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THE INFLUENCE OF THE APPLICATION OF PRE-QUESTIONING ON READING COMPREHENSION AT *SMK GRACIKA CIREBON*

THESIS

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati*
State Institute for Islamic Studies in Partial Fulfillment of The Requirements For
Islamic Scholar Degree in English Education



BY:

UUM UMayANTI

Reg. Number: 58430549

**ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY OF
SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES
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ABSTRACT

UUM UMAYANTI : “THE INFLUENCE OF THE APPLICATION OF PRE-QUESTIONING ON READING COMPREHENSION AT SMK GRACIKA CIREBON”

Naturally, the existence of language in the world cannot be separated from the life of human being. This is because that language is the only tool for them to communicate between or among themselves. All of people existing in the world use language to communicate one other. But a very few people understand about the meaning of language.

The aims of research are to find out the data about the students' response to the application of pre-questioning on reading comprehension and to find out data about students achievement on reading comprehension and to know positive and significance influence of application of pre-questioning on reading comprehension.

The approach of research in writing this thesis is quantitative approach. It means that the data which is obtained from the field of the research is then analyzed statistically by means of numbers by using formula of *product moment*.

In collecting the data, the techniques used by the writer are observation, interview, questionnaire and test. The data that have been collected were computed and analyzed by product moment formula. It aims to know the influence of the application of pre-questioning on reading comprehension at second grade students of *SMK Gracika Cirebon* in academic year 2012”

The analysis of test shows that the average score of the students' response to the application of pre-questioning on reading comprehension is 78 and categorized as “high”. The average score of the students achievement test on reading comparison is 81 and categorized as ”high ”. Meanwhile, the value of t-observed (t_{obs}) is 7 and the value of t-table (t_{table}) of degree of freedom (df) 33 with significance 5% is 2. 03 because ($t_{obs} > t_{table}$). It means that there is a significant and positive influence of the application of pre-questioning on reading comprehension at *SMK Gracika Cirebon* .



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PREFACE

In the name of God, Most Gracious and Most Merciful. All praises and thankfulness be to Allah. Because of His permission the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Muhammad (Peace Be Upon Him), his family, his colleagues, and followers up to the end of the world.

The title of the thesis is “**THE INFLUENCE OF THE APPLICATION OF PRE-QUESTIONING ON READING COMPREHENSION AT SMK GRACIKA CIREBON**” is submitted to fulfill one of the requirements for achieving the Islamic Scholar Degree at the English Education Faculty of *Tarbiyah* of The Institute For Islamic Studies *IAIN Syekh Nurjati Cirebon*.

In writing this thesis, there are many people who have participated, support, helped, and advised. So on this opportunity, the writer would like to express her sincerity and profound thankfulness to:

1. Prof. Dr. H. Maksum Mukhtar, MA, the Rector of *IAIN Syekh Nurjati Cirebon*.
2. Dr. Saepudin Zuhri. M.Ag, Dean of *Tarbiyah* Faculty of *IAIN Syekh Nurjati Cirebon*.



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3. Dr. Hj. Huriyah Saleh, M. Pd, the Chairwoman of English Department of *IAIN Syekh Nurjati Cirebon* and as first supervisor
4. Dra. Hj. Amroh Umaemah, the second supervisor
5. Drs. Castra Sukandar, S.Pd, the Headmaster of *SMK Gracika Cirebon*
6. Dhiyah S.Pd The English teachers of *SMK Gracika Cirebon*
7. All teachers and school staff of *SMK Gracika Cirebon*
8. All friends that cannot be mentioned one by one for their motivation.

The writer realizes that this thesis is still far from being perfect and there are many mistakes both in the arrangement and in the content of this thesis. Accordingly, any comment and suggestion given by the reader would be happily welcome.

Hopefully, this thesis will be useful for the readers especially, for the writer herself and also for the students of *Syekh Nurjati Cirebon*.

Cirebon, July 2012

The Writer



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CHAPTER 1

INTRODUCTION

A. The Background of the Problem

Whatever language existence of any language existing in the world has a very crucial role in the daily activity of human beings all along their lives. Only with language human beings will be able to communicate with the other fellow human beings. So, language is supposed to be the only instrument for them to communicate each other. Without the existence of language they will be nothing at all. As a social creature, they cannot live alone. They need to communicate with the others. The form of communication can be person by person, family, community, ethnic group, and nation.

Melvin Howards (1980: 3) said that language is described as a symbolic code of standardized verbal and non verbal gestures and marks which we use to “make common” to other in our culture our thoughts, feelings and information.

Based on the information above, it is clearly known that language is the system of sound and word used by human to communicate with other people. Indonesia as an archipelago country besides having Indonesian as a national language also having so many ethnic languages in accordance with the ethnic groups. For example, the ethnic group of Java has Javanese; The ethnic group of Sunda has Sundanese; The ethnic group of Bali has Balinese; The ethnic group of Madura has Maduran, and so many others not to mention

here. And it is impossible for the people wherever they are when communicating one another by using two languages or a different language. They have to use one language or the same language in order to be understood by one another.

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

As we know in learning English, there are four skills that should be mastered by learners, namely listening, speaking, reading and writing skill. Reading is one of the four language skills, it is process of understanding something via written text and it is also a process of getting information.

According to John D.M Nell (1980: 6) “leaning to read is important element in learning how to learn that without this investigation, pupils are unlikely to fulfill their potential in school and society of language”

According to compact dictionary of Canadian English (1976: 577) read are to look at and understand the meaning of (something written and printed), to say aloud (something written or printed) to understand; get the meaning of : to read palms; to read a thermometer, to make study of, to read low; to interpret; also for retell; to read dream; to read the future to show indicate the reader reads 35 miles, to look at the understand written and printer matter, to learn from written or printed matter; to read about politics, to say aloud written.

Based on definition above, it is really known that reading is an activity to understand the meaning of writing which is connecting with visual



information and it is supposed to be an interaction between writing language and the mind of the reader to digest and take the message or the content of a reading text.

Reading means an effort to digest reading text or to interact with the reading text using the eye sight and brain or mind to take the message of the content of a reading text. Reading without understanding the content of the reading text is a useless activity and can be said just learning to read. Reading intensively is absolutely not the same as reading aloud.

According to Randi Stone (2009: 39) Reading is a fundamental goal that children must master in order that. Parents principals, district leaders, and even our government are constantly pushing us to increase the reading levels of the students in our class room. To many, reading has become a number that simply depicts a level of achievement rather than a complex process. reading instruction has narrowed so that the goal is only to have a child reading at their grade-specified level.

In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text. Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get good comprehension in reading.



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Most of Indonesian students, specially the students of senior high school often find some problems in reading English texts. Based on information from English teacher at *SMK Gracika*, one of the problem is difficulties to comprehend the English text. When she taught descriptive text but the students felt difficult to understand the text. After read the text, they can't find out what the content is about. Because they difficult, so they were lazy to read and answer these questions well. They less attention because they opened their mobile phone and some students also talk with their friends.

We need some techniques in teaching reading comprehension one of them is pre-questioning. An application pre-questioning on reading guide is how to see a connection between theories and methods. The students lead to recognize words identification or guessing words from context, find out the information of text with instructionally to develop their reading skill. Through this application the students will be enthusiastic to learn English in the process of teaching and learning comprehension and it will increase their motivation in the process of teaching of learning English.

Based on the explanation above, the writer is interested in finding out the influence of application of pre-questioning on reading comprehension and concluded that the pre-questioning consist of some questions provided before the students read the whole text. It tends to build the students interest and motivation to read the text.



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B. The Identification of the Problem

The identification of the problem is divided into :

1. The Field of the Research

The field of the research of this thesis is reading.

2. The kinds of the problem

The kinds of the problem of this thesis is to find out the influence of application of pre-questioning on reading comprehension.

3. The Main of Problem

In this case, the writer will only discuss the students reading comprehension and overcome their learning difficulties in the process teaching and learning by the application of pre-questioning as teaching aids.

C. The Limitation of the Problem

The limitation of the problem is the influence of application of pre-questioning on reading comprehension.

D. The Questions of the Research

The questions of the research in writing this thesis are as follows:

1. How is the students' response to the application of pre-questioning on reading comprehension?
2. How is the students achievement on reading comprehension?
3. Is there any positive and significant influence of the application of pre-questioning on reading comprehension?



E. The Aims of the Research

The aims of the research in writing this thesis are follows:

1. To know the application of pre-questioning on reading comprehension
2. To know the students achievement on reading comprehension
3. To know any positive and significant of the application of using pre-questioning on reading comprehension.

F. The Advantages of the Research

The advantages of the research in reading this thesis are as follows:

1. The result of the research hoped to be able to help the students feel easier to learn reading comprehension
2. Giving reference to development of teaching learning process in reading, that pre-questioning can make students reading comprehension will be better
3. Giving a contribution to the students to improve their skill in comprehending about the reading text
4. Giving a profitable description to any further researcher which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.





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