategies are so effective is when the knowledge of the student is shared in the discussion class, it would give another students advantages, they would know their friend's ideas which could promote another students to share their own idea too, because each student has same opportunity before the new knowledge, vocabulary and concepts are encountered.

In short, here the objective of PReP are: ²⁴

1) Activating prior knowledge.

²³ Collin Harrison. *Loc. cit.* p.105

²⁴ Manzo, A., Manzo, U., & Estes, T. (2001). *Content Area Literacy: Interactive Teaching for Active Learning*, (3rd ed.). New York: Wiley & Sons. P.15

- 2) Hearing and reflecting on peers' ideas.
- 3) Clarifying, refining, and enlarging knowledge.

b. The phases of PReP strategy

There are some procedures in applying Pre- Reading Plan (PreP) strategy in the classroom, especially in teaching and learning reading. Based on Diane, et.al, teaching reading by using PReP strategy will used three phases as follows ²⁵:

- 1) The first phase, initial associations with the concept,

It requires that teachers review the section of text to be read by students, decide on a key concept, and select a word, phrase, or picture that can be presented to the group to start a discussion on the topic. For example, when introducing a text on the reasons underlying a "civil war," the discussion could begin with a question by the teacher such as, "What do you think of when you hear the words civil wars?" During this phase, the goal is to have students brainstorm as many free associations with the chosen concept as possible.

- 2) The second phase, reflections on initial associations,

The students are asked to explain their free associations. The teachers asks questions such as, "Where did that idea come from?" and "Why does the term 'civil wars' make you think of the North and South fighting battles?", Langer considered the social aspects of PReP important. By listening to the associations and explanations of others, the students are extending their

²⁵ Lapp Diane et. Al. *Content Area Reading and Learning Instructional Strategies*. London. Lawrence Erlbaum Associates, Publishers. 2004. p.311.

background knowledge. This sharing may also help to correct accessing of potentially misleading background knowledge (e.g., responding with "fighting over slaves"), providing students an opportunity to correct misconceptions (e.g., generalizing from one issue over which the American Civil War was fought to all civil wars).

3) The Third phase provides the reformulation of knowledge

The basis for students' understanding of how text and background knowledge interrelate. In the final phase of Pre- Reading Plan (PreP) strategy, reformulation of knowledge, students again make free associations with the original concept, prompted by the question, "Do you have any new ideas about civil wars?" often, the students responses in this phase reflect a higher level of understanding than responses in the first phase, that is, the use of super ordinate concepts, analogies, and characteristics versus remotely related first hand experiences or phonetic word associations.

4) The students read the assigned text and review associations made.

The phases of PReP can provide diagnostic information for the teacher, as well as enhancing students' comprehension. In examining students' responses, the teacher can determine if the level of prior knowledge that students demonstrate is sufficient for their understanding of the reading selection to come.

PReP provides teachers with an opportunity to model pre reading questioning strategies. Through these questions (i.e., "What do you know about...?" "How do you know that?" and "Do you have any new ideas

about...?") and group discussions. The teacher is demonstrating for students the need to consider information that they already have, to collaborate with peers to enhance their knowledge base, and to reflect on new information.

In conclusion, the procedures of teaching reading by using PReP Strategy are:

- a) The teacher gives a key concept of the text then asks students brainstorm as many free associations with the chosen concept as possible based on the key concept given.
- b) The teacher asks students to explain their free associations.
- c) The teacher asks students again make free associations with the original concept, prompted by the question.
- d) The teacher asks students to read the assigned text and review associations made.

6. Three- Phased Technique

Three- phased technique is a technique which consists of three stages of teaching process. Nunan in Misdaliza states that teaching reading has three- phased activities, they are as follows²⁶:

a. Pre-reading activity

Pre- reading activity is the activity before reading process then, the aims of this are:

²⁶ Misdaliza. *The Use of Picture Series in Teaching Reading at MAN Kampar Air Tiris*. 2005.p. 3-4 Unpublished

1. To introduce and arouse the interest of the students to the topic.

In this case, the teacher introduces to the students about the topic which they will discuss in English class.

2. To motivate the students to give a reaction for the reading text.

Teacher can ask the students some questions related to the topic.

3. To provide some language preparation for the text. In this term,

teacher can show some language preparation, such as: the words, phrases, or sentences that can be used to lead the students' attention to the material.

b. Whilst- reading activity

Whilst- reading activity is the core of the lesson. What needs to be done is to develop students' reading skill by scanning and skimming. Skimming is reading rapidly to get general information, while scanning is reading rapidly to find special information.

c. Post reading activity

Post reading activity can be done in various activities related to the passage that has been read. An oral or written, follows up activity, the students can be asked to describe a situation related to the passage or an incident similar to the passage.

B. Relevant Research

Egis Fajruna El- Mubarak holds a research entitled “ Effect of Pre- Questioning toward Reading Comprehension of the second Year Students at

Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru. This research was categorized successful because there was significant increase in experimental class treated by pre questioning.²⁷ In this research pre questioning also applied at pre- reading same as Pre- Reading Plan (PreP) strategy. Beside that, pre questioning also helped students to activate their prior knowledge in reading comprehension same as in Pre- Reading Plan (PreP) strategy, but the differences are the questions in this model came from the students, then they tried to solve their own questions by reading the passage and then on Egis' research, there was no special genre while on this research Pre- Reading Plan (PreP) strategy treated to help students in comprehending the text, especially hortatory exposition text.

Minoos Alemi from Sharif University of Technology (Tehran,Iran) holds a research entitled "The Effects of Pre -reading Activities on ESP Reading Comprehension". The present study intended to investigate the effects of pre- reading activities on reading comprehension of L2 learners of science and technology majors. The findings revealed that better comprehension can be gained through restoring to pre-reading activities. In fact, experimental group which was exposed to pre- reading activities gained considerable abilities in comprehension than control group. Results of this study revealed that giving prior information through restoring to pre- reading activities might become a useful tool for teachers of ESP to facilitate the learner's reading comprehension. Basically, Alemi's research is almost the

²⁷ Egis Fajruna El Mubarak. *Effect of Pre- Questioning toward Reading Comprehension of the second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru*. 2009. Unpublished

same with this strategy. Both of these strategy are explore the strategy in pre reading activity²⁸.

C. The Operational Concept

In this term, writer would explain briefly about variable of this research. There are two variables used. The first is Pre-Reading Plan (PREP) strategy as the teachers' strategy in teaching reading comprehension; the second is students' ability in reading comprehension. Using Pre- Reading Plan (PreP) strategy is an independent variable known as X variable and students' reading comprehension is a dependent variable known as Y variable. To avoid misunderstanding and misinterpretation, the writer would classify these variables as follows:

- 1. The teaching procedures of experimental class treated by using Pre- Reading Plan (PREP) strategy.**
 - a. The teacher gives a key concept of the text then asks students to brainstorm as many free associations with the chosen concept as possible based on the key concept given.
 - b. The teacher asks students to explain their free associations.
 - c. The teacher asks students again to make free associations with the original concept, prompted by the question.

²⁸ Minoos Alemi. *The Effects of Pre -reading Activities on ESP Reading Comprehension*. Sharif University of Technology(Tehran,Iran). Accessed on http://www.google.co.id/#q=correlation+Pre+Reading+Plan+strategy+journal&hl=id&prmd=imvns&ei=mkSfUKbGO8W8rAfV44GIBQ&start=20&sa=N&bav=on.2.or.r_gc.r_pw.r_qf.&fp=65acd408fc1d0bcd&bpcl=38093640&biw=1024&bih=629. Retrieved at 01:16 pm November,11 2012.

d. The teacher asks students to read the assigned text and review association made.

2. The indicators of students' reading comprehension

- a. Students are able to identify topic of hortatory exposition text.
- b. Students are able to understand the meaning of vocabulary in hortatory exposition text.
- c. Students are able to identify the generic structure of hortatory exposition text.
- d. Students are able to identify reference of hortatory exposition text.
- e. Students are able to identify the purpose of hortatory exposition text.

D. The Assumption and Hypothesis

1. The assumptions

In this research, the writer assumes that both the students in experimental and control class have different result. The students who are doing the reading activities through Pre- Reading Plan (PreP) strategy will have good comprehension.

2. Hypotheses of this Research are:

- a.Ha : There is significant effect of using Pre- Reading Plan (PreP) strategy toward reading comprehension at the second year students of SMA N 2 Singingi.

b.Ho : There is no significant effect of using Pre- Reading Plan (PreP) strategy toward reading comprehension at the second year students of SMA N 2 Singingi.

CHAPTER III

METHOD OF THE RESEARCH

A. The Design of Research

This research was an experimental research. The experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship²⁹. The design of this research was quasi-experimental research. Quasi-experiments are experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment³⁰. Gay states that quasi-experimental design is not possible to randomly assign individual participants to groups in several cases. For example, researcher can get permission to do research in a school if he/she keeps students in existing classroom intact³¹.

Moreover, there were two variables in this research. The first was independent variable and the second one was dependent variable. Using Pre-Reading Plan (PReP) strategy was independent variabel symbolized by “X” and the students’ reading comprehension was dependent variable symbolized by “Y”. Then, in conducting this research, there were two classes involved. The first was experimental class. The second one was control class.

²⁹L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application Sixth Edition.*, New Jersey: Prentice Hall Inc., 2000, p. 36

³⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitive and Qualitative Research*, (New Jersey: Pearson Education Ltd., 2008), p. 645.

³¹ L.R. Gay and Peter Airasian. *Op. Cit.* p. 394

Before performing the treatment, the researcher administered pre-test for both classes; and at the end of the treatment, the researcher administered post-test both of them. According to Creswell, a pre-test provides a measure on some attribute or characteristic that will be assessed for participants in an experiment before they receive a treatment³². Meanwhile, a post-test is a measure on some attribute or characteristic that will be assessed for participants in an experiment after a treatment. In short, the research design can be illustrated as follows³³:

Table III. 1

The Simple Schema Design of the Research

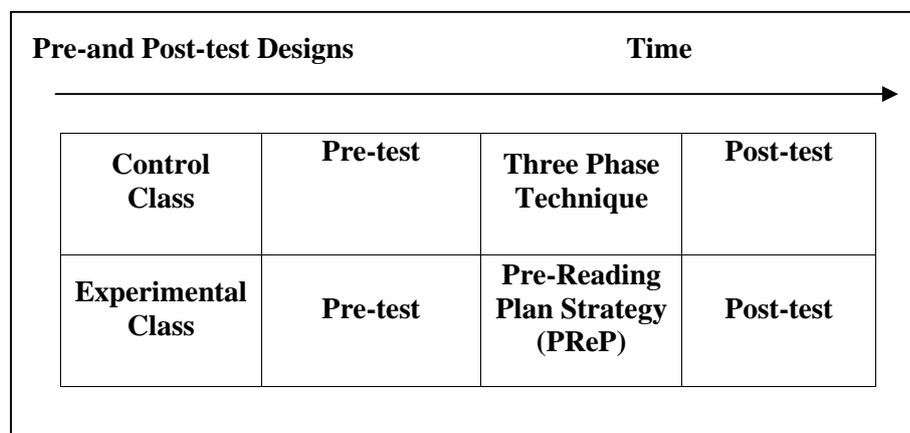


Figure3.1: Research Design

B. The Location and Time of the Research

This research was conducted at the second year students of science group at State Senior High School 2 Singingi (SMA N 2 Singingi) in Sungai

³² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Education Ltd., 2008, p. 301.

³³ *Ibid.*, p. 314

Sirih Village, Singingi District, Kuantan Singingi Regency. This research was held from April to May 2012.

C. The Subject and the Object of the Research

The subject of this study was the second year students of SMA N 2 Singingi. Besides, the subject depicted above, the writer also picked up some interrelate personnel, such as the English teachers. And the object of this study was the use of Pre- Reading Plan (PReP) Strategy toward the students' reading comprehension.

D. The Population and the Sample of the Study

The population of this research was the second year students of SMA N 2 Singingi. They were four classes and the total number of the students were 129. Based on the limitation of the research, the writer took only two classes as the sample of this research. Based on Arikunto in Nurul that sampling was chosen some of the research subject as the representative of the population therefore would produce sample that represent the population.³⁴ In this research, the researcher took science department; XI IPA 1 was as the experimental class that consisted of 31 students (9 males and 22 females), and XI IPA 3 was as the control class that also consisted of 31 students (10 males and 21 females).

³⁴ Nurul Zuriyah. *Metodologi Penelitian Sosial dan Pendidikan Teori- Aplikasi*. Jakarta, Bumi Aksara. 2009.p. 122

The sampling technique of research was cluster sampling. It had to be a group, not individuals. Based on Gay and Airasian, all the members of selected group have similar characteristics.³⁵ In this research, the similar characteristics meant both of classes were taught by the same teacher, English subject was both taught in the morning, the number of students was the same, and the students' mean score of reading skill was not much different.

Table III. 2
The Population of the Research³⁶

No	Classes	Population		Total
		Male	Female	
	XI IPA 1	9	22	31
	XI IPA 2	10	21	31
	XI IPS 1	17	16	33
	XI IPS 2	22	12	34
	Total			129

Table III.3
The Sample of the Research

No	Class	Sample	Function
	XI IPA 1	31	Experimental class
	XI IPA 2	31	Control class

³⁵L. R. Gay, *Op.Cit.*, pp. 129.

³⁶Source taken from SMA N 2 Singingi

E. The Technique of Collecting Data

To obtain the data needed in this research, the writer used multiple choice techniques. This technique was used to measure the students' reading comprehension as objective as possible. There were two kinds of tests in this research; they were pre-test and post- test; each of tests consisted of 25 items. The test was done twice, before and after treatment intended to obtain students' reading comprehension.

1. Procedures of collecting data for experiment group

In experiment group there were three procedures of collecting data:

a. Pre-test : Pre-test was given to the students before the students were taught by using PReP strategy. It had been used to measure the students' reading comprehension especially in hortatory text before they were taught by using PReP strategy.

b. Treatment : In treatment, the students were taught by using PReP strategy. Teacher explained about hortatory exposition text to the students and taught them to comprehend the text by using PReP strategy. Then, the students were asked by the teacher to do an exercise.

c. Post test : Post test was a test that was given to the students after they were taught by using PReP strategy. It was used to know whether the students can easily comprehend the text especially for hortatory exposition text by using PReP strategy or not. The result had been compared with pre test to get the effectiveness of the strategy and to know students'

reading comprehension in hortatory exposition text after taught by using PReP strategy.

2. Procedures of collecting data for control group

a. Pre test : Pre test was given by the teacher before the students were taught by using three phase technique. It was used to know students' ability before taught by using three phase technique.

b. Teaching by three- phased technique: In three phase technique, the students were asked to read a hortatory by the teacher, then teacher helped them to find the unfamiliar words, then the teacher asked them to do the assignment.

c. Post Test : Post test was given to the students after they were taught by using three phase technique. It was used to know whether the students were able to comprehend hortatory exposition text well by using three phase technique or not.

Then, to make clear the specification of the test the writer will show it in the following blueprint of test below:

Table III. 4
BLUEPRINT

No	Question Indicator	Material	Amount of Questions	Item Number	Sources
1	2	3	4	5	6
1	The students are able to identify the topic of hortatory exposition text	- Corruption - National Examination - What are your Kids Watching - More Dust Bins to Decrease Dust - Using Helmet when Motorcycling	5	1, 6, 11, 16, 21	- Look A Head By Th. M. Sudarwati and Eudia Grace - "Canggih" Student worksheet" By Canggih's writer team
2	The students are able to understand the meaning of vocabulary in hortatory exposition text	- Corruption - National Examination - What are your Kids Watching - More Dust Bins to Decrease Dust - Using Helmet when Motorcycling	5	2, 7, 12, 17, 22	- Look A Head By Th. M. Sudarwati and Eudia Grace - "Canggih" Student worksheet" By Canggih's writer team
3	The students are able to identify the generic structure of hortatory exposition text.	- Corruption - National Examination - What are your Kids Watching - More Dust Bins to Decrease Dust - Using Helmet when Motorcycling	5	3, 8, 13, 18, 23	- Look A Head By Th. M. Sudarwati and Eudia Grace - "Canggih" Student worksheet" By Canggih's writer team
4	The students are able to identify reference in hortatory exposition text	- Corruption - National Examination - What are your Kids Watching - More Dust Bins to Decrease Dust - Using Helmet when Motorcycling	5	4, 9, 14, 19, 24	- Look A Head By Th. M. Sudarwati and Eudia Grace - "Canggih" Student worksheet" By Canggih's writer team
5	The students are able to identify the purpose of hortatory exposition text.	- Corruption - National Examination - What are your Kids Watching - More Dust Bins to Decrease Dust - Using Helmet when Motorcycling	5	5, 10, 15, 20, 25	- Look A Head By Th. M. Sudarwati and Eudia Grace - "Canggih" Student worksheet" By Canggih's writer team

F. The Validity and Reliability of the Test

1. Validity

Before getting the data, the reseaecher used all of the items in try out. Arikunto says that try out is intended to know the value of the test. The value itself was used to find out the level of difficulties of each item. The standard of value used was ≥ 0.30 and ≤ 0.70 .³⁷

The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy.

The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

$$P = \frac{B}{JS}$$

Where:

P = Difficulty level

B = the number of correct answer

JS = the number of student

For example, if the number 1 was correct by 8 students of 20 students, the difficulty could be calculated as follows:

³⁷ Arikunto, Suharsimi. 2011. *Dasar-Dasar Evaluasi Pendidikan*. Bumi Aksara: Jakarta. p. 76.

$$P = \frac{B}{JS}$$

$$P = \frac{8}{20}$$

$$P = 0.4$$

If the value was changed into percentage, it could be calculated $0.4 \times 100\% = 40$. The value was considered standard, and could be used to get the data. In other words, the item did not need to be changed. After doing try out, the researcher found that there were no any items modified because the level of difficulty reached the standard item of difficulty. Then, the proportion correct was represented by “p”, whereas the proportion incorrect was represented by “q”

The data obtained by using posttest and was evaluated in 5 components:

- a. Students are able to identify topic of hortatory exposition text.
- b. Students are able to understand the meaning of vocabulary in hortatory exposition text.
- c. Students are able to identify the generic structure of hortatory exposition text.
- d. Students are able to identify reference of hortatory exposition text.
- e. Students are able to identify the purpose of hortatory exposition text.

Table III.5
The Data of Try Out

No.	Indicators of Variable X	Try Out				Category
		Items no.	Correct	P	Q	
1	Identifying the Topic	1	12	0.6	0.4	Accepted
		6	8	0.4	0.6	Accepted
		11	10	0.5	0.5	Accepted
		16	10	0.5	0.5	Accepted
		21	9	0.45	0.55	Accepted
2	Understanding the meaning of vocabulary	2	14	0.7	0.3	Accepted
		7	14	0.7	0.3	Accepted
		12	9	0.45	0.55	Accepted
		17	14	0.7	0.3	Accepted
		22	7	0.35	0.65	Accepted
3	Identifying the generic Structure of the text	3	10	0.5	0.5	Accepted
		8	9	0.45	0.55	Accepted
		13	10	0.5	0.5	Accepted
		18	7	0.35	0.65	Accepted
		23	11	0.55	0.45	Accepted
4	Identifying Reference	4	11	0.55	0.45	Accepted
		9	9	0.45	0.55	Accepted
		14	9	0.45	0.55	Accepted
		19	11	0.55	0.45	Accepted
		24	14	0.7	0.3	Accepted
5	Identifying the purpose of the text	5	9	0.45	0.55	Accepted
		10	12	0.6	0.4	Accepted
		15	7	0.35	0.65	Accepted
		20	12	0.6	0.4	Accepted
		25	10	0.5	0.5	Accepted
N		20				

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

1. Identifying the topic

Based on the table III.4, it shows the item numbers of the first indicator for identifying the topic that are number 1,6,11,16, and 21. The proportion of correct answer for item number 1 is 0.6, item number 6 is 0,4, item number 11 is 0.5, item number 16 is 0,5, and item number 21 is 0,45. Meaning that, all item tests for the first indicator in second try out are **accepted**.

2. Understanding the meaning of vocabulary

Based on the table III.4, it shows the item numbers of the second indicator for understanding the meaning of vocabulary that are number 2,7,12,17, and 22. The proportion of correct answer for item number 2 is 0.7, item number 7 is 0,7, item number 12 is 0.45, item number 17 is 0,7, and item number 22 is 0,35. Meaning that, all item tests for the second indicator in second try out are **accepted**.

3. Identifying the generic structure of the text

Based on the table III.4, it shows the item numbers of the third indicator for identifying the generic structure of the text that are number 3,8,13,18, and 23. The proportion of correct answer for item number 3 is 0.5, item number 8 is 0,55, item number 13 is 0.5, item number 18 is 0,65, and item number 23 is 0,45. Meaning that, all item tests for the third indicator in second try out are **accepted**.

4. Identifying reference

Based on the table III.4, it shows the item numbers of the fourth indicator for identifying reference that are number 4,9,14,19, and 24. The proportion of correct answer for item number 4 is 0.55, item number 9 is 0,45, item number 14 is 0.45, item number 19 is 0,55, and item number 24 is 0,7. Meaning that, all item tests for the fourth indicator in second try out are **accepted**.

5. Identifying the purpose of the text

Based on the table III.4, it shows the item numbers of the fifth indicator for identifying the purpose of the text that are number 5,10,15,20, and 25. The proportion of correct answer for item number 5 is 0.45, item number 10 is 0,6, item number 15 is 0.35, item number 20 is 0,6, and item number 25 is 0,5. Meaning that, all item tests for the fifth indicator are **accepted**.

2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test.

There are some factors make a test reliable, they are:

1. The extent of the sample of material selected for testing
2. The administration of the test, clearly this is an important factor in deciding reliability, especially in tests of oral production and listening.

Sudijono says that if $r_{ii} = 0.70$ means that the test reliability is low or unreliable and if > 0.70 means that the test reliability is high or reliable³⁸. To find out the reliability of the test the writer used the formula K-R 20 as follows:³⁹

First Step, find out $\sum xt^2$ by using formula:

³⁸ Anas Sudijono. *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajafindo Persada, 2008 p.254

³⁹ Anas Sudijono. *Pengantar Evaluasi Pendidikan*. Jakarta:Rajawali Pers. 2009. p: 254

$$\begin{aligned}
\sum xt^2 &= \sum Xt^2 - \left(\frac{\sum Xt^2}{N}\right)^2 \\
&= 3742 - \left(\frac{258}{20}\right)^2 \\
&= 3742 - \left(\frac{66564}{20}\right) \\
&= 3742 - 3328 \\
&= 413.8
\end{aligned}$$

The second step find out the S_t^2 by using formula:

$$\begin{aligned}
S_t^2 &= \frac{\sum xt^2}{N} \\
&= \frac{413.8}{20} \\
&= 20.69
\end{aligned}$$

The third step find out the r_{11} by using formula:

$$r_{11} = \left(\frac{n}{n-1}\right) \left(\frac{St^2 - \sum p_{iq_i}}{St^2}\right)$$

Where :

n : 25

N : 20

$\sum Xt^2$: 413.8

St^2 : 20.69

$\sum P_{iq_i}$: 5.96

$$\begin{aligned}
r_{11} &= \left(\frac{n}{n-1}\right) \left(\frac{St^2 - \sum p_{iq_i}}{St^2}\right) \\
&= \left(\frac{25}{25-1}\right) \left(\frac{20.69-5.96}{20.69}\right)
\end{aligned}$$

$$\begin{aligned}
&= \left(\frac{25}{24}\right) (0.711938134) \\
&= (1.041666667) (0.711938134) \\
&= \mathbf{0.74}
\end{aligned}$$

Based on the statistical analysis above, the score of reliability of the test is 0.74. So, it can be analyzed that $r_{ii} = 0.74$ is higher than 0.70. Meaning that, the instrument test for is reliable.

G. The Technique of Data Analysis

1. T – test

In order to find out whether there was a significant effect of students' reading comprehension those taught by PreP strategy and those were not, the data was statistically analyzed. In this research, the researcher used SPSS.17 Version to calculate the data. The result of t-test analyzing could be seen on the SPSS output. The significant level chosen in analyzing the score t_o (t-observed) was 5% or 0.05.

H_a was accepted if: $t_o > t_t$

or If probabilities < 0.05

It means there was a significant effect those taught by PreP strategy and those were not.

H_o was accepted if: $t_o < t_t$

or If probabilities > 0.05

It means there was a significant effect those taught by PreP strategy and those were not.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

The purpose of the research was to obtain the students' reading comprehensions who were taught by using Pre-Reading Plan (PReP) strategy and those who were taught by using three phase technique, and to know whether there is significant effect between the students' reading comprehension who were taught by using Pre-Reading Plan (PReP) strategy and those who were taught by using three phase technique. The data were obtained from students' reading comprehension of experimental and control class scores.

Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the tests were reliable or not. The tries out were conducted twice because there were some items so easy and so difficult for the rest, they were items number 1, 2, and 13 for try out I (See Appendix 5). In other words, there were some of tests items that were not valid yet, needed to be changed. Therefore, the writer decided to do try out again to retry the test that had been changed. Finally, the result found in the try out II was 0.74 for (See Appendix 7). It means that the tests was highly reliable. Then, the writer gave pre-test and post-test to XI IPA 1 as the control class and XI IPA 2 as the experimental class. The writer asked the students to answer some questions based on the text given; the text was a hortatory exposition text. Based on the result of pre-test, it was found that the mean score of class XI IPA 1 was 57.94 and the

mean score of class XI IPA 2 was 56.77 (See Appendix 10). Then, the researcher gave treatments to experimental class for six meetings.

After giving treatments to experimental class, the researcher gave the post-test to the students. While for control class, which were taught without using treatments, the researcher also gave some of the questions of hortatory exposition text for their post-test. The result of reading test was evaluated by concerning five components, such as:

- a. Students are able to identify the topic of hortatory exposition text.
- b. Students are able to understand the meaning of vocabulary of hortatory exposition text.
- c. Students are able to identify the generic structure of hortatory exposition text.
- d. Students are able to identify reference of hortatory exposition text.
- e. Students are able to identify the purpose of hortatory exposition text.

The test was composed of 25 items, and each item was given score 4. The final score was analyzed by using the following formula:³⁹

$$\text{Final score} = \frac{\text{Total Correct Answer}}{\text{Total Questioner}} \times 100$$

The total of post-test score in both classes was significantly different. The total post test score of experimental class was 2112, while the highest score was 88 and the lowest score was 48. The total post test score of control group was 1900 while the highest score was 76 and the lowest score was 44 (See Appendix 10).

³⁹ Anas Sudijono. *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajafindo Persada. 2008. pp.32

B. The Data Presentation

1. Students' reading comprehension taught without using pre-reading plan (prep) strategy.

The data of students' reading comprehension taught without using Pre- Reading Plan (PReP) strategy were obtained from pre- test and post-test of XII IPA 1 (science class) as the control class. The sample of this class was 31 students. The data can be seen from the table below:

Table IV.1
The Score of the Students' Reading Comprehension Taught without Using
Pre- Reading Plan (PRP) strategy

No	Student	Control Class				Gain	Percentage
		Jumlah Betul	Pre-Test	Jumlah Betul	Post-Test		
1	Student 1	18	72	15	60	-12	-16.66666667
2	Student 2	10	40	11	44	4	10
3	Student 3	17	68	18	72	4	5.882352941
4	Student 4	13	52	14	56	4	7.692307692
5	Student 5	18	72	18	72	0	0
6	Student 6	16	64	17	68	4	6.25
7	Student 7	13	52	15	60	8	15.38461538
8	Student 8	15	60	16	64	4	6.666666667
9	Student 9	16	64	14	56	-8	-12.5
10	Student 10	14	56	14	56	0	0
11	Student 11	15	60	17	68	8	13.33333333
12	Student 12	15	60	15	60	0	0
13	Student 13	17	68	18	72	4	5.882352941
14	Student 14	18	72	16	64	-8	-11.11111111
15	Student 15	10	40	11	44	4	10
16	Student 16	13	52	14	56	4	7.692307692
17	Student 17	11	44	13	52	8	18.18181818
18	Student 18	16	64	17	68	4	6.25
19	Student 19	13	52	17	68	16	30.76923077
20	Student 20	17	68	18	72	4	5.882352941
21	Student 21	15	60	16	64	4	6.666666667
22	Student 22	15	60	16	64	4	6.666666667
23	Student 23	15	60	15	60	0	0
24	Student 24	14	56	15	60	4	7.142857143
25	Student 25	10	40	12	48	8	20
26	Student 26	19	76	16	64	-12	-15.78947368
27	Student 27	12	48	13	52	4	8.333333333
28	Student 28	16	68	17	68	0	0
29	Student 29	14	56	15	60	4	7.142857143
30	Student 30	13	52	16	64	12	23.07692308
31	Student 31	10	40	16	64	24	60
	Total	448	1796	475	1900	104	232.8293911
	Mean		57.93548		61.29032	3.354839	7.51062552

The frequency distribution of students' reading comprehension in hortatory exposition text of control class can be seen in the following table:

Table IV.2
The Frequency Distribution of Reading Comprehension Test
in Control Class

Pre_Test_Contr				
Score	Frequency	Percent	Valid Percent	Cumulative Percent
40	4	12.9	12.9	12.9
44	1	3.2	3.2	16.1
48	1	3.2	3.2	19.4
52	5	16.1	16.1	35.5
56	3	9.7	9.7	45.2
60	6	19.4	19.4	64.5
64	3	9.7	9.7	74.2
68	4	12.9	12.9	87.1
72	3	9.7	9.7	96.8
76	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Based on the table above, it can be seen that there are 31 respondents. 4 students got score 40 (12.9%), 1 student got score 44 (3.2%), 1 student got score 48 (3.2%), 5 students got score 52 (16.1%), 3 students got score 56 (9.7%), 6 students got score 60 (19.4%), 3 students got score 64 (9.7%), 4 students got score 68 (12.9%), 3 students got score 72 (9.7%) and 1 student got score 76 (3.2%). The highest score was 76 and the lowest score was 40.

The highest frequency was 6 at the score 60. The lowest frequency was 1 at score 44, 48 and 76.

Table IV.3
The Frequency Distribution of Reading Comprehension Test
in Control Class

Post_Test_Cont				
Score	Frequency	Percent	Valid Percent	Cumulative Percent
44	2	6.5	6.5	6.5
48	1	3.2	3.2	9.7
52	2	6.5	6.5	16.1
56	4	12.9	12.9	29.0
60	6	19.4	19.4	48.4
64	7	22.6	22.6	71.0
68	5	16.1	16.1	87.1
72	4	12.9	12.9	100.0
Total	31	100.0	100.0	

Based on the table above, it can be seen that there are 31 respondents. 2 student got score 44 (6.5%), 1 students got score 48 (3.2%), 2 students got score 52 (6.5%), 4 Students got score 56 (12.9%), 6 students got score 60 (19.4%), 7 students got score 64 (22.6%), 5 students got score 68 (16.1%), and 4 students got score 72 (12.9%). The highest score was 72 and the lowest score was 44. The highest frequency was 7 at the score 64. The lowest frequency was 1 at score 48.

2. Students' reading comprehension taught with using Pre-Reading Plan (PReP) Strategy

The data of students' reading comprehension taught by using pre-reading plan (prep) strategy were obtained from pre- test and post-test of XII IPA 2 (science class) as the experimental class. The sample of this class was 31 students. The researcher taught directly for six meetings in the experimental class. The data can be seen from the table below:

Table IV.4
The Score of the Students' Reading Comprehension Taught with using
Pre- Reading Plan (PReP) Strategy

No	Student	Experiment Class				Gain	Percentage
		Jumlah Betul	Pre-Test	Jumlah Betul	Post-Test		
1	Student 1	19	76	20	80	4	5.263157895
2	Student 2	16	64	19	76	12	18.75
3	Student 3	12	48	17	68	20	41.66666667
4	Student 4	14	56	16	64	8	14.28571429
5	Student 5	13	52	17	68	16	30.76923077
6	Student 6	10	40	14	56	16	40
7	Student 7	12	48	17	68	20	41.66666667
8	Student 8	17	68	22	88	20	29.41176471
9	Student 9	13	52	15	60	8	15.38461538
10	Student 10	12	48	14	56	8	16.66666667
11	Student 11	10	40	15	60	20	50
12	Student 12	16	64	18	72	8	12.5
13	Student 13	15	60	18	72	12	20
14	Student 14	12	48	12	48	0	0
15	Student 15	17	68	18	72	4	5.882352941
16	Student 16	17	68	19	76	8	11.76470588
17	Student 17	15	60	21	84	24	40
18	Student 18	13	52	13	52	0	0
19	Student 19	13	52	12	48	-4	-7.69230769
20	Student 20	17	68	22	88	20	29.41176471
21	Student 21	12	48	17	68	20	41.66666667
22	Student 22	14	56	13	52	-4	-7.14285714
23	Student 23	17	68	21	84	16	23.52941176
24	Student 24	13	52	14	56	4	7.692307692
25	Student 25	15	60	20	80	20	33.33333333
26	Student 26	15	60	16	64	4	6.666666667
27	Student 27	15	60	19	76	16	26.66666667
28	Student 28	12	48	17	68	20	41.66666667
29	Student 29	15	60	16	64	4	6.666666667
30	Student 30	16	64	18	72	8	12.5
31	Student 31	13	52	18	72	20	38.46153846
	Total	440	1760	528	2112	352	647.4380663
	Mean		56.77419		68.12903	11.355	20.88509891

The distribution of frequency of students reading comprehension in reading hortatory exposition text of experimental class can be seen in the following table:

Table IV.5
The Frequency Distribution of Reading Comprehension Test
in Experimental Class

Pre_Test_Exp				
Score	Frequency	Percent	Valid Percent	Cumulative Percent
40	2	6.5	6.5	6.5
48	6	19.4	19.4	25.8
52	6	19.4	19.4	45.2
56	2	6.5	6.5	51.6
60	6	19.4	19.4	71.0
64	3	9.7	9.7	80.6
68	5	16.1	16.1	96.8
76	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Based on the table above, it can be seen that there are 31 respondents. 2 students got score 40 (6.57%), 6 students got score 48 (19.4%), 6 students got score 52 (19.4%), 2 students got score 56 (6.5%), 6 students got score 60 (19.4), 3 students got score 64 (9.7%), 5 students got score 68 (16.1%), and 1 students got score 76 (3,2%). The highest score was 76 and the lowest score was 40. The highest frequency was 6 at the score 48, 52, and 60. The lowest frequency was 1 at score 76.

Table IV.6
The Frequency Distribution of Reading Comprehension Test
in Experimental Class

Post_Test_Exp				
Score	Frequency	Percent	Valid Percent	Cumulative Percent
48	2	6.5	6.5	6.5
52	2	6.5	6.5	12.9
56	3	9.7	9.7	22.6
60	2	6.5	6.5	29.0
64	3	9.7	9.7	38.7
68	5	16.1	16.1	54.8
72	5	16.1	16.1	71.0
76	3	9.7	9.7	80.6
80	2	6.5	6.5	87.1
84	2	6.5	6.5	93.5
88	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Based on the table above, it can be seen that there are 31 respondents. 2 students got score 48 (6.5%), 2 students got score 52 (6.5%), 3 students got score 56 (9.7%), 2 students got score 60 (6.5%), 3 students got score 64 (9.7%), 5 students got score 68 (16.1%), 5 students got score 72 (16.1%), 3 students got score 76 (9.7%) and 2 students got score 80 (6.5%), 2 students got score 84 (6.5%) and 2 students got score 88 (6.5%). The highest score was 88 and the lowest score was 48. The highest frequency was 5 at the score 68, and 72. The lowest frequency was 2 at score 48, 52, 60, 80, 84, and 88.

3. The data presentation of the effect of using pre- reading plan strategy toward students' reading comprehension

The following table is description of pre-test and post-test of experimental class and control class.

Table IV.7
Students' Pre-Test and Post-Test of Experimental and Control Class

No	Student	Experiment Class				Gain	P	Control Class				Gain	P
		Jumlah Betul	Pre-Test	Jumlah Betul	Post-Test			Jumlah Betul	Pre-Test	Jumlah Betul	Post-Test		
1	S 1	19	76	20	80	4	5.26	18	72	15	60	-12	16.67
2	S 2	16	64	19	76	12	18.75	10	40	11	44	4	10.00
3	S 3	12	48	17	68	20	41.67	17	68	18	72	4	5.88
4	S 4	14	56	16	64	8	14.29	13	52	14	56	4	7.69
5	S 5	13	52	17	68	16	30.77	18	72	18	72	0	0.00
6	S 6	10	40	14	56	16	40.00	16	64	17	68	4	6.25
7	S 7	12	48	17	68	20	41.67	13	52	15	60	8	15.38
8	S 8	17	68	22	88	20	29.41	15	60	16	64	4	6.67
9	S 9	13	52	15	60	8	15.38	16	64	14	56	-8	12.50
10	S 10	12	48	14	56	8	16.67	14	56	14	56	0	0.00
11	S 11	10	40	15	60	20	50.00	15	60	17	68	8	13.33
12	S 12	16	64	18	72	8	12.50	15	60	15	60	0	0.00
13	S 13	15	60	18	72	12	20.00	17	68	18	72	4	5.88
14	S 14	12	48	12	48	0	0.00	18	72	16	64	-8	11.11
15	S 15	17	68	18	72	4	5.88	10	40	11	44	4	10.00
16	S 16	17	68	19	76	8	11.76	13	52	14	56	4	7.69
17	S 17	15	60	21	84	24	40.00	11	44	13	52	8	18.18
18	S 18	13	52	13	52	0	0.00	16	64	17	68	4	6.25
19	S 19	13	52	12	48	-4	-7.69	13	52	17	68	16	30.77
20	S 20	17	68	22	88	20	29.41	17	68	18	72	4	5.88
21	S 21	12	48	17	68	20	41.67	15	60	16	64	4	6.67
22	S 22	14	56	13	52	-4	-7.14	15	60	16	64	4	6.67
23	S 23	17	68	21	84	16	23.53	15	60	15	60	0	0.00
24	S 24	13	52	14	56	4	7.69	14	56	15	60	4	7.14
25	S 25	15	60	20	80	20	33.33	10	40	12	48	8	20.00
26	S 26	15	60	16	64	4	6.67	19	76	16	64	-12	15.79
27	S 27	15	60	19	76	16	26.67	12	48	13	52	4	8.33
28	S 28	12	48	17	68	20	41.67	16	68	17	68	0	0.00
29	S 29	15	60	16	64	4	6.67	14	56	15	60	4	7.14
30	S 30	16	64	18	72	8	12.50	13	52	16	64	12	23.08
31	S 31	13	52	18	72	20	38.46	10	40	16	64	24	60.00
	Total	440	1760	528	2112	352	647.4 4	448	1796	475	1900	104	232.8 3
	Mean		57		68.1	11.35	20.89		57.94		61.29	3.35	7.51

From the table above, it can be seen that there is actually significant different between pre-test and post-test in experiment class and pre-test and post-test in the control class. It can also be seen from the difference of the gain in the experimental class and control class. To make it clear, it will be analyzed in the data analysis below.

C. Data Analysis

The effect of using Pre-Reading Plan (PReP) strategy could be measured by using pre-test and post-test design. The data analysis used statistical parametric, that was independent t-test.

1. Analysis of reading comprehension taught without using Pre-Reading Plan (PReP) strategy

- a. The Analysis of Mean and Standard Deviation Pre-Test Score in Control Class

Table IV. 8
The Students' Score of Pre-Test
in Control Class

No	Y	f	fY	y	y ²	fy ²
1	40	4	160	-17.94	321.68	1286.73
2	44	1	44	-13.94	194.20	194.20
3	48	1	48	-9.94	98.71	98.71
4	52	5	260	-5.94	35.23	176.15
5	56	3	168	-1.94	3.75	11.24
6	60	6	360	2.06	4.26	25.57
7	64	3	192	6.06	36.78	110.34
8	68	4	272	10.06	101.29	405.18
9	72	3	216	14.06	197.81	593.43
10	76	1	76	18.06	326.33	326.33
Total	580	N= 31	1796			3227.87

$$My = \frac{1796}{31} = 57.94$$

$$SDy = \sqrt{\frac{\sum fy^2}{(n)}}$$

$$= \sqrt{\frac{3227,87}{(31)}} = \sqrt{104.12} = 10.37$$

Based on the calculating of pre-test in control class, mean found was 57.94, standard deviation was 10.37.

- b. The Analysis of Mean and Standard Deviation Post-Test Score in Control Class

Table IV. 9
The Students' Score of Post-Test
in Control Class

NO	Y	f	fY	y	y ²	fy ²
1	44	2	88	-17.29	298.96	597.91
2	48	1	48	-13.29	176.63	176.63
3	52	2	104	-9.29	86.31	172.62
4	56	4	224	-5.29	27.99	111.95
5	60	6	360	-1.29	1.66	9.99
6	64	7	448	2.71	7.34	51.40
7	68	5	340	6.71	45.02	225.10
8	72	4	288	10.71	114.70	458.79
Total	464	31	1900			1804.39

$$My = \frac{1900}{31} = 61.29$$

$$SDy = \sqrt{\frac{\sum fy^2}{(n)}}$$

$$= \sqrt{\frac{1804.39}{(31)}} = \sqrt{58.20} = 7.75$$

Based on the calculating of post-test in control class, mean found was 61.29, standard deviation was 7.75.

c. The classification of data analysis of the students' reading comprehension in control class

The classification of data analysis of the students' reading comprehension in control class is explained in the following table:

Table IV. 10
The Classification of Post Test Score
in Control Class

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	0	0.00%
2	Good	66-79	9	29.03%
3	Enough	56-65	17	54.84%
4	Less	40-55	5	16.13%
5	Bad	30-39	0	0.00%
	Total	-	31	100.00%

Based on the table above, classification of the experimental group at the second year students of state senior high school 2 Singingi (SMA N 2 Singingi) the output from 31 students shows that the frequency of category number 1 is 0 (0.00%), number 2 is 9 (29.03%), number 3 is 17 (54.84%), number 4 is 6 (16.13%), and number 5 is 0 (0.00%). The table above shows that the highest percentage of classification of experimental group is 54.84% with category enough. While, the result of analysis on the students reading comprehension, the mean score was **61.29**. It means the students' reading

comprehension of hortatory exposition text was categorized into enough level.

2. Analysis of students' reading comprehension taught by using Pre-Reading Plan (PReP) Strategy

- a. The Analysis of Mean and Standard Deviation Pre-Test Score in Experimental Class

Table IV. 11
The Students' Score of Pre-Test
in Experimental Class

No	X	f	fX	x	x ²	fx ²
1	40	2	80	-16.77	281.37	562.75
2	48	6	288	-8.77	76.99	461.92
3	52	6	312	-4.77	22.79	136.76
4	56	2	112	-0.77	0.60	1.20
5	60	6	360	3.23	10.41	62.43
6	64	3	192	7.23	52.21	156.64
7	68	5	340	11.23	126.02	630.09
8	76	1	76	19.23	369.63	369.63
T _{ptal}	464	31	1760			2381.42

$$Mx = \frac{1760}{31} = 56.77$$

$$SDx = \sqrt{\frac{\sum fx^2}{(n)}}$$

$$= \sqrt{\frac{2381.42}{(31)}} = \sqrt{76.82} = 8.91$$

Based on the calculating of pre-test in experimental class, mean found was 56.77, standard deviation was 8.91.

b. The Analysis of Mean and Standard Deviation Pre-Test Score in Experimental Class

Table IV. 12
The Students' Score of Post-Test
in Experimental Class

NO	X	f	fX	x	x ²	fx ²
1	48	2	96	-20.13	405.18	810.36
2	52	2	104	-16.13	260.15	520.29
3	56	3	168	-12.13	147.11	441.34
4	60	2	120	-8.13	66.08	132.16
5	64	3	192	-4.13	17.05	51.15
6	68	5	340	-0.13	0.02	0.08
7	72	5	360	3.87	14.98	74.92
8	76	3	228	7.87	61.95	185.86
9	80	2	160	11.87	140.92	281.84
10	84	2	168	15.87	251.89	503.78
11	88	2	176	19.87	394.86	789.71
Total	748	31	2112		1760.183	3791.4839

$$Mx = \frac{2112}{31} = 68.13$$

$$SDx = \sqrt{\frac{\sum fx^2}{(n)}}$$

$$= \sqrt{\frac{3791.4839}{(31)}} = \sqrt{122.3059} = 11.24$$

Based on the calculating of pre-test in experimental class, mean found was 68.13, standard deviation was 11.24.

- c. The classification of data analysis of the students' reading comprehension in experimental class

The analysis of data of the students' reading comprehension for the experimental group is explained in the following table:

Table IV. 13
The Classification of Post Test Score
In Experimental Class

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	6	19.35%
2	Good	66-79	13	41.94%
3	Enough	56-65	8	25.81%
4	Less	40-55	4	12.90%
5	Bad	30-39	0	0.00%
	Total	-	31	100.00%

Based on the table above, classification of post test experimental class at the second year students of State Senior High School 2 Singingi (SMA N 2 Singingi) the output from 31 students show that the frequency of category 1 is 6 (19.35%), number 2 is 13 (41.94%), number 3 is 8 (25.81%), number 4 is 4 (12.90%), number 5 is 0 (0.00%). The table above shows that the highest percentage of classification of experimental class is 41.94% with category good. While, the result of analysis on students reading comprehension, the mean score was **68. 13**. It means that students reading comprehension of hortatory exposition text was categorized into good level.

3. The data analysis results of students' reading comprehension in control class and experimental class

- a. The data analysis results of students' reading comprehension in experimental class

The analysis of data of the students' gain score in reading comprehension in experimental class as follows:

Table IV. 15
The Students' Gain Post-Test Score
in Experimental Class

No	Student	Experiment		X	x	x ²
		Post-Test	Pre-Test			
1	S 1	80	76	4	-7.35	54.09
2	S 2	76	64	12	0.65	0.42
3	S 3	68	48	20	8.65	74.74
4	S 4	64	56	8	-3.35	11.25
5	S 5	68	52	16	4.65	21.58
6	S 6	56	40	16	4.65	21.58
7	S 7	68	48	20	8.65	74.74
8	S 8	88	68	20	8.65	74.74
9	S 9	60	52	8	-3.35	11.25
10	S 10	56	48	8	-3.35	11.25
11	S 11	60	40	20	8.65	74.74
12	S 12	72	64	8	-3.35	11.25
13	S 13	72	60	12	0.65	0.42
14	S 14	48	48	0	-11.35	128.93
15	S 15	72	68	4	-7.35	54.09
16	S 16	76	68	8	-3.35	11.25
17	S 17	84	60	24	12.65	159.90
18	S 18	52	52	0	-11.35	128.93
19	S 19	48	52	-4	-15.35	235.77
20	S 20	88	68	20	8.65	74.74
21	S 21	68	48	20	8.65	74.74
22	S 22	52	56	-4	-15.35	235.77
23	S 23	84	68	16	4.65	21.58
24	S 24	56	52	4	-7.35	54.09
25	S 25	80	60	20	8.65	74.74
26	S 26	64	60	4	-7.35	54.09
27	S 27	76	60	16	4.65	21.58
28	S 28	68	48	20	8.65	74.74
29	S 29	64	60	4	-7.35	54.09
30	S 30	72	64	8	-3.35	11.25
31	S 31	72	52	20	8.65	74.74
	Total	2112	1760	352		1987.10

$$Mx = \frac{352}{31} = 11.35$$

$$SDx = \sqrt{\frac{\sum fx^2}{(n)}} \\ = \sqrt{\frac{1987.10}{(31)}} = \sqrt{64.10} = 8.139$$

- b. The data analysis results of students' reading comprehension in control class

The analysis of data of the students' gain score in reading comprehension in control class as follows:

Table IV. 15
The Students' Gain Post-Test Score
in Control Class

No	Student	Control		Y	y	y ²
		Post-Test	Pre-Test			
1	S 1	60	72	-12	-15.35	235.77
2	S 2	44	40	4	0.65	0.42
3	S 3	72	68	4	0.65	0.42
4	S 4	56	52	4	0.65	0.42
5	S 5	72	72	0	-3.35	11.25
6	S 6	68	64	4	0.65	0.42
7	S 7	60	52	8	4.65	21.58
8	S 8	64	60	4	0.65	0.42
9	S 9	56	64	-8	-11.35	128.93
10	S 10	56	56	0	-3.35	11.25
11	S 11	68	60	8	4.65	21.58
12	S 12	60	60	0	-3.35	11.25
13	S 13	72	68	4	0.65	0.42
14	S 14	64	72	-8	-11.35	128.93
15	S 15	44	40	4	0.65	0.42
16	S 16	56	52	4	0.65	0.42
17	S 17	52	44	8	4.65	21.58
18	S 18	68	64	4	0.65	0.42
19	S 19	68	52	16	12.65	159.90
20	S 20	72	68	4	0.65	0.42
21	S 21	64	60	4	0.65	0.42
22	S 22	64	60	4	0.65	0.42
23	S 23	60	60	0	-3.35	11.25
24	S 24	60	56	4	0.65	0.42
25	S 25	48	40	8	4.65	21.58
26	S 26	64	76	-12	-15.35	235.77
27	S 27	52	48	4	0.65	0.42
28	S 28	68	68	0	-3.35	11.25
29	S 29	60	56	4	0.65	0.42
30	S 30	64	52	12	8.65	74.74
31	S 31	64	40	24	20.65	426.22
Total		1900	1796	104		1539.10

$$My = \frac{104}{31} = 3.35$$

$$SDy = \sqrt{\frac{\sum fy^2}{(n)}} \\ = \sqrt{\frac{1539.10}{(31)}} = \sqrt{49.64828} = 7.163$$

After the calculating of the mean and the standard deviation got toward the gain, it should be input to t-test formula:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}} \\ = \frac{11.35 - 3.35}{\sqrt{\left(\frac{8.139}{\sqrt{31-1}}\right)^2 + \left(\frac{7.163}{\sqrt{31-1}}\right)^2}} \\ = \frac{8}{\sqrt{\left(\frac{8.139}{5.477226}\right)^2 + \left(\frac{7.163}{5.477226}\right)^2}} \\ = \frac{8}{\sqrt{(1.485971)^2 + (1.307779)^2}} \\ = \frac{8}{\sqrt{2.208111 + 1.710286}} \\ = \frac{8}{\sqrt{3.918396}} \\ = \frac{8}{1.979494} = 4.108$$

$$df = n1 + n2 - 2$$

$$df = 31 + 31 - 2$$

$$= 60$$

Based on the result above, it was interpreted by comparing t_o and t_{table} . $df = 31 + 31 - 2 = 60$. From the t_{table} , at 5% significant level (2,00) and at 1% significant level (2,65) found that t_o was higher than t_{table} ($2,00 < 4.108 > 2,65$).

The interpretation of testing criteria:

1. If : $T_o > T_{table}$, The alternative hypothesis (h_a) is accepted. It means that: there is significant effect of using Pre-Reading Plan (PReP) Strategy toward Reading Comprehension of the Second Year Students at SMA N 2 Singingi.
2. If : $T_o \leq T_{table}$, the null hypothesis (h_o) is rejected. It means that there is no significant effect of using Pre-Reading Plan (PReP) Strategy toward Reading Comprehension of the Second Year Students at SMA N 2 Singingi.

In conclusion, H_o was rejected and H_a was accepted ($2.00 < 4.108 > 2.65$). It means that there is significant effect of using Pre-Reading Plan (PReP) Strategy toward Reading Comprehension of the Second Year Students at SMA N 2 Singingi. To identify the level of the effect of using

Pre-Reading Plan (PReP) Strategy toward Reading Comprehension of the Second Year Students, it was done by calculating coefficient (r^2) by using the following formula:

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{4.108^2}{4.108 + 50 - 2}$$

$$r^2 = \frac{16.87566}{4.108+48}$$

$$r^2 = \frac{16.87566}{52.108}$$

$$r^2 = 0.323859$$

To find out the percentage of coefficient effect (K_p), it used the following formula:

$$K_p = r^2 \times 100\%$$

$$K_p = 0.323859 \times 100\%$$

$$K_p = 32.38\%$$

Based on the analysis data about the students ability in comprehending text, it showed that mean of the students' ability in comprehending reading text taught using Pre- Reading Plan (PReP) strategy was higher than mean of the students' ability in comprehending text taught without Pre- Reading Plan (PReP) strategy.

Then, the percentage of coefficient effect was 32.38 %. It means that the effect of using Pre- Reading Plan (PReP) strategy had low significant toward reading comprehension. The others factors (67.62%) were effected by

the internal factor and the external factor. The internal factor was the time was limited. The external factors may be effected by the students' environment, the students' motivation that cannot be controlled by the researcher in this research.

Therefore, the result of this analysis could answer the formulation of the problem:

1. The students' ability of the second year students at SMA N 2 Singingi in comprehending reading text taught without using Pre-Reading Plan (PReP) strategy had lower score. It was effected by different treatment used in teaching learning process.
2. The students' ability of the second year students at SMA N 2 Singingi in comprehending reading text taught by using Pre-Reading Plan (PReP) strategy had higher score.
3. There is a significant effect of using Pre- Reading Plan (PReP) strategy in comprehending reading text of the second year students at SMA N 2 Singingi.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and data presentation explained at the chapter IV, the researcher concludes that:

1. The students' reading comprehension in hortatory exposition text taught without using Pre-Reading Plan (PReP) strategy of the second year students at SMA N 2 had lower score and categorized into enough level.
2. The students' reading comprehension in hortatory exposition text by using Pre-Reading Plan (PReP) strategy of the second year at SMA N 2 Singingi had higher score and categorized into good level.
3. The students who taught by using Pre-Reading Plan (PReP) strategy was better than students who taught without using Pre-Reading Plan (PReP) strategy. It can be concluded that Pre-Reading Plan (PReP) strategy gives a better result toward reading comprehension of the second year students at SMA N 2 Singingi.

B. Suggestion

Based on the research finding, the researcher would like to give some suggestion, especially for the teacher, students and the school. From the conclusion of the research above, it is found that using Pre-Reading Plan

(PReP) strategy can give significant effect toward reading comprehension of the students especially in hortatory exposition text. The suggestion is as follows:

1. It is expected that the teacher at SMA N 2 Singingi can implement this strategy in teaching reading because this strategy can make improvement of students' reading comprehension.
2. The teacher should support the strategy used by using interesting topics that are suitable for the students' level and present the lesson clearly in order to make the students motivated in learning activity.
3. The teachers should support their teaching activity with the interesting media.
4. For the students, they should have hard effort to improve their reading comprehension and take a part actively in learning process in order to support their comprehension.

BIBLIOGRAPHY

- Minoo Alemi. *The Effects of Pre -Reading Activities on ESP Reading Comprehension*. Sharif University of Technology(Tehran,Iran). Accessed on http://www.google.co.id/#q=correlation+Pre+Reading+Plan+strategy+journal&hl=id&prmd=imvns&ei=mkSfUKbGO8W8rAfv44GIBQ&start=20&sa=N&bav=on.2.or.r_gc.r_pw.r_qf.&fp=65acd408fc1d0bcd&bpcl=38093640&biw=1024&bih=629. Retrieved at 01:16 pm November,11 2012.
- Arikunto, Suharsimi. 2011. *Dasar - dasar Evaluasi Pendidikan*. Bumi Aksara. Jakarta.
- Birch, M. Barbara. 2002. *English L2 Reading Getting to the Bottom*. London: Lawrence Erlbaum Associates, Publishers.
- Brown, Douglas. 2003. *Language Assesment; Principles and Classroom Practices*. London: Longman.
- Brown, H. Douglas. 2001. *Teaching By Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Addison Wesley Longman, Inc.
- Creswell, John W. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitive and Qualitative Research*, New Jersey: Pearson Education Ltd.
- Fajruna, Egis El- Mubaraq. 2007. *Effect of Pre- Questioning toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru*. Unpublished.
- Fisher, Douglas and Kathy Ganske. 2010. *Comprehension across the Curriculum Perspectives and Practices*. New York, The Guilford Press.
- Gay, L. R. and Peter Airasian. 2000. *Educational Research: Competencies for Analysis and Application Sixth Edition*. New Jersey: Prentice-Hall, Inc.
- Harrison, Collin. 2004. *Understanding Reading Development*. London: Sage Publlication.
- Hasibuan, Kalayo and Muh. Fauzan Ansyari. 2007. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau.

- Hartono. 2010. *Statistic Untuk Penelitian*. Pekanbaru: Zanafa Publishing.
- Hartono. 2011. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. Yogyakarta: Pustaka Pelajar.
- Hornby, AS. 1995. *Oxford Advanced Learner's Dictionary of Current English*, Oxford: Oxford University Press.
- Hughes, Arthur. 2005. *Testing for Language Teachers. Second Edition*. Cambridge: Cambridge of University Press.
- Johnson, Andrew P. 2008. *Teaching Reading and Writing a Guide Book for Tutoring and Remediating Students*. Maryland: Rowman & Littlefield Publishers.
- John. W. Creswell. 2008. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education Ltd.
- Klingner, Janette K, Sharon Vaughn and Alison Boardman. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Lapp, Diane, James Flood and Nancy Fernan .1989. *Content Area Reading and Learning: Instructional Strategies*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Mather, N., & Jaffe, L. 2002. *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons. Accessed on http://www.google.co.id/url?sa=t&source=web&cd=14&ved=0CC0QFjADOAo&url=http%3A%2F%2Fhidalgo.schoolspan.com%2Fcms%2Ffilemgr%2F2_5%2FPreReading%2520Plan.pdf&rct=j&q=Pre%20Reading%20Plan%20PDF&ei=zjSYTZf1Jli4rAeziM3lCw&usg=AFQjCNEOs6vFkA1CxVxJKPFEWk-UcI5X5Q&cad=rja. Retrieved at 08.14 pm, 5th December 2011
- Mcintyre, Ellen, Nancy Hulan, and Vicky Layne. 2011. *The Instruction for Diverse Classroom (Research-Based, Culturally Responsive Practice)*. New York: The Guilford Press.
- Moreillon, Judi. 2007. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago. American Library Association.
- Richard, Jack C.. 1992. *Longman Dictionary of Language Teaching And Applied Linguistics*. London: Longman.

Setiyadi, Ag. Bambang. 2006. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama. Yogyakarta: Graha Ilmu.

School Base Curriculum (KTSP) 2009 of SMA 2 Singingi. Unpublished

Sudarwati, Th.M. and Eudia Grace. 2005. *Look ahead an English Course for Senior High School Students Year XI SMA/ MA*. Jakarta. Erlangga

Sudijono, Anas. 2009. *Pengantar Evaluasi Pendidikan*. Jakarta. Rajawali Pers.

Westwood, Petter. 2008. *What Teachers Need to Know about Reading and Writing Difficulties*. Victoria: Acer Press.

Wetphal, Judith Irwin. 1986. *Teaching Reading Comprehension Processes*. New Jersey: Englewood Cliffs.

Wiley, John and Son Inc. 2003. *Prereading Strategies and Activities*. Accessed on http://www.google.co.id/url?sa=t&source=web&cd=28&ved=0CEsQFjAHOBQ&url=http%3A%2F%2Fmedia.wiley.com%2Fproduct_data%2Fexcerpt%2F86%2F07879689%2F0787968986.pdf&rct=j&q=Pre%20reading%20Plan&ei=ZEWYTb79BMbHrQebs6T4Cw&usg=AFQjCNHpMvW-npCL85oyJj-M_8OAEqRj1A Retrieved at 09.45 pm. December, 05 2011.

Zuriah, Nurul. 2009. *Metodologi Penelitian Sosial dan Pendidikan Teori-Aplikasi*. Jakarta. Bumi Aksara.