

SKRIPSI

**THE EFFECTIVENESS OF PRE READING PLAN (PReP)
TECHNIQUE TO IMPROVE STUDENTS' READING
COMPREHENSION OF NARRATIVE TEXT
AT THE SECOND GRADE STUDENTS
OF SMAN 3 PINRANG**



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SKRIPSI

As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd)

English Program

Submitted by

RAMLI

Reg Num. 14.1300.060

To

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


2018

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : RAMLI
The Title of Skripsi : The Effectiveness Of Pre Reading Plan
(PReP) Technique to Improve Students'
Reading Comprehension of Narrative Text at
The Second Grade of SMAN 3 Pinrang.
Student Reg. Number : 14.1300.060
Department : Tarbiyah and Adab
Study Program : English
By Virtue of Consultant Degree : SK. The Chairman of Tarbiyah and Adab
No./Sti/ 08/PP.00.9/2731/2017

Has been legalized by
Consultants

Consultant : Drs. Abd. Rauf Ibrahim, M.Si.
NIP : 19581212 199403 1 002
Co- Consultant : Mujahidah, M.Pd.
NIP : 19790412 200801 2 020


.....

.....

Approved by

Plt. The Chairman of Tarbiyah and Adab Department




Bahtiar, S.Ag., M.A.
NIP. 19720505 199803 1 004

SKRIPSI

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Submitted by

RAMLI

Reg Num. 14.1300.060

Had been examined of August 21st, 2018 and had been declared

that it fulfilled the requirements

Approved by

Consultant Commission

Consultant	: Drs. Abd. Rauf Ibrahim, M.Si	
NIP	: 19581212 199403 1 002	
Co-Consultant	: Mujahidah, M.Pd.	
NIP	: 19790412 200801 2 020	

Rector of State Islamic Institute (IAIN) Plt. The Chairman of Tarbiyah and Adab Department



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



Bahliar, S.Ag., M.A.
NIP. 19720505 199803 1 004

ENDORSEMENT OF EXAMINER COMMISSIONS

Name of the Student : Ramli

The Title of Skripsi : The Effectiveness Of Pre Reading Plan (PReP) Technique to Improve Students' Reading Comprehension of Narrative Text at The Second Grade of SMAN 3 Pinrang.

Student's Reg. Number : 14.1300.060

Department : Tarbiyah and Adab

Study Program : English

By Virtue of Consultant Degree : SK. The Chairman Of Tarbiyah and Adab No. Sti.08/PP.00.9/2743/2017

Date of Graduation : August 21st, 2018

Approved by Examiner Commissions

Drs. Abd. Rauf Ibrahim, M.Si.	(Chairman)	(.....)
Mujahidah, M.Pd.	(Secretary)	(.....)
Hj. Nurhamdah, S.Ag., M.Pd.	(Member)	(.....)
Drs. Amzah Selle, M.Pd.	(Member)	(.....)

Cognizant of

Resident of State Islamic Institute (IAIN) Parepare

Dr. Alimul Sultra Rustan, M.Si.

NIP. 19640427 198703 1 002



ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillah Rabbil Alamin, the researcher express his highest gratitude to Allah swt, the lord of the universe. He always gives strong and favor in completing this “Skripsi” by the title “The Effectiveness of Pre Reading Plan (PReP) Technique to Improve Students’ Reading Comprehension of Narrative Text at The Second Grade of SMAN 3 Pinrang.”. Blessing and salvation be upon beloved prophet Muhammad saw, and his family, his companions, and his followers.

The researcher wants to thank a lot to all people who support and help me for doing this skripsi. He realizes that without their support and help, he could not be able to finish this “Skripsi”.

In this opportunity, the researcher would like to express his gratitude to Drs. Abd. Rauf Ibrahim, M.Si and Mujahidah, M. Pd, for their valuable advice, guidance, dedication, correction, suggestions, and support to his in finishing this “Skripsi”.

There are also some people that the researcher would like to thank to:

1. The rector of State Islamic Institute (IAIN) Parepare, Dr. Ahmad Sultra Rustan, M.Si. and his staffs their help and motivation during he finished his study.
2. Bahtiar, S. Ag., M.A. as the chairman of Tarbiyah Department of IAIN Parepare who has given the researcher a guideline in finish this skripsi.
3. Mujahidah, M.Pd, as the chairman of English Education Program for the fabulous serving to the students.

5. All lecturers of English Education Program who have already taught the researcher during his study in IAIN Parepare.
9. The researcher wants to give his sincerest gratitude to his beloved parents, Jamaluddin P. Dawe and Sariani for their supporting and always pray for his until the Degree of Strata-I (S1),
10. Her special friend, Ayu Puspita Sari who has been a motivator for his, who always advise and pushed to finish this research.
13. His friends in English Program of Tarbiyah Department 2014. Thanks for giving support and sharing their time and being good friends.
14. All people who have given their help in writing this “Skripsi” that the researcher could not mention it one by one.

The words are not enough to appreciate for their help and contribution in writing this “Skripsi”, may Allah swt. Bless them all. Finally, researcher realizes that this research “Skripsi” is not perfect yet. Therefore, the researcher would like to accept critics and suggestion from everyone who reads this research.

Finally, the researcher expects this “Skripsi” will give valuable information for development of education and become the inspiration for people who read it.

Parepare, July, 3th 2018

The Researcher



RAMLI

Reg Number. 14.1300.060

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : RAMLI
Student Reg. Number : 14.1300.060
Study Program : English Education
Department : Tarbiyah and Adab
Tittle of Skripsi : The Effectiveness Of Pre Reading Plan (PReP)
Technique to Improve Students' Reading
Comprehension of Narrative Text at The Second
Grade of SMAN 3 Pinrang.

State that this skripsi is his own writing and if 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, 3th May 2018

The Researcher



Ramli
14.1300.060

ABSTRACT

Ramli. *The Effectiveness Of Pre Reading Plan (PReP) Technique to Improve Students' Reading Comprehension of Narrative Text at The Second Grade of SMAN 3 Pinrang* (Supervised by Rauf Ibrahim and Mujahidah)

This study is to see The Effectiveness of Pre Reading Plan (PReP) Technique to Improve Students' Reading Comprehension of Narrative Text at The Second Grade of SMAN 3 Pinrang. The subject of this research is class XII IPA 4 which is consisted of 38 students. The sample was taken by using cluster sampling.

The design in this research was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. It aimed to know whether pre reading plan (PReP) technique effective to improve the students' reading comprehension of narrative text.

The result in this research was indicated that there was improvement of the students' reading comprehension. it was indicated by the students' mean score of post-test (73, 76) was greater than pre-test (56, 42). Even, for the level significant (p) 5% and $df = 37$, and the value of table is 1, 69, while the value of t-test is 3, 35. it means that, the t-test value is greater than t-table ($3, 35 \geq 1, 69$). The result of research showed that the subjection mean of student's reading comprehension of narrative text before and after given treatmen by pre reading plan (PReP) technique is increase. Therefore, it means that the applying of pre reading plan (PReP) technique is effective to improve student's reading comprehension of narrative text. Pre Reading Plan (PReP) Technique gives positive influence toward student's readiness before they are begin to reading.

Keywords: Pre Reading Plan (PReP) Technique, Reading Comprehension, Narrative Text.

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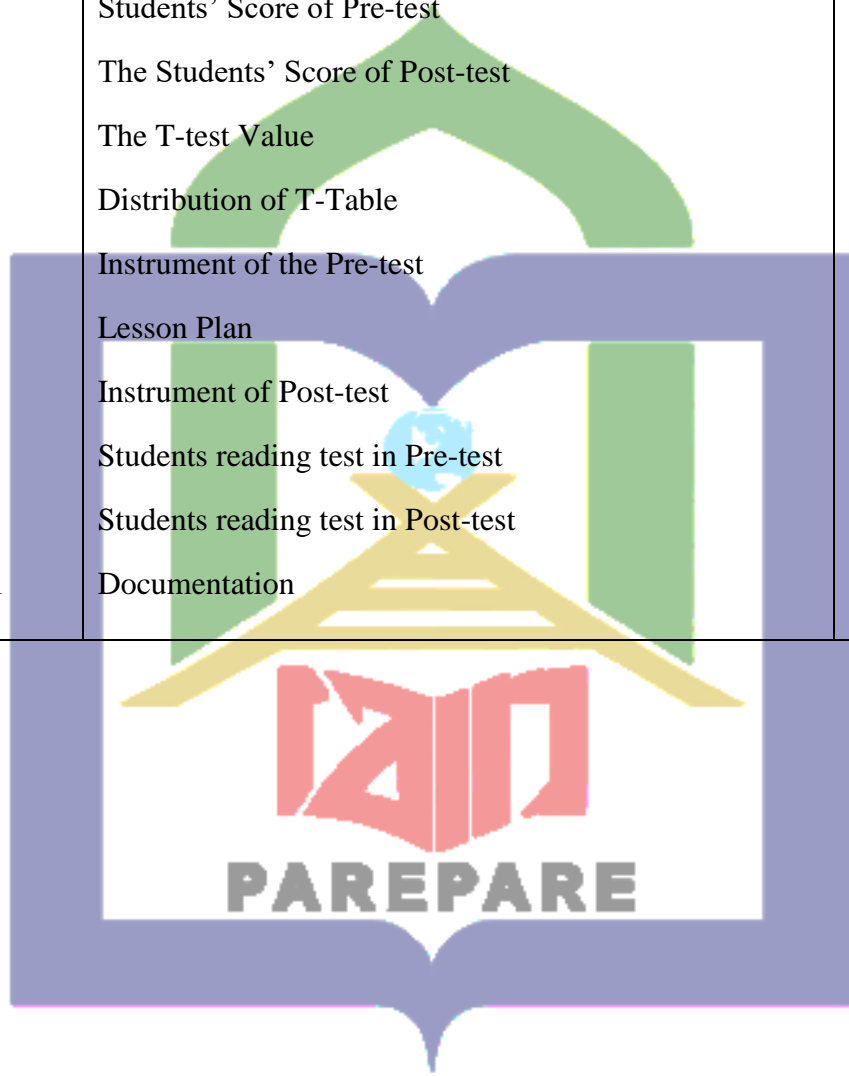
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CHAPTER I INTRODUCTION

1.1 Background

Language is a system of communication in speech and writing used by people of a particular country. The used by humans of a system of sounds and words to communicate.¹ English language is international language, as one of the target languages that students in a school have to learn English because English is the first foreign language that teach at school. Language is tool of communication used by the human being community in their interaction. As people know, English is international language. So, to communicate each other in the world people should know English.

With a master of English then students will easily accessed the information, to know the other people culture, as well as develop the knowledge for the future. The process of learning foreign language. English there are four kinds of skills namely listening skill, reading skill, speaking skill, and writing skill. Reading is one of important skill in learning English. Through reading the students can improve their knowledge which is needed for continuing personal growth and adapt the change in the world, in order to, the students can get many new information through the book, newspaper, magazine, etc. From reading anyone can be interaction with the mind and feeling, get information, increase the knowledge, and also as a tools for to relaxed.

Learning reading often to get some problems such as the teacher ability for to teach, students ability and interest students is to low for read. Froblems for the students is lazy in reading activity, beside that, students are lazy to looking for the

¹Victoria Bull, *Oxford Learner's Poket Dictionary*, Fourth Edition (New York: Oxford University Press, 2008), p. 247

book, so the increase of students reading skill be less optimum. In fact, many students are lazy to read a book by the reason of have not enough time, make boring, and etc. But actually the students have to know that reading has many purpose. Not only be get a new information but the purpose of reading is to arrange ideas. When the students find such difficulties, they may read some books to enlarge and recognize their ideas as good as possible. Beside that, the purpose of reading is to solve problems and make a relax.

The next problems can influence reading success is teaching reading to English learners is exciting for teachers who have the ability to perform it. The teacher have skill and competence to apply the appropriate teaching strategies, technique and method which can motivate their students to enjoy the printing materials he/she distributes. Teaching strategies, techniques and methods are very important in teaching reading. So, the teacher must realize that if they are not able to present the reading material well, the students feel bored and not interest to read and do the task in reading text. One of the techniques to learn reading, expecially, reading comprehension. Learning techniques that effective in learning reading comprehension of learning English language is Pre Reading Plan Technique. PReP Technique is a learning reading technique to developed by Judith Langer. PrepTechnique is the activity before to read can help the students to activated their knowledge already have as the first point be a good comprehen the text. Mufti said that PreP Technique can be tool for the teacher to prepare the students before read the text, while to analyze the conception of the students till can determine the next instruction.²

²Dias Ratna Fujiasih, “Efektivitas Penerapan Pre Reading Plan Technique Terhadap Kemampuan Membaca Pemahaman Teks Bahasa Inggris Siswa Sekolah Dasar” (Unpublished Skripsi; Pendidikan Guru Sekolah Dasar Universitas Pendidikan Indonesia Kampus Tasikmalaya:Tasikmalaya, 2014), p. 3.

From both of the problems above has been observation by the writers, so the writers had the reason why to select PReP technique in learning reading comprehension is because this technique can be used for help the students using their knowledge before reading. For the students who know much the topic for to read, that knowledge can help to determine the relevan things and the irrelevant things. This technique can help to extend the comprehend to prepared for learn the teks want to read. Beside that the PReP technique can made the teacher delivered he/she material well and the student active in the classroom and did not got bored when the learning process in the classroom. Realize that the important function of this technique, so in this research intend to apply “the Effectiveness of Pre Reading Plan (PreP) Technique to Improve Students’ Reading Comprehension of Narrative Text at the second grade students of SMAN 3 Pinrang”. Learning reading comprehension using PReP technique, furthermore to compare with learning reading comprehension without using PReP technique in the same activity.

1.2 Problem Statement

In relation with the background above, the problem of the research can be stated as follow:

1.2.1 Is applying Pre Reading Plan Technique able to improve students’ reading comprehension?

1.3 Objective of the Research

The following are objectives of the research:

1.3.1 To know the students’ reading comprehension before and after applying Pre Reading Plan Technique.

1.3.2 To find out is applying Pre Reading Plan Technique able to improve students' reading comprehension.

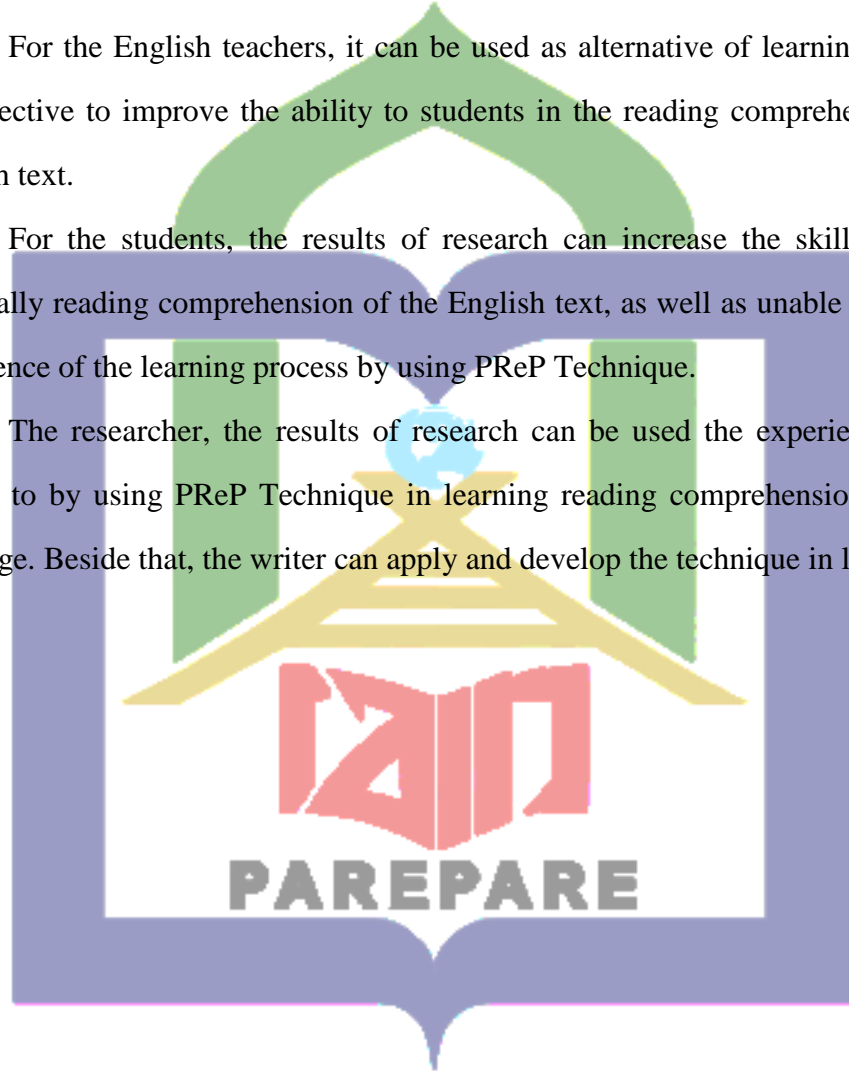
1.4 The Significance of the Research

There are some significances of this research, as follows:

1.4.1 For the English teachers, it can be used as alternative of learning techniques are effective to improve the ability to students in the reading comprehension of the English text.

1.4.2 For the students, the results of research can increase the skills of reading especially reading comprehension of the English text, as well as unable to obtain the experience of the learning process by using PReP Technique.

1.4.3 The researcher, the results of research can be used the experience research related to by using PReP Technique in learning reading comprehension of English language. Beside that, the writer can apply and develop the technique in learning.



CHAPTER II

REVIEW AND RELATED LITERATURE

This part describes about the description of some pertinent ideas, The Previous Related Finding, The Previous Related Finding, Conceptual Framework, and Variable and Operational Definition.

2.1 Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research

2.1.1 The Concept of Reading

2.1.1.1 Definition of Reading

Reading is to process text meaning through some process of interaction with print (Alderson.) in academic context, reading is considered as one of the most important skill that university students of English as a Second Language need to acquire (Levine et al. in Nashriyah)¹. Reading is not only important in developing language intuition and determining academic success but also it is important for completing certain task. Accordingly , it is obligatory for students especially those who study in colleges to have good reading skills. They should acquire the ability so that they can easily handle any references they need for accomplishing every task given to them.²

Farbairn revealed that reading is an important way in which we gain information about the world. Students must read in order to become and remain

¹Charles Alderson, J, *Assessing Reading*. (New York: Cambridge University Press, 2000)

²Yanuarti Apsari dan Yana, "Teachers Techniques And Problem In Teaching Reading" (Jurnal Ilmiah UPT P2M STKIP Siliwangi: Siliwangi, 2, no, 3, 2015), p. 219.

aware of their subject, to keep their knowledge and understanding up to date, and to check their work and ideas and research against those of their peers.³ Reading is more than just assigning foreign language sounds to the written words; it requires the comprehension of what is written. Students differ in their ability to read their native language, and this same differences reappear in their ability to read a second language. Reading skills in one language are not necessarily transferred to another language and may even be inhibitory when they are. A students who reads English easily may have difficulty reading a foreign language. But the students who reads English with difficulty will surely have problems reading stories in a foreign language. The teacher must take these differences into account when teaching the reading skill.⁴

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages. Unlike a listening text, a reading text movrs at the speed of the reader (except where the reader is trying to read an advertisement that flashes past a train window). In other words it is up to the reader to decide how fast he or she wants to (or can) read a text, whereas listeners often have to do their best with a text whos speed is chosen by the speaker. The fact that reading texts are stationary is clearly a huge advantage.⁵ From definition above, the researcher can conclude that reading is a process or the activity

³Fatihah Laily Raharjanti, “*Reading Strategies Used By Literary Theory And Application Students*” (Published Thesis; English Department Faculty Of Language And Literature Satya Wacana Christian University: Salatiga, 2013), p. 5.

⁴Edward David Allen dan Rebecca M. Valette, *Classroom Techniques: Foreign Language and English as a Second Language* (USA: Harcourt Brace Jovanovich, 1972), p. 249.

⁵Jeremy Harmer, *The Practice of English Language Teaching*. (USA: Longman, 1991), p. 190.

to get information and new knowledge from the text or book that never heard in advance.

2.1.1.2 The Importance of Reading

Most scholars would agree that reading is one of the most important skills for educational and professional success (Alderson)⁶. In highlighting the importance of reading comprehension Rivers stated that “ reading is the most importance activity in any language class, not only as a source of informatinal and pleasurable activity, but also as a means of consolidating and extending one’s which are knowledge of the language “⁷. Reading reinforces the learners other language skills. Krashen confirms that those who read more, have larger vocabularies, do better on test of grammar and write better⁸. Chastian while accepting the significiance of reading for meaning claimed that all reading activities serve to facilitate communication fluency in each on the other language skills⁹. According to Eskey, in advanced levels of second language the ability to read the written language at a reasonable rate and with good comprehension has long been recognized to be as oral skills if not more important.¹⁰

2.1.1.3 Reading as a Process

⁶Alderson, *Reading in a foreign language: a reading problem or a language problem*. In Alderson, C& urquhart, A. H. (Eds.), *Reading in Foreign language* . (London: Longman, 1984), p.114-141.

⁷Rivers, *Teaching foreign language skills in a foreign language skills*. (Chicago: University of Chicago Press, 1981). p.147.

⁸Stephen Krashen, *Second language acquisition and second language learning*. (New York: Pergamon Press, 1981).

⁹Chastain, *Developing second language skills: Theory and practice (3rd ed.)*. (Chicago: HBJ, 1988). P.218.

¹⁰Eskey, *Holding in the bottom: An interactive approach to the problem of sound language readers*. In (Carrell, P. L., Devine, J. and Esky, D. E. Eds.), *Interactive approaches to second language learning*. (New York: Cambridge University Press, 1988). p. 130-152.

Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or refined as reading progresses (Goodman)¹¹. According to Mackay and Mountford, from this statement, inferences can be drawn which are important in the preparation and use of second language reading materials: first, the definition assumes that reading is an active process. The reader forms a preliminary expectation about the material, then, select the fewest, most productive cues necessary to confirm or reject that explanation. This is a sampling process in which the reader takes the advantage of his knowledge of vocabulary, syntax, and the real world. The second inferences, closely tied to the first, is that reading must be viewed as a two old phenomenon involving process comprehending and product comprehension. Third, reading involves, an interaction between thought and language. The reader brings to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge, coupled with the ability to make linguistic predictions, determines the expectations the reader will develop as he reads. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world¹².

Widdowson mentions that recent studies of reading have represented it as a reasoning activity whereby the reader creates meaning on the basis of textual clues¹³.

¹¹Goodman, *Reading as a psychologicistic guessing game*. In H. Singer and R. b. Ruddell . (Eds). *Theoretical models and Processes of Reading*. Newark, (N.J.:International Reading Association. 1970).

¹² Mountford and Mackay, R , *Reading for information* . In R. Mackay, B. Barkman, and R. Jordan(Eds.), *Reading in a Second Language*. (Rowley, Mass.: Newbury House, 1979).

¹³Widdowson, ‘ *Discourse and text,*’ *Paper given at Ealing College of Higher Education Conference on ‘The Reading Skill’*(1979).

This view of how meanings can be negotiated in discourse is consistent with Goodman's comments on the reading process. Furthermore, what Goodman is describing is a general discourse processing strategy of which reading is simply a particular realization. Accordingly, reading is an act of participation in a discourse between interlocutors. It seems to follow from this that reading efficiency cannot be measured against the amount of information contained in a text. This is incalculable since it depends on how much knowledge the reader brings to the text and how much he wishes to extract from it. Rather, reading efficiency is a matter of how effective a discourse the reader can create from the text, either in terms of rapport with the writer or in terms of his purpose in engaging in the discourse in the first place. In fact, in this view, reading is regarded not as a reaction to a text but as interaction between writer and reader mediated through the text.

Alderson and Urquhart assert that it is possible to view reading both as product and as process. Research has tended to focus upon the product rather than the process. But this is inadequate because of the unpredictable and normal variation in product, and because knowing the product does not tell us what actually happens when a reader interacts with a text. The process underlies the product (which will vary from reader to reader, purpose to purpose, time to time and so on). The value of concentrating on process in research and teaching is that if processes can be characterized, they may contain elements that are general across different texts, and learners can learn in order to improve their reading. The basic rationale behind attempts to describe process is that an understanding should lead to the possibility of distinguishing the processing of successful and unsuccessful readers. This view is dynamic rather than static that is, it emphasizes a reader's progression through a text

rather than as a product¹⁴. As Alderson and Urquhart point out, a product view relates only to what the reader has got out of the text while a process view investigates how the reader may arrive at a particular interpretation. Wallace reports that researchers into both first and second language reading have argued against the view that text are self-contained objects, the meaning of which it is the reader's job merely to recover. Text do not contain meaning; rather they have potential for meaning. This potential is realized only in the interaction between text and reader. That is, meaning is created in the course of reading as the reader draws both on existing linguistic and schematic knowledge and the input provided by the printed or written text.¹⁵

2.1.2 The Concept of Reading Comprehension

2.1.2.1 Definition of Reading Comprehension

Reading comprehension skills are important for English language learners, especially for students who learn English as foreign language. Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting (Weaver)¹⁶. The most detailed one, Snow et al. defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

¹⁴ Alderson, *Reading in a foreign language: a reading problem or a language problem*. In Alderson, C& urquhart, A. H. (Eds.), *Reading in Foreign language*. (London: Longman, 1984). p. 114-141.

¹⁵Wallace, *Reading*. (Oxford: OUP, 1992).

¹⁶Weaver, *Reading Process Brief Edition of Reading Process and Practice*. (L. Luedeke, Ed.). (Ohio: Winthro Publisher, 2009).

They classify that comprehension entails three elements. They are the *reader* (considering with capacities, abilities, knowledge and experiences that a person brings to the act of reading), the *text* (including printer text or electronic text) and the *activity* (considering the purposes, process and consequences associated with the act of reading).¹⁷

Reading with comprehension is variously define by both practice and theory. Reading comprehension is sometimes defined by comprehension test. If a test says it measures comprehension, whatever that test happens to measure become what comprehension is supposed to entail¹⁸. Sanchez states reading comprehension is emphasizing both what the author had written and readers' ability to use their background knowledge and thinking ability to make sense of text. It can be said that reading comprehension not only "read" the text directly, but also get something from the text.¹⁹ From the explanation above, the researcher concluded that reading comprehension is the ability to read text, the process to understand the meaning and writer. The reader just does not read but know how to comprehend the text.

2.1.2.2 Factors influencing Comprehension

Total program of reading instruction; the child's own personality, motivation, and habits; and his out-of-school environment all influence his development of reading comprehension. Adverse effects may come from overemphasis on word recognition, overemphasis on oral reading, and insufficient experiential background

¹⁷Nurman Antoni, "Exploring EFL Teachers' Strategies In Teaching Reading Comprehension"(Jurnal Penelitian Pendidikan 11, No. 2, Oktober 2010), P. 40-41.

¹⁸J Estill Alexander , et, al. *Teaching Reading* (USA: Simultaneously, 1979), p. 133.

¹⁹Niza Syafeny, "Teaching Reading Comprehension By Using Directed Activities Related To Text (Drta) For The Students" (Jurnal KATA 1, no. 2 Oktober 2017), p. 153-154.

for a reading selection. All but one of these factors involve concentrating the reader's attention on matters other than "meaning" in the reading process. Reading rate also may have some influence on comprehension. Good reading comprehension requires a flexible reading rate. There is no verification from research that readers with a fast reading rate comprehend less well than readers with slower rates. Fast reading simply saves time, and the proficient reader will use the rate demanded by the occasion.

The purpose for which a reader reads has a great deal of influence on comprehension. Smith (1967) listed various appropriate and motivating purposes for reading: (1) enjoyment, (2) intellectual demands, (3) utilitarian purposes, (4) socioeconomic demands, (5) vocational or avocational interest, (6) personal social needs, (7) problem solving, and (8) spiritual or religious needs or personal stimulation.²⁰

2.1.2.3 Technique For Teaching Reading

There are five techniques for teaching reading that can be used either in the classroom. Alice has developed a five-stage plan for reading instruction that can be used either in the classroom. They are :

2.1.2.3.1 Pre-teaching/preparation stage. This important first step stage helps develop skills in anticipation and prediction for the reading of graphic material.

2.1.2.3.2 Skimming/scanning stage. Both of these steps are distinct processes involving, as we saw earlier, getting the gist (skimming) and locating specific information (scanning).

²⁰J Estill Alexander, et al. *Teaching Reading* (USA: Simultaneously, 1979), p. 135-136.

2.1.2.3.3 Decoding/intensive reading stage. This stage most necessary when students are “learning to read” rather than “reading to learn”. Decoding involves guessing from content the meaning of unknown word or phrases and may be needed at the word, intrasentential or discourse level.

2.1.2.3.4 Comprehension stage. In this step, comprehension checks of various sorts are made to determine if students have achieve their reading purposes.

2.1.2.3.5 Transferable/integrating skills. In this final stage of teaching reading. Philips maintains that exercise should be used that help the students go beyond the confies of the specific passage to enhance reading skills and effective reading strategies.²¹

2.1.3 The Concept of Pre Reading Plan (PReP) Technique

2.1.3.1 Definition of Pre Reading Plan (PReP) Technique

Pre reading plan technique is an activity before reading that can help the students to activate the students knowledge as the first point can comprehend the text well.²² The PReP technique provides a teacher with a means to prepare students to read a text selection and, at the same time, analyze their responses so as to tailor subsequent instruction to students needs. The pre reading plan was developed by Langer with the following goals: (1) to give students an opportunity to generate what they know about a topic and to extend these ideas and evaluate them; and (2) to provide teachers with a procedure for assessing the adequacy of the students’ prior

²¹Alice Omaggio Hadley, *Teaching Language in Context* (USA: Heinle, 1993), p. 199-201.

²²Eka Oktiana Mufti, “Keefektifan Penggunaanprep Technique Dalam Meningkatkan Keterampilan Membaca Pemahaman Pada Siswa Kelas Vii Smp Pgri 23 Bantarsari Kab. Cilacap”(Published skripsi; Program Studi Pendidikan Bahasa Dan Sastra Indonesia Jurusan Pendidikan Bahasa Dan Sastra Indonesia Fakultas Bahasa Dan Seni Universitas Negeri: Yogyakarta, 2012), p. 12.

knowledge about a specific topic, and for determining the language that students use to express their ideas.

The PReP technique represents an extension of the research of the late 1970s on the relation between prior knowledge and reading comprehension. By providing students opportunities for their brainstorming, developing associations for, and reflecting and reformulating these ideas, Langer claims that the technique can be used to help students access what they know about a topic prior to reading. For those students who know a lot about a topic, it can be used to help them determine what is relevant and what is irrelevant. For those students who may be unaware that they know something about a topic, the technique helps them access relevant knowledge. For those students who know very little about a topic, the technique helps extend their understandings sufficiently to prepare them for learning from their texts. Alternatively, the technique might be used as a tool for determining the readiness and needs of different students.²³

2.1.3.2 The Procedure Of PReP Technique

Use of the PReP technique has two facets: 1). Engaging students in group discussion around key concepts, and 2). Analyzing the nature of students responses. For the first activity, a group discussion directed at key concepts from a topic that the students are to explore represents the heart of the PReP technique. Before beginning the discussion, the teacher is expected to determine what the key concepts are that they wish the students to address, and in which ways they might stimulate discussion

²³Robert J. Tierney, et, al. *Reading Strategies And Practices A Compendium* (United States Of Amerika: Allyn & Bacon, 1980), p. 38-40.

or associations with those key concepts. The ensuing discussion involves a three step process:

Step 1: Initial Associations with the Concept (What comes to mind when . . .?)

Using the picture or some other stimuli, the teacher encourages brainstorming (What comes to mind when . . . ? What do you think of . . . ? What might you see, hear feel . . . ? What might be going on . . . ?). As students generate ideas, the teacher write down on the whiteboard.

Step 2: Reflections on Initial Associations (What made you think of . . . ?)

During the second step, students are expected to explain the free associations they generated in Step One. This is intended to encourage students to become aware of the bases of their own individual associations, as well as those generated by their peers, and to evaluate the usefulness of these ideas.

Step 3: Reformulating of Knowledge (Have you any new ideas about . . . ?)

In this step the teacher asks the students if they have any new ideas or ideas they wish to change or refine. While Step Two often results in triggering new ideas, Step Three serves to probe if there are any changes, deletions, revisions, or additions. The teacher's role in this and other steps is accepting and inquisitive rather than evaluative and critical. The second activity in PReP technique is analyzing students responses. To provide teachers with the diagnostic information necessary to determine the instructional needs of students, Langer proposes that teachers pursue an analysis of the free associations generated by the students. She offers guidelines by which they might determine if student have well formed, partly formed, or ill formed knowledge structure: 1). Students with very little knowledge about a concept will generally focus on low-level associations with morphemes (prefixes, suffixes, or root

word; words that sound like the stimulus word, or first but not quite relevant experiences. 2). Students with some prior information will generally mention examples, attributes, or defining characteristics. 3). Students with much prior information about a concept will generally offer information that suggests evidence of integration with high-level concepts. Their response might take the form of analogies, definitions, linkages, and superordinate concepts.²⁴

2.1.3.3 Application of PReP Technique in Learning Reading Comprehension

Reading activity is an activity that must be mastered by students in order to develop their language skills. Reading activities become important when one wants to capture the intent and purpose or information contained in a reading. Reading activities require repeated practice, focus while reading, and the skills to capture the content of the reading. In learning process, the failure and success of students in learning are much influenced or determined by the extent to which the students reading skill level. The students always reading, the vocabulary increases and the comprehension of the reading will also increase by itself. In learning process, reading is important because most science theories about science are based on written sources of books. One way that teachers can do in assisting students in improving students skill in reading especially in reading comprehension is by using pre reading plan technique. Pre reading plan technique in learning reading comprehension can be done through the following steps:

²⁴Robert J. Tierney, et, al. *Reading Strategies And Practices A Compendium* (United States Of Amerika: Allyn & Bacon, 1980), p. 38-41.

Step 1: Students discuss about the initial understanding or outlook with the concepts specified in the text. (What do you think of . . . ? What might you see, hear, feel . . . ? Have you any new ideas about . . . ?).

Step 2: Students are directed by teachers to brainstorming with some questions. If the students answer the questions the teacher write in the whiteboard the answered.

Step 3: The students concluded the initial idea or idea that has been collected.

Step 4: Students make a summary of the result of discussions that have been done so as to add new knowledge to students.

Step 5: After the discussion, students read the text that has been prepared by the teacher.

Step 6: After reading, students answer questions from the text.

Step 7: Students and teachers discuss the answer of the question.

Step 8: Students answer are analyzed by the teacher and commented on for improvement.²⁵

2.1.4 The Concept of Narrative Text

2.1.4.1 Definition of Narrative Text

Folktales, fables, legends, fairytales, and myths belong narrative text. Narrative text is a spoken or written account of story. The social function of narrative text is to entertain and to amuse the readers about a story and to teach a lesson or moral. Narrative stories can be funny, sad, frightening, ordinary, or happy ending.

2.1.4.2 General Structure of Narrative Text

²⁵Eka Oktiana Mufti, “Keefektifan Penggunaanprep Technique Dalam Meningkatkan Keterampilan Membaca Pemahaman Pada Siswa Kelas Vii Smp Pgri 23 Bantarsari Kab. Cilacap”(Published skripsi; Program Studi Pendidikan Bahasa Dan Sastra Indonesia Jurusan Pendidikan Bahasa Dan Sastra Indonesia Fakultas Bahasa Dan Seni Universitas Negeri: Yogyakarta, 2012), p. 17.

There are general structure of narrative text:

The first, Orientation, it introduces the participant and the setting (who, where, when). The second, Complication, the crisis or problem arises. The third, Resolution, the crisis is resolved for better or worse. It brings the sequence of events to an end.

For the examples:

Orientation: introducing the participants and informing the time and places.

Once upon a time, there was a good old woman who lived in a little house. She had a bed in her beautiful stripped tulips garden. One night, she was wakened by the sounds of sweet singing and of babies laughing. She looked out at the window. The sounds seemed to come from the tulip bed, but she could see nothing.

Complication: tells about the beginning of the problems which leads to the crisis (climax) of the main characters.

The next morning, she walked among her flowers, but there were no sign of anyone having been there the night before. On the following night, she was again wakened by sweet singing and babies laughing. She rose and stole softly through her garden. The moon was looked closely and she was, standing by each tulip, a little fairy mother who was crooning and rocking the flower like a cradle, while in each tulip-cup lay a little fairy baby laughing and playing.

The good old woman stole quietly back to her house, and from that time on she never picked a tulip, nor did she allow her neighbors to touch the flowers. The tulips grew daily brighter in color and larger in size, and they gave out a delicious perfume like that of roses. They began, too, to bloom all the year around. And every night the little fairy mothers caressed their babies and rocked them to sleep in the flower-cups.

The day came when the good old woman died, and the tulip-bed was torn up by folks who did not know about the fairies, and parsley was planted there instead of the flowers. But the parsley withered, and so did all the other plants in the garden, and from that time nothing would grow there.

Resolution: showing the way of participant to solve the crises better or worse or solution to the problem.

But the good old woman's grave grew beautiful, for the fairies sang above it, and kept it green; while on the grave and all around it there sprang up tulips, daffodils, and violets, and other lovely flowers of spring.

2.1.4.3 The Example of Narrative Text

Princess of Fire

There was once an incredibly, beautiful, and wise princess. Tired of false suitors who were only interested in her money, she announced that she would only marry whoever managed to present her with the most valuable, tender, and sincere gift of all.

The palace filled up with flowers and gifts of every kind, letters describing undying love, and love-struck poems. Among all these wonderful gifts. Despite her curiosity, she pretended to be highly offended by the gift when the young man was brought before her. He explained it to her like this, "Dear Princess, this pebble represents the most valuable thing one can give – it is my heart. It is also sincere, because it is not yet yours, and it is as hard as a stone. Only when it fills with love will it soften and be more tender than any other."

The young man quietly left, leaving the Princess surprised and captivated. She fell so in love that she took the little pebble with her wherever she went, and for

months are regaled the young man with gifts and attention. But his heart remained as hard as the stone in her the sand crumbled from around it, hands. Losing hope, she ended up throwing the pebble into a fire. In the heat of the fire, and from out of that trough stone, a beautiful golden figure emerged. With this, the Princess understood that she herself would have to be like the fire, and go about separating what is useless from what is truly important.

During the following months she set about changing the kingdom, and devoted her life, her wisdom, and her riches to separating what is truly valuable from what is unimportant. She gave up the luxury, the jewels, the excess; and it meant that everyone in the kingdom now had food to eat and books to read. So many people came away from their interaction with the princess enchanted by her character and her charisma. Her mere presence transmitted such human warmth that they started to call her ‘The Princess of Fire’.

And as with the pebble, the fire of her presence melted the hardness of the young man’s heart. And just as he had promised, he became so tender and considerate that he made the Princess happy till the end of her days.²⁶

2.2 Previous Research Finding

There have been some finding related to this study. Some of them are:

2.2.1 Eka Oktiana Mufti in her skripsi “Keefektifan Penggunaan PReP Technique Dalam Meningkatkan Keterampilan Membaca Pada Siswa Kelas VII Smp PGRI 23 Bantasari Kab. Cilacap” infers that the applying of PReP Technique effective to improve of reading comprehension of the students VII class Smp PGRI 23 Bantasari,

²⁶Anisha. *BAHASA INGGRIS SMA/MA Kelas XI Semester Genap*. (Jawa Tengah: Viva Pakarindo. 2013) p. 8-11.

showed the result of the statistical analysis where the $t\text{-test } 3,195 > t\text{-tabel } 2,031$. (db 34 in the significant 5%) for the group experimen, it can be concluded that PReP Technique effective to improve reading comprehension of the students VII class Smp PGRI 23 Bantasari.²⁷

2.2.2 Dias Ratna Fujiasih in her skripsi “Efektivitas Penerapan Pre Reading Plan Technique terhadap kemampuan membaca pemahaman teks bahasa inggris siswa kelas V SDN 2 Dawagung” infers that from the the data analysis and about Pre Reading Plan Technique of the reading comprehension of the English text of the students class V in SDN 2 Dawagung. Concluded that the first ability students before giving treatment about PReP Technique, level of the students is a high category, furthermore about the ability of reading comprehension of English text of the students after giving treatment about PReP Technique the level of the students is very high category it is mean that there is the different students level score showed that there is increasing score the students get after and before applying pre reading plan technique. So that ability of reading comprehension of English text of the students has effective inreasing.²⁸

2.2.3 Aryani in her skripsi “Implementation the PQ4R (Preview, Question, Read, Reflect, Recite, and Reviuw) Technique to Improve the Reading Comprehension of the Eight Grade students of MTs Negri Parepare” infers that the result of the data

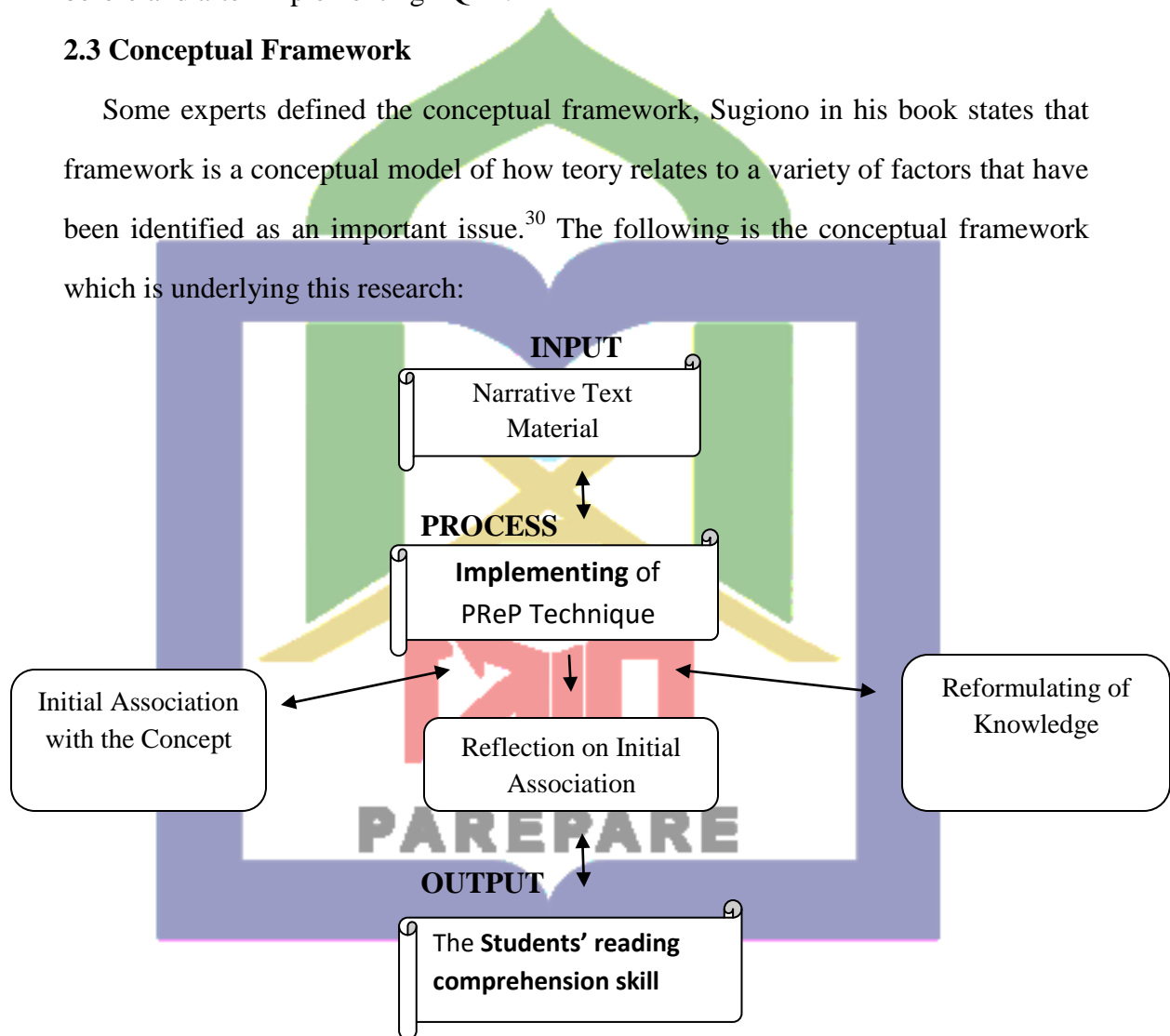
²⁷Eka Oktiana Mufti, “Keefektifan Penggunaanprep Technique Dalam Meningkatkan Keterampilan Membaca Pemahaman Pada Siswa Kelas Vii Smp Pgri 23 Bantarsari Kab. Cilacap”(Published skripsi; Program Studi Pendidikan Bahasa Dan Sastra Indonesia Jurusan Pendidikan Bahasa Dan Sastra Indonesia Fakultas Bahasa Dan Seni Universitas Negeri: Yogyakarta, 2012), p. 75.

²⁸Dias Ratna Fujiasih, “Efektivitas Penerapan Pre Reading Plan Technique Terhadap Kemampuan Membaca Pemahaman Teks Bahasa Inggris Siswa Sekolah Dasar” (Unpublished Skripsi; Pendidikan Guru Sekolah Dasar Universitas Pendidikan Indonesia Kampus Tasikmalaya:Tasikmalaya, 2014), p. 86

analysis showed that the students reading comprehension could improve significantly, it was showed that the t-test $9,37 > t\text{-tabel } 2,052$. And it can be concluded that there was any significance difference between the reading comprehension of the students before and after implementing PQ4R.²⁹

2.3 Conceptual Framework

Some experts defined the conceptual framework, Sugiono in his book states that framework is a conceptual model of how teory relates to a variety of factors that have been identified as an important issue.³⁰ The following is the conceptual framework which is underlying this research:



²⁹Aryani, "Implementation the PQ4R Technique to Improve the Reading Comprehension of the Eight Grade Students of MTs Negeri Parepare" (Unpublished Skripsi; English Program Tarbiyah Department State Islamic College (Stain):Parepare, 2017), p. Xi.

³⁰Sugiono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif*, (Cet. 22;Bandung: Alfabeta, 2015), p. 91.

The conceptual framework of the researcher can classify into three parts or variable as follows :

1. Input : refers to the material that is applied.
2. Process : this variable refers to activities in English language and implementing PReP Technique.
3. Output : this variable refers to result student achievement.

2.4 Hypothesis

Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher did, furthermore the hypothesis need the research process to examine the data.³¹ Based on previous related literature and problem statement above, the researcher forward hypothesis as follows:

2.4.1. Hypothesis Null (Ho)

There is no a significant of PReP Technique to improve reading comprehension at the second grade students of SMAN 3 Pinrang.

2.4.2. Alternative Hypothesis (Ha)

There is a significant of PReP Technique to improve reading comprehension at the second grade students of SMAN 3 Pinrang.

2.5 Variable and Operational Definition

2.5.1 Variable of the Research

There are two variable involved in this research namely independent and dependent variable :

³¹Sekolah Tinggi Agama Islam Negeri (STAIN), *Pedoman Penulisan Karya Ilmiah*, (Parepare: Departemen Agama, 2013), p. 26.

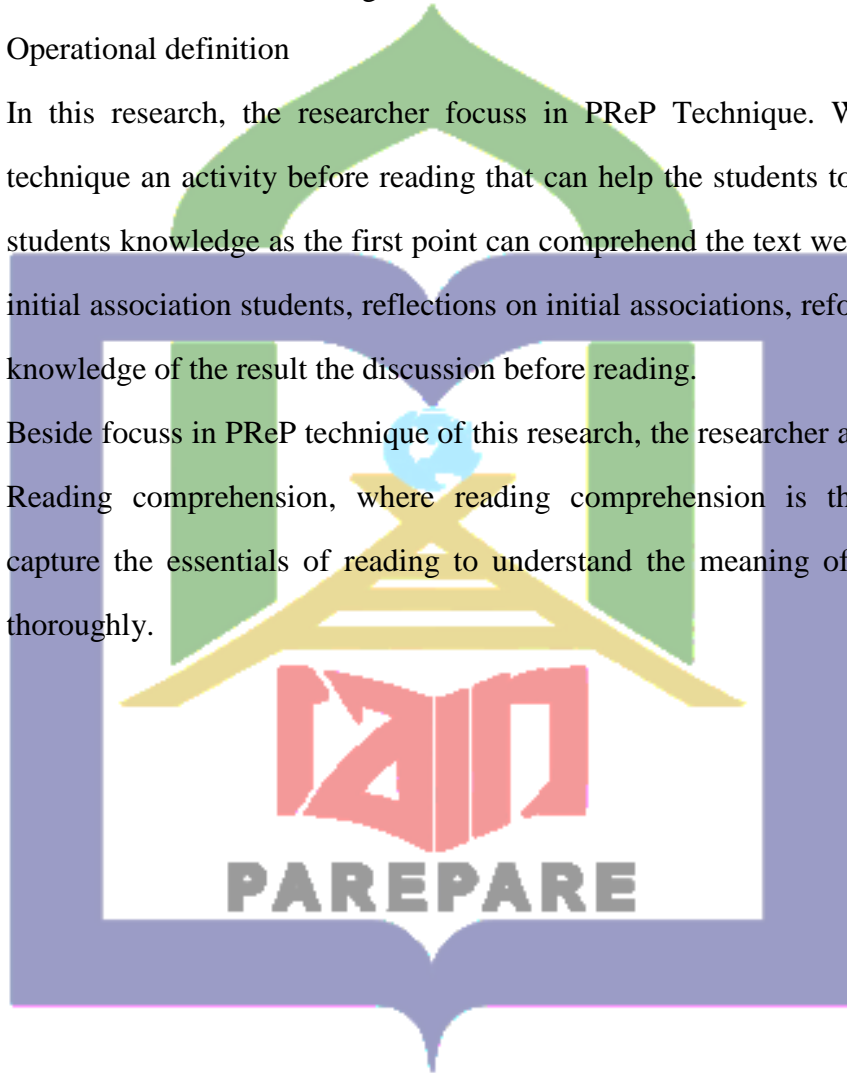
2.5.1.1 The independent variable is using PReP Technique at the second grade students of SMAN 3 Pinrang.

2.5.1.2 The dependent variable is improve reading comprehension at the second grade students of SMAN 3 Pinrang.

2.5.2 Operational definition

2.5.2.1 In this research, the researcher focuss in PReP Technique. Where, PReP technique an activity before reading that can help the students to activate the students knowledge as the first point can comprehend the text well. Start from initial association students, reflections on initial associations, reformulating of knowledge of the result the discussion before reading.

2.5.2.2 Beside focuss in PReP technique of this research, the researcher also focuss in Reading comprehension, where reading comprehension is the ability to capture the essentials of reading to understand the meaning of the reading thoroughly.



CHAPTER III

RESEARCH METHOD

In this section, the researcher is going to review research design, location and duration of the research, population and samples, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

This research used pre-experimental design which applied (one group pre-text and post-text design). Sugiyono said that from this design there is (pre test) before giving treatment and (post test) after giving treatment. From that, the result of treatment can be known more accurately. The purpose for giving treatment is to look for the difference of reading comprehension English text skills of the student before using PReP Technique to learning reading comprehension English text at SMAN 3 Pinrang. The design was presented as follows :

$$E = O_1 \times O_2$$

Where:

E : Experimental Group

O1 : Pre-test

X : Treatment

O2 : Post-test¹

¹Sugiono, *Metode Penelitian Pendidikan*, (Cet. XX; Bandung : Alfabeta, 2014). p. 111.

Giving pre test to know the first skill of the student in reading comprehension, while, for giving post test to know reading comprehension skill of the student after giving treatment by using PReP Technique.

3.2 Location and Duration of the Research

The location of the research will take a place at SMAN 3 Pinrang. The choosen of this location this research conclude on judgment because this research never used pre reading plan for learning reading comprehension English text at SMAN 3 Pinrang. The researcher will do the research more than one month for collecting data.

3.3 Population and Sample

3.3.1 Population

Sugiono stated that, population is generalisation distric consist of : object and subject where have quality and certain characteristic to constanted from the researcher for to learned and then take conclusion.² The population of this research is the second grade students of SMAN 3 Pinrang, based on data in academic year 2018/2019, the amount of the second year students of SMAN 3 P inrang. There are 7 classes which are XI.IPA 1, XI.IPA 2, XI.IPA 3, XI.IPA 4, XI.IPS 1, XI.IPS 2, and XI.IPS 3. The total of pupulation are 239 students.

²Dias Ratna Fujiasih, “Efektivitas Penerapan Pre Reading Plan Technique Terhadap Kemampuan Membaca Pemahaman Teks Bahasa Inggris Siswa Sekolah Dasar” (Unpublished Skripsi; Pendidikan Guru Sekolah Dasar Universitas Pendidikan Indonesia Kampus Tasikmalaya:Tasikmalaya, 2014), p. 26.

Tabel 3.1 The total students of the second year students of SMAN 3 Pinrang in academic year 2018/2019.

No	Class	Number of Students		Total
		Male	Female	
1	XI IPA 1	9	27	36
2	XI IPA 2	4	33	37
3	XI IPA 3	8	29	37
4	XI IPA 4	8	30	38
5	XI IPS 1	12	18	30
6	XI IPS 2	20	10	30
7	XI IPS 3	16	15	31
	TOTAL	77	162	239

3.3.2 Sample

The samples that used in this research is cluster sampling. Because the population above object and subject where have quality and certain characteristic of the cluster sampling. The researcher took the class XI IPA 4 which is consists of 38 students as the sample in this research.

3.4 The instrument and Process of Collecting Data

3.4.1 The Instrument

The instrument that used in this research is reading test, especially narrative text. The reading test applied twice on pre-test and post test. The pre-test would used to check the prior knowledge of students in reading comprehension before they are given a treatment. The post-test used to measure the comprehension in reading after they are given treatment. The instrument consist of 7 test.

3.4.2 Procedure of Collecting Data

The procedures of collecting data in this research, as following:

3.4.2.1 Pre-test

Pre-test is done before giving treatment, the pre-test was functioned as followed : to decide the students need based on the criterion given, to know the students ability before the treatment.

The researcher gave the student 7 questions based on the research that would be used in this activity. It would be done to improve comprehension of students before giving treatment through PReP Technique.

3.4.2.2 Treatment

After pre-test the researcher would gave a treatment to the students. The researcher applies pre reading plan technique as a away to improve students' reading comprehension skill. The treatment process would be conducted for forth meetings.

Treatment had given four times. Reading text presented different from one to another meeting. The material or reading text given as follows :³

³Djamal H. Murni, *Improving Reading Skill In English* (Jakarta: Fajar Interpratama Offset, 2005), p. 13-84.

3.4.2.2.1 The First Meeting

1. The researcher greets the students.
2. Before giving a text of the students the researcher gave the students just a title of the text about **“The Black Stone of Kaaba”**
3. Students discussed about the initial understanding or outlook with the concepts specified in the text, it about **“The Black of Kaaba”**
4. The researcher gave some questions of the students. (What do you think about **“The Black Stone of Kaaba”**? What might you see, hear, feel about **“The Black Stone of Kaaba”**? Have you any new ideas about **“The Black Stone of Kaaba”**?.) Etc.
5. After that, students are directed by researcher to brainstorming with some questions . if the students answer the questions the researcher write the answer in the whiteboard.
6. The students concluded the initial idea that has been collected.
7. After that the researcher asked the students to made a summary of the resulted of discussions that have been done so as to add new knowledge to students.
8. After the discussion, the researcher gave the text that has been prepared. And students read the text.
9. After reading,students answer questions from the text.
10. Students and researcher siscussed the answer of the question.
11. And the end, students answer are analyzed by the researcher and commented on for improvement.

3.4.2.2.2 The Second Meeting

1. The researcher greets the students.
2. Before giving a text of the students the researcher gave the students just a title of the text about **“When a Bomb Exploded”**.
3. Students discussed about the initial understanding or outlook with the concepts specified in the text, it about **“When a Bomb Exploded”**.
4. The researcher gave some questions of the students. (What do you think about **“When a Bomb Exploded”**? What might you see, hear, feel about **“When a Bomb Exploded”**? Have you any new ideas about **“When a Bomb Exploded”**?.) Etc.
5. After that, students are directed by researcher to brainstorming with some questions . if the students answer the questions the researcher write the answer in the whiteboard.
6. The students concluded the initial idea that has been collected.
7. After that the researcher asked the students to made a summary of the resulted of discussions that have been done so as to add new knowledge to students.
8. After the discussion, the researcher gave the text that has been prepared. And students read the text.
9. After reading,students answer questions from the text.
10. Students and researcher siscussed the answer of the question.
11. And the end, students answer are analyzed by the researcher and commented on for improvement.

3.4.2.2.3 The Third Meeting

1. The researcher greets the students.

2. Before giving a text of the students the researcher gave the students just a title of the text about “**Sleep**”.
3. Students discussed about the initial understanding or outlook with the concepts specified in the text, it about “Sleep”.
4. The researcher gave some questions of the students. (What do you think about “Sleep”? What might you see, hear, feel about “Sleep”? Have you any new ideas about “Sleep”?.) Etc.
5. After that, students are directed by researcher to brainstorming with some questions . if the students answer the questions the researcher write the answer in the whiteboard.
6. The students concluded the initial idea that has been collected.
7. After that the researcher ask the students to make a summary of the result of discussions that have been done so as to add new knowledge to students.
8. After the discussion, the researcher give the text that has been prepared. And students read the text.
9. After reading,students answer questions from the text.
10. Students and researcher discuss the answer of the question.
11. And the end, students answer are analyzed by the researcher and commented on for improvement.

3.4.2.2.4 The Fourt Meeting

1. The researcher greets the students.
2. Before giving a text of the students the researcher gave the students just a title of the text about “**Run For The Money**”.

3. Students discussed about the initial understanding or outlook with the concepts specified in the text, it about “Run For The Money”.
4. The researcher gave some questions of the students. (What do you think about “Run For The Money”? What might you see, hear, feel about “Run For the Money”? Have you any new ideas about “Run For The Money”?.) Etc.
5. After that, students are directed by researcher to brainstorming with some questions . if the students answer the questions the researcher write the answer in the whiteboard.
6. The students concluded the initial idea that has been collected.
7. After that the researcher asked the students to made a summary of the resulted of discussions that have been done so as to add new knowledge to students.
8. After the discussion, the researcher gave the text that has been prepared. And students read the text.
9. After reading,students answer questions from the text.
10. Students and researcher siscussed the answer of the question.
11. And the end, students answer are analyzed by the researcher and commented on for improvement.

3.4.2.3 Post-test

After giving treatment, the researcher gives the essay test to know their improvement in reading comprehension.

3.5 Technique of Data Analysis

The analysis of the achievement of the test analysis, all the data collected through pre-test and post test is firstly tabulated by using the following procedure.

The steps undertaken quantitative data are as follows:

3.5.1 Scoring the students answer of the pre-test and post test

Indicator	Score
1. The answer is grammatically correct and the idea is true	4
2. Some grammatical errors but the idea is true	3
3. Many grammatical errors and the idea is nearly true	2
4. Many grammatical errors and the idea is false	1

3.5.2 The Classification of the Students Score into five levels as follows:⁴

No.	Classification	Score
1.	Very Good	80 – 100
2.	Good	66 – 79
3.	Fair	56 – 65
4.	Poor	40 – 55
5.	Very poor	≤ 39

3.5.3 Formula for means score analysis is as follows:

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

In which:

X = Mean score

\sum = Total Score

⁴Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254.

N = the total number of students

3.5.4 finding out significant difference between the pre-test and the post-test the value of t-test by using the following formula :

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

Where:

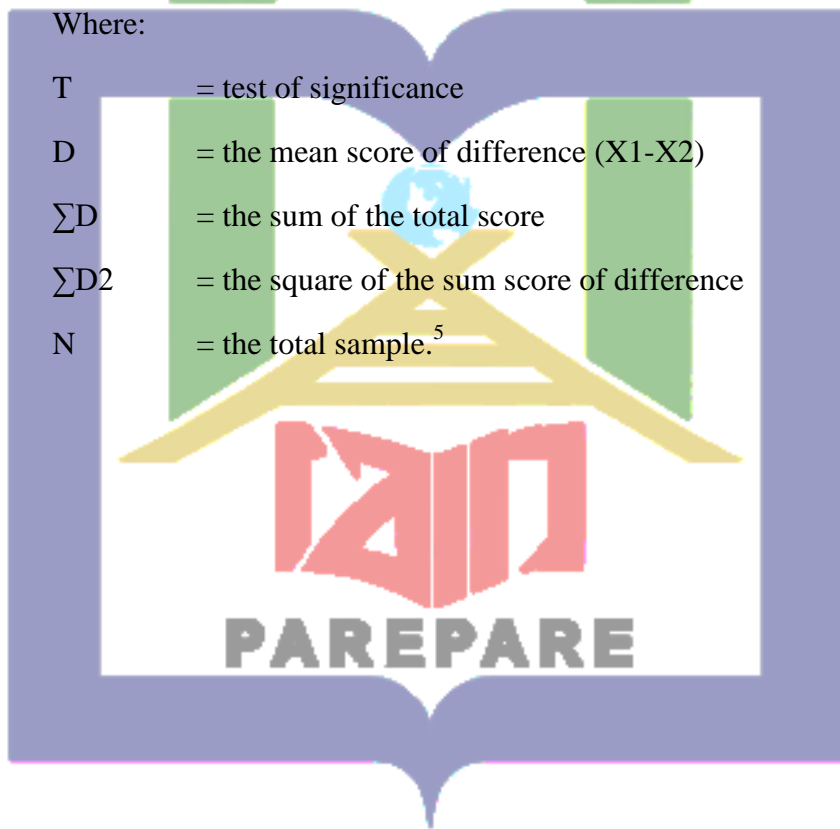
T = test of significance

D = the mean score of difference (X1-X2)

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

$\sum D^2$ = the square of the sum score of difference

N = the total sample.⁵



⁵Gay L.R Education *Research, competencies for analysis and aplication second edition*, p.331

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be discussed in the part below.

1.1 Findings

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the prior knowledge of students in reading comprehension, while post-test was given after treatment through pre reading plan (PReP) technique and the result of the post-test of this research can answer the question of this research that aims to find out through pre reading plan (PReP) technique effective to improve the students' reading comprehension of narrative text of SMAN 3 Pinrang.

1.1.1 Is applying Pre Reading Plan Technique able to improve students' reading comprehension?

The Students' reading comprehension before applying pre reading plan (PReP) technique of SMAN 3 Pinrang

This part presents the result of data analysis about the reading comprehension before applying pre reading plan (PReP) technique at the students, the researcher were giving pre-test at the students. The researcher find out the result of the students pre-test based on the scoring of reading test which were analyzed and resulted in the information as shown in the following table:

Table 4.1 The students' score in pre-test

No	Students	Max Score	Score X_i	X^2	CLASSIFICATION
1	S1	28	64	4096	Fair
2	S2	28	57	3249	Fair
3	S3	28	53	2809	Poor
4	S4	28	53	2809	Poor
5	S5	28	53	2809	Poor
6	S6	28	53	2809	Poor
7	S7	28	53	2809	Poor
8	S8	28	53	2809	Poor
9	S9	28	64	4096	Fair
10	S10	28	50	2500	Poor
11	S11	28	64	4096	Fair
12	S12	28	64	4096	Fair
13	S13	28	53	2809	Poor
14	S14	28	53	2809	Poor
15	S15	28	53	2809	Poor
16	S16	28	53	2809	Poor
17	S17	28	53	2809	Poor
18	S18	28	78	6084	Good

19	S19	28	50	2500	Poor
20	S20	28	53	2809	Poor
21	S21	28	57	3249	Fair
22	S22	28	61	3721	Fair
23	S23	28	53	2809	Poor
24	S24	28	61	3721	Fair
25	S25	28	57	3249	Fair
26	S26	28	53	2809	Poor
27	S27	28	57	3249	Fair
28	S28	28	61	3721	Fair
29	S29	28	57	3249	Fair
30	S30	28	57	3249	Fair
31	S31	28	61	3721	Fair
32	S32	28	53	2809	Poor
33	S33	28	61	3721	Fair
34	S34	28	61	3721	Fair
35	S35	28	43	1849	Poor
36	S36	28	43	1849	Poor
37	S37	28	68	4624	Good
38	S38	28	53	2809	Poor
Total			$\sum X=2144$	$\sum X^2=122554$	

Table 4.2 the rate percentage of the frequency of the pre-test

No	Classification	Score	Pre-test	
			F	%
1.	Very Good	80 – 100	0	0%
2.	Good	66-79	2	5,3%
3.	Fair	56-65	16	42,1%
4.	Poor	40 – 55	20	52,6%
5.	Very Poor	≤39	0	0%
Total			38	100%

The table above that the result of students' reading comprehension score before applying the pre reading plan (PReP) technique. There were 2 students (5,3%) as good classification, 16 students (42,1%) as fair classification, and 20 students (52,6%) as poor classification. The total score in pre-test was 2144. It had shown that, the students' reading comprehension pre –test was low, because most of the students got poor score. So it was concluded that they were not motivated and interested in learning English especially to comprehend of reading.

The Students' reading comprehension after applying pre reading plan (PReP) technique of SMAN 3 Pinrang. This past presents the result of data analysis about the reading comprehension after applying pre reading plan (PReP) technique at the students, the researcher were giving post-test at the students. The researcher find out the result of the students post-test based on the scoring of reading test after giving a

treatment through pre reading plan (PReP) technique while 4 meetings which were analyzed and resulted in the information as shown in the following table:

Table 4.3 the students' score in post-test

No	Students	Post-Test of the Students (X_2)			
		Max Score	Score X_2	X_2^2	CLASSIFICATION
1	S1	28	78	6084	Good
2	S2	28	78	6084	Good
3	S3	28	71	5041	Good
4	S4	28	71	5041	Good
5	S5	28	71	5041	Good
6	S6	28	71	5041	Good
7	S7	28	71	5041	Good
8	S8	28	71	5041	Good
9	S9	28	68	4624	Good
10	S10	28	75	5625	Good
11	S11	28	71	5041	Good
12	S12	28	71	5041	Good
13	S13	28	71	5041	Good
14	S14	28	71	5041	Good
15	S15	28	71	5041	Good
16	S16	28	71	5041	Good
17	S17	28	71	5041	Good

18	S18	28	93	8649	Very Good
19	S19	28	71	5041	Good
20	S20	28	82	6724	Very Good
21	S21	28	75	5625	Good
22	S22	28	71	5041	Good
23	S23	28	71	5041	Good
24	S24	28	75	5625	Good
25	S25	28	78	6084	Good
26	S26	28	75	5625	Good
27	S27	28	75	5625	Good
28	S28	28	71	5041	Good
29	S29	28	78	6084	Good
30	S30	28	68	4624	Good
31	S31	28	71	5041	Good
32	S32	28	71	5041	Good
33	S33	28	75	5625	Good
34	S34	28	71	5041	Good
35	S35	28	82	6724	Very Good
36	S36	28	75	5625	Good
37	S37	28	71	5041	Good
38	S38	28	82	6724	Very Good
Total			$\sum X_2=2803$	$\sum X_2^2= 207641$	

Table 4.4 the rate percentage of the frequency of the post-test

No	Classification	Score	Post-test	
			F	%
1.	Very Good	80 – 100	4	10,5%
2.	Good	66-79	34	89,5%
3.	Fair	56-65	0	0%
4.	Poor	40 – 55	0	0%
5.	Very Poor	≤39	0	0%
Total			38	100%

The table above that there was an increasing of students' score after giving treatment through pre reading plan (PReP) technique. There were 4 students (10,5%) as very good Classification, 34 students (89,5%) as good classification, and no one student as fair, poor and very poor classification. It means that after learning by using pre reading plan (PReP) technique, the reading comprehension of the second grade students of SMAN 3 Pinrang have improved. The total score in post test was 2803. It proved that there was increasing of students' score in post-test.

So it was concluded that they can improve their reading comprehension after joining treatment by using pre reading plan (PReP) technique, because they were enthusiastic, enjoy and motivated to learn English especially reading comprehension.

In this, the researcher analyzed the data of students' score in pre-test and post-test to know whether there is or there is no a significant difference of students achievement before and after learning process in pre reading plan (PReP) technique in reading comprehension. After calculating the result of the students pre-test and post-test, the mean score and standard deviation of both are presented as follows:

Mean score of the pre-test:

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

$$\bar{x} = \frac{2144}{38}$$

$$\bar{x} = 56,42$$

The standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{122.554 - \frac{(2144)^2}{38}}{38 - 1}}$$

$$SD = \sqrt{\frac{122.554 - \frac{4.596.736}{38}}{37}}$$

$$SD = \sqrt{\frac{122.554 - 120.966,74}{37}}$$

$$SD = \sqrt{\frac{1.587,26}{37}}$$

$$SD = \sqrt{0,043}$$

$$SD = 0,21$$

Mean score of the post-test:

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

$$x = \frac{2803}{38}$$

$$x = 73,76$$

The standard deviation of post-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{207641 - \frac{(2803)^2}{38}}{38 - 1}}$$

$$SD = \sqrt{\frac{207641 - \frac{7856809}{38}}{37}}$$

$$SD = \sqrt{\frac{207641 - 206758,13}{37}}$$

$$SD = \sqrt{\frac{0,882,87}{37}}$$

$$SD = \sqrt{0,02}$$

$$SD = 0,14$$

Table 4.5 the mean score and standard deviation of the students

Test	Mean Score	Standard Deviation (SD)
Pre-test	56,42	0,21
Post-test	73,76	0,14

The data in table 4.5 that the mean score of the pre-test was 56,42 (X_1) while the mean score of the post-test increased 73,76 (X_2). The standard deviation of pre-test was 0, 21 while the standard deviation of post test was 0, 14. As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' reading comprehension had increased after doing the learning process by using pre reading plan (PREP) technique.

The result of t-test and t-table value is tabulated as follows:

Table 4.6 the worksheet of the calculation of the score on pre-test and post-test on the students' reading comprehension

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	64	78	4096	6084	14	1988
2	57	78	3249	6084	21	2835
3	53	71	2809	5041	18	2232
4	53	71	2809	5041	18	2232
5	53	71	2809	5041	18	2232
6	53	71	2809	5041	18	2232
7	53	71	2809	5041	18	2232
8	53	71	2809	5041	18	2232
9	64	68	4096	4624	4	528
10	50	75	2500	5625	25	3125
11	64	71	4096	5041	7	945
12	64	71	4096	5041	7	945
13	53	71	2809	5041	18	2232
14	53	71	2809	5041	18	2232
15	53	71	2809	5041	18	2232
16	53	71	2809	5041	18	2232
17	53	71	2809	5041	18	2232
18	78	93	6084	8649	15	2565
19	50	71	2500	5041	21	2541

20	53	82	2809	6724	29	3915
21	57	75	3249	5625	18	2376
22	61	71	3721	5041	10	1320
23	53	71	2809	5041	18	2232
24	61	75	3721	5625	14	1904
25	57	78	3249	6084	21	2835
26	53	75	2809	5625	22	2816
27	57	75	3249	5625	18	2376
28	61	71	3721	5041	10	1320
29	57	78	3249	6084	21	2835
30	57	68	3249	4624	11	1375
31	61	71	3721	5041	10	1320
32	53	71	2809	5041	18	2232
33	61	75	3721	5625	14	1904
34	61	71	3721	5041	10	1320
35	43	82	1849	6724	39	4875
36	43	75	1849	5625	32	3776
37	68	71	4624	5041	3	417
38	53	82	2809	6724	29	3915
Total	2144	2803	122554	207641	659	85087

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{659}{38} = 17,34$$

The calculation the t-test value:

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

$$t = \frac{17,34}{\sqrt{\frac{85087 - \frac{659^2}{38}}{38(38-1)}}$$

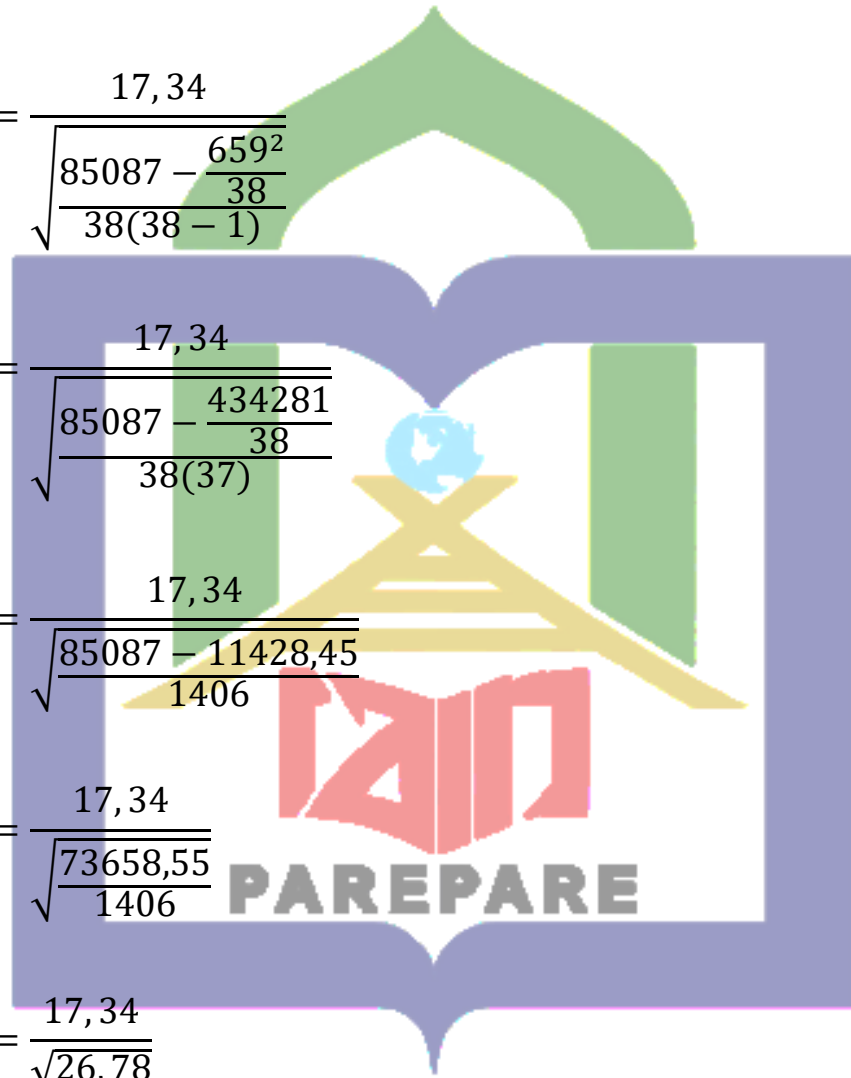
$$t = \frac{17,34}{\sqrt{\frac{85087 - \frac{434281}{38}}{38(37)}}$$

$$t = \frac{17,34}{\sqrt{\frac{85087 - 11428,45}{1406}}$$

$$t = \frac{17,34}{\sqrt{\frac{73658,55}{1406}}}$$

$$t = \frac{17,34}{\sqrt{26,78}}$$

$$t = \frac{17,34}{5,17}$$



$$t = 3,35$$

Thus, the t-test value is 3,35

Table 4.7 the test of significant

Variable	T-test	T-table value
Pre-test – post-test	3,35	1,69

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

1.1.1.1 Hypothesis Testing

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

$$\begin{aligned} Df &= N-1 \\ &= 38-1 \\ &= 37 \end{aligned}$$

For the level, significant (α) 5% and $df=37$, and the value of the table is 1,69, while the value of t-test 3,35. It means that the t-test value is greater than t-table ($3,35 \geq 1,69$). Thus, it can be concluded the students' reading comprehension through pre reading plan (PReP) technique is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

The discussion of the result of the data analysis shows that the use pre reading plang (PReP) technique, was effective to improve the reading comprehension, the students score after treatment was higher then before giving the treatment. The researcher calculated the mean score students' reading was indicated from two tests

namely pre-test and post-test. The mean score in pre-test before treatment was 56, 42 and the mean score of post-test was 73, 76 after treatment.

By looking at the test finding, from the data provided in classification table based on the reading, clearly to see that 2 students (5,3%) as good classification, 16 students (34,2%) as fair classification, and 20 students (52,6%) as poor classification in the pre-test, while the post-test, 4 students (10,5%) as very good classification , and 34 students (89,5%) as good classification. From the result the researcher concluded that the students' reading comprehension from poor to good.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher used t-test to calculating result showed that on the t-test value 3, 35 was greater than t-table value 1, 69 table (3, 35 \geq 1, 69) with degree of freedom (df) 37. It means alternative hypothesis (H_a) was concluded that the pre reading plan (PReP) technique was effective to improve the students' reading comprehension of narrative text at the second grade students of SMAN 3 Pinrang. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

In the preface study that the researcher did at SMAN 3 Pinrang it was found through the observation that the teachers' method in teaching reading was mainly using silent reading, the students seldom use media, technique, and also confirmed by the students that technique in the class is monotonous so that the students got bored. As consequences the students low in reading comprehension. Sometimes the students hard to understand the meaning comprehend the text, and answer the question of the text.

The researcher concluded that one of the problems which made the students low in reading comprehension caused by technique of the teacher used in learning process is always monotonous. The teacher rarely used technique or strategy in learning process. So, many students were not understand and comprehend the text, and got bored to the students because of it.

Based on the findings above, the researcher concluded that there was an improvement of using pre reading plan (PREP) technique of SMAN 3 Pinrang. The Ways of Implementation of Pre Reading Plan (PREP) Technique to Improve the Students' Reading Comprehension.

There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purposed to know the prior knowledge students' ability in reading comprehension before getting the treatment. In the first meeting on Friday, May 11th, 2018, the first the researcher gave motivation to the students about the importance to study English then the researcher gave brainstorming of the students' and gave some question about the topic before giving a text. After that, the researcher gave the text to comprehend. The students were very enthusiastic in learning reading through that technique. It was because the teacher in that school never used that technique in teaching reading so the students get bored and not interesting.

On Wednesday, May 16th, 2018 was the second meeting, the researcher gave motivation to the students about the importance to study English then the researcher gave brainstorming of the students' and gave some question about the topic before giving a text. After that, the researcher gave the text to comprehend and then the

researcher gave the students the games is namely match card. After that the researcher gave some questions to answer by the groups, the next the leader of the students group answer the question and wrote on the whiteboard. After the all of the leader of the students group done wrote on the whiteboard, the researcher gave correction and gave score of the students answer.

Third meeting on Saturday, May 19th, 2018, and on Wednesday, May 23th, 2018 was the fourth meeting the researcher gave the same direction of the first and second meetings, but the researcher gave a different topic of narrative text but using the same technique. In the last, the researcher gave a post-test on Friday, May 25th, 2018. Before that, the researcher did brainstorming first to take the students' focusing and their attention. The students answered the question based on their knowledge after treatment. From the first meeting until the last meeting

1.2 Discussion

The pre reading plan (PReP) technique had effective in improving the students reading comprehension. As a fact, based on the finding, most students had good score in post-test. It meant that, the treatment was success in improving the students' reading comprehension. The researcher used this technique by combined with brainstorming, and match card game. Pre reading plan (PReP) technique made learning process become interest because the researcher combined with brainstorming and game.

Before giving the treatment, students based some problems in reading, they were: The students got difficulty to answer the test because they did not have enough vocabularies. The students could not comprehend the meaning of the text. The

students lack of motivation in reading a book or English text book because they were got bored about that. The students felt scared to wrong if learning English. After giving the treatment, the students were able to: The students easily comprehend the material because they could improve their ideas, and opinion about the material. The use pre reading plan (PREP) technique even gave more opportunity to aware their motivation in learning reading so they could be themselves to making prediction of the material, and asking something that they are dont know or dont understand about the material. The students were enjoyed in class, the students were more active to ask about the topic what they did not understand, students gave more responses when the researcher asked to do the task in front of the classroom, and students were pleasant with the situation. As conclusion, the pre reading plan technique effective to improve students reading comprehension.

It can be proved by looking Langer statement, claims that the technique can be used to help students access what they know about a topic prior to reading. For those students who know a lot about a topic, it can be used to help them determine what is relevant and what is irrelevant. For those students who may unaware that they know something about a topic, the technique helps them access relevant knowledge. For those students who know very little about a topic, the technique helps extend their understandings sufficintly to prepared them for learning from their texts. As the author meant.

Beside that accordingly Dechant (Zuchdi, 2008:21)⁶, reading is the process of giving meaning to writing, as the author meant. therefore, reading becomes a quite

⁶Niza Syafeny, "Teaching Reading Comprehension By Using Directed Activities Related To Text (Drta) For The Students" (Jurnal KATA 1, no. 2 Oktober 2017), p. 153.

complicated activities. For comprehend the text, the reader must have sufficient knowledge so that understanding the reading can capture the meaning contained in the reading. Knowing the reader's initial skills, the portion in reading will be easily determined.

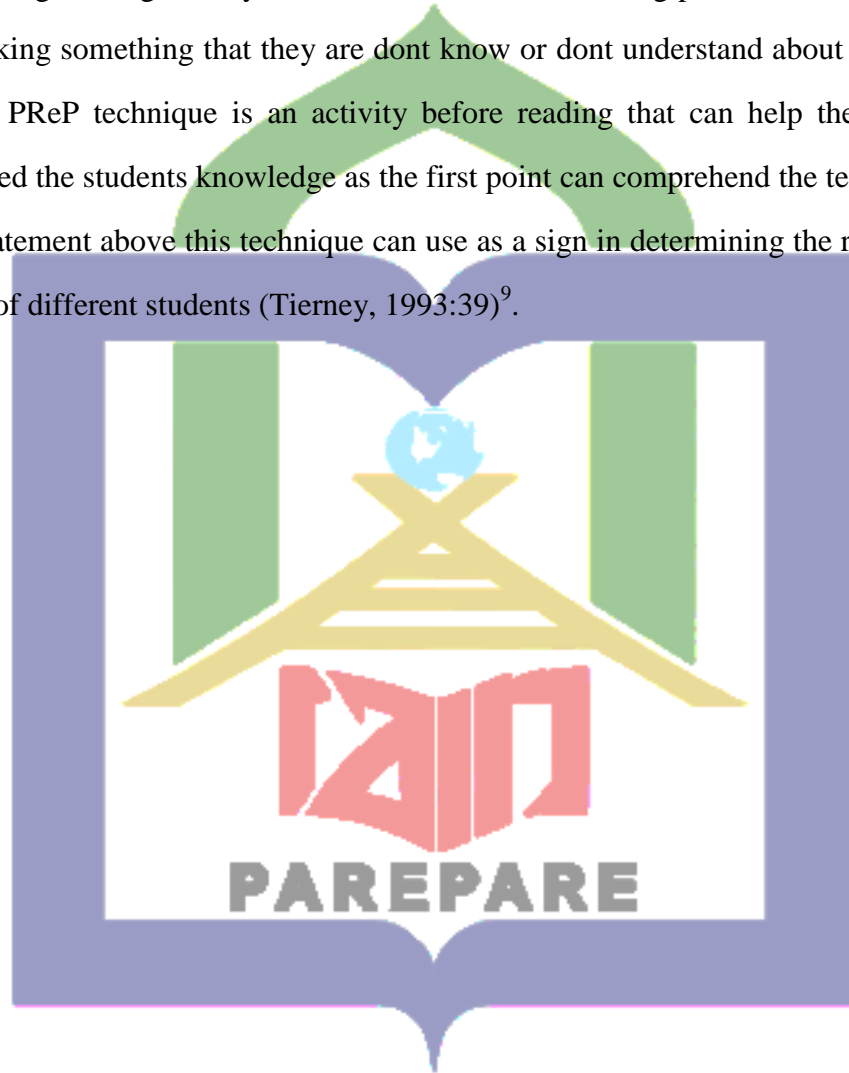
It needs comprehension in reading the text to get better in catch the idea and information. According to Weaver (2009: 10)⁷ reading is a process to determine, what the reader's brain, emotions and beliefs bring to the reading. It means that reading is the reader's way in interpreting the printed words. It is supported by Linse (2005: 69)⁸ argues that reading is making sense of printed word. However, teaching reading comprehension is not an easy job for the teacher. The teachers need improve their teaching method or strategy in order to help the students get the point in reading the text

So from those statement that Prep technique is one of the reading techniques will help teachers in implementing the steps of learning reading comprehension appropriate to the students condition. This technique can use to help the student to know how far is knowledge before reading. For students who may not be aware that they know about the topic, this technique help the students expand the comprehending and for to prepared the students in learn the context. It can be proved by the writers with his researcher that before using (PREP) technique the students

⁷Weaver, *Reading Process Brief Edition of Reading Process and Practice*. (L. Luedeke, Ed.). (Ohio: Winthro Publisher, 2009).p.10.

⁸Linse, C. T. T. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill Companies, Inc. https://doi.org/10.1501/Dilder_0000000060. 2005).p. 69.

could not comprehend the meaning of the text, and the students got difficulty to answer the test because they did not have enough vocabularies. After the use pre reading plan (PReP) technique even gave more opportunity to aware their motivation in learning reading so they could be themselves to making prediction of the material, and asking something that they are dont know or dont understand about the material, so the PReP technique is an activity before reading that can help the students to activated the students knowledge as the first point can comprehend the text well, from that statement above this technique can use as a sign in determining the readiness and needs of different students (Tierney, 1993:39)⁹.



⁹Robert J. Tierney, et. al. *Reading Strategies And Practices A Compendium* (United States Of Amerika: Allyn & Bacon, 1980), p. 38-40.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about improvement of students' reading comprehension through pre reading plan (PReP) technique.

5.1 Conclusions

Based on the result of data analysis and the discussion of the effectiveness of pre reading plan (PReP) technique to improve students reading comprehension of narrative text at the second grade students of SMAN 3 Pinrang, the researcher concluded that the prior knowledge of the students before giving the treatment by pre reading plan (PReP) technique the students got low category, beside that, after giving the treatment the students got high category. There is a significant difference of the students' reading comprehension before and after giving treatment. It means that students reading comprehension of narrative text is increase. So, the application of pre reading plan (PReP) technique is effective able to improve students reading comprehension of narrative text at the second grade students of SMAN 3 Pinrang.

Based on the description of the result above, it can be proved by looking at the mean score of the students' test in pre-test and post-test. The mean score of pre-test (56, 42) is lower than the mean score of post-test (73, 76). Then, the t-test (3, 35) was greater than t-table (1, 69). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

5.2 Suggestion

Based on the research, the researcher gives some suggestions as follow:

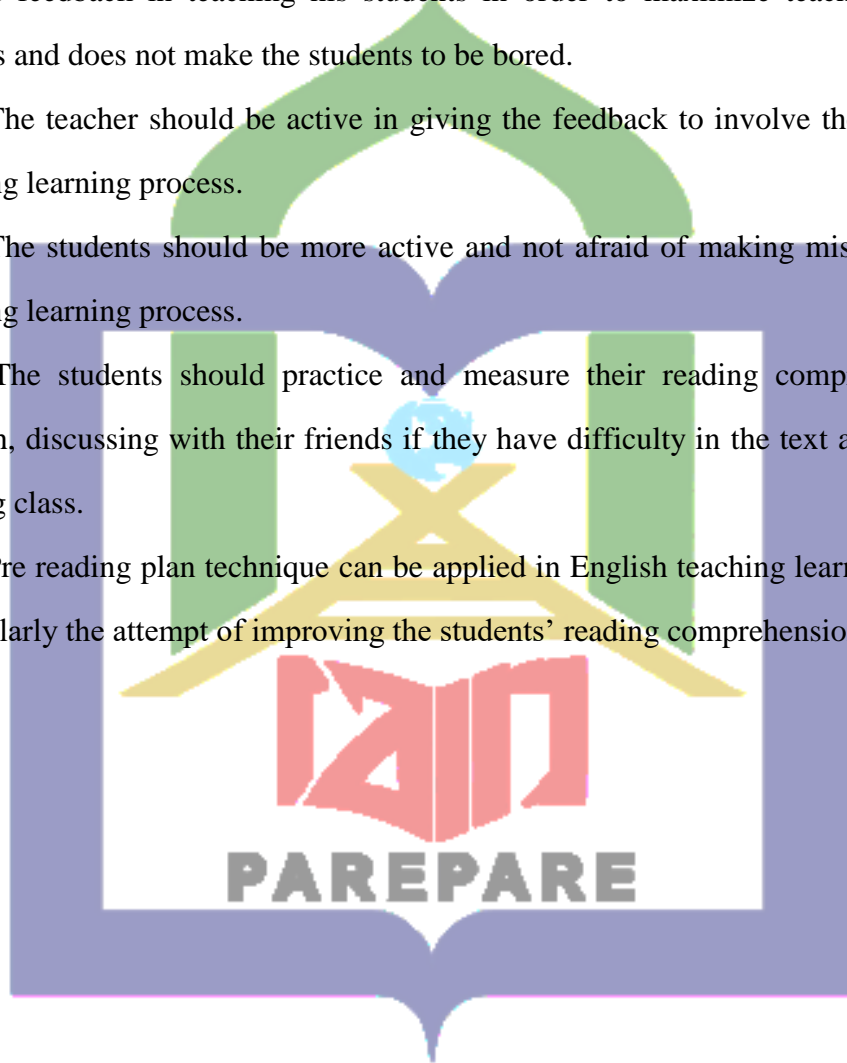
5.2.1 In teaching reading comprehension, the teacher is hoped more creative and has a good feedback in teaching his students in order to maximize teaching learning process and does not make the students to be bored.

5.2.2 The teacher should be active in giving the feedback to involve the students in teaching learning process.

5.2.3 The students should be more active and not afraid of making mistakes during teaching learning process.

5.2.4 The students should practice and measure their reading comprehension in English, discussing with their friends if they have difficulty in the text and enjoy the reading class.

5.2.5 Pre reading plan technique can be applied in English teaching learning process, particularly the attempt of improving the students' reading comprehension.

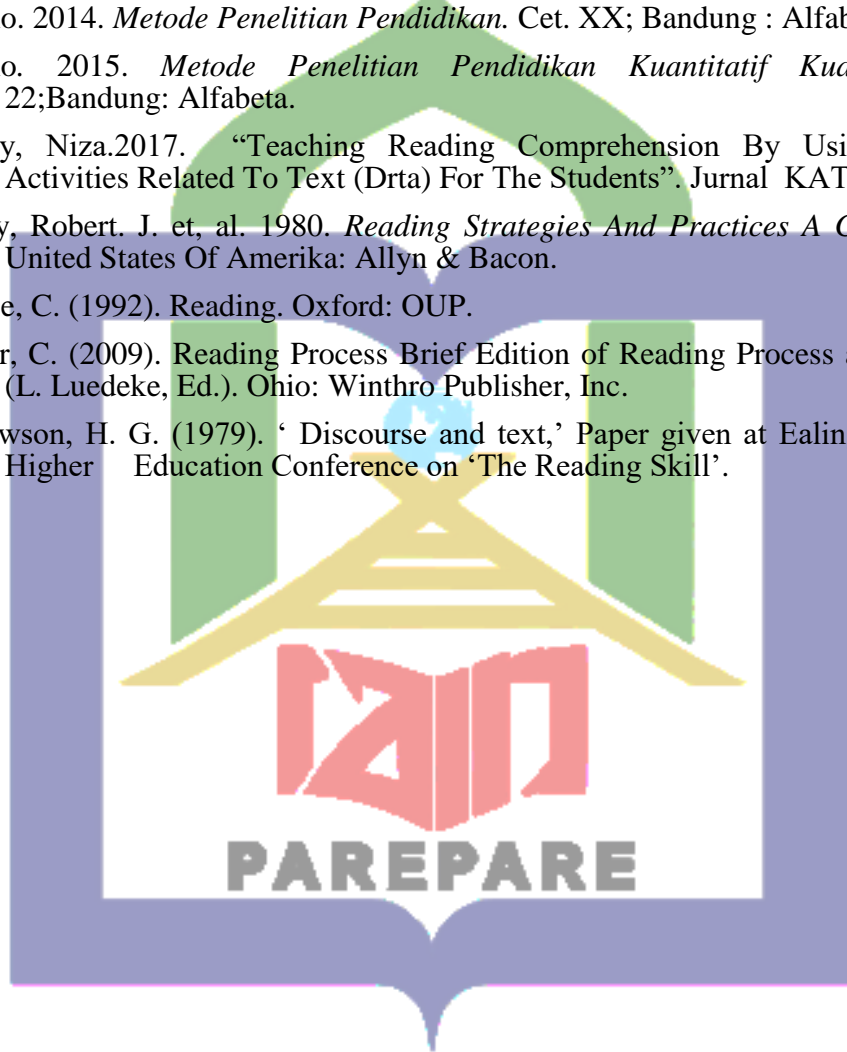


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Appendix 1 Students Score of Pre-Test

No	Students	Pre-Test of the Students (X1)		X2	CLASSIFICATION
		Max Score	Score X1		
1	S1	28	64	4096	Fair
2	S2	28	57	3249	Fair
3	S3	28	53	2809	Poor
4	S4	28	53	2809	Poor
5	S5	28	53	2809	Poor
6	S6	28	53	2809	Poor
7	S7	28	53	2809	Poor
8	S8	28	53	2809	Poor
9	S9	28	64	4096	Fair
10	S10	28	50	2500	Poor
11	S11	28	64	4096	Fair
12	S12	28	64	4096	Fair
13	S13	28	53	2809	Poor
14	S14	28	53	2809	Poor
15	S15	28	53	2809	Poor
16	S16	28	53	2809	Poor
17	S17	28	53	2809	Poor
18	S18	28	78	6084	Good
19	S19	28	50	2500	Poor

20	S20	28	53	2809	Poor
21	S21	28	57	3249	Fair
22	S22	28	61	3721	Fair
23	S23	28	53	2809	Poor
24	S24	28	61	3721	Fair
25	S25	28	57	3249	Fair
26	S26	28	53	2809	Poor
27	S27	28	57	3249	Fair
28	S28	28	61	3721	Fair
29	S29	28	57	3249	Fair
30	S30	28	57	3249	Fair
31	S31	28	61	3721	Fair
32	S32	28	53	2809	Poor
33	S33	28	61	3721	Fair
34	S34	28	61	3721	Fair
35	S35	28	43	1849	Poor
36	S36	28	43	1849	Poor
37	S37	28	68	4624	Good
38	S38	28	53	2809	Poor
Total			$\sum X = 2144$	$\sum X^2 = 122554$	

Mean score of the pre-test:

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

$$\bar{x} = \frac{2144}{38}$$

$$\bar{x} = 56,42$$

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{122.554 - \frac{(2144)^2}{38}}{38 - 1}}$$

$$SD = \sqrt{\frac{122.554 - \frac{4.596.736}{38}}{37}}$$

$$SD = \sqrt{\frac{122.554 - 120.966,74}{37}}$$

$$SD = \sqrt{\frac{1.587,26}{37}}$$

$$SD = \sqrt{0,043}$$

$$SD = 0,21$$

Appendix 2 Students' Score of Post-Test

No	Students	Post-Test of the Students (X_2)			
		Max Score	Score X_2	X_2^2	CLASSIFICATION
1	S1	28	78	6084	Good
2	S2	28	78	6084	Good
3	S3	28	71	5041	Good
4	S4	28	71	5041	Good
5	S5	28	71	5041	Good
6	S6	28	71	5041	Good
7	S7	28	71	5041	Good
8	S8	28	71	5041	Good
9	S9	28	68	4624	Good
10	S10	28	75	5625	Good
11	S11	28	71	5041	Good
12	S12	28	71	5041	Good
13	S13	28	71	5041	Good
14	S14	28	71	5041	Good
15	S15	28	71	5041	Good
16	S16	28	71	5041	Good
17	S17	28	71	5041	Good
18	S18	28	93	8649	Very Good
19	S19	28	71	5041	Good

20	S20	28	82	6724	Very Good
21	S21	28	75	5625	Good
22	S22	28	71	5041	Good
23	S23	28	71	5041	Good
24	S24	28	75	5625	Good
25	S25	28	78	6084	Good
26	S26	28	75	5625	Good
27	S27	28	75	5625	Good
28	S28	28	71	5041	Good
29	S29	28	78	6084	Good
30	S30	28	68	4624	Good
31	S31	28	71	5041	Good
32	S32	28	71	5041	Good
33	S33	28	75	5625	Good
34	S34	28	71	5041	Good
35	S35	28	82	6724	Very Good
36	S36	28	75	5625	Good
37	S37	28	71	5041	Good
38	S38	28	82	6724	Very Good
Total			$\sum X_2=2803$	$\sum X_2^2= 207641$	

(Data' source: the students' score in post test)

Mean score of the post-score

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

$$\bar{x} = \frac{2803}{38}$$

$$\bar{x} = 73,76$$

Thus, the mean score (\bar{X}_2) of post-test is 73,76

Based on the result of the post-test. The data showed that the mean score of the post-test was 73,76. From that analyzing, it could be seen that almost of the 38 students' reading comprehension was good score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{207641 - \frac{(2803)^2}{38}}{38 - 1}}$$

$$SD = \sqrt{\frac{207641 - \frac{7856809}{38}}{37}}$$

$$SD = \sqrt{\frac{207641 - 206758,13}{37}}$$

$$SD = \sqrt{\frac{0,882,87}{37}}$$

$$SD = \sqrt{0,02}$$

$$SD = 0,14$$



Appendix 3 The T-test Value

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	64	78	4096	6084	14	1988
2	57	78	3249	6084	21	2835
3	53	71	2809	5041	18	2232
4	53	71	2809	5041	18	2232
5	53	71	2809	5041	18	2232
6	53	71	2809	5041	18	2232
7	53	71	2809	5041	18	2232
8	53	71	2809	5041	18	2232
9	64	68	4096	4624	4	528
10	50	75	2500	5625	25	3125
11	64	71	4096	5041	7	945
12	64	71	4096	5041	7	945
13	53	71	2809	5041	18	2232
14	53	71	2809	5041	18	2232
15	53	71	2809	5041	18	2232
16	53	71	2809	5041	18	2232
17	53	71	2809	5041	18	2232
18	78	93	6084	8649	15	2565
19	50	71	2500	5041	21	2541
20	53	82	2809	6724	29	3915
21	57	75	3249	5625	18	2376

22	61	71	3721	5041	10	1320
23	53	71	2809	5041	18	2232
24	61	75	3721	5625	14	1904
25	57	78	3249	6084	21	2835
26	53	75	2809	5625	22	2816
27	57	75	3249	5625	18	2376
28	61	71	3721	5041	10	1320
29	57	78	3249	6084	21	2835
30	57	68	3249	4624	11	1375
31	61	71	3721	5041	10	1320
32	53	71	2809	5041	18	2232
33	61	75	3721	5625	14	1904
34	61	71	3721	5041	10	1320
35	43	82	1849	6724	39	4875
36	43	75	1849	5625	32	3776
37	68	71	4624	5041	3	417
38	53	82	2809	6724	29	3915
Total	2144	2803	122554	207641	659	85087

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{659}{38} = 17,34$$

The calculation the t-test value

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

$$t = \frac{17,34}{\sqrt{\frac{85087 - \frac{659^2}{38}}{38(38-1)}}$$

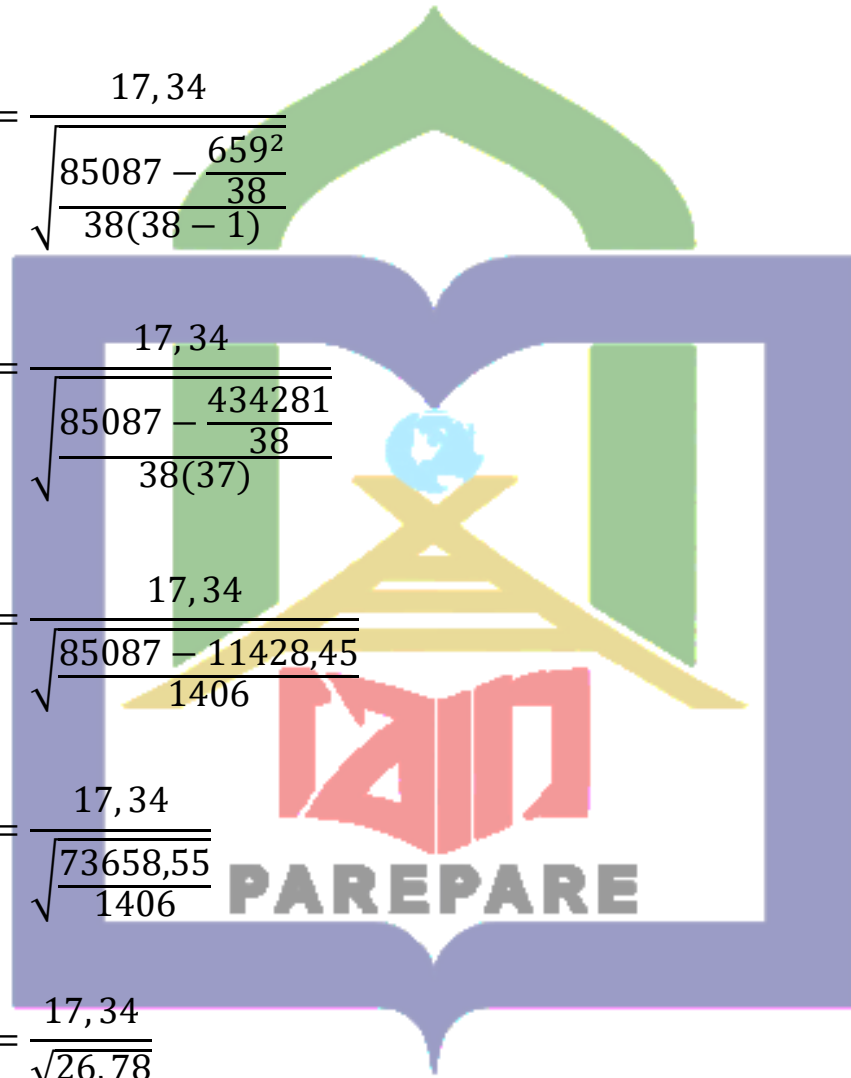
$$t = \frac{17,34}{\sqrt{\frac{85087 - \frac{434281}{38}}{38(37)}}$$

$$t = \frac{17,34}{\sqrt{\frac{85087 - 11428,45}{1406}}$$

$$t = \frac{17,34}{\sqrt{\frac{73658,55}{1406}}}$$

$$t = \frac{17,34}{\sqrt{26,78}}$$

$$t = \frac{17,34}{5,17}$$



$$t = 3,35$$

Thus, the t-test value is 3,35

Table 4.8 the test of significant

Variable	T-test	T-table value
Pre-test – post-test	3,35	1,69

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

1.2.1.1 Hypothesis Testing

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

$$\begin{aligned} Df &= N-1 \\ &= 38-1 \\ &= 37 \end{aligned}$$

For the level, significant (α) 5% and $df=37$, and the value of the table is 1,69, while the value of t-test 3,35. It means that the t-test value is greater than t-table ($3,35 \geq 1,69$). Thus, it can be concluded the students' reading comprehension through pre reading plan (PReP) technique is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Appendix 4 t- tabel

Titik Persentase Distribusi t (df = 1 – 40)

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Diproduksi oleh: Junaidi (<http://junaidichaniago.wordpress.com>), 2010

Appendix 5 Instrument of Pre-test

Reading Test

Name:.....

Class:.....

DOES TRAVEL BROADEN THE MIND ?

One often hears it is said that travel broadens the minds; if you stay in your own country the whole time, your ideas remain narrow, whereas if you travel, you see new customs, eat new foods, do new things, and come back home with a broader mind.

But does it always – or even usually – happen? An acquaintance of mine who lives in England and had never been outside it until last summer decided to go over to France for a trip. When he returned, I asked him how he liked it. “terrible”, was his answer. “I could not get a nice cup of tea anywhere. Thank goodness I am back.” I asked him whether he had not had any good food while he was there. “oh the dinners were all right,” he said. “I found a little place where they made quite good fish and chips. Not as good as ours, mind you, but they were passable. But their breakfasts were terrible: no bacon or kippers or haddocks. I had fried eggs and chips, but it was quite a business getting them to make them. They expected me to eat rolls. And when I asked for marmalade, they brought strawberry jam. And do you know, they insisted that it was marmalade? The trouble is they do not know English.”

I thought it useless to explain that we borrowed the word “marmalade” from French, and that it means, in that language, any kind of jam. So I said, “but didn’t you eat any of the famous French food?” “what? Me?” he said. “of course not! Give me good old English food every time! None of these fancy bits for me!” obviously travel had not broadened his mind. He had gone to France determined to live there exactly as if he was in England and had judged it entirely from his own English viewpoint.

Answer the question :

1. What happens if you stay in your own country the whole time ?
2. What happened to the writer’s acquaintance one summer?
3. What did he think about his dinners?
4. What did he think about his breakfast?
5. Did the writer want to have everything in the same way as he had in his country?

6. What did he have for breakfast?
7. Do you think that the writer's acquaintance travel broadened his mind?



Appendix 6 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMAN 3 Pinrang
Kelas	: XI IPA2
Mata Pelajaran	: Bahasa Inggris
Materi pokok	: Narrative text
Standar Kompetensi	: Aspek Membaca : memahami makna teks fungsional pendek dan esei berbentuk narrative. Aspek Menulis : Mengungkapkan makna dan menjawab soal dalam teks berbentuk narrative.
Kompetensi Dasar	:Merespon makna teks berbentuk narrative text Mengungkapkan makna dan menjawab soal dalam teks berbentuk narrative
Indikator	:Merespon wacana narrative text Menjawab soal dalam teks narrative
Alokasi Waktu	: 4 x 45 menit (4 kali pertemuan)

A. Tujuan Pembelajaran

1. merespon wacana narrative text
2. Menjawab soal dalam teks narrative

B. Materi Pembelajaran

- Definition and process of reading
- Definition of narrative text
- Generic structure of narrative text: Orientation, complication, and resolution
- Elements of narrative text
- Kinds of narrative
- PReP Technique

C. Metode Pembelajaran

1. Ceramah
2. Prep Technique
3. Tanya Jawab
4. Penugasan

D. Kegiatan Pembelajaran

1. Pertemuan Pertama

Alokasi Waktu : 2 x 45 menit

Langkah Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Tegur sapa - Cek kehadiran - Peneliti mengecek kehadiran siswa - Apersepsi: kemukakan apa yang kalian ketahui tentang kegiatan membaca - Peneliti menginformasikan KD, indikator, dan tujuan pembelajaran 	10'
Kegiatan Inti	<ul style="list-style-type: none"> - siswa mendiskusikan tentang pemahaman atau pandangan awal dengan konsep yang sudah ditentukan dalam bacaan, misalnya tentang The Black Stone of Kaaba. - What do you think of The Black Stone of Kaaba.? - What might you see, hear, feel of The Black Stone of Kaaba.? - Have you any new ideas about The Black Stone of Kaaba.). - siswa diarahkan oleh peneliti untuk melakukan curah pendapat dengan menggunakan beberapa pertanyaan. Ketika siswa memberi jawaban, peneliti menuliskan jawaban dari siswa di papan tulis. - siswa kemudian memberi kesimpulan terhadap ide atau gagasan awal yang telah terkumpul. - siswa membuat ringkasan atas hasil diskusi yang telah dilakukan sehingga dapat menambah pengetahuan baru bagi siswa. - Setelah melakukan diskusi, siswa membaca teks bacaan yang telah disiapkan oleh peneliti. <p>Setelah selesai membaca, siswa menjawab pertanyaan dari bacaan.</p> <ul style="list-style-type: none"> - siswa dan peneliti membahas jawaban soal tersebut. 	70'
Kegiatan	<ul style="list-style-type: none"> - Peneliti bersama siswa menyimpulkan pelajaran 	10'

Penutup	Refleksi: siswa mengungkapkan kesan atau kesimpulannya tentang membaca. - Peneliti memberikan informasi tentang materi pertemuan berikutnya	
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2. Pertemuan kedua

Alokasi Waktu : 2 x 45 menit

Langkah Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Tegur sapa - Cek kehadiran - Peneliti mengecek kehadiran siswa - Apersepsi: kemukakan apa yang kalian ketahui tentang kegiatan membaca - Peneliti menginformasikan KD, indikator, dan tujuan pembelajaran 	10'
Kegiatan Inti	<ul style="list-style-type: none"> - siswa mendiskusikan tentang pemahaman atau pandangan awal dengan konsep yang sudah ditentukan dalam bacaan, misalnya tentang When a Bomb Exploded. - What do you think of When a Bomb Exploded.? - What might you see, hear, feel of When a Bomb Exploded? - Have you any new ideas about When a Bomb Exploded? - siswa diarahkan oleh peneliti untuk melakukan curah pendapat dengan menggunakan beberapa pertanyaan. Ketika siswa memberi jawaban, peneliti menuliskan jawaban dari siswa di papan tulis. - siswa kemudian memberi kesimpulan terhadap ide atau gagasan awal yang telah terkumpul. - siswa membuat ringkasan atas hasil diskusi yang telah dilakukan sehingga dapat menambah pengetahuan baru bagi siswa. - Setelah melakukan diskusi, siswa membaca teks bacaan yang telah disiapkan oleh peneliti. <p>Setelah selesai membaca, siswa menjawab pertanyaan dari bacaan.</p>	70'

	- siswa dan peneliti membahas jawaban soal tersebut.	
Kegiatan Penutup	- Peneliti bersama siswa menyimpulkan pelajaran Refleksi: siswa mengungkapkan kesan atau kesimpulannya tentang membaca. - Peneliti memberikan informasi tentang materi pertemuan berikutnya	10'

3. Pertemuan Ketiga

Alokasi Waktu : 2 x 45 menit

Langkah Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Tegur sapa - Cek kehadiran - Peneliti mengecek kehadiran siswa - Apersepsi: kemukakan apa yang kalian ketahui tentang kegiatan membaca - Peneliti menginformasikan KD, indikator, dan tujuan pembelajaran 	10'
Kegiatan Inti	<ul style="list-style-type: none"> - siswa mendiskusikan tentang pemahaman atau pandangan awal dengan konsep yang sudah ditentukan dalam bacaan, misalnya tentang Sleep. - What do you think of Sleep? - What might you see, hear, feel of Sleep? - Have you any new ideas about Sleep). - siswa diarahkan oleh peneliti untuk melakukan curah pendapat dengan menggunakan beberapa pertanyaan. Ketika siswa memberi jawaban, peneliti menuliskan jawaban dari siswa di papan tulis. - siswa kemudian memberi kesimpulan terhadap ide atau gagasan awal yang telah terkumpul. - siswa membuat ringkasan atas hasil diskusi yang telah dilakukan sehingga dapat menambah pengetahuan baru bagi siswa. - Setelah melakukan diskusi, siswa membaca teks bacaan yang telah disiapkan oleh peneliti. <p>Setelah selesai membaca, siswa menjawab</p>	70'

	<p>pertanyaan dari bacaan.</p> <ul style="list-style-type: none"> - siswa dan peneliti membahas jawaban soal tersebut. 	
Kegiatan Penutup	<ul style="list-style-type: none"> - Peneliti bersama siswa menyimpulkan pelajaran Refleksi: siswa mengungkapkan kesan atau kesimpulannya tentang membaca. - Peneliti memberikan informasi tentang materi pertemuan berikutnya 	10'

4. Pertemuan Keempat

Alokasi Waktu : 2 x 45 menit

Langkah Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Tegur sapa - Cek kehadiran - Peneliti mengecek kehadiran siswa - Apersepsi: kemukakan apa yang kalian ketahui tentang kegiatan membaca - Peneliti menginformasikan KD, indikator, dan tujuan pembelajaran 	10'
Kegiatan Inti	<ul style="list-style-type: none"> - siswa mendiskusikan tentang pemahaman atau pandangan awal dengan konsep yang sudah ditentukan dalam bacaan, misalnya tentang Run For The Money. - What do you think of Run For The Money? - What might you see, hear, feel of Run For The Money? - Have you any new ideas about Run For The Money? - siswa diarahkan oleh peneliti untuk melakukan curah pendapat dengan menggunakan beberapa pertanyaan. Ketika siswa memberi jawaban, peneliti menuliskan jawaban dari siswa di papan tulis. - siswa kemudian memberi kesimpulan terhadap ide atau gagasan awal yang telah terkumpul. - siswa membuat ringkasan atas hasil diskusi yang telah dilakukan sehingga dapat menambah 	70'

	<p>pengetahuan baru bagi siswa.</p> <ul style="list-style-type: none"> - Setelah melakukan diskusi, siswa membaca teks bacaan yang telah disiapkan oleh peneliti. <p>Setelah selesai membaca, siswa menjawab pertanyaan dari bacaan.</p> <ul style="list-style-type: none"> - siswa dan peneliti membahas jawaban soal tersebut. 	
Kegiatan Penutup	<ul style="list-style-type: none"> - Peneliti bersama siswa menyimpulkan pelajaran <p>Refleksi: siswa mengungkapkan kesan atau kesimpulannya tentang membaca.</p> <ul style="list-style-type: none"> - Peneliti memberikan informasi tentang materi pertemuan berikutnya 	10'

E. Sumber Belajar

1. Teks bacaan

F. Penilaian

1. Teknik Penilaian
 - a. Tes Tertulis
2. Bentuk Instrumen
 - a. Tes esai 7.
Soal Instrumen
Rubrik penilaian

Indicator	Score
5. The answer is grammatically correct and the idea is true	4
6. Some grammatical errors but the idea is true	3
7. Many grammatical errors and the idea is nearly true	2
8. Many grammatical errors and the idea is false	1

No.	Classification	Score
1.	Very Good	80 – 100

2.	Good	66 – 79
3.	Fair	56 – 65
4.	Poor	40 – 55
5.	Very poor	≤ 39

Pedoman Penilaian

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

Teaching Material

Pengertian Narrative Text

Narrative text is a text focusing specific participants, and social function is to tell stories or past events and to entertain the reader.

Tujuan text narrative

The purpose of this text is to entertain or amuse the readers or listener about the story.

Jenis-jenis narrative text

There are many kind of narrative text:

- Legend
Examples: Maling Kundang, the legend of Tangkuban Perahu, etc.
- Fable
Examples: the Story of Monkey and Crocodile, the Smartest Parrot, etc.
- Personal experience
Examples: Sad Story, Funny Story, Unforgettable moment, etc.
- Fairy tale
Examples: Snow White, Cinderella, etc.

Generic structure of narrative text

A narrative text will consist of the following structure:

- a. Orientation is introducing the participants and informing the time and places.
- b. Complication is tells about the beginning of the problems which leads to the crisis (climax) of the main characters.
- c. Resolution is showing the way of participant to solve the crises better or worse or solution to the problem.

Example of narrative text

Kancil and the Lion

Orientation

One day, kancil was so thirsty and wanted to drink to the river. Near the river, he saw a big lion tried to eat a small rat. The rat was so desperate and could not do anything. Kancil felt pity about him and he actually was also afraid of the lion. But kancil had to help the rat.

Complication

He thought hardly and he had an idea. He walked closer to the lion and said hello to them. Kancil said, "Hi guys, you all looked so happy, what kind of game are you playing now?" The Lion said, "How dare you come here small animal, who are you? Oh, lucky me, I can also eat you now. I'm so hungry." The lion roared. Kancil said, "I'm the king in the jungle. I'm not afraid of anything even human. I will eat everything that made me angry even it is a big animal like you." The lion was a little bit doubt about kancil. He said, "You are a king? I don't believe you. How come a small animal like you become a king? Can you prove me?" Kancil said, "Of course you do not know me. You are a new comer here. I am a king and all animal in this jungle respects me because I am a strong animal that has no afraid of anything. You can ask that little rat if you do not believe me." The lion said to the rat, "Is that true poor rat?" The rat already knew that Kancil said a lie and tried to help him. The rat said, "Yes that is true. He is the king; a very brave king." The lion said: "Can you give me a proof? If you lie to me then I will eat you?" Kancil said, "I eat a lion yesterday and I still save the head in the hole near the river. So, I am not afraid of you. Follow me to see your friend's head in the hole." The lion began to scare. But he is too shy to be looked scared. The lion follow kancil to go to the hole near the river.

Resolution

Kancil said, "Here we go. I let you see that lion head. But you have to know that I will eat anyone who had seen that head. Just prepare yourself." The lion began trembling. He scarily looked inside the hole so that he did not clearly see something in the hole except the shadow of his head. The lion thought that his shadow was the lion head that had been kept by kancil. After seeing that hole, the lion run as fast as he could because he was afraid that kancil would eat him. Kancil and the rat were laughing. There was nothing inside the hole except clear water so if anyone saw that hole in a day they would see their own shadow at the surface of the water.

Pengertian PReP Technique

Pre reading plan technique is an activity before reading that can help the students to activate the students knowledge as the first point can comprehend the text well



Peneliti

RAMLI
14.1300.060

Appendix 7 Instrument of the post-test

Reading Test

Name:.....

Class:.....

THE PEOPLE SPEAK

Many even most of us are familiar with a newspaper and usually read one in the morning or the evening. But we might not know how much work it is for our paper to get to us on time. A reporter for a newspaper starts working earlier and finishes later than most people, sometimes working from dawn until midnight to bring us the latest news. He has to go to a lot of different places in the city, see many people, ask many questions, and then go to his office to write his story. He must be very certain his story is correct.

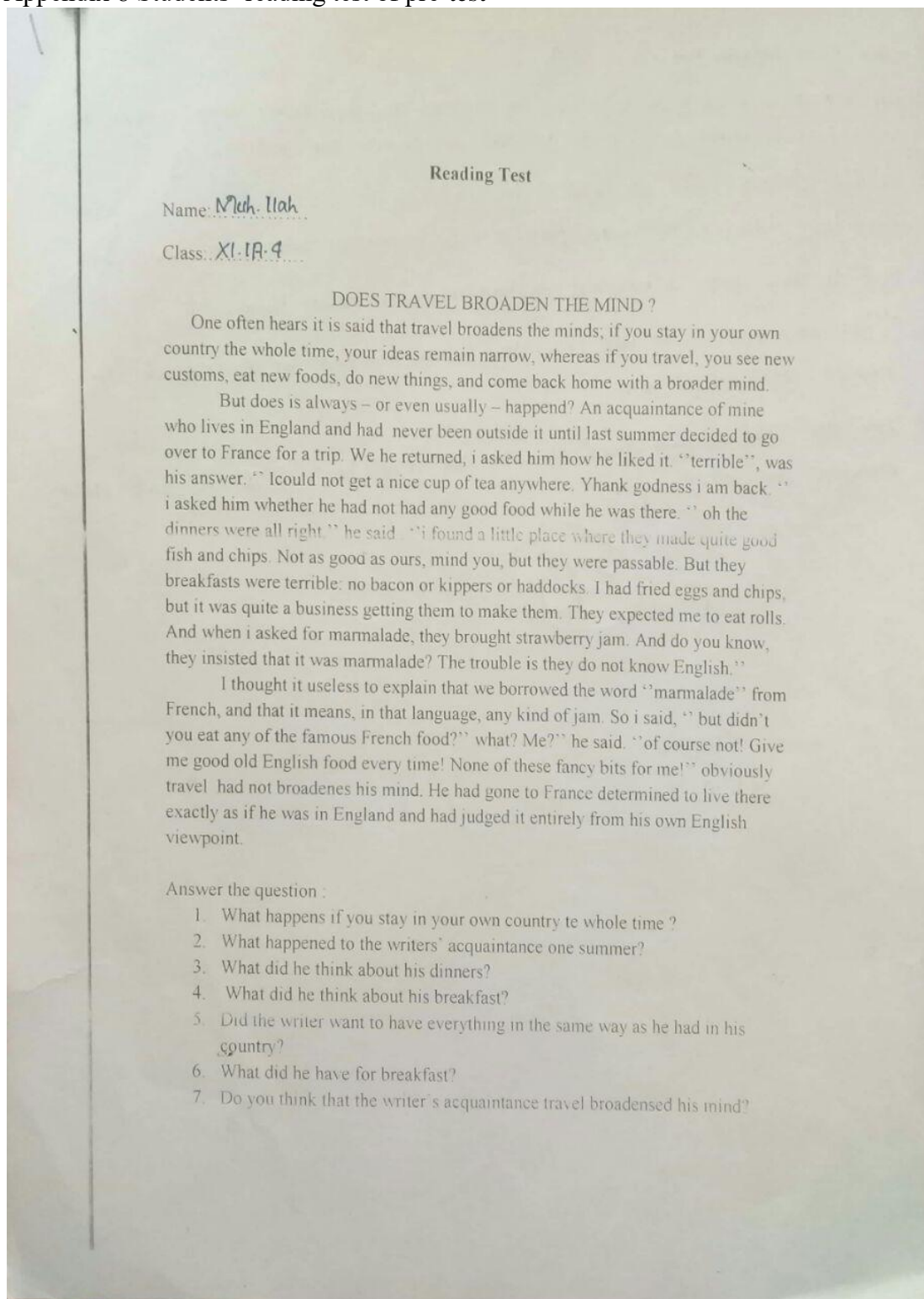
It is the job of reporters to write about world news. Some other men write much about the news of the city, and several write about books, television, or radio programs. A few newspapermen just write stories about people-who they are, what they do, and what they think.

Jim Taylor is one of these reporters, he works for the city times. He writes about the people of his city, and it does not matter to him if his stories are not on the newspaper for everyone to read and talk about, he likes meeting and talking to a lot of different people each day, and he does not mind if he often has to work for many hours. Some people don't understand it, but Jim Taylor likes his work very much and would not be happy doing anything else.

Answer the question :

1. When does the reporter start working?
2. Where does he have to go to get news or a story?
3. What is the name of Jim Taylor's newspaper?
4. What does he get his stories?
5. What does he write about?
6. What does he think if his stories are not on the first page?
7. What do other reporters write?

Appendix 8 Students' reading test of pre-test



1. Your ideas remain narrow. 4

2. An acquaintance of mine who lives in England and had never been outside it until last summer decided to go over to France for a trip. 3

3. "Oh the dinners were all right," he said. 1

4. But their breakfasts were terrible: no bacon or kippers or haddocks. 3

5. But it was quite a business getting them to make them. 1

6. They expected me to eat rolls. And when I asked for marmalade, they brought strawberry jam. 1

7. Yes, his mind is widespread because one often hears it is said that travel broadens the mind. 1

14 = (50)

MUH · ILAH
X I · IA · 4

(10)

Reading Test

Name: Muallimatul Kanda

Class: XI. IA 4

DOES TRAVEL BROADEN THE MIND ?

One often hears it is said that travel broadens the minds; if you stay in your own country the whole time, your ideas remain narrow, whereas if you travel, you see new customs, eat new foods, do new things, and come back home with a broader mind.

But does it always – or even usually – happen? An acquaintance of mine who lives in England and had never been outside it until last summer decided to go over to France for a trip. When he returned, I asked him how he liked it. "terrible", was his answer. "I could not get a nice cup of tea anywhere. Thank goodness I am back." I asked him whether he had not had any good food while he was there. "Oh the dinners were all right," he said. "I found a little place where they made quite good fish and chips. Not as good as ours, mind you, but they were passable. But their breakfasts were terrible: no bacon or kippers or haddocks. I had fried eggs and chips, but it was quite a business getting them to make them. They expected me to eat rolls. And when I asked for marmalade, they brought strawberry jam. And do you know, they insisted that it was marmalade? The trouble is they do not know English."

I thought it useless to explain that we borrowed the word "marmalade" from French, and that it means, in that language, any kind of jam. So I said, "but didn't you eat any of the famous French food?" "What? Me?" he said. "Of course not! Give me good old English food every time! None of these fancy bits for me!" Obviously travel had not broadened his mind. He had gone to France determined to live there exactly as if he was in England and had judged it entirely from his own English viewpoint.

Answer the question :

1. What happens if you stay in your own country the whole time ?
2. What happened to the writer's acquaintance one summer?
3. What did he think about his dinners?
4. What did he think about his breakfast?
5. Did the writer want to have everything in the same way as he had in his country?
6. What did he have for breakfast?
7. Do you think that the writer's acquaintance travel broadened his mind?

Jawaban =

1. If you stay in your own country the whole time your ideas remain narrow. A. ✓
2. He decided to go over to France for a trip. ✓ A.

- 3. he think his dinners were all right. He found a little place where they made quite good fish and chips. ✓ 4.
- 4. He think his breakfast were terrible no bacon or kippers or haddocks. ✓ (e) 3
- 5. Yes. The writer's want to have everything in the same way as he had in his country. ✗ 1.
- 6. He had fried eggs and chips for his breakfast. ✓ 4.
- 7. I think the writer's acquaintance ^{travel} didn't broaden his mind
(Think the) 3.

22 = (78)

MUALLIMATUL

Appendix 9 Students' reading test of post-test

Reading Test

Name: Muhammad Itah

Class: XI : IA : A

No-ABSEN : 19 THE PEOPLE SPEAK

Many even most of us are familiar with a newspaper and usually read one in the morning or the evening. But we might not know how much work it is for our paper to get to us on time. A reporter for a newspaper starts working earlier and finishes later than most people, sometimes working from dawn until midnight to bring us the latest news. He has to go to a lot of different places in the city, see many people, ask many questions, and then go to his office to write his story. He must be very certain his story is correct.

It is the job of reporters to write about world news. Some other men write much about the news of the city, and several write about books, television, or radio programs. A few newspapermen just write stories about people-who they are, what they do, and what they think.

Jim Taylor is one of these reporters, he works for the city times. He writes about the people of his city, and it does not matter to him if his stories are not on the newspaper for everyone to read and talk about, he likes meeting and talking to a lot of different people each day, and he does not mind if he often has to work for many hours. Some people don't understand it, but Jim Taylor likes his work very much and would not be happy doing anything else.

Answer the question :

1. When does the reporter start working?
2. Where does he have to go to get news or a story?
3. is Jim Taylor would be happy doing anything else ?
4. What does he get his stories?
5. What does he write about?
6. What does he think if his stories are not on the first page?
7. What do other reporters write?

1. A reporter for a newspaper start working earlier and finishes later than most people, sometimes working from dawn until midnight to bring us the latest news. (a)
2. He has to go to a lot of different places in the city, see many people, ask many questions, and then go to his office to write his story. (2)
3. Jim Taylor likes his work very much and would not be happy doing anything else. (a)
4. Does not matter to him if his stories are not on the newspaper for everyone to read and talk about. He has to go a lot of different places in the city. (1)
5. He writes about the people of his city. (a)
6. Does not matter to him if his stories are not on the newspaper for everyone to read and talk about. (a)
7. A few newspapermen just write stories about people - who they are, what they do, and what they think. (1)

(1)

20 = (71)

MUH. ILAH

XI. 1A-4

Reading Test

Name: Muallimatul KamilaClass: XI - IPA 4

THE PEOPLE SPEAK

Many even most of us are familiar with a newspaper and usually read one in the morning or the evening. But we might not know how much work it is for our paper to get to us on time. A reporter for a newspaper starts working earlier and finishes later than most people, sometimes working from dawn until midnight to bring us the latest news. He has to go to a lot of different places in the city, see many people, ask many questions, and then go to his office to write his story. He must be very certain his story is correct.

It is the job of reporters to write about world news. Some other men write much about the news of the city, and several write about books, television, or radio programs. A few newspapermen just write stories about people-who they are, what they do, and what they think.

Jim Taylor is one of these reporters, he works for the city times. He writes about the people of his city, and it does not matter to him if his stories are not on the newspaper for everyone to read and talk about, he likes meeting and talking to a lot of different people each day, and he does not mind if he often has to work for many hours. Some people don't understand it, but Jim Taylor likes his work very much and would not be happy doing anything else.

Answer the question :

1. When does the reporter start working?
2. Where does he have to go to get news or a story?
3. is Jim Taylor would be happy doing anything else?
4. What does he get his stories?
5. What does he write about?
6. What does he think if his stories are not on the first page?
7. What do other reporters write?

1. reporter start working earlier, sometimes working from dawn.
2. He has to go to a lot of different places in the city, see many people, ask many question, and then go to his office to write his story.

3. No, Jim Taylor would not happy doing anything else because he likes his work very much. (4)
4. See many people, ask many questions (4)
5. He write about the people of his city, and several (4)
6. It does not matter to him. (4)
7. other reporters write much about the news of the city, several write about books, television, or radio programs. A few newspaperman write story about people who they are, what they do, and what they think.

(4)

26 = (93)

Appendix 10 Documentation











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

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

Nomor : B 106 /In.33/PP.00.9/05/2018
 Lampiran : -
 Hal : Izin Melaksanakan Penelitian

Kepada Yth.
 Kepala Daerah KAB. PINRANG
 di
 KAB. PINRANG

Assalamu Alaikum Wr. Wb.

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

Nama : RAMLI
 Tempat/Tgl. Lahir : PALLAMEANG, 17 Mei 1996
 NIM : 14.1300.060
 Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
 Semester : VIII (Delapan)
 Alamat : PALLAMEANG, KEC. MATTIRO SOMPE, KAB. PINRANG

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

"THE EFFECTIVENESS OF PRE READING PLAN (PrEP) TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE SECOND GRADE STUDENTS OF SMAN 3 PINRANG "

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

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

Terima kasih,

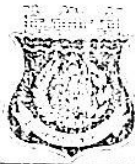
11 Mei 2018

A.n Rektor

Pt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaidi



**PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH**

Jln. Bintang No. 01 Telp (0421) 923 036 – 923 914 – 923 213
PINRANG

Pinrang, 11 Mei 2018

Kepada

Nomor : 070 / 258 / Kemasy.

Yth Kepala SMA Negeri 3 Pinrang

Lamp. :

di-

Perihal : Rekomendasi Penelitian.

Patobong.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga Institut Agama Islam Negeri (IAIN) Parepare Nomor : B-186/In.33/PP.00.9/05/2018 tanggal 11 Mei 2018 Perihal Izin Melaksanakan Penelitian, mahasiswa atau peneliti di bawah ini :

Nama	: RAMLI
Nim	: 14.1300.060
Jenis Kelamin	: Laki-laki
Pekerjaan/Prog Study	: Mahasiswa/Tarbiyah dan Adab/Pendidikan Bahasa Inggris
Alamat	: Pallameang Kec.Mattiro Sompe Kab.Pinrang
Telephone	: 085395867.

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul "*THE EFFECTIVENESS OF PRE READING PLAN (PreP) TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE SECOND GRADE STUDENTS OF SMAN 3 PINRANG*" yang pelaksanaannya pada tanggal 14 Mei s/d 14 Juni 2018.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang surat rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada Saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH

Asisten Pemerintahan dan Kesra

Drs. RISMI LAUPE

Pangkat : Pembina Utama Muda

Nip : 19590305 1990202 1 001

Tembusan:

1. Bupati Pinrang sebagai laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas P & K Kab.Pinrang di Pinrang;
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6. Plt Wakil Rektor Bidang AP. IAIN Parepare di Parepare.
7. Camat Mattiro Sompe di Langga;
8. Yang bersangkutan untuk diketahui.
9. Arsip



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH X
UPT SMAN 3 PINRANG**



*Alamat: Jl. Poros, Layang-Pinrang, Desa Latabong, Kec. Matirosonipe, Kab. Pinrang, Sulawesi Selatan
Kode Pos: 91261 Telp: (0421) 591 4148, e-mail: smn3egrt@pinrang@gmail.com*

SURAT KETERANGAN

Nomor : 070/158-SMA.3/PRG/DISDIK

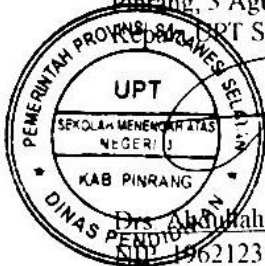
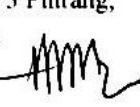
Yang bertanda tangan di bawah ini Kepala UPT SMAN 3 Pinrang, menerangkan bahwa:

Nama : Ramli
NIM : 14.1300.060
Jenis Kelamin : Laki-laki
Pekerjaan : Mahasiswa
Jurusan/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Alamat : Jl.Layang, Kelurahan Pallameang, Kab. Pinrang
Telephone : 085395867725

Berdasarkan surat masuk dari Pemerintah Kabupaten Pinrang Sekretariat Daerah (Asisten Administrasi Umum) Nomor: 070/186/kemasy tanggal 14 Mei 2018 tentang perihal izin penelitian, yang bersangkutan tersebut namanya di atas telah melakukan penelitian di SMAN 3 Pinrang pada tanggal 14 Mei 2018 s/d 14 Juni 2018 dengan judul penelitian "The Effectiveness of Pre Reading Plan (PRcP) Technique to Improve Students Reading Comprehension of Narrative Text at the Second Grade Students of SMAN 3 Pinrang".

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

Pinrang, 3 Agustus 2018
Kepala UPT SMAN 3 Pinrang,

Drs. Akhmadul Rahman, S.E., MM
NIP. 19621231 198903 1 128

CURRICULUM VITAE



The researcher was born on May 17nd, 1996 in Pinrang. He is the four child from four siblings; he has three brothers. His father name is Jamaluddin P Dawe and his mother name is Sariani. His educational background began 2001 in garden school (TK) Pertiwi Pallameang, Kec. Mattiro Sompe, Kab. Pinrang and graduate on 2002.

He continue his study in the same year on 2001 in SDN 206 Pallameang, Kec Mattiro Sompe, Kab. Pinrang and graduated on 2008. He continued his study at SMPN 1 Langnga, Kec. Mattiro Sompe. Kab. Pinrang and graduated on 2011. He registered in senior High school SMAN 1 Patobong but now it was changed become SMAN 3 Pinrang and graduated on 2014. He continued his education at State Islamic College (STAIN) Parepare bur now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah and Adab Department as his major.he is the member of the organisation in Parepare, namely Ikatan Mahasiswa Mattiro Sompe (IMMAS). Finally, he graduated his study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English program of Tarbiyah and Adab Department on 2018. With the title of his skripsi “The Effectiveness of Pre Reading Plan (PReP) Technique to Improve Students’ Reading Comprehension of Narrative Text at The Second Grade of SMAN 3 Pinrang”