

**SKRIPSI**

**IMPROVING THE STUDENTS READING COMPREHENSION  
THROUGH THE USE OF PRE-READING TASK AT THE EIGHT  
GRADE OF SMPN 4 BELAWA  
KAB WAJO**



**2018**

**SKRIPSI**

**IMPROVING THE STUDENTS READING COMPREHENSION  
THROUGH THE USE OF PRE-READING TASK AT THE EIGHT  
GRADE OF SMPN 4 BELAWA KAB WAJO**



By

**NURJANNAH JUFRI**  
**Reg. Num. 14.1300.018**

**Submitted to the English Program of Tarbiyah and Adab of State  
Islamic Institute of Parepare in Partial Fullfilment of the  
Requirements for the Degree of  
Sarjana Pendidikan (S.Pd.)**

**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2018**

**IMPROVING THE STUDENTS READING COMPREHENSION  
THROUGH THE USE OF PRE-READING TASK AT THE EIGHT  
GRADE OF SMPN 4 BELAWA.**

**Skripsi**

**As a Part of Fullfilment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd)**

**English Program**

**Submitted by**

**NURJANNAH JUFRI  
Reg.Num 14.1300.018**

**to**

**PAREPARE**

**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2018**

## ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Nurjannah Jufri  
The Title of Skripsi : Improving the Students' Reading Comprehension Through the Use Pre-Reading Task at the Eight Grade of SMPN 4 Belawa  
Student Reg.Number : 14.1300.018  
Department : Tarbiyah and Adab  
Study Program : English Program  
By Virtue of Consultant Degree : SK of the Chairman of Tarbiyah Department Sti.08/PP.00.9/2661/2017

Has been legalized by

Consultants

Consultant : Dra. Hj.Nanning, M.Pd. (  )

NIP : 19680523 200003 2 005

Co-Consultant : Drs. Ismail, M.M. (  )

NIP : 19631207 198703 1 003

Approved by:

Plt. The Chairman of Tarbiyah and Adab Department



Bahriar, S.Ag., MA.

NIP: 1972505 199803 1 004



**SKRIPSI**

**IMPROVING THE STUDENTS READING COMPREHENSION  
THROUGH THE USE OF PRE-READING TASK AT THE EIGHT  
GRADE OF SMPN 4 BELAWA.**

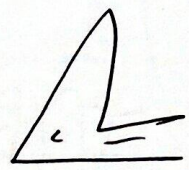
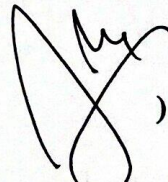
**Submitted by**

**NURJANNAH JUFRI**  
**Reg.Num 14.1300.018**

Had been examined of 25<sup>th</sup> Oktober 2018 and had been declared that it fulfilled the requirements


**Approved by**

**Consultant Commissions**

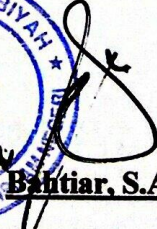
Consultant : Dra. Hj.Nanning, M.Pd. (  )  
NIP : 19680523 200003 2 005  
Co-Consultant : Drs. Ismail, M.M. (  )  
NIP : 19631207 198703 1 003

**Rektor of IAIN Parepare**

**Pt. The Chairman of Tarbiyah Departmen**

  
**Dr. Ahmad Sultra Rustan, M.Si.**  
NIP. 19640427 198703 1 002



  
**Bantiar, S.Ag., MA.**  
NIP: 1972505 199803 1 004

## ENDORSEMENT OF EXAMINER COMMISSIONS

Name of the Student : Nurjannah Jufri  
The Title of Skripsi : Improving the Students' Reading Comprehension Through the Use Pre-Reading Task at the Eight Grade of SMPN 4 Belawa  
Student Reg.Number : 14.1300.018  
Department : Tarbiyah and Adab  
Study Program : English program  
By Virtue of Consultant Degree : SK of the Chairman of Tarbiyah Department Sti.08/PP.00.9/2661/2017

### Approved by Examiner Commission

Dra. Hj.Nanning, M.Pd. (Chairman) (.....)  
Drs. Ismail, M.M. (Secretary) (.....)  
Dr. H. Saepudin, S.Ag., M.Pd. (Member) (.....)  
Drs. Amzah Selle, M.Pd. (Member) (.....)

Agreed by :

Rektor of IAIN Parepare

  
Dr. Ahmad Sultra Rustan, M.Si.

NIP. 19640427 198703 1 002



## ACKNOWLEDGEMENTS

الرَّحْمَنُ الرَّحِيمُ بِسْمِ اللَّهِ

Alhamdulillah rabbi-‘Alamin. First of all, the writer would like to express her deepest gratitude to the Almighty Allah swt. for His endless blessing, mercies and enjoyment so that the writer could finish this research completely. Shalawat and Salam always be given to our prophet Muhammad saw. (peace be upon him) a person that becomes a great leader, the best example for us, who has been guided us from Jahiliah era to Islamiah, from the darkness to the lightness, and from uneducated person to be educated person.

Many problems had been faced in manufacture this skripsi. And those problem would not have been solved without help, motivation, support, advice, even critics even people. It should be an honor to express the writer appreciation to all of them.

Besides, the writer would like to thank to all of those who have given the contribution so that this script can be finished. The writer would like to deliver this thank to:

1. The great thanks dedicated to Jufri Paddawu and Hasnaini, the writer’s beloved parents. They always give their pray, love, spirit, motivation, and patience so the writer can do many things until today. Thank you so much for everything.
2. Dra. Hj.Nanning, M.Pd. the first consultant who has guided the writer and who has given him much suggestion in writing and finishing this skripsi. Thanks for your good advice and valuable input.

3. Drs. Ismail, M.M. as the second consultant who has given him much motivation, guidance and suggestion that very helpful to complete the skripsi. Thanks for your good advice and valuable input.
4. Dr. Ahmad Sultra Rustam, M.Si. as the head of IAIN Parepare who had educated and guided the writer during her study.
5. Bahtiar, S,Ag. MA. as the chairma of Tarbiyah and Adab of IAIN Parepare, who has arranged a positive education for the students in the faculty of Tarbiyah.
6. Mujahidah, S.Pd, M.Pd. as the chairman of English Program for their help and guided during the years writer's study .
7. All the lecturers of English Program and Tarbiyah Department, and all the staffs of IAIN Parepare . Thanks for your time, knowledge, advice and motivation that you have given to the writer since she is studying in this great campus.
8. Head of IAIN Parepare Library and all his staff who has provided good service to the writer since study at IAIN Parepare and in collecting references.
9. H. Najamuddin, S,Pd, MM. as the Head Master of SMPN 4 Belawa who has allowed and helped to conduct this research. Thanks for your support and contribution.
10. H. Bakri R, S.Pd. as English teacher and all of the teacher at SMPN 4 Belawa. Thank you for your help and SMPN 4 Belawa, especially in class VIII.. The class where the writer did the research. They are so amazing.
11. The Writer sister and brother they are Nurfaikah Jufri, and Rahmat Hidayat who always accompany and gather the writer and always together in any conditions.pray for the writer so I can finish this well.

12. The writer's friends in IAIN Parepare. They are Risdha R, Risma, Rahmila Burhan, Ade Pratiwi, Haslinda, Rismayani, Yuliana, Nurdesi dan Nursakina, who always support the writer, share knowledge and always give advices to the writer.
13. The big family of English Department (2014), and all of members of Hiperमawa Koperti Kota Parepare. The writer Thanks to them because have become the second home for her. Place that used to sharing, playing, and learning by the writer. It will become unforgettable moment.

Finally, the writer also would like to say big thanks to all his amazing friends, and awesome people that the writer cannot mention the names that have helped and supported him sincerely. Writer hopes that this skripsi can be useful for us and become a reference for the next research. Aminn....

Parepare, Juli 10<sup>th</sup> 2018

The Writer



**NURJANNAH JUFRI**

**Reg Num. 14.1300.018**

## **DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI**

The writer who signed the declaration below:

Name : Nurjannah Jufri  
Student Reg. Number : 14.1300.018  
Place and Date of birth : Parepare, 25<sup>th</sup> Februari 1996  
Study Program : English Program  
Department : Tarbiyah dan Adab  
The Title of Skripsi : Improving the Students' Reading Comprehension  
Through the Use Pre-Reading Task at the Eight  
Grade of SMPN 4 Belawa

Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 10 Juli 2018  
The Researcher



**NURJANNAH JUFRI**  
**Reg Num. 14.1300.018**

## ABSTRACT

**Nurjannah Jufri.** *Improving the Students' Reading Comprehension Throught the Use Pre-Reading Task at the Eight Grade of SMPN 4 Belawa* (Supervised by Hj.Nanning and Ismail Latif).

Reading is essential to every students to be able to master another skills and aspect in English such as vocabulary, grammar, speaking, listening, and writing. Students need to master reading to communicate and receive some information(technology, science, and education) to get good understanding about the written material above and to be able to get good comprehension about the material above the students need to read it well and effectively. The objectives of this research are to improve learning process of reading comprehension by the use of Pre-Reading Task.

The research belongs to Pre-Experimental design with one group pre-test and post-test. The instrument of the research was written test consist of 20 numbers. The population of the research was the students of the Eight grade of SMPN 4 Belawa consist of 26 students. The research was conducted in six meetings where one meeting for pre-test, four metings for treatment, and one meeting for post-test. The sample of the research was students of class VIII of SMPN 4 Belawa consist of 26 students. The writer used descriptive quantitative technique to analyze the result of pre-test and post-test.

The result showed that the students mean score of pre-test was 43,53 and their score of post-test was 72,7, in which the gain amounted 29,17. It means that there was significant difference of students reading comprehension before and after taught by the use of Pre-Reading Task. Then the rage percentage in post-test was higher than the rate percentage in pre-test in teaching reading, and t-test was greater than value of t-table ( $26,72 > 1,708$ ). The result of the research proved that by the use of Pre-reading task were effective to be used in teaching the students reading comprehension and it means that null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that Pre-reading task be used to improve students reading comprehension significantly.

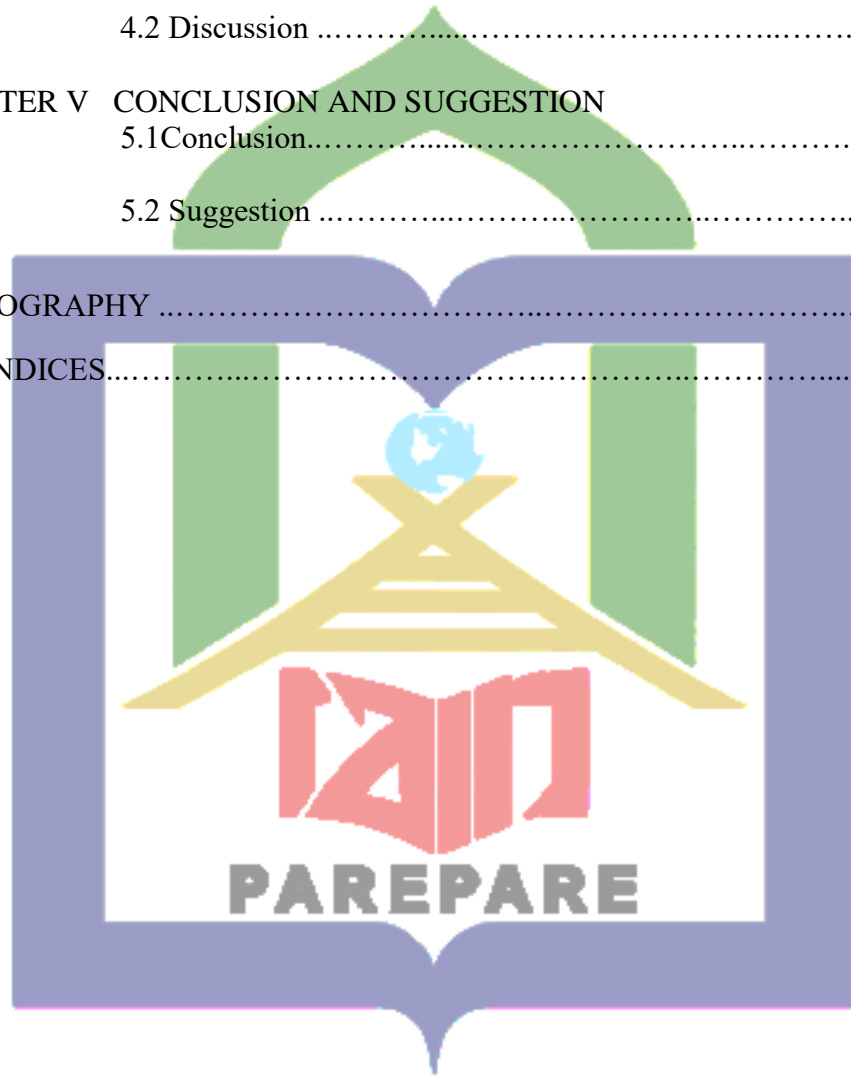
**Keywords :** Reading Comprehension and Pre-Reading Task.



## LIST OF CONTENTS

COVER OF TITLE .....	i
SUBMISSION PAGE .....	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS .....	iii
ENDORSEMENT OF EXAMINER COMMISSIONS .....	v
ACKNOWLEDGEMENT .....	vi
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI .....	ix
ABSTRACT .....	x
LIST OF CONTENTS .....	xi
LIST OF TABLES .....	xii
LIST OF APPENDICES .....	xiv
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background .....	1
1.2 Problem Statement .....	3
1.3 Objective of the Research.....	4
1.4 Significance of the Research.....	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
2.1 Some Pertinent Ideas .....	6
2.2 Previous Related Research Findings .....	22
2.3 Conceptual Framework .....	23
2.4 Hypothesis.....	24
2.5 Variable and Operational Definition .....	24
<b>CHAPTER III METHOD OF RESEARCH</b>	
3.1 Research Design.....	26
3.2 Location and Duration of the Research.....	26
3.3 Population and Sample .....	27
3.4 The Instrument of Research .....	27
3.5 Procedure of Collecting Data.....	28

3.6 Treatment.....	28
3.7 Technique of Data Analysis .....	32
<b>CHAPTER IV FINDINGS AND DISCUSSIONS</b>	
4.1 Finding.....	36
4.2 Discussion .....	46
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion.....	58
5.2 Suggestion .....	59
<b>BIBLIOGRAPHY .....</b>	<b>60</b>
<b>APPENDICES.....</b>	<b>63</b>

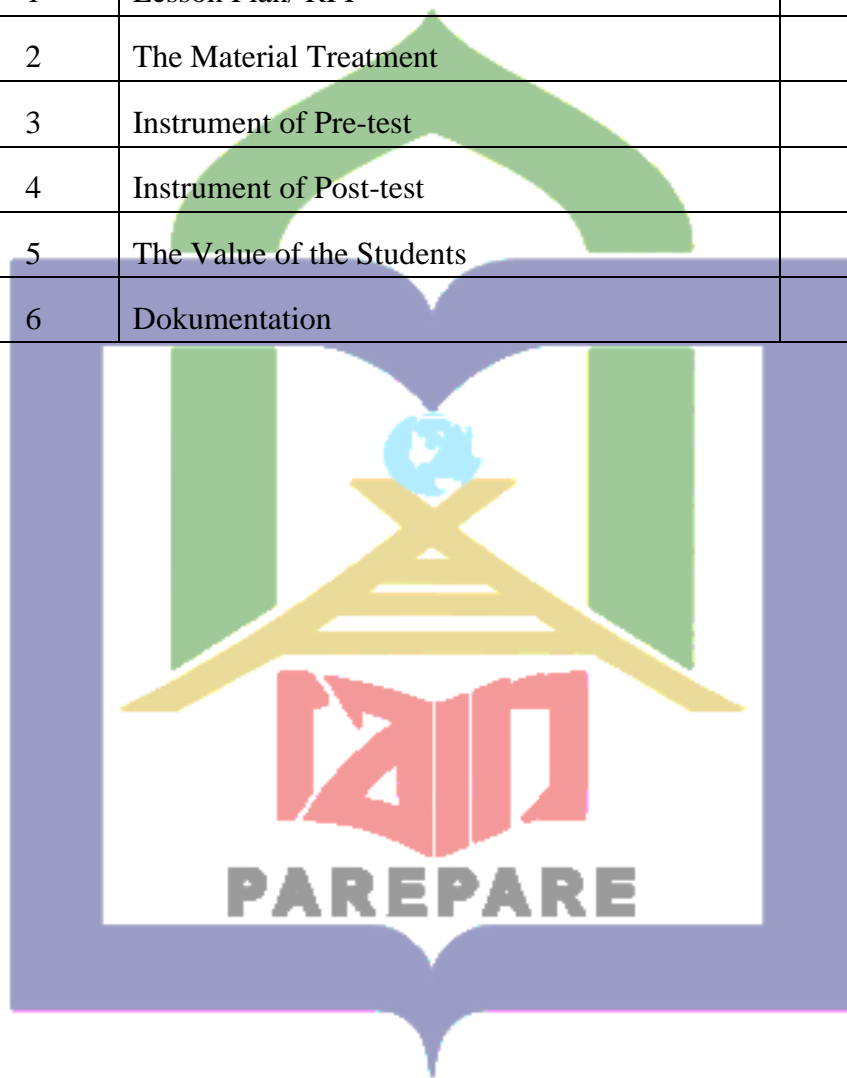


## LIST OF TABLES

Number	The Title of Tables	Pages
4.1	The Students' Score of Pre-Test	36
4.2	Percentage of The Students' Score Pre-Test	37
4.3	The Students' Score of Post-Test	37
4.4	Percentage of The Students' Score Post-test	38
4.5	The Worksheet of the Calculate Score of Pre-test and Pos-test	39
4.6	Standar Deviation	41
4.7	The Text of Significance	42

## LIST OF APPENDICES

Number	The Title of Appendices	Pages
1	Lesson Plan/ RPP	63
2	The Material Treatment	83
3	Instrument of Pre-test	88
4	Instrument of Post-test	94
5	The Value of the Students	101
6	Dokumentation	121



# CHAPTER I

## INTRODUCTION

### 1.1 Background

Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas dan feeling. Therefore, language has a central role in students social and emoticon depeloment. It can support them in learning all subject matters. Language is a system of communication which concists of a set of sounds and written symbols which are used by the people of particular country or region for talking or writing. English is one of international languages. This language is used all over that world. As a result, Indonesia government has decided that English is foreign language in Indonesia.

In learning English, there are four skills. They are listening, speaking, reading, and writing. The four skills mentioned are divided into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. Beside the four language skills above, reading is of great importance to students show mother tongue is not English, because they almost do not have opportunity to hear or to speak that language. Comprehending English is a difficult thing for students if they do not have basic knowledge , especially in comprehending reading text. <sup>1</sup>

Reading is one of those skills that are considered as the most important activity to get knowledge and information in human life, especially for the students in

---

<sup>1</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 1991), p.16.

learning English. In schools, reading is one of the basic competences that included in English subject that should be studied by the students.

Reading skills is essential whether in the target of source language. Reading comprehension is a part of reading subject which is emphasized in reading comprehension of the content. In other word, reading comprehension is meant as the act of grasping the reading content with the mind.

Through reading, people can improve their own knowledge which ensures the continuing personal growths and adapts the change in the world. Harmer argues that many of students want to be able to read text in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be good idea.

The students problem in reading is the feeling that they do not know what the text is about. One of the techniques is pre-reading activity which it can engage students in activity before reading. It will stimulate them in reading. The problems like this are found among students who are less interested in reading. Therefore it will be very good, if we can find the method which can increase the students interest to learn reading.

Grellet stated that "Reading is an active skill."<sup>2</sup> In other words that understand a text reading not only understand what exists, but more deeply that is needed understanding. Therefore applying pre-reading activity will increase students' attention in reading. The students have to work with the material actively. The conclusion is the teacher are expected to make the class more attractive as possible so that students are more active in the classroom.

---

<sup>2</sup>Francoise Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercise*, (Cambridge : Cambridge University Press, 1981), p.8.

Pre-reading activity could be away to student comrehend english text easily. Pre-reading activity have tended to focus exclusively on preparing the reader for likely linguistic difficulties in a text; more recently attention has shifted to culturel or conceptual difficulties.

In teaching reading, teacher should introduce other materials as an alternative to give various situations to students in classroom process. These materials can be a media; it can be to stimulate the students' motivation during the classroom process. In the other hand, most high motivation is needed to learn reading.

Based on explanation above, the writer hopes that students feel easy to apply and to practice this technique in understanding reading text, especially text genre. Moreover, the influence of pre-reading activity, exactly pre-reading task also help students improve their achievement in English reading skills.

In this research, the writer will conduct the research using pre-reading task in teaching text genre in SMP Negeri 4 Belawa. And also the writer coduct the research with the title *“Improving The Students Reading Comprehension through The Use of Pre-Reading Task at The Eight Grade Of SMPN 4 Belawa Kab. Wajo?”*

## **1.2 The Problem Statement**

Based on the backgroud above, the researcher formulates the problem statements as follow “How is the improvement of students reading comprehension through the use of Pre-Reading Task at the Eight Grade of SMPN 4 Belawa Kab.Wajo?”



### 1.3 Objective of the Research

Referring to the problem statement above, the researcher has considered that the main purpose of this research as shown as follows, “To find out whether through the use of Pre-Reading Task able to improve the students’ reading comprehension at the Eight Grade of SMPN 4 Belawa?”

### 1.4 Significance of the Research

The result of the study are hoped to give some contributions as follows :

1.3.1 Theoretically : the result of the researcher is expected to be useful information the knowledge of English study, especially in reading skill.

1.3.2 Practically

1.3.2.1 For the Students

This study to give sources or information for students. It also gives a contribution for them as a sample language learning, especially learning reading. In the class, students can active and they will not bored.

1.4.2.2 For the Teacher

The teachers can stimulate her/his student to read text in order in to improve students reading comprehension in text genre. When the teachers bring a lesson, students can accept that lesson easy and it make the teacher be confidence in teaching. The teacher get new method in learning process also, it can make the students not boring in the class.

#### 1.4.2.3 For the researchers

The researchers can share knowledge that can be use in teaching a material, especially in teaching reading. The method used by the researchers can make students active in class and not boring. The researcher will give information to the teacher the benefit of using pre-reading in teaching reading.



## CHAPTER II

### REVIEW AND RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concept Reading

In this research, we must know about Reading first like the definition, parts of reading lesson, kinds of reading, types of reading, the importance of reading, technique of learning reading, teaching reading and the purpose of Reading. All of that are important things in this research and they will explain one by one.

##### 2.1.1.1 Definition of Reading

Most people see reading as a simple process with the reader processing with each letter in turn, producing the appropriated sounds in forming words.

Some people considered reading as thinking process through which meaning is obtained from printed symbols.<sup>3</sup>

De boer and Dallmann state that “ Reading is a much more complex process. Reading involves recall, reasoning, evaluation, imagining, organizing, applying and problem solving.”<sup>4</sup>

Tarin state that “Reading is a process undertaken and used by readers to obtain the message, a method used to communicate with yourself and sometimes others, which communicates the meaning contained or implied in the written symbols.”<sup>5</sup>

---

<sup>3</sup>Verna Diecman Anderion, et all,. *Reading in the Language Art* (New York : The Macmilan Company, 1964), p.281.

<sup>4</sup>John J. De Boer and Martha Dallman, *The Teaching of the Reading* (New York : Holt, Rineheart, and Wiston, Inc, 1964), Revised Edition. p.17.

<sup>5</sup>Henry Guntur Tarigan, *Membaca sebagai Suatu Keterampilan Berbahasa* (Jakarta : Angkasa Bandung, 2015), p.15.

Penny Ur stated “Reading is understanding. If you read the words but you do not know what they mean, that is not reading. A foreign language learner who says, ‘I can read the word, but I don’t know what they mean’.”<sup>6</sup> Someone cannot be said reading if he does not understand what he read. Reading need deeper comprehension to understand the text. Therefore we need to analyze what we are reading to know the content of the text.

According to Kenneth Goodman, “Reading is receptive language process. It is a psycholinguistic process in that it start with a linguistic surface representation encoded by the write and ends with a meaning which the reader construct.”<sup>7</sup>

From the definition above, the writer can conclude that reading is a process of understanding meaning that involves our senses. so readers have interactions with the text they read and get messages and methods used to communicate with others. the reader must be able to master and understand the contents of the reading he reads. because from reading a person gets a lot of information and knowledge about the outside world.

#### 2.1.1.2 Parts of Reading

Reading lesson is usually divided into three parts, such as pre-reading, while reading and post-reading stage, each of which has its own particular aims and procedure.

2.1.1.2.1 Pre-Reading stage is an activity activity that directs, guides, guides and or prepares the student or reader to be more ready and steady before

---

<sup>6</sup>Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge : Cambridge University Press, 1996), p.138.

<sup>7</sup>Patricia L. Carrel, Joanne Devine, and David E. Eskey, *Interactive Approach to Second Language Reading* (New York : Cambridge University Press, 1988), p.12.

reading the text. Teacher can do various things in pre-reading stage such as pictures, movies, discussion, or association activities.

2.1.1.2.2 While Reading stage is an exercise about the text in question in pre reading activities. Students are already dealing with text and practice exercises. Exercises can be in the form of essays, multiple choices, fill in empty sentences, in accordance with the purpose.

2.1.1.2.3 Post Reading stage is an exercise in order to assess reading ability. Post reading stage is usually a writing assignment, but other techniques are available, including discussions, debates, or project work.

### 2.1.1.3 Kinds of Reading

Dolores stated that classified reading into three kinds, namely: reading aloud, silent reading, and speed reading.<sup>8</sup>

#### 2.1.1.3.1 Reading Aloud

Reading aloud is important and the students should be taught to read aloud. Reading aloud is a kind of reading where a reader expressed orally every word in the text. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. By reading aloud, the students can improve their skill in pronunciation, intonation, and through reading aloud, they can increase their vocabulary.

---

<sup>8</sup>Dolores in Aulia, *Kinds of Reading*, (<http://slllc.ucalgary.ca/Brian/611/readingkind.html>), accessed on 25 Oktober 2015, p.7.

#### 2.1.1.3.2 Silent Reading

Silent reading means that reading by heart, where there is no voice is expressed. Silent reading is very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

#### 2.1.1.3.3 Speed Reading

This kind of reading is used to improve speed and comprehension in reading. This skill is very important for students. The speed reading must run the side comprehension. The role of reading speed, however, depends on the kind of reading material. The rate of speed is a reading scientific material.<sup>9</sup>

#### 2.1.1.4 Types of Reading

There are four types of reading skill, namely is skimming, scanning, intensive reading and extensive reading.

##### 2.1.1.4.1 Skimming

Farida Rahim stated that skimming is a quick read to know the general content or parts of a reading. Reading layouts is needed to find out the author's perspective on something, find the organizational patterns of the of the paragraph, and find the general idea quickly. Another definition, skimming is to read at a glance or read quickly to get an information from what we read. Skimming is done to perform a quick read in general in a reading material.<sup>10</sup>

---

<sup>9</sup>Nurmi Fitri Suryani, "Improving the students' Reading Comprehension through the Use of Reciprocal Teaching at the Second Grade Students of SMA Sungguminasa (A Classroom Action Research)" (Unpublished Thesis; Faculty of Teacher Training and Education Makassar Muhammadiyah University, 2012), p.14.

<sup>10</sup> Farida Rahim, *Types of Reading*. ([http://slllc.ucalgary.ca/Brian/611/reading\\_types.html](http://slllc.ucalgary.ca/Brian/611/reading_types.html)), accessed on 19 April 2005.

#### 2.1.1.4.2 Scanning

Scanning is important to improve reading ability. This reading technique is useful for finding some information as quick as possible. Usually we read word by word from every sentence we read. By practicing reading scanning techniques, one can learn to read understand text reading in faster way. But reading the way of scanning is not origin used. If for the purposes of read textbooks, poems, important letters from jurists and so on, need more detail reading them. Scanning means finding specific information quickly and accurately. Scanning means flying over the pafes of the book. Reading by scanning techniques means sweeping the book page to find something that s needed. Scanning deals with moving the eyes quickly through a particular page section to search for certain words and phrases.

#### 2.1.1.4.3 Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowladge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.

#### 2.1.1.4.4 Extensive Reading

Material of extensive reading will be selected at a lower level of difficulty than for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.



### 2.1.1.5 The Importance of Reading

Reading in modern society is very important to increase our knowledge or achievement in the Holy Qur'an translation stated that the importance on reading are revealed in glorious Qur'an Surah Al-Alaq verse 1-5

خَلَقَ الَّذِي رَبِّكَ بِاسْمِ (١) مِنَ الْإِنْسَانِ خَلَقَ عَلَقٍ (٢) الْأَكْرَمَ وَرَبُّكَ إِقْرَأْ (٣)  
 إِقْرَأْ  
 بِالْقَلَمِ عَلَّمَ الَّذِي (٤) لَمْ الْإِنْسَانُ مَا عَلَّمَ يَعْلَمُ (٥)

The meaning :

“Read in the name lord who created. Created man from a clot. Read and the lord is the most bounteous. Who taught by the pen. Teacher man that which he knew not.”<sup>11</sup>

By reading, the students acquire a variety of information that they do not previously obtained. The more they read, the more information is obtained. Therefore, reading is a window to the world, anyone who opens the window to see and know everything that happened. Both events happened in the past, present, and even that would come.<sup>12</sup>

In today's era of globalization it is a fundamental necessity to shape a student's behavior. by reading a person can add information and extend knowledge and culture. Activities read closely to the interests of reading itself, in the absence of interest students will never be interested to read .. Interest is a very important factor that exists in every human being. Although the motivation is very strong, but if interest does not exist we certainly will not do something that is

<sup>11</sup>Departement Agama RI, *Al-Qur'an Terjemah Perkara* (Jakarta: Yayasan Penyelenggara Terjemah/Penafsiran AL-Qur'an, 2008), p.597.

<sup>12</sup>Syamsul Bahri, “Improving Reading Comprehension through Short Stories at the Tenth Greade Students of SMAN 3 Parepare” (Unpublished : A Skripsi of Tarbiyah Departement of STAIN Parepare, 2014).p.11.

motivated to us. Likewise the position of interest in reading, because without interest someone will be difficult to do reading activities.

Simply stated, interest means a high inclination and passion or a great desire for something. As it is understood that interest can affect the quality of achievement of student learning outcomes in certain areas.<sup>13</sup> Reading interest is a strong and deep concern accompanied by feelings of pleasure towards reading activities that can lead a person to read his own volition.

Rahim mentions that people who have a strong interest in reading will be realized in his willingness to get the reading material and then read it on his own consciousness. Reading materials include newspapers, magazines, textbooks, textbooks outside textbooks, and story books.<sup>14</sup>

#### 2.1.1.6 Techniques of Learning Reading

Basically, reading aims to get information. The required information is called focus information. Thus, focus information is the most important information or important things contained in the text. To find the focus information efficiently, there are several reading techniques used, namely: read-select (selecting), skipping, skimming, and scanning.

Read-select (selecting), it is that the reader chooses the reading material or passage he or she considers relevant, or contains the focus information he or she specifies. Read-jump (Skipping), it is that the reader finds relevant parts or passages, transcending or skipping over other parts. Read-layout (skimming), it is a quick read to know the general content of a passage or part of it, the intended content is the focus information, but it may also be just a basis for guessing whether the reading or reading passage contains predetermined information. Read-to-eye (scanning), it is a quick read and focuses on finding a passage that

---

<sup>13</sup>Muhibuddin Syah, *Psikologi Belajar* (Jakarta: PT Raja Grafindo Persada, 2011) Revised Edition, p.152.

<sup>14</sup>Ilham Nur Triatman, "Reading interest in 6<sup>th</sup> grade students of the public elementeri school Delegan of Prambana Sleman Yogyakarta" (E-Jurnal prodi Pendidikan 6, no.6, 2016), p.168.

contains predetermined focus information, and so reads the passage carefully so that the focus information is correctly found and understood correctly.<sup>15</sup>

#### 2.1.1.7 Teaching Reading

The simplest technique for improving reading speed is basically to use a series of timed text, understanding of which is then tested in some way, most often by multiple choice question, and also mechanical papers. There are however a number of points that the teacher need to bear in mind when using questions to help pupils to develop understanding of texts. The first is that there is a great difference between questions intended for teaching and questions aimed at testing. Teaching questions tend to be very numerous, oral rather than written, constructed in ordered sequences which lead the pupil to pay particular attention to various aspects of the text. The second point which the teacher needs to bear in mind is that the choice of an appropriate text is very important in building up pupils' reading competence. A text which is too difficult, where every other word has to be explained, or which uses extremely complex grammatical constructions, or which is about some obscure technical subject of small interest to the pupil, is only likely to produce frustration. The third point is that it is important that all the aspects of reading, all the various kinds of relationship, between words in the text, between grammatical constructions, between logical and rhetorical elements, between the author and the reader and the text should be covered by the questioning. The fourth point the teacher needs to bear in mind when using questions to help pupils to understand what they read is that the form in which the questions are put may have a bearing on how easy or difficult it is for the pupil.<sup>16</sup>

<sup>15</sup>Dalman, *Keterampilan Membaca* (Cet. I ; Bandar Lampung : PT Raja Grafindo Persada, 2013), p.15.

<sup>16</sup>Geoffrey Broughton, dkk, *Teaching English As a Foreign Language*, Second Edition (New York: Routledge and Kegan Paul Inc, 1980), p.98.

### 2.1.1.8 The Purpose of Reading

Basically reading activity aims to find and obtain the message or meaning to understand the meaning through reading. According to Anderson, there are seven kinds of goals of reading activities, namely:

2.1.1.8.1 Reading for details or fact. Reading aims to find or know the discoveries made by the character, to solve the problems made by the character.

2.1.1.8.2 Reading for main ideas. Read to know topics or issues in reading. To find the main idea of reading by reading page after page.

2.1.1.8.3 Reading for sequence or organization. Reading aims to know the parts of the story and relationships between parts of the story.

2.1.1.8.4 Reading for inference. Readers are expected to feel something that writers feel.

2.1.1.8.5 Reading to classify. Reading this type aims to find things that are not fair about something.

2.1.1.8.6 Reading to evaluate. So the reading aims to find something success based on certain measures. Reading this type requires comparability by comparing and re-testing.

2.1.1.8.7 Reading to compare or contrast. The purpose of reading is to discover how, the difference or equality of two or more things.<sup>17</sup>

Others suggest reading objectives include; fun, improving loud reading, using specific strategies, updating knowledge about a topic, linking new information with known information, obtaining information for oral or written reports, confirming or rejecting predictions, displaying an experiment or applying

---

<sup>17</sup>Dalman, *Keterampilan Membaca*, p.13.

the information obtained from a text in some other way and learn about the structure of the text, and answer specific questions.<sup>18</sup>

#### 2.1.1.9 The Principles of Reading

Principle do not spell out instructional practices that are to be followed, but they can provided the criteria for evaluating practices. Principle of teaching reading should evolve from the best knowledge available from psychology, educational psychology, and curriculum planning; from studies in child growth and development; and from child guidance and psychological clinics. There are some guidalines or principles, of reading instruction that merit a teacher's attention.

2.1.1.9.1 Reading is a language process. Children being taught to read must understand the relationship between reading and their language.

2.1.1.9.2 Instructio should lead children to understand that reading must result in meaning.

2.1.1.9.3 During every reading instruction period, students should read or be read something that grabs their minds.

2.1.1.9.4 Pupil difference must be a primary consideration in reading instruction.

2.1.1.9.5 Proper reading instruction depends on the ongoing diagnosis of each child's reading strengths, weaknesses, and needs.

2.1.1.9.6 The best diagnosis is useless unless it is used as a blueprint for instruction.

2.1.1.9.7 Any given technique, practice, or procedure is likely to work better with some children than with other.

---

<sup>18</sup>Olynda Ade Arisman, "Peningkatan Minat dan Kemampuan Membaca melalui Penerapan Program Jam Baca Sekolah kelas VII SMP Negeri 1 Puri" (Skripsi Sarjana: Sastra Indonesia, 2012), p.29.

- 2.1.1.9.8 Early in the learning process the child must acquire ways of gaining independence in identifying words whose meanings are known to him but which are unknown to him as sight words.
- 2.1.1.9.9 Learning to read is a long term developmental process extending over a period of years.
- 2.1.1.9.10 The concept of readiness should be extended upward to all grades.
- 2.1.1.9.11 Emphasis should be on prevention rather than cure. Reading problems should be detected early and corrected before they deteriorate into failure-frustration-reaction cases.
- 2.1.1.9.12 No child should be expected or forced to attempt to read material that he is incapable of reading.
- 2.1.1.9.13 Provisions for the needs of exceptional children must be incorporated into regular classroom reading instruction.
- 2.1.1.9.14 Learning to read is a complicated process, one sensitive to a variety of pressures.
- 2.1.1.9.15 Culturally and language different children should be accommodated in the reading program rather than forced to meet the demands of the curriculum.
- 2.1.1.9.16 Reading instruction should be thought of as an organized, systematic, growth-producing activity.
- 2.1.1.9.17 The adoption of certain instructional material inevitably has an impact and influence on a school's instructional philosophy.
- 2.1.1.9.18 The key to successful reading instruction is the teacher.<sup>19</sup>

---

<sup>19</sup>Arthur W. Hellman, Timothy r. Blair. William H. Rupley, *Principles and Practices of Teaching Reading* (Published by Charley e. Merrill Publishing co & Howel Company. 1981), p.7-16.

## 2.2.2 The Concept Reading Comprehension

In this research, we must know about Reading Comprehension first like the definition, and types of Classroom Reading performance.

### 2.2.2.1 Definition of reading Comprehension

Reading with comprehension is variously defined both practice and theory. Reading comprehension is something defined by comprehension tests. If a test says it measures comprehension, whatever that test happen to measure became what comprehension is supposed to entail.<sup>20</sup>

Comprehension is the knowledge or understanding that is result of such a process. Thinking process that depend not only a comprehension skill but also on the students' experience, prior knowledge, and working memory, but also a language process such as basic a reading skill, dicoding vocabulary, sensitivity to text structure, inferencing, and motivation.

Reading comprehension is a process of making sense of written ideas meaningful interpretation and interaction with a language. Reading comprehension is best viewed as a mutlifaceted process affected by several thinking and language abilities.<sup>21</sup>

Reading comprehension is a complex intellectual process involving a number of abilities. The major abilities concer word meanings and reasoning with verbal concepts.<sup>22</sup>

From the definition above, the researcher can conclude that reading comprehension is very important because the reader can understand what's he/she read through an inteectual process that influenced by several abilities to think and speak.

<sup>20</sup>Alexander, dkk, *Teaching Reading*, (USA: Little, Brown, and company, 1977), p. 133.

<sup>21</sup>Jamalia, "Using Directed Reading-Thinking Activity (DR-TA) Strategy to Improve Reading Comprehension at the Eleventh Year Students of SMA Negeri 1 Suppa" (Unpublished : A Skripsi of Tarbiyah Departement Of STAIN Parepare, 2013).

<sup>22</sup>Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, (New York: CBS College Publishing, 1982), p.207.



### 2.2.2.2 Skill of Reading Comprehension

The following model adapted from Nila Banton Smith divides the comprehension skills into four categories. Each category is cumulative in that each builds on the others. The four comprehension categories are literal comprehension, interpretation, critical reading, and creative reading.

#### 2.2.2.2.1 Literal Comprehension (Reading the lines)

Literal comprehension represents the ability to obtain a low-level type of understanding by using information explicitly stated. This category requires a lower level of thinking skill than the other three levels. Answer to literal questions simply demand that the pupil recall what the book says.<sup>23</sup> In other words, Literal comprehension is read a reading text in order to understand the explicit meaning or to understand the meaning contained in the text itself. Therefore, literal comprehension understanding is more focused on the understanding the meaning of every word and sentence contained in the text.<sup>24</sup>

#### 2.2.2.2.2. Interpretation (Reading between the lines)

Interpretation is the text step in the hierarchy. This category demands a higher level of thinking because the questions are concerned with answer not directly stated in the text but suggested or implied. To answer question at the interpretive level, readers must have problem solving ability and be able to work at various levels of abstraction. The interpretive level is the one at which the most confusion exists when it comes to categorizing skills. All the reading skills in interpretation rely on the reader's ability to "infer" the answer in one way or other.

---

<sup>23</sup>Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, (New York: CBS College Publishing, 1982), p.208.

<sup>24</sup>Dalman, *Keterampilan Membaca*, (Cet. I ; Bandar Lampung : PT Raja Grafindo Persada, 2013), p. 92.

However, by grouping all the interpretive reading skills under inference, “some of the most distinctive and desirable skills would become smothered and obscured.”<sup>25</sup>

#### 2.2.2.2.3 Critical Reading (Reading beyond the lines)

Critical reading is at a higher level than the other two categories because it involves evaluation, the making of a personal judgment on the accuracy, value, truthfulness of what is read. To be able to make judgments, a reader must be able to collect, interpret, apply, analyze, and synthesize the information. Critical reading includes such skills as the ability to differentiate between fact and opinion, the ability to differentiate between fantasy and reality, and the ability to discern propaganda techniques. Critical reading is related to critical listening because they both require critical thinking.<sup>26</sup>

#### 2.2.2.2.4 Creative Reading

Creative reading uses divergent thinking skills to go beyond the literal comprehension, interpretation, and critical reading levels. In creative reading, the reader tries to come up with new or alternate solutions to those presented by the writer.<sup>27</sup> In addition, creative reading is a process of reading that not only captures a meaning, but once we read it one must be able to apply it in everyday life and can combine the previously acquired knowledge.<sup>28</sup>

### 2.2.3 The Concept Pre Reading Task

<sup>25</sup>Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, p.208.

<sup>26</sup>Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, p.208.

<sup>27</sup>Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, p.209.

<sup>28</sup>Dalman, *Keterampilan Membaca*, (Cet. I ; Bandar Lampung : PT Raja Grafindo Persada, 2013), h. 129.

### 2.2.3.1 Definition of Pre-Reading Task

Basically pre reading is not a teacher to greet, accent, motivate, ect. But Pre-reading is an activity that directs, guides, and or prepares the student or reader to be more ready and steady before reading the text.

Effective teachers should be able to direct students to the subject matter that students will learn. Burns, and rubin suggested that reading teaching is based on schemata theory. Based on the view of schematic theory, reading is the process of forming meaning to the text. Schemata is a background of knowledge and experience that students have about a certain information or concept about it.<sup>29</sup>

Pre-reading strategies allow students to think about what they already know about a given topic and predict what they will read or hear. Therefore, by understanding what the students want to read. It will help them to comprehend the text better. It will affecton students' reading comprehension test achievement.<sup>30</sup>

Pre-reading activities are teaching activities undertaken before students perform reading activities. In pre-reading activities, teachers are concerned with activating student schemata related to reading topics. The activation of a student's schemata can be done in a variety of ways, for example by preliminary review, anticipatory guidance, meaning mapping, writing before reading, and creative drama.<sup>31</sup>

Gruber suggests several techniques that teachers can do to enable students' schemata through pre-reading activities. Pre-reading activities in question is to make predictions as presented below:

---

<sup>29</sup>Farida Rahim, *Pengajaran membaca di Sekolah Dasar*, Edisi kedua, (Cet.I; Jakarta: PT Bumi Aksara, 2017), p.99.

<sup>30</sup>Lia Maretnowati, "The Effectiveness of Pre-Reading Activities (Questioning and Viewing Pictures) in Students' Comprehension in Reading Recount Text (A Quasi Experiment Study at Senior High School in the First Year students of SMA Darussalam Ciputat in the Academic Year of 2013/2014)" (Unpublished Skripsi ; Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University : Jakarta, 2014), p.17.

<sup>31</sup>Farida Rahim, *Pengajaran membaca di Sekolah Dasar*, p.99.

2.2.3.1.1 The teacher reads the title aloud, then introduces the perpetrators by telling their names and some statements that tell about the actors, the characters, and finally the teacher telling students to predict the rest of the story.

2.2.3.1.2 Predicting activities to narrate students' interest in reading by using predictive predictive activity techniques is to read aloud a few pages from a book.

2.2.3.1.3 Other activities included in this prabaca activity are using various stimuli to keep students' attention on the lesson. In this activity the teacher should try to use various ways, by using a variety of sound media, movements such as hand gestures, facial expressions, and ect.<sup>32</sup>

While the definition of the task is an activity or action performed as a result of our management or understanding of what has been learned and passed through which in its work is done for yourself and for others, freely or for some reward.<sup>33</sup> Another definition about task is a job that is usually completed in a certain time.

Pre-reading task is teaching activities undertaken before students perform reading activities. Before starting the reading activities, the teacher first gives the task fo reading to the students to know until where understanding of reading students before the lesson begins, after that the process of learning to read through the correction result when students read before entering the material.

---

<sup>32</sup>Farida Rahim, *Pengajaran membaca di Sekolah Dasar*, Edisi kedua, (Cet.I; Jakarta: PT Bumi Aksara, 2017), p.100.

<sup>33</sup>David Nunan, *Designing Task for the Communicative Classroom*, (New York: Cambride University Press, 1989), p.10.

## 2.2 The Previous Related Research Findings

There are some researcher who have conducted reading skill. They are as in the following:

Nirmasyari stated that teaching reading by communicative tasks were effective to improve the students' reading comprehension. There was significant between students' reading comprehension before and after teaching reading by communicative tasks. It is provide by the mean score of post-test is higher in pre-test. It means that the altenative hypotesis( $H_a$ ) was accepted and Null hypotesis( $H_0$ ) was rejected.<sup>34</sup>

Andriani stated that reading comprehension of the third year students can improve by using dictation competence. It is provide by the mean score of post-test is higher in pre-test. It means that the altenative hypotesis( $H_a$ ) was accepted and Null hypotesis( $H_0$ ) was rejected.<sup>35</sup>

Anggriani Sunusi stated that teaching reading by question card were effective to improve the students' reading comprehension. There was significant between students' reading comprehension before and after teaching reading by question card. It is proved by the mean score of post-test of the students(78.26) is higher that the mean score of pre-test(63.56). It means that the altenative hypotesis( $H_a$ ) was accepted and Null hypotesis ( $H_0$ ) was rejected.<sup>36</sup>

Based on research finding above, the researcher concludes that several methods and strategy can help english learning process so that make students be

---

<sup>34</sup>Nirmasyari, "Improving the Reading Comprehension of the Eight Grade Students of SMP Negeri 3 Parepare through Communicative tasks" (Unpublished : A Skripsi of Tarbiyah Departement Of STAIN Parepare, 2014), p.38.

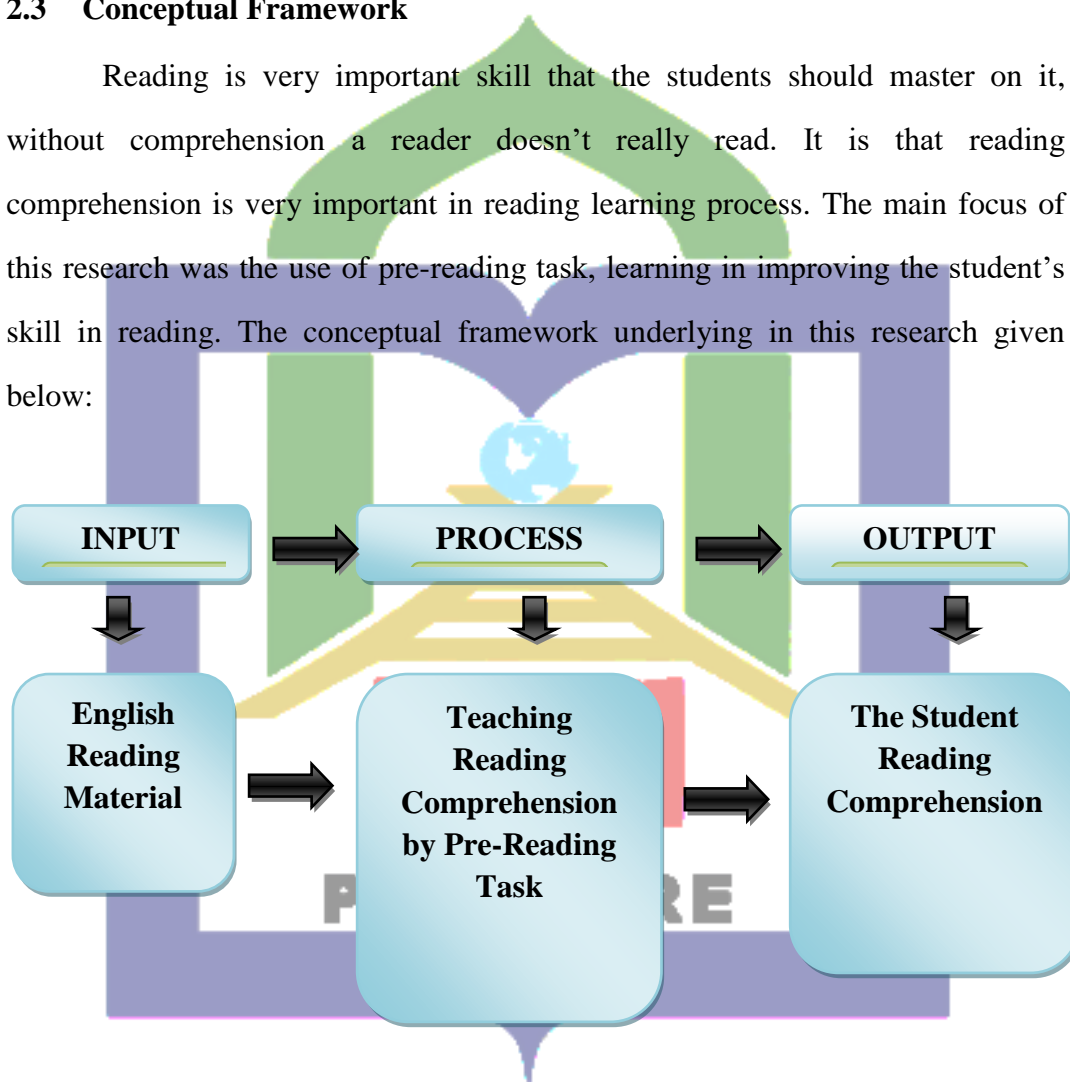
<sup>35</sup>Andriani, "Improving the Reading Comprehension through Distation Competence at the Third Year Students of SMP Negeri 7 Polewali" (Unpublished : A Skripsi of Tarbiyah Departement of STAIN Parepare, 2013),p.ix.

<sup>36</sup>Anggriani Sunusi, "Improving the Reading Comprehension through Question Card at the second Year Students of SMP Negeri 4 Pinrang" (Unpublished : A Skripsi of Tarbiyah Departement of STAIN Parepare, 2016),p.ix.

active and interest in English learning. So in this research, the write is focus on improving the students' reading comprehension through the using pre-reading task at the eight grade of SMPN 4 Belawa.

### 2.3 Conceptual Framework

Reading is very important skill that the students should master on it, without comprehension a reader doesn't really read. It is that reading comprehension is very important in reading learning process. The main focus of this research was the use of pre-reading task, learning in improving the student's skill in reading. The conceptual framework underlying in this research given below:



There are three components are explained in the following:

Input : Refers to the applied in the classroom.

Process :Refers to teaching a treatment that was teaching reading to the eight grade students of SMP Negeri 4 Belawa through pre-reading task.

Output : The result of the treatment was the improvement of the students reading comprehension.

## 2.4 Hypothesis

Based on the conceptual framework, then formulated the hypothesis that:

Null Hypothesis ( $H_0$ ) : There is no any improvement Reading comprehension the students of the eight grade students of SMP Negeri 4 Belawa after teaching through Pre-Reading Task.

Alternative Hypotesis ( $H_a$ ): There is any improvement Reading comprehension the students of the eight grade students of SMP Negeri 4 Belawa after teaching through Pre-Reading Task.

## 2.5 Definition operasional of variable

### 2.5.1 Variabel

There were two variable involved in this research, namely independent variable and dependent variable.

2.5.1.1 Independent variable : Teaching reading comprehension by using Pre-reading task.

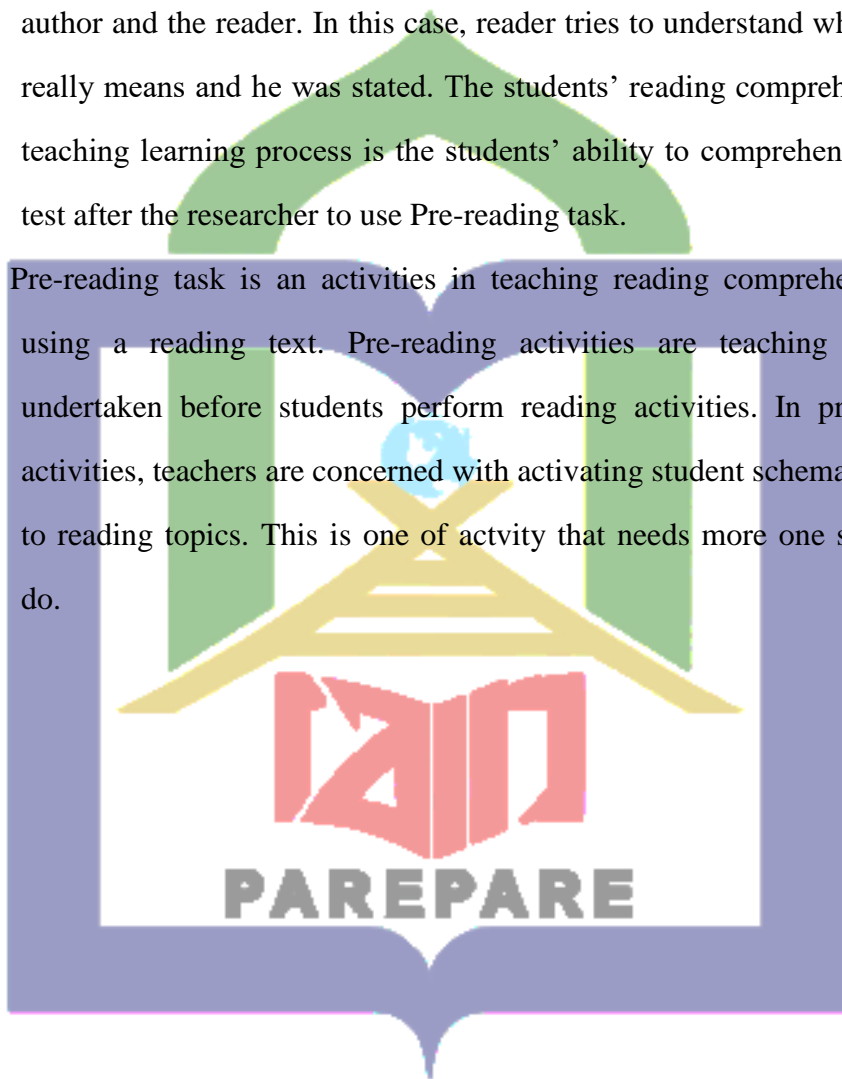
2.5.1.2 Dependent variable : Improving the students' reading comprehension at the eight grade students of SMP 4 Belawa.



## 2.5.2 Operational Definition

2.5.2.1 Reading comprehension is an understanding, evaluating, and utilizing information and ideas achieved through the interaction between the author and the reader. In this case, reader tries to understand what author really means and he was stated. The students' reading comprehension in teaching learning process is the students' ability to comprehend reading test after the researcher to use Pre-reading task.

2.5.2.2 Pre-reading task is an activities in teaching reading comprehension by using a reading text. Pre-reading activities are teaching activities undertaken before students perform reading activities. In pre-reading activities, teachers are concerned with activating student schemata related to reading topics. This is one of activity that needs more one student to do.





## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

In this part, this researcher will use pre-experimental method with one group pretest and posttest design. The researcher will do in the class and meet with students directly in the class through learning process. The design was presented as follow :



Where:

O1 : Pre-test

X : Treatment

O2 : Post-test<sup>37</sup>

#### 3.2 Location and Duration of the Research

##### 3.2.1 Location

The location of this research conducted of the eight grade (VIII) at SMP Negeri 4 Belawa in academic year 2017/2018.

##### 3.2.2 Duration

The duration of this research is six meeting namely once in pre-test, four times in treatment and once in post-test. This research needs more than 1 month to see the improving of students understanding of reading comprehension by pre-reading task.

<sup>37</sup> Amirman Yousda dan Zainal Arifin, *Penelitian dan Statistik Pendidikan*, (Jakarta: Bumi Aksara, 1993), p.22.

### 3.3 Population and Sample

#### 3.3.1 Population

The population of this research is the students of the eight grade (VIII) at SMP 4 Belawa who are enrolled in academic year 2017/2018, that consist of one class, namely class VIII that consist 26 students.

#### 3.3.2 Sample

In this research there is class that researcher takes as population. The researcher take one class as a sample. The researcher was apply total sampling technique. Therefore, the researcher take one class, namely the eight class VIII that consist 26 students as the sample.

### 3.4 Instrument of the Research

The instrument in this research were objective and subjective test which consist of pre-test and post-test. In general there are three types of objective test, that is multiple choice, true false, and matching.<sup>38</sup> In this research, instrument used was test of multiple choice 10 numbers, and essay 10 numbers. So the total number of this test is 20 numbers.

The pre-test was intended to see the students' prior knowledge of reading text before giving treatment, while the post-test was intended to know the students' reading comprehension after giving treatment throught pre-reading task.

---

<sup>38</sup>Eko Putro Widoyoko, *Teknik Penyusunan Instrumen Penelitian*, (Cet.I; Yogyakarta: Pustaka Pelajar,2012), p.61.

### 3.5 Procedure of the Collecting Data

In collecting data, the researcher gave students some steps as follow:

#### 3.5.1 Pre-test

Before giving the treatment by using pre-reading task, the researcher given the students pre-test to identify their prior knowledge about reading text when they using it in writing or speaking. Pre-test was needed to find out the students' reading comprehension before giving the treatment. Before, the researcher gives the test. The researcher introduced herself and explain the aim of the research. Then the researcher gave test to students. And it was done about 80 minutes.

#### 3.5.2 Post-test

At the last meeting, after giving treatment, the researcher gave a test to the students which same test in pre-test, to measure the result of the treatment is given with teaching reading comprehension by pre-reading task.

### 3.6 Treatment

After giving the pre-test, the researcher used pre-reading task to develop reading comprehension of the students for four meetings.

#### 3.6.1 The First Meeting

3.6.1.1 The researcher opened the class by greeting and pray before study.

3.6.1.2 The researcher checked the students' attendance list.

3.6.1.3 Before entering the material, the researcher gave task to the students as the opening activity in the classroom.

3.6.1.4 The researcher gave instruction and explain text before students reads the text, after that the researcher called the students for reads the text.

3.6.1.5 The researcher asked students to explain the general description of the text provided.

- 3.6.1.6 After done pre-reading activity, The researcher gave introduction to the students about the material of reading, like Narrative, and Descriptive. And this meeting the researcher focus in Narrative text.
- 3.6.1.7 The researcher divided the students in some group and each group contains four students.
- 3.6.1.8 The researcher gave Narrative text to each group.
- 3.6.1.9 The researcher gave the opportunity to all members of the group to read the text and discuss about the meaning of the text.
- 3.6.1.10 The researcher gave list of vocabulry to the all students.
- 3.6.1.11 The researcher gave explanation and pronounciation of the vocabulary.
- 3.6.1.12 Each group discussed again about the meaning of the text.
- 3.6.1.13 The researcher choosed one of the student from each group to read the result from his group about the text in front of the other group.
- 3.6.1.14 The reseacher closeded the meeting.
- 3.6.2 The Second Meeting
- 3.6.2.1 The researcher opened the class by greeting and pray before study.
- 3.6.2.2 Before entering the material again, the researcher gave task to the students as the opening activity in the classroom.
- 3.6.2.3 The reseacher gave instruction and explain text before students reads the text, after that the researcher called the studets for reads the text.
- 3.6.2.4 The researcher asked students to explain the general description of the text provided.
- 3.6.2.5 After done pre-reading activity, the reseacher called on students at random to explain about the previous material, Narrative text.
- 3.6.2.6 The reseracher explained about the lesson before.
- 3.6.2.7 The researcher continous material about Descriptive text (People).

- 3.6.2.8 The researcher gave descriptive text (People) to each group.
- 3.6.2.9 The researcher gave the opportunity to all members of the group to read the text and discuss about the meaning of the text.
- 3.6.2.10 The researcher gave list of vocabulary to the all students.
- 3.6.2.11 The researcher gave explanation and pronunciation of the vocabulary.
- 3.6.2.12 Each group discussed again about the meaning of the text .
- 3.6.2.13 The researcher chose one of the student from each group to read the result from his group about the text in front of the other group.
- 3.6.2.14 The researcher closed the meeting.
- 3.6.3 The Third Meeting
- 3.6.3.1 The researcher opened the class by greeting and pray before study.
- 3.6.3.2 Before entering the material again, the researcher gave task to the students as the opening activity in the classroom.
- 3.6.3.3 The researcher gave instruction and explain text before students reads the text, after that the researcher called the students for reads the text.
- 3.6.3.4 The researcher asked students to explain the general description of the text provided.
- 3.6.3.5 After done pre-reading activity, the researcher called on students at random to explain about the previous material, Descriptive text (People).
- 3.6.3.6 The researcher explained about the lesson before.
- 3.6.3.7 The researcher continued material about Descriptive text (Place).
- 3.6.3.8 The researcher gave Descriptive text (Place) to each group.
- 3.6.3.9 The researcher gave the opportunity to all members of the group to read the text and discuss about the meaning of the text.
- 3.6.3.10 The researcher gave list of vocabulary to the all students.
- 3.6.3.11 The researcher gave explanation and pronunciation of the vocabulary.

3.6.3.12 Each group discussed again about the meaning of the text.

3.6.3.13 The researcher choosed one of the student from each group to read the result from his group about the text in front of the other group.

3.6.3.14 The reseacher clososed the meeting.

3.6.4 The Fourth Meeting

3.6.4.1 The researcher opened the class by greeting and pray before study.

3.6.4.2 The reseacrher gave instruction and explain text before students reads the text, after that the researcher called the studets for reads the text.

3.6.4.3 The researcher gave instruction and explain text before students reads the text, after that the researcher called the studets for reads the text.

3.6.4.4 The researcher asked students to explain the general description of the text provided.

3.6.4.5 After done pre-reading activity,the researcher called on students at random to explain about the previous material, Descriptive text (Place).

3.6.4.6 The reseracher explained about the lesson before.

3.6.4.7 The researcher continous material about Descriptive text (Things).

3.6.4.8 The researcher gave Descriptive text (Things) to each group.

3.6.4.9 The researcher gave the opportunity to all members of the group to read the text and discuss about the meaning of the text.

3.6.4.10 The researcher gave list of vocabulry to the all students.

3.6.4.11 The researcher gave explanation and pronunciation of the vocabulary.

3.6.4.12 Each group discussed again about the meaning of the text.

3.6.4.13 The researcher choosed one of the student from each group to read the result from his group about the text in front of the other group.

3.6.4.14 The reseacher clososed the meeting.

### 3.7 Technique of Data Analysis

The data collected through pre-test and post-test, the following procedure was used :

#### 3.7.1 Scoring the students' answer

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{The Total Number of Total Item}} \times 100\%$$

#### 3.7.2 Classified the score into five level classification is a follow :

No	Score	Classificaton
1.	80-100	Excellent
2.	66-79	Good
3.	56-65	Fair
4.	41-55	Poor
5.	<40	Very Poor <sup>39</sup>

#### 3.7.3 Calculating the rate percentage of the students score:

$$P = \frac{F}{N} \times 100 \%$$

<sup>39</sup>Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Cet.I; Jakarta : Bina Aksara, 1984), p.236.

Where :

P = Percentage

F = Frequency

N = Total number of Sample<sup>40</sup>

3.7.4 Finding out the mean score will use the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  = Mean

$\sum$  = Total Score

N = Total number of Sample<sup>41</sup>

3.7.5 Finding out the Standar Deviation by using the following formula:

$$SD = \sqrt{\frac{SS}{N}} \quad \text{where : } SS = \sum X_1^2 - \frac{(\sum X_1)^2}{N}$$

Where:

SD = Standar Deviation

SS = The sum of square

$\sum X_1^2$  = The sum of score

<sup>40</sup>L.R.Gay, *Education Research (Competencies for Analysis and Application)*, (Second edition; Columbus: A Bell & Howell Company, 1981), p.298.

<sup>41</sup>L.R.Gay, *Education Research (Competencies for Analysis and Application)*, p. 298.



$(\sum X_1)^2$  = The Square of the sum of the score

$N$  = The total number of the object<sup>42</sup>

3.7.6 Finding the significance between the mean score and pre-test and post-test by calculating the value of the test :

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

$t$  = Test of significance

$D$  = The mean score of difference ( $X_1 - X_2$ )

$\sum D$  = The sum of the total score

$(\sum D)^2$  = The squer of the sum score of difference

$N$  = Total the sample.<sup>43</sup>

3.7.7 Criteria of testing hypothesis

The statistical hypothesis in this research is as follows :

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 > \mu_2$$

<sup>42</sup>L.R.Gay, *Education Research (Competencies for Analysis and Application)*, p. 298.

<sup>43</sup>L.R.Gay, *Education Research (Competencies for Analysis and Application)*, p. 331.

To test the hypothesis, the researcher used one tailed test with 5% ( $p = 0,05$ ) level of significant. For the formulate degree of freedom (df) is  $N-1$ , so :

1. If  $t\text{-table value} \geq t\text{-test value}$ ,  $H_0$  is accepted and  $H_a$  is rejected. It means that Pre-Reading Task can improve the reading comprehension of the eight grade students of SMPN 4 Belawa.
2. If  $t\text{-test} \leq t\text{-table value}$ ,  $H_0$  is acceptable and  $H_a$  is rejected. It means that Pre-Reading Task can improve the reading comprehension of the eight grade of SMPN 4 Belawa.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of two section, the section deals with the finding of the research and the discussion of the research. The findings of the research cover the description of the result of data collected through test that can be discussed in the section below.

#### 4.1 Findings

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' reading comprehension through the use of pre-reading task before giving them the treatment, while post-test was given after treatment to know the students' reading comprehension after giving treatment and the result of the post-test of this research can answer the question of this research that aims to find through the use of Pre-Reading Task able to improve the students' reading comprehension at the Eight Grade of SMPN 4 Belawa?

The findings of this research deal with the classification of students' pre-test and post-test, the frequency and rate percentage of the students' score, the mean score and standar deviation of pre-test and post-test, and hypothesis testing. These finding are described as follows:

#### 4.1.1 The Students' Score Of Pre-Test

The finding through pre-test in answering the question text of reading comprehension at the Eight grade of SMPN 4 Belawa was tabulated as follow :

**Table 4.1 The Students' Score of Pre-Test**

No	Name	Score	Classification
1.	Abdul Malik	40	Very Poor
2.	Alfina Damayanti	25	Very Poor
3.	Arafah	55	Poor
4.	Arman	35	Very Poor
5.	Aswar	40	Very Poor
6.	Bayu Sahupri	45	Poor
7.	Fitri Ramadani	25	Very Poor
8.	Halijah	45	Poor
9.	Kiki Jailani	20	Very Poor
10.	Muhammad Akbar	35	Very Poor
11.	Muhammad Ismail	25	Very Poor
12.	Muhammad Luqman	25	Very Poor
13.	Muhammad Yusuf	35	Very Poor
14.	Muhammad Ramdani	50	Poor
15.	Muhammar Sidi	50	Poor
16.	Nurul Khumairah	55	Poor
17.	Nur Atisah	55	Poor
18.	Nurfadillah	55	Poor
19.	Nurfianti	30	Very Poor
20.	Nurhaviah	55	Poor

21.	Nur Linda Sari	55	Poor
22.	Riswanda	65	Fair
23.	Riswan Setiawan	50	Poor
24.	Serlina	35	Very Poor
25.	Wahyu	45	Poor
26.	Wahyu Hidayat	55	Poor
Total		$\Sigma = 1132$	

(Data Source: the students' Score in Pre-Test)

The table above reveals that most of student were in the poor classification and other were gaining lower than score  $\leq 40$ . Thus, researcher concluded that student had lack of reading comprehension toward material and need more lesson to make them better. After scoring, researcher then tabulated and analyzed the score into percentage. The score was classified into five levels as follow:

**Table 4.2 Percentage of The Students' Score Pre-Test**

No	Classification	Score	Frequence	Percentage
1	Excellent	80-100	0	-
2	Good	66-79	0	-
3	Fair	56-65	1	3,85%
4	Poor	41-55	14	53,84%
5	Very Poor	$\leq 40$	11	42,30%
Total			26	100%

(Data source: The percentage of students' pre-test of SMPN 4 Belawa)

The data on the table above shows that were 1 (3,85%) students got "fair" score, 14 (53,84%) students got "poor" score, 11 (42,30%) students got "very

poor” score, and none students got “excellent and good” score. Based on the table above, it showed that the rate percentage of the students score of the students reading comprehension was still low because just one of the students got highest score and most of them got poor and very poor classification.

#### 4.1.2 The Students’ Score Of Post-Test

After analyzing the students’ pre-test, researcher then analyzed the students’ post-test, which was shown on the table below :

#### 4.3 The Students’ Score of Post-Test

No	Name	Score	Classification
1.	Abdul Malik	75	Good
2.	Alfina Damayanti	60	Fair
3.	Arafah	65	Fair
4.	Arman	65	Fair
5.	Aswar	70	Good
6.	Bayu Sahupri	65	Fair
7.	Fitri Ramadani	60	Fair
8.	Halijah	80	Excellent
9.	Kiki Jailani	60	Fair
10.	Muhammad Akbar	70	Good
11.	Muhammad Ismail	60	Poor
12.	Muhammad Luqman	60	Poor
13.	Muhammad Yusuf	75	Good
14.	Muhammad Ramdani	75	Good
15.	Muhammar Sidi	75	Good
16.	Nurul Khumairah	75	Good

17.	Nur Atisah	85	Excellent
18.	Nurfadillah	85	Excellent
19.	Nurfianti	80	Excellent
20.	Nurhaviah	85	Excellent
21.	Nur Linda Sari	80	Excellent
22.	Riswanda	90	Excellent
23.	Riswan Setiawan	80	Excellent
24.	Serlina	70	Good
25.	Wahyu	70	Good
26.	Wahyu Hidayat	75	Good
Total		$\Sigma = 1890$	

(Data Source: the students' Score in Post-Test)

The table showed that there was an improvement of students score after giving treatment through Pre-Reading Task.

After scoring, researcher then tabulated and analyzing the score into percentage. The score was classified into five levels as follow:

**Table 4.4 Percentage of The Students' Score Post-test**

No	Classification	Score	Frequence	Percentage
1	Very Good	80-100	8	30,77%
2	Good	66-79	10	38,46%
3	Fair	56-65	8	30,77%
4	Poor	41-55	-	-
5	Very Poor	$\leq 40$	-	-
Total			26	100%

(Data source: The percentage of students' post-test of SMPN 4 Belawa)

The data on the table above shows that were 8 (30,77%) students got “excellent” score, 10 (38,46%) students got “good” score, 8 (30,77%) students got “fair” score, and none students got “poor and very poor” score. Based on the table above, showed that the students got score higher. The other words the students got the best score after the researcher applying task. So, the researcher concludes that using task as a media able to improve the students reading comprehension at the second grade of SMPN 4 Belawa.

4.1.3 The Result of The Pre-Test and Post-Test Were Presented in the Following:

**Table 4.5 The Worksheet of the Calculate Score of Pre-test and Pos-test**

No	Pre-test		Post-test		Daviation	
	$X_1$	$X_1^2$	$X_2$	$X_2^2$	$D$	$D^2$
1.	40	1600	75	5625	35	1125
2.	25	625	60	3600	35	1125
3.	55	3025	65	4225	10	100
4.	35	1125	65	4225	30	900
5.	40	1600	70	4900	30	900
6.	45	2025	65	4225	20	400
7.	25	625	60	3600	35	1125
8.	45	2025	80	6400	35	1125
9.	20	400	60	3600	40	1600
10.	35	1125	70	4900	35	1125
11.	25	625	60	3600	35	1125
12.	25	625	60	3600	35	1125
13.	35	1125	75	5625	40	1600
14.	50	2500	75	5625	25	625



15.	50	2500	75	5625	25	625
16.	55	3025	75	5625	20	400
17.	55	3025	85	7225	30	900
18.	55	3025	85	7225	30	900
19.	30	900	80	6400	50	2500
20.	55	3025	85	7225	30	900
21.	55	3025	80	6400	25	625
22.	65	4225	90	8100	25	625
23.	50	2500	80	6400	30	900
24.	35	1125	70	4900	35	1125
25.	45	2025	70	4900	25	1125
26.	55	3025	75	5625	20	400
Total	<b>1132</b>	<b>50485</b>	<b>1890</b>	<b>139400</b>	<b>785</b>	<b>24525</b>

(Data Source : the Calculate Score of Pre-test and Pos-test of SMPN 4 Belawa)

#### 4.1.4 The Mean Score and Standard Deviation of the Students Pre-Test and Post-Test

##### 1. Mean Score of Pre-test

$$X = \frac{\sum X}{N}$$

$$X = \frac{1132}{26}$$

$$= 43,53$$

##### 2. Mean Score of Post-test

$$X = \frac{\sum X}{N}$$

$$X = \frac{1890}{26}$$

$$= 72,7$$

## 3. Deviation of Pre-test

$$\begin{aligned}
 SS &= \sum X_1^2 - \frac{(\sum X_1)^2}{N} = 50485 - \frac{(1132)^2}{26} \\
 &= 50485 - \frac{(1281424)}{26} \\
 &= 50485 - 49285,53 \\
 SS &= 1199,47.
 \end{aligned}$$

$$SD = \sqrt{\frac{SS}{N-1}} = \sqrt{\frac{1199,47}{25}} = \sqrt{47,97} = 6,92.$$

## 4. Deviation of Post-test

$$\begin{aligned}
 SS &= \sum X_2^2 - \frac{(\sum X_2)^2}{N} = 139400 - \frac{(1890)^2}{26} \\
 &= 139400 - \frac{(3572100)}{26} \\
 &= 139400 - 137388,46 \\
 SS &= 2011,54
 \end{aligned}$$

$$SD = \sqrt{\frac{SS}{N-1}} = \sqrt{\frac{2011,54}{25}} = \sqrt{80,46} = 8,97.$$

Table 4.6 Standar Deviation

No	Test	Mean Score	Standar Deviation(SD)
1	Pre-test	43,53	6,92
2	Post-test	72,7	8,97

(Data' source: the mean score and standard deviation of the pre-test and post-test)

The table above show that the mean score at post-test was higher than mean score at pre test. Mean score at post-test was 72,7 and mean score at pre-test was 43,53. Its mean that there was significant improvement the students' reading comprehension after students gave treatment by using Pre-Reading Task, the students' score obtained increased and the classification was very different. While

standar deviation of pre-test was 6,92(SD) and standar deviation of post-test was 8,97(SD).

#### 4.1.5 The Result of T-test and T-table

In order to know whether t-test was statistically greater or not than t-table at level significance 5% was employed that formula below :

Find out D

$$\begin{aligned} D &= \frac{\sum D}{N} \\ &= \frac{785}{26} \\ &= 30,2. \end{aligned}$$

The calculation of the T-Table Value

$$\begin{aligned} t &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} = \frac{30,2}{\sqrt{\frac{24525 - \frac{(785)^2}{26}}{26(26-1)}}} = \frac{30,2}{\sqrt{\frac{24525 - \frac{616225}{26}}{26(25)}}} \\ &= \frac{30,2}{\sqrt{\frac{24525 - 23700,96}{650}}} \\ &= \frac{30,2}{\sqrt{\frac{824,04}{650}}} \\ &= \frac{30,2}{\sqrt{1,27}} \\ &= \frac{30,2}{1,13} \\ t &= 26,72. \end{aligned}$$

**Table 4.7 The Text of Significance**

Variable	T-Test	T-Table Value
Pre-test and Post-test	26,72	1,708

(Data' Source: the Test of Significance)

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

#### 4.1.6 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} DF &= N-1 \\ &= 26-1 \\ &= 25. \end{aligned}$$

$$\alpha = 1,708 \text{ and t-tets value} = 26,72.$$

For the level, significant (p) 5% and  $df = 25$ , and the value of the table is 1,708, while the value of t-test is 26,72. It means that the t-test value is greater than t-table ( $1,708 < 26,72$ ). Thus, it can be concluded that the students' reading comprehension through Pre-Reading Task is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It can be concluded that there is an improving reading comprehension through Pre-Reading Task at the Eight grade of SMPN 4 Belawa.

## 4.2 Discussion

### 4.2.1 The Improvement of Students' Reading Comprehension

In teaching reading, the writer used Pre-Reading Task as activity to improve the students' reading comprehension. The result of the total score and the mean score of the eight grade of SMPN 4 Belawa. The data above was collected through test that to improve the students Reading Comprehension by The Use of Pre-Reading Task, it was supported by the frequency and rate of the students score of pre-test and post-test. After presenting the Pre-Reading Task, the students score in teaching was bigger than before.

By looking at the test finding, from the data provided in classification of the table in pre-test, clearly shows that 1 (3,85%) students got "fair" score, 14 (53,84%) students got "poor" score, 11 (42,30%) students got "very poor" score, and none students got "excellent and good" score. Where in the post-test, shows that 8 (30,77%) students got "excellent" score, 10 (38,46%) students got "good" score, 8 (30,77%) students got "fair" score, and none students got "poor and very poor" score. From the result, the writer can conclude that the students' reading comprehension improved from very poor up to poor then fair to good until excellent classification.

In addition, the mean score of pre-test was 43,53 and the mean score of post-test was 72,7. As conclusion, the mean score of post-test (72,7) was greater than pre-test (43,53). Even, for level significant 5% ( $p = 0,05$ ) and  $df = 25$ , and the value of t-table is 1,708, while the value of t-test is 26,72. It means that, the t-test value is greater than t-table ( $26,72 > 1,708$ ). Thus, it can be concluded that the students' reading comprehension is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is refused and the alternative hypothesis ( $H_a$ ) is accepted.

The researcher concluded that one of the main factor which made the students lack in reading comprehension caused by the strategy or media used in class is monotonous, the students rarely study using media or game in class since in reading learning so that it can students understanding in reading the text. Students who rarely read cannot deduce the meaning of the reading text.

Some problems occurred during the implementation of Pre-Reading Task to improve the students reading comprehension. First was related to time management, and the students also disturbed by the noise so the researcher got difficult in controlling the students when explained the material of in reading learning. Considering the importance of teaching reading, there should be technique or strategy that can promote the language learning.

Through Pre-Reading Task be used to improve the students reading comprehension. Since Pre-Reading Task as tool in reading learning for the students by Using Pre-Reading Task, students learner appropriately to understand the meaning and pronunciation that is good in English. Futhermore the students felt enjoy and be active in learning process because the researcher took the students to play game through Pre-Reading Task.

To overcome this problem, the researcher planned to give the students an exercise reading activities for the each meeting. The students would answer the question of reading in form of text and the students had to focus. The researcher would supplied a worksheet explained the material in the meeting. It was aimed at to evaluate the students' attention and knowledge after explanation. After that the researcher asks students to read and the text that is given, and asks students to understand the meaning contained in the text. After students' did the worksheet which has given, the researcher asked them to collect that and correct it together.



Whereas reading is one of those skills that are considered as the most important activity to get knowledge and information in human life, especially for the students in learning English. In schools, reading is one of the basic competences that included in English subject that should be studied by the students. So the teacher have to be creative person in teaching, in addition the teacher also has to provided media to support the teaching and learning of reading. Succesful reading can be looked at in terms of the strategies or technique the teacher use when teaching reading.

Through reading, people can improve their own knowledge which ensures the continuing personal growths and adapts the change in the world. Harmer argues that many of students want to be able to read text in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be good idea.

After the researcher applied Pre-Reading Task in the class during teaching reading, the researcher found that some of the students seems to be appealing in doing the reading test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed Pre-Reading Task can improve students' reading comprehension. The result was proven by the improvement of students' score in reading test.

Moreover, in pre-test most of students showed difficulties in reading the meaning of reading in the text. This condition certainly makes the students got low score in reading test. On the contrary, in the post test, most of the students felt more comfortable and easy to adopt the material. Generally the use of Pre-Reading Task mainly aimed at increasing teaching process to be more motivating and appealing for students.

In the first meeting when did the treatment , the students were felt bored in learning reading through Pre-Reading Task. It was because the teacher never used Pre-Reading Task in teaching reading so the students be confuse. During the time of teaching reading, the researcher started to explain the applying of Pre-Reading Task in teaching reading. The researcher began to guide the students to understand the process of Pre-Reading Task. The use of Pre-Reading Task made the students easily understood the materials given and it also improved the students confidence and comprehension in teaching reading.

In the teaching reading activities process, the researcher used three phases as well as pre-teaching reading activities, while-teaching reading activities and post-teaching reading activities. In the pre-teaching reading activities, the students were given some question to activate their background knowledge related to the topic. The researcher also reviewed some reading text to introduce them to the Pre-Reading Task being applied. In while-teaching reading activities, the students ask to do some exercise as the main activities. After doing the worksheet given, the students' work was submitted and discussed together. In the post-teaching reading activities, the students were asked to do some activities to check their comprehension to what the had learned trough Pre-Reading Task.

Based on the finding above, the writer concluded that there is an improvement of students' reading comprehension by pre-reading task at the eight grade of SMPN 4 Belawa.

#### 4.2.2 The Ways of the Implementation of Pre-Reading Task to Improve Students Reading Comprehension

After the researcher applied Pre-reading task in the class during teaching reading, the researcher found that some of the students seems to be appealing in doing the reading test. It can be proved by the score and analysis. After calculating and

analyzing the data, the researcher found that result showed the through Pre-reading task can improve students reading comprehension. The result was proven by the improvement of students' score in reading test.

Based on the result showed in pre test and post test, the researcher concluded that pre-reading task is able to improve the students reading comprehension. The impact through pre-reading task seems to be significant in students improvement. At the beginning of the study the mean score pre test was 43,53. By the end of the study the result through Pre-reading task post test enhance after giving treatment. The mean score indicate 72,7. The result show that the score post test is higher than pre test. And it can be conclude that the treatment have been effective.

There were six meetings for doing this research. Two meeting for doing the test and four meetings for doing the treatment to prove that is the implementation of Pre-Reading Task can improve the students' reading comprehension. At the first meeting, the researcher asked the students to answer test where there were ten numbers in multiple choice, ten numbers essay. It aimed to know the students' ability in reading text before got the treatment. In the second meeting, the researcher explains abouth reading text especially about Narrative text. Before entering the material, the researcher gave task to the students as the opening activity in the classroom. The researcher gave instruction and explain text before students reads the text, after that the researcher called the studets for reads the text. The researcher asked students to explain the general description of the text provided. After that, the researcher The researcher divided the students in some group and each group contains four students. The researcher gave the opportunity to all members of the group to read the text and discuss about the meaning of the text. The researcher choosed one of the student from each group to read the result from his group about the text in front of the other group.

In the third until fifth meetings, the researcher explains about reading text especially about Descriptive text. Before entering the material, the researcher gave task to the students as the opening activity in the classroom. The researcher gave instruction and explain text before students reads the text, after that the researcher called the students for reads the text. The researcher asked students to explain the general description of the text provided. After that, the researcher The researcher divided the students in some group and each group contains four students. The researcher gave the opportunity to all members of the group to read the text and discuss about the meaning of the text. The researcher chose one of the student from each group to read the result from his group about the text in front of the other group. It was aimed to caught the students' interest when learning process of reading.

In the last meeting, the researcher gave a post-test. The students answered the test was the form of test same as when researcher give in pre-test with the topic that had been provided by the researcher. It aimed to know whether this treatment has an impact or not

The researcher would supplied a worksheet explained the material in the meeting. It was aimed at to evaluate the students' attention and knowledge after explanation. The researcher asked the students to find out the answer in the worksheet and the students were allowed to use dictionary. After students' did the worksheet which has given, the researcher asked them to collect that and correct it together..

Through Pre-Reading Task was effective to improve the students' reading comprehension. The using of Pre-Reading Task could make student was trained in reading English text, and students more easily understand the meaning in the text through Pre-Reading Task given at each meeting.

Through Pre-reading task was effective to improve the students' reading comprehension. Pre-reading task in teaching reading can improve the students reading comprehension. Pre-reading task is one of world play is used to make interest the learning process. Through pre-reading task is one technique in teaching reading to take the students more active in learning process. This made student to recognize many text, and to know how to pronounce it.

The implementation Pre-reading Task changed classroom situation in class and in learning process was better than the previous meeting. It could be seen from the result of observation that students who were able to focus and to pay attention on the researcherr explanation. Students' behavior changed. They did not do the useless activity during the lesson, students were more motivated and they enjoy in writing class, students were more active to ask about the lesson what they did not understand, students gave more responses when the researcher asked them to do the task in front of the classroom, and students were pleasant with the situation. So, Pre-reading task could increase motivation of the students. In addition the the researcher got new knowledge through Pre-reading task to teach English, especially in Reading ability. The researcher had improved her knowledge in using the method and various materials for her teaching process. As a result, the researcher become more open minded to make the English teaching and learning process more interesting.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter deals with two parts. The first part contains conclusion which based on the researcher findings and discussion. The second parts some suggestions based on the conclusion.

#### 5.1 Conclusion

Based on the discussion in the previous chapter, the findings of the results showed the positive impact in the students' reading ability and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether through the use of Pre-Reading Task able to improve the students' reading comprehension. Therefore, this study is using quantitative research. The results of data analysis: The mean score of pre-test (43,53) and standard deviation (6,92). The mean score of post-test (72,7) and the standard deviation (8,97). T-test result in which the value of t-test was 26,72. It was greater than t-table was 1,708 at the level significance 5% and degree of freedom (df) was 25. The result of the research showed that through The use of Pre-Reading Task was able to improve the students' reading comprehension where could increase their knowledge about reading, to know how to pronoun the text , how to understand reading text.. The enhancement of the students' writing skill is also supported by the result of the test scores. Based on the description of the result above, the mean score of pre-test was 43,53 and it improved into 72,7 in the post-test. Then, the t-test (26,72) was greater than t-table (1,708). It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It proved that the implementation Pre-Reading Task in teaching reading able to improve the students' reading comprehension.

## 5.2 Suggestion

Based on the result of the writer, the writer would like to offer some suggestion, they are:

### 5.2.1 For The English Teacher

5.2.1.1 The English teacher have to be creative to manage the class in teaching the material.

5.2.1.2 The English teacher should prepared or use or make a new technique or strategies in teaching reading that able to make the students feel fun in learning process but they are still focus to the material.

### 5.2.2 For The Students

5.2.2.1 The students should be more active and not afraid of making mistake during teaching learning proses, especially in the reading class.

5.2.2.2 The students should help their teacher to applying a new technique or strategies. They also should be serious and pay attention to their teacher in learning process.

5.2.2.3 The students should always be diligent read anything to enrich vocabulary so that the students do not find unfamiliar words again.

### 5.2.3 For Other Researcher

5.2.3.1 For the next researcher, they could use this research as a literature to guide them when they want to do the similar research. Although the study has been done but because of limited time is still has many weaknesses. Therefore, any researcher interested in the same field are suggested to do deep analysis and fokus on improving the students' reading comprehension through the use of Pre-Reading Task.



## BIBLIOGRAPHY

- Anderion, Verna Diecman, et al., 1964. *Reading in the Language Art*. New York: The Macmilan Company.
- Andriani. 2013. *Improving the Reading Comprehension through Distation Competence at the Third Year Students of SMP Negeri 7 Polewali*. Unpublished : A Skripsi of Tarbiyah Departement of STAIN Parepare.
- Alexander, dkk. 1977. *Teaching Reading*. USA: Little, Brown, and company.
- Arikunto, Suharsimi. 1984. *Dasar-dasar Evaluasi Pendidikan*. Cet.I; Jakarta : Bina Aksara.
- Arisman, Olynda Ade. 2012. *Peningkatan Minat dan Kemampuan Membaca melalui Penerapan Program Jam Baca Sekolah kelas VII SMP Negeri 1 Puri*. Unpublished :Skripsi of Sastra Indonesia.
- Bahri, Syamsul. 2014. *Improving Reading Comprehension through Short Stories at the Tenth Greade Students of SMAN 3 Parepare*. Unpublished : A Skripsi of Tarbiyah Departement of STAIN Parepare.
- Boer , John J. De and Martha Dallman. 1964. *The Teaching of the Reading*. Revised Edition. New York : Holt, Rineheart, and Wiston, Inc.
- Broughton, Geoffrey, dkk. 1980. *Teching English As a Foreign Language*, Second Edition. New York: Routledge and Kegan Paul Inc.
- Carrel, Patricia L., Joanne Devine, and David E.Eskey. 1988. *Interactive Approach to Second Language Reading*. New York : Cambridge University Press.
- Dalman. 2013. *Keterampilan Membaca*. Cet. I ; Bandar Lampung : PT Raja Grafindo Persada.
- Departement Agama RI. 2008. *Al-Qur'an Terjemah Perkara*. Jakarta: Yayasan Penyelenggara Terjemah/Penafsiran AL-Qur'an.
- Gay, L.R. 1981. *Education Research (Competencies for Analysis and Application)*. Second edition; Columbus: A Bell & Howell Company.
- Grellet, Francoise. 1981. *Develoving Reading Skill: A Practical Guide to Reading Comprehension Exercise*. New York: Cambridge University Press.

- Harmer, Jeremy, 1991. *The Practice of English Language Teaching*. New York : Longman Publishing
- Hellman, Arthur W. 1981. *Principles and Practices of Teaching Reading*. New York : Charles e. Merrill Publishing.
- Jamalia. 2013. *Using Directed Reading-Thinking Activity (DR-TA) Strategy to Improve Reading Comprehension at the Eleventh Year Students of SMA Negeri 1 Suppa*. Unpublished : A Skripsi of Tarbiyah Departement Of STAIN Parepare.
- Maretnowati, Lia. 2014. *The Effectiveness of Pre-Reading Activities (Questioning and Viewing Pictures) in Students' Comprehension in Reading Recount Text (A Quasi Experiment Study at Senior High School in the First Year students of SMA Darussalam Ciputat in the Academic Year of 2013/2014)*. Unpublished Skripsi ; Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University : Jakarta.
- Nirmasyari. 2014. *Improving the Reading Comprehension of the Eight Grade Students of SMP Negeri 3 Parepare through Communicative tasks*. Unpublished : A Skripsi of Tarbiyah Departement Of STAIN Parepare
- Tarigan, Henry Guntur. 2015. *Membaca sebagai Suatu Keterampilan Berbahasa*. Jakarta : Angkasa Bandung.
- Nunan, David. 1989. *Designing Task for the Communicative Classroom*. New York: Cambride University Press.
- Rahim, Farida. 2017. *Pengajaran membaca di Sekolah Dasar*. Edisi kedua. Cet.I; Jakarta: PT Bumi Aksara.
- Rubin, Dorothy. 1982. *Diagnosis and Correction in Reading Instruction*. New York: CBS College Publishing.
- Sunusi, Anggriani. 2016. *Improving the Reading Comprehension through Question Card at the second Year Students of SMP Negeri 4 Pinrang*. Unpublished : A Skripsi of Tarbiyah Departement of STAIN Parepare.
- Suryani, Nurmi Fitri. 2012. *Improving the students' Reading Comprehension through the Use of Reciprocal Teaching at the Second Grade Students of SMA Sungguminasa (A Classroom Action Research)*. Unpublished Thesis; Faculty of Teacher Training and Education Makassar Muhammadiyah University.
- Syah, Muhibuddin. 2011. *Psikologi Belajar*. Revised Edition. Jakarta: PT Raja Grafindo Persada.
- Triatman, Ilham Nur. 2016. *Reading interest in 6<sup>th</sup> grade students of the public elementeri school Delean of Prambana Sleman Yogyakarta*. E-Jurnal prodi Pendidikan 6, no.6.

- Ur, Penny. 1996. *A Course in Language Teaching: Practice and Theory*. New York : Cambridge University Press
- Widoyoko, Eko Putro. 2012. *Teknik Penyusunan Instrumen Penelitian*. Cet.I; Yogyakarta: Pustaka Pelajar.
- Yousda, Amirman dan Zainal Arifin. 1993. *Penelitian dan Statistik Pendidikan*. Jakarta: Bumi Aksara.



Appendix 1. Lesson Plan/RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 4 Belawa  
Mata pelajaran : Bahasa Inggris  
Kelas : VIII  
Aspek/Skill : Membaca  
Materi Pokok : Narrative Text  
Alokasi waktu : 2x40 menit/ Pertemuan pertama

- A. Standar Kompetensi : (Membaca) Memahami makna teks tulis monolog yang berbentuk narrative secara akurat dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- B. Kompetensi Dasar : Merespon makna dalam rangka retorika yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.
- C. Indikator :
1. Siswa mampu membaca teks dengan pronunciation yang baik dan benar.
  2. Siswa mampu memahami bacaan text narrative yang didengar atau dilihat dengan benar.
  3. Siswa mampu menjawab dan mengerjakan soal-soal yang diberikan.
- D. Tujuan Pembelajaran :
- Siswa diharapkan dapat melakukan semua hal tersebut dalam indikator yang disebutkan.
- E. Materi Pembelajaran : Narrative Text

### Definition of Narrative Text

A narrative text is an imaginative story to entertain people (teks narasi adalah cerita imajinatif yang bertujuan menghibur orang).

### Generic Structure of Narrative Text

1. Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
2. Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)
3. Resolution : Where the problems in the story is solved. Masalah selesai, secara baik “happy ending” ataupun buruk “bad ending”.
4. Re-orientation (optional) – lesson from the story

### Purpose of Narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

### Language Feature of Narrative Text:

- Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, ”My name is Snow White”). The direct speech uses present tense.

### Kinds of Narrative Text

fable  
folktales  
fairy tales  
myth  
legend

F. Metode Pembelajaran : Pre-Reading Task

G. Model Pembelajaran : Contextual Teaching Learning

## H. Kegiatan Pembelajaran

### 1. Kegiatan Awal (10 Menit)

- a. Sebelum memulai Pembelajaran peneliti mengucapkan salam dan Peserta didik yang menjawab serta berdoa bersama.
- b. Peneliti mengecek kehadiran peserta didik.
- c. Peneliti menyebutkan topik pembelajaran hari ini yaitu : Narrative text
- d. Menyampaikan tujuan pembelajaran
- e. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

### 2. Kegiatan Inti (65 Menit)

#### a. Eksplorasi

Siswa membaca dan memahami isi teks narrative yang dibagikan oleh peneliti.

#### b. Elaborasi

- Menjelaskan tentang generic structure (Orientation, complication, and resolution).
- Siswa menganalisis generic structure and narrative teks yang diberikan.
- Siswa bekerja secara kolaboratif menyampaikan teks narrative seperti yang sudah dirancang di dalam kelompok.
- Peneliti meminta satu diantara teman kelompoknya membacakan teks yang diberikan.
- Siswa dari kelompok lain menyimak, diam, dan memperhatikan dan berkomentar kepada kelompok yang baru saja tampil didepan kelas sebagai bahan evaluasi bagi semua kelompok.
- Siswa menjawab beberapa pertanyaan yang berhubungan dengan teks yang diberikan.

c. Konfirmasi

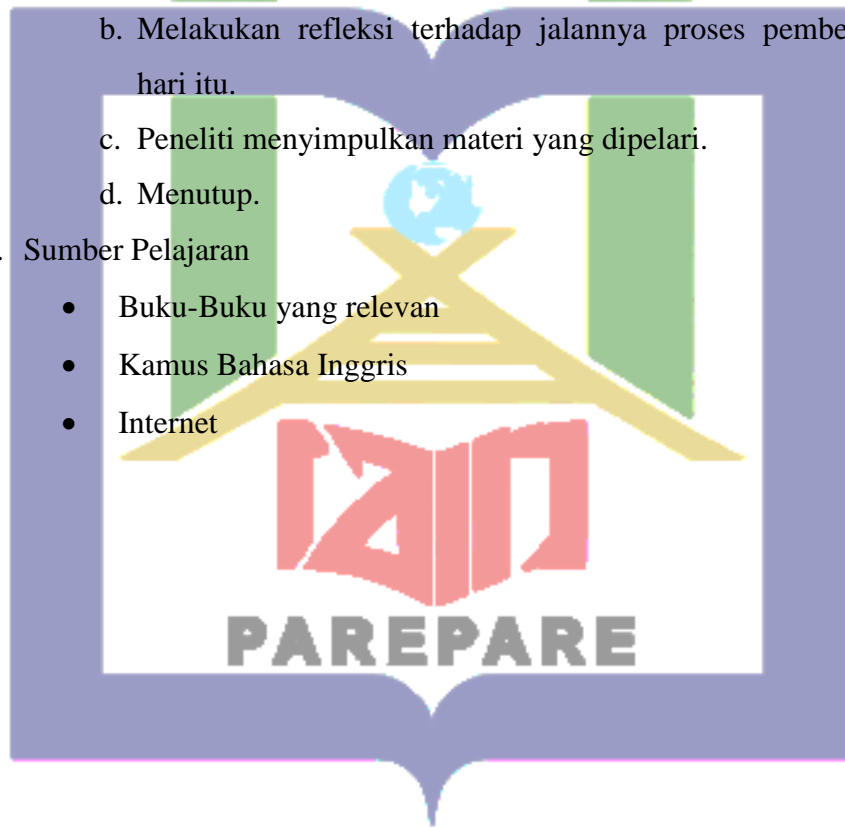
- Peneliti memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- Peneliti menjadi sumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks.
- Peneliti memberi motivasi kepada siswa untuk lebih aktif dalam pembelajaran. Berikutnya.

3. Kegiatan Akhir (5 Menit)

- a. Menanyakan kesulitan selama proses belajar mengajar berlangsung.
- b. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
- c. Peneliti menyimpulkan materi yang dipelajari.
- d. Menutup.

I. Sumber Pelajaran

- Buku-Buku yang relevan
- Kamus Bahasa Inggris
- Internet





## J. Penilaian

### Pedoman Penilaian:

- Pronunciation 25%
- Grammar 25%
- Performance 25%
- Comprehension 25%



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 4 Belawa  
Mata pelajaran : Bahasa Inggris  
Kelas : VIII  
Aspek/Skill : Membaca  
Materi Pokok : Descriptive Text (People)  
Alokasi waktu : 2x40 menit/ Pertemuan kedua

- A. Standar Kompetensi : (Membaca) Memahami makna teks tulis monolog yang berbentuk Deskriptif secara akurat dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- B. Kompetensi Dasar : Merespon makna dalam rangka retorika yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk Descriptive
- C. Indikator :
1. Siswa mampu membaca teks dengan pronunciation yang baik dan benar.
  2. Siswa mampu memahami bacaan text Deskriptif yang didengar atau dilihat dengan benar.
  3. Siswa mampu menjawab dan mengerjakan soal-soal yang diberikan.
- D. Tujuan Pembelajaran :

Siswa diharapkan dapat melakukan semua hal tersebut dalam indikator yang disebutkan.

E. Materi Pembelajaran : Descriptive Text (People)

### **Definition of Descriptive text.**

Descriptive text adalah, “ is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Or **Is a text which used to describe something, someone, or place.** Teks yang menjelaskan gambaran seseorang atau benda.

**Function : used to describe something, someone, or place.**

Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Jadi, bisa dikatakan bahwa *descriptive text* ini adalah teks yang menjelaskan tentang seperti apakah orang atau suatu benda dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan (purpose) dari descriptive text pun jelas, yaitu untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

### **Generic Structure dalam Descriptive Text**

Descriptive text has two main parts :

1. Identification

This part identifies particular things to be described. What is the text about?

Berisi tentang identifikasi hal / seorang yang akan dideskripsikan.

2. Description

This part describes the parts and characteristics.

Berisi tentang penjelasan/penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

### **Use simple present tense.**

Simple present tense is

a. Verbal sentence

Formula:

(+) S + Verb(-s/-es) + Object

(-) S + Do/Does + Not + Verb +Object

(?) Do/Does + S + Verb + Object +?

b. Nominal sentence

Formula:

(+) S + To be (is/am/are) + Complement (adjective/adverb/noun)

(-) S + To be (is/am/are) + Not + Complement (adjective/adverb/noun)

(?) To be (is/am/are) + S + Complement (adjective/adverb/noun)

F. Metode Pembelajaran : Pre-Reading Task

G. Model Pembelajaran : Contextual Teaching Learning

H. Kegiatan Pembelajaran

1. Kegiatan Awal (5 Menit)

- a. Sebelum memulai Pembelajaran peneliti mengucapkan salam dan Peserta didik yang menjawab serta berdoa bersama.
- b. Peneliti mengecek kehadiran peserta didik.
- c. Peneliti menyebutkan topik pembelajaran hari ini yaitu : Descriptive text (People)
- d. Menyampaikan tujuan pembelajaran
- e. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

2. Kegiatan Inti (70 Menit)

a. Eksplorasi

Siswa membaca dan memahami isi teks deskriptif yang dibagikan oleh peneliti.

b. Elaborasi

- Menjelaskan tentang generic structure (Orientation, complication, and resolution).
- Siswa menganalisis generic structure and descriptive text yang diberikan.

- Siswa bekerja secara kolaboratif menyampaikan teks deskriptif seperti yang sudah dirancang di dalam kelompok.
- Peneliti meminta satu diantara teman kelompoknya membacakan teks yang diberikan.
- Siswa dari kelompok lain menyimak, diam, dan memperhatikan dan berkomentar kepada kelompok yang baru saja tampil didepan kelas sebagai bahan evaluasi bagi semua kelompok.
- Siswa menjawab beberapa pertanyaan yang berhubungan dengan teks yang diberikan.

c. Konfirmasi

- Peneliti memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- Peneliti menjadi sumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks.
- Peneliti memberi motivasi kepada siswa untuk lebih aktif dalam pembelajaran. Berikutnya.

3. Kegiatan Akhir (5 Menit)

- e. Menanyakan kesulitan selama proses belajar mengajar berlangsung.
- f. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
- g. Peneliti menyimpulkan materi yang dipelajari.
- h. Menutup.

I. Sumber Pelajaran

- Buku-Buku yang relevan
- Kamus Bahasa Inggris
- Internet

## J. Penilaian

### Pedoman Penilaian:

- Pronunciation 25%
- Grammar 25%
- Performance 25%
- Comprehension 25%

Mengetahui,  
Guru Mapel

Mahasiswa Peneliti

**H. Bakri R, S.Pd**  
NIP. 19631231 198903 1 160

**Nurjannah Jufri**  
NIM: 14.1300.018

Kepala Sekolah

**H. Najamuddin, S.Pd., M.M**  
NIP. 19650310 198812 1 003

**PAREPARE**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 4 Belawa  
Mata pelajaran : Bahasa Inggris  
Kelas : VIII  
Aspek/Skill : Membaca  
Materi Pokok : Descriptive Text (Place)  
Alokasi waktu : 2x40 menit/ Pertemuan ketiga

- A. Standar Kompetensi : (Membaca) Memahami makna teks tulis monolog yang berbentuk Deskriptif secara akurat dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- B. Kompetensi Dasar : Merespon makna dalam rangka retorika yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk Descriptive
- C. Indikator :
1. Siswa mampu membaca teks dengan pronunciation yang baik dan benar.
  2. Siswa mampu memahami bacaan text Deskriptif yang didengar atau dilihat dengan benar.
  3. Siswa mampu menjawab dan mengerjakan soal-soal yang diberikan.
- D. Tujuan Pembelajaran :

Siswa diharapkan dapat melakukan semua hal tersebut dalam indikator yang disebutkan.

E. Materi Pembelajaran : Descriptive Text (Place)



### Definition of Descriptive text.

Descriptive text adalah, “ is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Or **Is a text which used to describe something, someone, or place.** Teks yang menjelaskan gambaran seseorang atau benda.

**Function : used to describe something, someone, or place.**

Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Jadi, bisa dikatakan bahwa *descriptive text* ini adalah teks yang menjelaskan tentang seperti apakah orang atau suatu benda dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan (purpose) dari descriptive text pun jelas, yaitu untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

### Generic Structure dalam Descriptive Text

Descriptive text has two main parts :

#### 1. Identification

This part identifies particular things to be described. What is the text about?

Berisi tentang identifikasi hal / seorang yang akan dideskripsikan.

#### 2. Description

This part describes the parts and characteristics.

Berisi tentang penjelasan/penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

### Use simple present tense.

Simple present tense is

a. Verbal sentence

Formula:

(+) S + Verb(-s/-es) + Object

(-) S + Do/Does + Not + Verb +Object

(?) Do/Does + S + Verb + Object +?

b. Nominal sentence

Formula:

(+) S + To be (is/am/are) + Complement (adjective/adverb/noun)

(-) S + To be (is/am/are) + Not + Complement (adjective/adverb/noun)

(?) To be (is/am/are) + S + Complement (adjective/adverb/noun)

F. Metode Pembelajaran : Pre-Reading Task

G. Model Pembelajaran : Contextual Teaching Learning

H. Kegiatan Pembelajaran

1. Kegiatan Awal (5 Menit)

- a. Sebelum memulai Pembelajaran peneliti mengucapkan salam dan Peserta didik yang menjawab serta berdoa bersama.
- b. Peneliti mengecek kehadiran peserta didik.
- c. Peneliti menyebutkan topik pembelajaran hari ini yaitu :  
Descriptive text (Place)
- d. Menyampaikan tujuan pembelajaran
- e. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

2. Kegiatan Inti (70 Menit)

a. Eksplorasi

Siswa membaca dan memahami isi teks deskriptif yang dibagikan oleh peneliti.

b. Elaborasi

- Menjelaskan tentang generic structure (Orientation, complication, and resolution).
- Siswa menganalisis generic structure and descriptive text yang diberikan.
- Siswa bekerja secara kolaboratif menyampaikan teks deskriptif seperti yang sudah dirancang di dalam kelompok.

- Peneliti meminta satu diantara teman kelompoknya membacakan teks yang diberikan.
- Siswa dari kelompok lain menyimak, diam, dan memperhatikan dan berkomentar kepada kelompok yang baru saja tampil di depan kelas sebagai bahan evaluasi bagi semua kelompok.
- Siswa menjawab beberapa pertanyaan yang berhubungan dengan teks yang diberikan.

c. Konfirmasi

- Peneliti memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- Peneliti menjadi sumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks.
- Peneliti memberi motivasi kepada siswa untuk lebih aktif dalam pembelajaran. Berikutnya.

3. Kegiatan Akhir (5 Menit)

- a. Menanyakan kesulitan selama proses belajar mengajar berlangsung.
- b. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
- c. Peneliti menyimpulkan materi yang dipelajari.
- d. Menutup.

I. Sumber Pelajaran

- Buku-Buku yang relevan
- Kamus Bahasa Inggris
- Internet

J. Penilaian

Pedoman Penilaian:

- Pronunciation 25%
- Grammar 25%

- Performance 25%
- Comprehension 25%

Mengetahui,  
Guru Mapel

Mahasiswa Peneliti

**H. Bakri R, S.Pd**

NIP. 19631231 198903 1 160

**Nurjannah Jufri**

NIM: 14.1300.018

Kepala Sekolah

**H. Najamuddin, S.Pd., M.M**

NIP. 19650310 198812 1 003



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 4 Belawa  
Mata pelajaran : Bahasa Inggris  
Kelas : VIII  
Aspek/Skill : Membaca  
Materi Pokok : Descriptive Text (Things)  
Alokasi waktu : 2x40 menit/ Pertemuan keempat

- A. Standar Kompetensi : (Membaca) Memahami makna teks tulis monolog yang berbentuk Deskriptif secara akurat dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- B. Kompetensi Dasar : Merespon makna dalam rangka retorika yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk Descriptive
- C. Indikator :
1. Siswa mampu membaca teks dengan pronunciation yang baik dan benar.
  2. Siswa mampu memahami bacaan text Deskriptif yang didengar atau dilihat dengan benar.
  3. Siswa mampu menjawab dan mengerjakan soal-soal yang diberikan.
- D. Tujuan Pembelajaran :

Siswa diharapkan dapat melakukan semua hal tersebut dalam indikator yang disebutkan.

E. Materi Pembelajaran : Descriptive Text (Things)

### Definition of Descriptive text.

Descriptive text adalah, “ is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Or **Is a text which used to describe something, someone, or place.** Teks yang menjelaskan gambaran seseorang atau benda.

**Function : used to describe something, someone, or place.**

Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Jadi, bisa dikatakan bahwa *descriptive text* ini adalah teks yang menjelaskan tentang seperti apakah orang atau suatu benda dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan (purpose) dari descriptive text pun jelas, yaitu untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

### Generic Structure dalam Descriptive Text

Descriptive text has two main parts :

#### 1. Identification

This part identifies particular things to be described. What is the text about?

Berisi tentang identifikasi hal / seorang yang akan dideskripsikan.

#### 2. Description

This part describes the parts and characteristics.

Berisi tentang penjelasan/penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

### Use simple present tense.

Simple present tense is

a. Verbal sentence

Formula:

(+) S + Verb(-s/-es) + Object

(-) S + Do/Does + Not + Verb +Object

(?) Do/Does + S + Verb + Object + ?

b. Nominal sentence

Formula:

(+) S + To be (is/am/are) + Complement (adjective/adverb/noun)

(-) S + To be (is/am/are) + Not + Complement (adjective/adverb/noun)

(?) To be (is/am/are) + S + Complement (adjective/adverb/noun)

Contoh teks

What is handphone?

Everybody know handphone?

Handphone is a very important things for everyone. For me it is a part of my life. We can use it for everything. We can use for talking with someone who have a long distance from me. We also can use it for sending message, listening to the music, search any information in Mr.Google, playing games, taje a self camera, record sound, and so on. It shape is not big, but it has so many fungtion. Everyone need it. But handphone not only give positive impect, but also negative impect, such as can make the student lazier to study, the operational cost handphone is expensive. Can become brokener of moral if used with wrong.

F. Metode Pembelajaran : Pre-Reading Task

G. Model Pembelajaran : Contextual Teaching Learning

H. Kegiatan Pembelajaran

1. Kegiatan Awal (5 Menit)

- a. Sebelum memulai Pembelajaran peneliti mengucapkan salam dan Peserta didik yang menjawab serta berdoa bersama.
- b. Peneliti mengecek kehadiran peserta didik.
- c. Peneliti menyebutkan topik pembelajaran hari ini yaitu :  
Descriptive text (Things)
- d. Menyampaikan tujuan pembelajaran



- e. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

## 2. Kegiatan Inti (70 Menit)

### a. Eksplorasi

Siswa membaca dan memahami isi teks deskriptif yang dibagikan oleh peneliti.

### b. Elaborasi

- Menjelaskan tentang generic structure (Orientation, complication, and resolution).
- Siswa menganalisis generic structure and descriptive text yang diberikan.
- Siswa bekerja secara kolaboratif menyampaikan teks deskriptif seperti yang sudah dirancang di dalam kelompok.
- Peneliti meminta satu diantara teman kelompoknya membacakan teks yang diberikan.
- Siswa dari kelompok lain menyimak, diam, dan memperhatikan dan berkomentar kepada kelompok yang baru saja tampil di depan kelas sebagai bahan evaluasi bagi semua kelompok.
- Siswa menjawab beberapa pertanyaan yang berhubungan dengan teks yang diberikan.

### c. Konfirmasi

- Peneliti memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- Peneliti menjadi sumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks.
- Peneliti memberi motivasi kepada siswa untuk lebih aktif dalam pembelajaran. Berikutnya.

3. Kegiatan Akhir (5 Menit)
  - a. Menanyakan kesulitan selama proses belajar mengajar berlangsung.
  - b. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
  - c. Peneliti menyimpulkan materi yang dipelajari.
  - d. Menutup.

I. Sumber Pelajaran

- Buku-Buku yang relevan
- Kamus Bahasa Inggris
- Internet

J. Penilaian

Pedoman Penilaian:

- Pronunciation 25%
- Grammar 25%
- Performance 25%
- Comprehension 25%

Mengetahui,  
Guru Mapel

Mahasiswa Peneliti

**H. Bakri R, S.Pd**

NIP. 19631231 198903 1 160

**Nurjannah Jufri**

NIM: 14.1300.018

Kepala Sekolah

**H. Najamuddin, S.Pd., M.M**

NIP. 19650310 198812 1 003

## TREATMENT

### Firts Meeting

#### Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

1. What type of the text is used by the witer?
  - a. narrative
  - b. report
  - c. anecdote
  - d. comparative
  - e. news item
2. To tell the plot, the writers uses.....
  - a. a rhetorical question and an exclamation
  - b. time sequences
  - c. contrastive evidences
  - d. past tense
  - e. concessive conjunctions
3. Why Snow White ran away to the woods?
  - a. Her parents passed away
  - b. Her uncle was angry with her
  - c. Her uncle and aunt would go to America
  - d. Snow White was happy to run away
  - e. Snow White liked playing in the woods.
4. When did Snow White run away to the woods?
  - a. In the afternoon
  - b. In the morning
  - c. In the evening
  - d. In the full moon
  - e. In the middle of night
5. Where did Snow White live after she ran away to the woods?
  - a. She lived in the cave
  - b. She lived in the lion nest
  - c. She lived everywhere in the woods
  - d. She lived in the dwarfs' cottage
  - e. She lived on the street

Kunci Jawaban

1. A
2. D
3. C
4. B
5. D

## Second Meetings

### Raditya Dika

Raditya Dika is a writer from Indonesia. His real name is "Dika Angkasaputra Nasution" or what is often called Raditya Dika or Radith. Radith born in Jakarta, 28 December 1984. His education after college S1 latter at the University of Adelaide, Australia "Department of Finance", Radith continued his studies in the Faculty of Extension Study of Social and Political Sciences at the University of Indonesia. Radith is derived from Batak family surnamed "Nasution". Radith's parents named "Joeslin Nasution and Tetty Nasution". Radith is the first child of five children, his first brother is Yudit, the twins sister named Ingga and Anggi, and the youngest is Edgar. Radith also has a cat named PING. And Radith's religion is ISLAM.

In Indonesia, Raditya Dika is known as the author of humorous books. The writings came from his personal blog which then recorded. That makes Radith different from the other author or authors is the idea of the name Radith animal life in each book, from the first book to his new book, all of which contain the names of animals. The results of the writing on his blog that he got the winner as "Indonesian Blog Award", and the award-winning "The Online Inspiring Award" from Indosat. From there Radith began posting his writings it. The first book issued by Radith is titled "Kambing Jantan (in 2005)", the second "Cinta Brontosaurus (2006)", the third "Radikus Makan Kakus: Bukan Binatang Biasa (29 August 2007)", the fourth "Babi Ngesot (2008)", the fifth "Marmut Merah Jambu (2010)", the sixth is "Manusia Setengah Salmon (on 24 December 2011)", and Koala Kumal (2015). In addition, Radith also made a movie scenario, and writing the comic with title "Kambing Jantan" in 2008, and the second "Kambing Jantan II" in 2011.

Read the sentences carefully and then translate them into bahasa Indonesia !

### Third Meetings

#### Makassar

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8'S 119°25'E, on the southwest coast of the island of Sulawesi, facing the Makassar Strait. Its area is 175.77 km<sup>2</sup> and has population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar—the third largest indoor theme park in the world and the Karebosi Link—the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

1. Where is Makassar located?
2. What is the old name of Makassar?
3. What is the most well-known food in Makassar?
4. What is the writer's main point in the passage?
5. Makassar is home to several prominent landmarks...

Look at the word "prominent" in the passage. Prominent is probably ....

Answer:

1. Makassar is located on South Sulawesi.
2. The old name Makassar is Ujung Pandang.
3. The most well-known food in Makassar is Coto Makassar.
4. Makassar is a great city to visit.
5. The word 'prominent' is probably outstanding

## Fourth Meetings

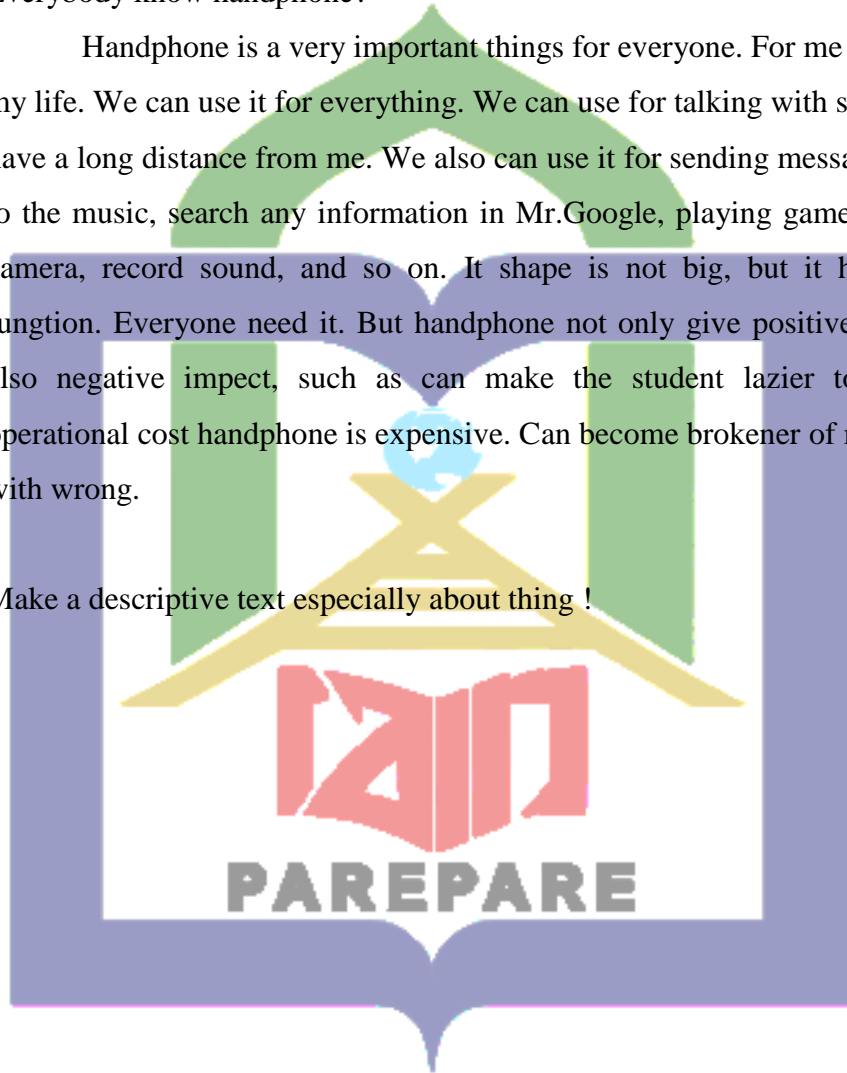
### Handphone

What is handphone?

Everybody know handphone?

Handphone is a very important things for everyone. For me it is a part of my life. We can use it for everything. We can use for talking with someone who have a long distance from me. We also can use it for sending message, listening to the music, search any information in Mr.Google, playing games, taje a self camera, record sound, and so on. It shape is not big, but it has so many fungtion. Everyone need it. But handphone not only give positive impect, but also negative impect, such as can make the student lazier to study, the operational cost handphone is expensive. Can become brokener of moral if used with wrong.

Make a descriptive text especially about thing !





## Appendix 3 : Instrument of Pre-Test

## PRE-TEST

NAME : .....

CLASS: .....

Write the correct answer!!

## I. MULTIPLE CHOISE

## A. Descriptive Text (Place)

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

1. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people

2. Which one has a distinctive taste?

- A. The cigarette
- B. The special food

- C. The bean curd
  - D. The highly nutritious food
3. "Those who do not work here ..." (last sentence). The underlined word refers to ....
- A. The local people
  - B. The factory workers
  - C. The farmers
  - D. The traders

#### Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

4. Masjid Sultan Suriansyah was constructed in the era of ....
- A. Banjar people
  - B. Dutch colonial
  - C. Kalimantan King
  - D. Sultan Suriansyah
5. What is mainly discussed in the text?
- A. A king reign
  - B. A palace complex
  - C. An Islamic location
  - D. A historical mosque

B. Descriptive Text (Thing/Beautiful bag)

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight.

This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

6. Where does the writer usually put her small items?
  - A. In her pockets.
  - B. In her laptop backpack.
  - C. In her pocket size wallet.
  - D. In the pockets of her leather bag.
7. What makes the small items of the writer not falling down in the bag?
  - A. The satisfying bag
  - B. Her laptop backpack
  - C. A pocket-sized wallet
  - D. The pockets inside the bag
8. "I've spent much money on a bag and I don't regret it". The underlined word refers to ...the bag.
  - A. having
  - B. seeing
  - C. buying
  - D. loving
9. What is the main idea of the last paragraph?
  - A. The writer has a new bag.
  - B. The bag is very functional.
  - C. The bag has many pockets.
  - D. The writer is satisfied with the bag

10. What is the purpose of the text?
  - A. To retell the past event
  - B. To entertain the readers
  - C. To describe the writer's new bag
  - D. To give instruction how to buy a bag

II. ESSAY

C. Narrative Text (Sura and Baya)

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

11. What is the title of a narrative text above?

Answer: .....

12. How many characters in the story?

Answer: .....

13. What is seen Baya?

Answer: .....

14. Why are they fighting?

Answer: .....

15. What lessons can we learn in the story?

Answer: .....

D. Descriptive Text (People/ Michael Jordan)

If you are a sports fan, you are to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits. His personality, too is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lost of money and support to charities. All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up tu be just like him?

16. What is the best tittle for the text is?

Answer: .....

17. Why is he famous?

Answer: .....

18. What is the main idea of the third paragraph?

Answer: .....

19. The word outside in “His Personality, too, is a outside as his playing ability”, means?

Answer: .....

20. The text indicates that the writer is?

Answer: .....

## The Key of Pre-Test

### I. Multiple choice

#### A. Descriptive Text (Place)

1. C 4.D
2. C 5. D
3. A

#### B. Descriptive Text (Thing/Beautiful bag)

6. D 9. B
7. D 10. C
8. C

### II. Essay

#### C. Narrative Text (Sura and Baya)

11. Sura and Baya
12. There are two
13. A goat
14. They fight because of a goat
15. Do not break a promise that has been agreed upon.

#### D. D. Descriptive text (People/Michael Jordan)

16. Michael Jordan
17. Because Sports fans know him
18. Michael Jordan has great Personality.
19. Great.
20. Michael Jordan's Fan/ Sportman

## Appendix 4 : Instrument of Post-Test

## POST-TEST

NAME : .....

CLASS: .....

Write the correct answer!!

## I. MULTIPLE CHOISE

## A. Descriptive Text (Thing/Beautiful bag)

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight.

This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

1. Where does the writer usually put her small items?
  - A. In her pockets.
  - B. In her laptop backpack.
  - C. In her pocket size wallet.
  - D. In the pockets of her leather bag.
2. What makes the small items of the writer not falling down in the bag?
  - A. The satisfying bag
  - B. Her laptop backpack

- C. A pocket-sized wallet  
D. The pockets inside the bag
3. “I’ve spent much money on a bag and I don’t regret it”. The underlined word refers to ...the bag.
- A. having  
B. seeing  
C. buying  
D. loving
4. What is the main idea of the last paragraph?
- A. The writer has a new bag.  
B. The bag is very functional.  
C. The bag has many pockets.  
D. The writer is satisfied with the bag
5. What is the purpose of the text?
- A. To retell the past event  
B. To entertain the readers  
C. To describe the writer’s new bag  
D. To give instruction how to buy a bag

B. Descriptive Text (Place)

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the



cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

6. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people

7. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious food

8. "Those who do not work here ..." (last sentence). The underlined word refers to ....

- A. The local people
- B. The factory workers
- C. The farmers
- D. The traders

Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any

other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

9. Masjid Sultan Suriansyah was constructed in the era of ....

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah

10. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque

## II. ESSAY

### C. Narrative Text (Sura and Baya)

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and Awent back to the sea. Baya was happy.

11. What is the title of a narrative text above?

Answer: .....

12. How many characters in the story?

Answer: .....

13. What is seen Baya?

Answer: .....

14. Why are they fighting?

Answer:.....

15. What lessons can we learn in the story?

Answer:.....

D. Descriptive Text (People/ Michael Jordan)

If you are a sports fan, you are to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits. His personality, too is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lost of money and support to charities. All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up tu be just like him?

16. What is the best tittle for the text is?

Answer:.....

17. Why is he famous?

Answer:.....

18. What is the main idea of the third paragraph?

Answer:.....

19. The word outside in “His Personality, too, is a outside as his playing ability”, means?

Answer:.....

20. The text indicates that the writer is?

Answer:.....



## The Key of Pre-Test

### I. Multiple choice

#### 1. Descriptive Text (Thing/Beautiful bag)

1. D 4.B
2. D 5. C
3. C

#### 2. Descriptive Text (Place)

6. C
7. C
8. A
9. D
10. D

### III. Essay

#### 3. Narrative Text (Sura and Baya)

11. Sura and Baya
12. There are two
13. A goat
14. They fight because of a goat
15. Do not break a promise that has been agreed upon.

#### 4. Descriptive text (People/Michael Jordan)

16. Michael Jordan
17. Because Sports fans know him
18. Michael Jordan has great Personality.
19. Great.
20. Michael Jordan's Fan

## Appendix 5 : The Value of the Students

PRE-TEST

NAME : NUR FADILLAH

CLASS: VIII (Delapan)

$$\frac{11}{20} \times 100 = 55$$

Write the correct answer!!

### I. MULTIPLE CHOISE

#### A. Descriptive Text (Place)

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

1. What does the above text tell about?
  - A. The history of Kediri
  - B. The famous products of Kediri
  - C. The description of Kediri
  - D. The people
2. Which one has a distinctive taste?
  - A. The cigarette
  - B. The special food
  - C. The bean curd
  - D. The highly nutritious food
3. "Those who do not work here ..." (last sentence). The underlined word refers to ....
  - A. The local people
  - B. The factory workers
  - C. The farmers
  - D. The traders

### Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

4. Masjid Sultan Suriansyah was constructed in the era of ....

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah

5. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque

B. Descriptive Text (Thing/Beautiful bag)

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight.

This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.



---

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

- ✓6. Where does the writer usually put her small items?
- A. In her pockets.
  - B. In her laptop backpack.
  - C. In her pocket size wallet.
  - D. In the pockets of her leather bag.
7. What makes the small items of the writer not falling down in the bag?
- A. The satisfying bag
  - B. Her laptop backpack
  - C. A pocket-sized wallet
  - D. The pockets inside the bag
8. "I've spent much money on a bag and I don't regret it". The underlined word refers to ... the bag.
- A. having
  - B. seeing
  - C. buying
  - D. loving
- ✓9. What is the main idea of the last paragraph?
- A. The writer has a new bag.
  - B. The bag is very functional.
  - C. The bag has many pockets.
  - D. The writer is satisfied with the bag
- ✓10. What is the purpose of the text?
- A. To retell the past event
  - B. To entertain the readers
  - C. To describe the writer's new bag
  - D. To give instruction how to buy a bag



## II. ESSAY

## C. Narrative Text (Sura and Baya)

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

11. What is the title of a narrative text above?

Answer: Sura and Baya

12. How many characters in the story?

Answer: 2 (two)

13. What is seen Baya?

Answer: Baya was a crocodile

14. Why are they fighting?

Answer: They lived in a sea  $\frac{1}{2}$

15. What lessons can we learn in the story?

Answer: Baya was happy

## D. Descriptive Text (People/ Michael Jordan)

If you are a sports fan, you are to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

---

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits. His personality, too is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities. All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

16. What is the best title for the text is?

Answer: Michael Jordan

17. Why is he famous?

Answer: he is tall, well built and handsome 1/2

18. What is the main idea of the third paragraph?

Answer: his personality, too is as outstanding as his playing ability

19. The word outside in "His Personality, too, is as outstanding as his playing ability", means?

Answer: Michael is a very determined person 1/2

20. The text indicates that the writer is?

Answer: alhamdulillah

PRE-TEST

NAME : Riswanda.....

CLASS: VIII.....

$$\frac{13}{20} \times 100 = 65$$

Write the correct answer!!

I. MULTIPLE CHOISE

A. Descriptive Text (Place)

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

1. What does the above text tell about?
  - A. The history of Kediri
  - B. The famous products of Kediri
  - C. The description of Kediri
  - D. The people
2. Which one has a distinctive taste?
  - A. The cigarette
  - B. The special food
  - C. The bean curd
  - D. The highly nutritious food
3. "Those who do not work here ..." (last sentence). The underlined word refers to ....
  - A. The local people
  - B. The factory workers
  - C. The farmers
  - D. The traders

### Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

44. Masjid Sultan Suriansyah was constructed in the era of ....

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah

45. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque

B. Descriptive Text (Thing/Beautiful bag)

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight.

This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

---

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

6. Where does the writer usually put her small items?
- A. In her pockets.
  - B. In her laptop backpack.
  - C. In her pocket size wallet.
  - D. In the pockets of her leather bag.
7. What makes the small items of the writer not falling down in the bag?
- A. The satisfying bag
  - B. Her laptop backpack
  - C. A pocket-sized wallet
  - D. The pockets inside the bag
18. "I've spent much money on a bag and I don't regret it". The underlined word refers to ... the bag.
- A. having
  - B. seeing
  - C. buying
  - D. loving
19. What is the main idea of the last paragraph?
- A. The writer has a new bag.
  - B. The bag is very functional.
  - C. The bag has many pockets.
  - D. The writer is satisfied with the bag
110. What is the purpose of the text?
- A. To retell the past event
  - B. To entertain the readers
  - C. To describe the writer's new bag
  - D. To give instruction how to buy a bag
-



II. ESSAY

C. Narrative Text (Sura and Baya)

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

11. What is the title of a narrative text above?

Answer: Sura and Baya

12. How many characters in the story?

Answer: Yummy, this is my lunch

13. What is seen Baya?

Answer: Goat Goat

14. Why are they fighting? 1/2

Answer: They lived in the different places

15. What lessons can we learn in the story? 1/2

Answer: They both hit each other

D. Descriptive Text (People/ Michael Jordan)

If you are a sports fan, you are to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

---

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits. His personality, too is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lost of money and support to charities. All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up tu be just like him?

16. What is the best tittle for the text is?

Answer: Michael Jordan certainly looks like a star

17. Why is he famous?

Answer: Michael is a very determined person  $\frac{1}{2}$

18. What is the main idea of the third paragraph?

Answer: His personality this has made him a successful basket ball star

19. The word outside in "His Personality, too, is a outside as his playing ability", means?

Answer: Michael Jordan is not only a great athlete

20. The text indicates that the writer is?

Answer: Olahragawa / UM

---

POST-TEST

NAME : NUR FADILLAH

CLASS : VIII (Delapan)

$$\frac{17}{20} \times 100 = 85$$

Write the correct answer!!

I. MULTIPLE CHOISE

A. Descriptive Text (Thing/Beautiful bag)

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight.

This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

1. Where does the writer usually put her small items?
- A. In her pockets.
  - B. In her laptop backpack.
  - C. In her pocket size wallet.
  - D. In the pockets of her leather bag.
2. What makes the small items of the writer not falling down in the bag?
- A. The satisfying bag
  - B. Her laptop backpack
  - C. A pocket-sized wallet
  - D. The pockets inside the bag



#### Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

4. Masjid Sultan Suriansyah was constructed in the era of ....

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah

5. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque

B. Descriptive Text (Thing/Beautiful bag)

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight.

This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

6. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people

7. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious food

8. "Those who do not work here ..." (last sentence). The underlined word refers to

....

- A. The local people
- B. The factory workers
- C. The farmers
- D. The traders

#### Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

9. Masjid Sultan Suriansyah was constructed in the era of ....

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah

10. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque

## II. ESSAY

### C. Narrative Text (Sura and Baya)

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

11. What is the title of a narrative text above?

Answer: Sura and baya

12. How many characters in the story?

Answer: 2 (two)

13. What is seen Baya?

Answer: crocodile

14. Why are they fighting?

Answer: Feeling tired of fighting

15. What lessons can we learn in the story?

Answer: They fought again

D. Descriptive Text (People/ Michael Jordan)

If you are a sports fan, you are to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits. His personality, too is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lost of money and support to charities. All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up tu be just like him?

16. What is the best tittle for the text is?

Answer: Michael Jordan

17. Why is he famous?

Answer: He is tall, well-built and handsome

18. What is the main idea of the third paragraph?

Answer: His personality, too is as outstanding as his playing ability.

19. The word outside in "His Personality, too, is a outside as his playing ability", means?

Answer: Michael is a very determined person

20. The text indicates that the writer is?

Answer: Athlete

POST-TEST

NAME : Riswanda.....

CLASS : VII.....

$$\frac{18}{20} \times 100 = 90$$

Write the correct answer!!

I. MULTIPLE CHOISE

A. Descriptive Text (Thing/Beautiful bag)

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight.

This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

1. Where does the writer usually put her small items?
- A. In her pockets.
  - B. In her laptop backpack.
  - C. In her pocket size wallet.
  - D. In the pockets of her leather bag.
2. What makes the small items of the writer not falling down in the bag?
- A. The satisfying bag
  - B. Her laptop backpack
  - C. A pocket-sized wallet
  - D. The pockets inside the bag



3. "I've spent much money on a bag and I don't regret it". The underlined word refers to ... the bag.
- A. having
  - B. seeing
  - ~~C. buying~~
  - D. loving
4. What is the main idea of the last paragraph?
- A. The writer has a new bag.
  - ~~B. The bag is very functional.~~
  - C. The bag has many pockets.
  - D. The writer is satisfied with the bag
5. What is the purpose of the text?
- A. To retell the past event
  - B. To entertain the readers
  - ~~C. To describe the writer's new bag~~
  - D. To give instruction how to buy a bag

B. Descriptive Text (Place)

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

6. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people

7. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious food

8. "Those who do not work here ..." (last sentence). The underlined word refers to

- ....
- A. The local people
  - B. The factory workers
  - C. The farmers
  - D. The traders

#### Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

9. Masjid Sultan Suriansyah was constructed in the era of ....

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah

10. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque

II. ESSAY

C. Narrative Text (Sura and Baya)

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

11. What is the title of a narrative text above?

Answer: Sura and Baya

12. How many characters in the story?

Answer: Two

13. What is seen Baya?

Answer: Baya saw a goat



44. Why are they fighting?

Answer: as there is goal

45. What lessons can we learn in the story? ~~X~~

Answer: We not Fighting

D. Descriptive Text (People/ Michael Jordan)

If you are a sports fan, you are to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits. His personality, too is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lost of money and support to charities. All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

46. What is the best title for the text is?

Answer: People / Michael Jordan

17. Why is he famous? Y

Answer: Well-built and had some

18. What is the main idea of the third paragraph? Y

Answer: Michael Jordan is not only a great athlete

19. The word outside in "His Personality, too, is a outside as his playing ability", ~~is~~ means?

Answer: He has given lost of money and support to charities / gre  
~~well-built and had some~~

20. The text indicates that the writer is?

Answer: slahragawan. Olahragawan

Appendix 5 : Dokumentation













SRN CO 0000555

**PEMERINTAH KABUPATEN WAJO**  
**DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU**

JL. Jend. Achmad Yani No. 33 Tlp/Fax (0485) 323549  
 www.bpptpmwajokab@gmail.com, Sengkang (90915), Kabupaten Wajo, Provinsi Sulawesi Selatan

**IZIN PENELITIAN / SURVEY**

**Nomor : 0555/IP/DPMPTSP/2018**

Membaca : Surat Permohonan **NURJANNAH JUFRI** Tanggal **28-05-2018**  
 Tentang Penerbitan Izin Penelitian / Survey

Mengingat : 1. Peraturan Menteri Dalam Negeri RI Nomor 7 Tahun 2014 Tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian  
 2. Peraturan Bupati Wajo Nomor 11 Tahun 2015 Tentang Pelimpahan Kewenangan Pelayanan Perizinan Kepada Badan Pelayanan Perizinan Terpadu dan Penanaman Modal Kabupaten Wajo

Memperhatikan : 1. Surat Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor : B 286/IN.39/PP.00.9/05/2018 Tanggal 22 Mei 2018 Perihal : Izin Melaksanakan Penelitian

2. Rekomendasi Tim Teknis Nomor **00555/IP/TIM-TEKNIS/V/2018** Tanggal **30-05-2018** Tentang Penerbitan Izin Penelitian / Survey

Menetapkan : Memberikan IZIN PENELITIAN / SURVEY kepada :

Nama : **NURJANNAH JUFRI**  
 Tempat / Tgl Lahir : **PAREPARE , 25 FEBRUARI 1996**  
 Alamat : **BELAWA**  
 Universitas / lembaga : **IAIN PAREPARE**  
 Judul Penelitian : **IMPROVING THE STUDENTS READING COMPREHENSION THROUGH THE USE OF PRE-READING TASK AT THE SECOND GRADE OF SMPN 4 BELAWA**

Lokasi Penelitian : **SMPN 4 BELAWA**

Lama Penelitian : **02 Juni 2018 s.d 31 Juli 2018**

Untuk hal ini tidak merasa keberatan atas pelaksanaan Penelitian / Survey dimaksud dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah pelaksanaan penelitian harus melaporkan diri kepada pemerintah setempat dan instansi yang bersangkutan
2. Penelitian tidak menyimpang dari masalah yang telah diizinkan, semata-mata untuk kepentingan ilmiah
3. Mentaati Semua perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat



Ditetapkan di : **Sengkang**  
 Pada Tanggal : **30 Mei 2018**

(KEPALA DINAS,

**Drs. ANDI MANUSSA, S.Sos., M.Si.**

Pangkat : **PEMBINA Tk. I**

NIP : **19651128 199002 1 001**

- Tembusan :
1. Kepala Badan Kesatuan Bangsa dan Politik Kab. Wajo
  2. Kepala Instansi Tempat Penelitian
  3. Camat Setempat
  4. Peringgal

**No. Reg : 0566/IP/DPMPTSP/2018**

**Retribusi : Rp. 0**



PEMERINTAH KABUPATEN WAJO  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 4 BELAWA**

Alamat : Tokadde Kel Malakke Kec. Belawa Kab. Wajo 90953

**SURAT KETERANGAN PENELITIAN**

Nomor : NO. 421.3/059/SMP.4/2018

Berdasarkan surat dari Pemerintah Kabupaten Wajo Badan Pelayanan Perizinan Terpadu dan Penanaman Modal Kabupaten Wajo Nomor : 0555/IP/DPMPTSP/2018 tanggal 2 Juni 2018 tentang izin penelitian. Maka kepala Sekolah Menengah Pertama Negeri 4 Belawa menerangkan bahwa :

Nama : Nurjannah Jufri  
NIM : 14.1300.018  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Belawa

Benar telah mengadakan penelitian di Sekolah Menengah Pertama Negeri 4 Belawa dalam penyelesaian studi dengan judul "Improving the Students Reading Comprehension Throught The Use Of Pre-Reading Task at the Second Grade of SMPN 4 Belawa". Yang pelaksanaannya dari tanggal 2 Juni s/d 31 Juli 2018.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Belawa, 16 Juli 2018

Kepala Sekolah,



**H. NAJAMUDDIN, S. Pd., MM.**  
NIP. 19650310 198812 1 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404  
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 206 /In.39/PP.00.9/05/2018  
Lampiran : -  
Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
Kepala Daerah KAB. WAJO  
di  
KAB. WAJO

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : NURJANNAH JUFRI  
Tempat/Tgl. Lahir : PAREPARE, 25 Pebruari 1996  
NIM : 14.1300.018  
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : KEL. MALAKKE, KEC. BELAWA, KAB. WAJO

Bermaksud akan mengadakan penelitian di wilayah **KAB. WAJO** dalam rangka penyusunan skripsi yang berjudul :

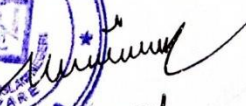
**"IMPROVING THE STUDENTS READING COMPREHENSION THROUGH THE USE OF PRE-READING TASK AT THE SECOND GRADE OF SMPN 4 BELAWA "**

Pelaksanaan penelitian ini direncanakan pada bulan **Mei** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

22.Mei 2018

A.n. Rektor  
Plt. Wakil Rektor Bidang Akademik dan  
Pengembangan Lembaga (APL)  
  
M. Djunaidi





## CURRICULUM VITAE

**NURJANNAH JUFRI**, the writer was born on Februari 25<sup>th</sup> 1996 in Parepare, South Sulawesi. She is the first child from three children in her family. From the couple, Jufri Paddawu and Hasnaini. She has one sister is Nurfaikah Jufri, and She has one brother is Rahmat Hidayat Jufri.

She began her study in Elementary school at SDN 56 Macero Wajo and graduate on 2008. In same year, she continued her study to SMPN 4 Belawa Wajo and graduate 2011. She decided to continue her study to MAN Wajo and graduate on 2014. However, she continuesher study at State Islamic Institute of Parepare on 2014. During she studied in IAIN Parepare, she was active in student's organization Himpunan Pelajar Mahasiswa Wajo periode 2015/2016-2016/2017. She completed her skripsi in the tittle "Improving The Students' Reading Comprehension through The Use of Pre-Reading Task at the Eight Grade of SMPN 4 Belawa".