THE EFFECT OF PRE-QUESTIONING TECHNIQUE ON

THE READING COMPREHENSION ABILITY OF THE STUDENTS OF

SMK N 4 YOGYAKARTA

A THESIS

Submitted as Partial Fulfillment of the Requirements for the Attainment of the

Degree of *Sarjana Pendidikan* in English Language Education

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i

APPROVAL

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RATIFICATION

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ON THE READING COMPREHENSION ABILITY OF THE STUDENTS OF
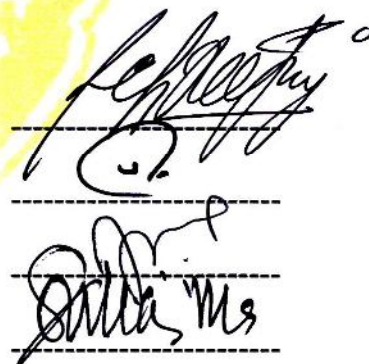## SMK N 4 YOGYAKARTA

A THESIS

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iii

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Penulis,

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iv

MOTTOS

"Don't ever regret anything in the past,
just believe that every step you've taken makes *the awesome* you today."
- E. Riskiawan -

" If you can't fly, then run,
if you can't run, then walk,
if you can't walk, then crawl,
but whatever you do, you have to keep moving forward"
- Martin Luther King Jr. -

DEDICATION

This thesis is dedicated to;

my amazing mother & my beloved father,

whose endless love, prayer, and patience have been enlightening every

page of my life;

my beloved brothers & sister;

my beloved one & my best friends; and

everyone who has supported me so far.

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My special thanks go to my beloved parents, my brothers and sister, my beloved one, and all of the family members for the endless prayers, patience, supports and motivation.

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Finally, this thesis is still far from being perfect. However, I hope that it is useful for the development of the teaching and learning process of reading, especially at vocational high schools.

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Yogyakarta, Februari 2014

Etris Riskiawan

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TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

THE EFFECT OF PRE-QUESTIONING TECHNIQUE ON THE READING COMPREHENSION ABILITY OF THE STUDENTS OF SMK N 4 YOGYAKARTA

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ABSTRACT

The objective of the research is to find out whether there is a significant difference in the reading comprehension ability between the students who are taught by using the Pre-questioning technique and those who are taught without using it.

The research was a quasi-experimental study. It involved 63 students of grade tenth students of SMK N 4 Yogyakarta in the first semester of the academic year of 2013/2014. The students were divided into two groups: X Boga 1 class as the experimental group and X Boga 2 class as the control group. In the research, the students of X Boga 1 class were taught using the Pre-questioning technique whereas the students of X Boga 2 class were taught without using the Pre-questioning technique. The researcher used the reading comprehension test (pre-test and post-test) to collect the data. The data were analyzed by means of descriptive and inferential statistics. After the data distribution was found to be normal and the sample variance was also found to be homogenous, the hypothesis was tested using the analysis of covariance (ANOVA) to find out the difference of the mean scores between the two groups.

The result of the research shows that there is a significant difference in the reading comprehension ability between the students who are taught by using the Pre-questioning technique and those who are taught without using it. It can be seen by the result of ANOVA test (F= 5.627, p= 0.00). It is found that the level of significance is lower than 0.05, i.e. 0.00 < 0.05. It can be concluded that there is a significant difference in the reading comprehension ability between the students who are taught by using the Pre-questioning technique and those who are taught without using it.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English has now become the language that everyone is willing to master because it is now an international language and used in many countries in the world. People can get a lot of information about education, arts, science and culture from other countries if they understand English. They can also communicate easily with friends using English as their weapon to communicate especially with friends coming from other countries.

English language skills consist of four skills, i.e. speaking, writing, listening, and reading. Among those skills, we should master in English, reading is one of the most important skills. As Grabe (2009: 4) proposes, reading is something that many people take for granted. He adds that as a part of citizens of modern societies, a person must be a good reader of English to be successful because reading in English can provide advantages for him/her to develop his or her abilities in English. When someone becomes a skilled reader in English, he or she can use his or her reading skill to engage in advanced studies, get a good job, travel, gain access to information, become more cross-culturally aware, and communicate with others.

However, it is realized that studying English is not easy for Indonesian students because English and Indonesian are very different in terms of spelling, sounds and pronunciation, vocabulary, and grammar. The reading comprehension

skill becomes important to the students. One of the major concerns teachers confront in the classroom is how to make students read and comprehend better. Many students know how to read, but do not understand what they read and what information to look for in the text. They know how to read, but if the teacher asks them to recall what they have read a few minutes before; many would not be able to tell the teacher what the author's message was.

To understand more about reading materials, students must have a good ability in reading so they can catch the lesson in their written sources. Reading skill is also crucial because the success of their study depends on the greater part of their capability to read. In their final examination, students will be forced to meet essays and any other reading materials. Therefore, the students have to learn and be trained a lot to have a good reading comprehension skill.

Unfortunately, not every student has the ability to read and understand written English well. Most Indonesian students have difficulties in learning English, especially in comprehending the English texts. They are expected to have some abilities in understanding simple functional texts, monologues, and essays in the form of descriptive, recount, and narrative (BSNP, 2006). It means that in the English teaching and learning process, students need to have a good reading comprehension ability in order to comprehend those materials well. They still have many difficulties in finding the main ideas of the texts whereas they are the most important things of the texts. Moreover, the students are not quite familiar with English texts.

The next problem is about the teaching technique and the use of media in the teaching and learning processes. In the classroom, students' way of learning may differ from the teacher's teaching technique. Translating the text is a common way of teaching, rather than analyzing the text and comprehending it. This makes the students quite passive and unenthusiastic in the classroom. Therefore, comprehending the text is hard for them. So, the students need the way to improve their reading comprehension ability.

B. Identification of the Problem

According to Linse (2005: 71), reading comprehension involves higher-order thinking skills and it is much more complex than merely decoding specific words, because when people read, they seek for meaning, understanding, and entertainment. Based on the background of study above, there are three aspects related to the students' reading comprehension. The problems are related to the teacher, the teaching strategy, the students, and the reading material. The problems are discussed in the following discussion.

The first aspect is the teacher. The teacher was not concerned about what students needed in the reading process. She just presented the materials to the students and then asked them to answer questions without explanation about how to figure out the text. The teacher focused the teaching and learning process on the students' worksheet known as *Lembar Kerja Siswa* (abbreviated LKS) and followed the sequence in each unit without trying to use other activities such as discussing the pictures to get what the context of the text is really about. The

teacher also only made little interaction with the students during the learning process. It made the students not enjoy the lesson. Moreover, the teacher gave a little time to the students to work together and this caused the students to figure out the text individually. As a result, most of the students were noisy and did not pay attention to the teacher's explanation.

The second aspect is the strategies of teaching reading used by the teacher. According to Anthony (1963) in Brown (2001:14), method is described as an overall plan for systematic presentation of language based upon a selected approach, and techniques are the specific activities manifested in the classroom that consisted with a method and therefore are in harmony with an approach as well. In teaching reading comprehension, the teacher used some strategies such as translation and reading the text aloud. Unfortunately, these strategies did not give students opportunities to be more active in teaching reading process. This is indicated when the teacher asked a student to read aloud a paragraph in the text, while other students were busy with other activities which were outside the context of the teaching process, such as playing the game in the cell phone, having a chat with other students or secretly listening to the music from their cell phone.

The third aspect deals with the students. It is related to the students' attitudes and motivation. Most of the students had difficulties in dealing with vocabulary and it made them get difficulty in understanding the content of the written materials used by the teacher in the teaching and learning process. Furthermore, the students also had problem in determining the main ideas that made them incapable of catching the detailed information of a text. As it can be

seen from students' behavior during the teaching and learning process, the researcher observed that the students were not motivated to read. Instead of paying attention to the text, they were mostly talking to their classmates or playing with their books during the lesson.

The fourth problem is related to the reading materials. The materials are sometimes uninteresting, not authentic, and inappropriate to students' levels, needs, and capacity. This happened because most of the materials were taken from the students' worksheet. As a result, most of the time when the teacher assigned the students to read a text from the student's worksheet and do the tasks, the students started to complain especially when they thought that the text was too long. They argued that the longer the text, the more difficult it is. As a result, they quickly got bored and lost interest in the teaching reading process. This could be seen when the teacher asked the students to work in groups to discuss some detailed information and the organization of a text. Most of the students in the groups did not do the tasks and only few students worked on the task seriously, while the others were passive and did not involve in the discussion.

C. Limitation of the Problem

Considering the background of the study and the identification of the problems mentioned above, the study is focused on the second aspect which is the teacher's strategy in teaching reading comprehension. The study tries to find the effect of pre-questioning on students' reading comprehension ability.

The pre-questioning technique is regarded as the suitable technique for the students in SMK N 4 Yogyakarta. It is expected that this technique can be used to improve the studentss reading comprehension. This pre-questioning technique is expected to help the students to maximize their reading comprehension in reading texts. The pre-questioning technique was also expected to help the students to feel that comprehending the reading is not as hard as they think, because they are familiar with comprehending the whole messages and information from the text. They do not just translate the word from English to *Bahasa Indonesia*.

D. Formulation of the Problem

Based on the background of the study, the identification of the problem, and limitation of the problem above, the research problems are formulated as follows:

1. What is the reading comprehension ability of the students taught using pre-questioning technique like?

2. What is the reading comprehension ability of the students taught without using pre-questioning technique like?

3. Is there any significant difference in reading comprehension ability between the students taught using pre-questioning technique and those taught without using it?

E.   Objectives of the Study

Based on the formulation of the study above, the objectives of the study are:

1. to describe the reading comprehension ability of the students taught using pre-questioning technique,

2. to describe the reading comprehension ability of the students taught without using pre-questioning technique, and

3. to find out whether there is a significance difference in reading comprehension between students taught using pre-questioning technique and those taught without using it.

F. Significance of the Research

This research is expected to give some significance as follows:

1. Scientific Significance

This research can give more insights into the teaching of reading comprehension. It is also expected to be used as a reference to the other similar research.

2. Practical Significance

a. For the school

This research can improve the quality of reading comprehension ability of the students of SMK N 4 Yogyakarta.

b. For teachers

The result of this research is expected to facilitate the English teachers of SMK N 4 Yogyakarta to improve the reading comprehension ability in the next generation students.

c. For other researchers

This study will be used as an experience on how to conduct a research particularly in improving students' reading comprehension through finding appropriate studentss learning strategies. Moreover, since the researcher is an English student teacher, this study would improve his ability in teaching English someday.

CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter discusses three main topics: theoretical review, conceptual framework, and hypothesis. The theoretical review contains two sub-topics which consist of *reading* and *pre-questioning*. The conceptual framework and hypothesis will be focused on the effect of the pre-questioning technique on students' reading comprehension ability of SMK N 4 Yogyakarta.

A. Literature Review

This part will be focused on information and theories from some experts about reading and pre-questioning itself.

1. Reading

The first sub-topic discussed is *Reading* which comprises several sub-topics: definition of reading, purpose of reading, kinds of reading, reading comprehension, some factors influencing students' reading comprehension achievement, cognitive factors in reading, and effective strategy of teaching reading.

a. The Definition of Reading

The definitions of reading are important to be understood before starting to discuss reading comprehension itself. Harmer (1991: 153) states that reading is an exercise dominated by the eyes and the brain. Specifically, Nunan (1991: 20) in his book also writes that reading is a process of decoding written symbols,

working from smaller units (individual letters) to large ones (words, clauses and sentences).

According to Allen (1975: 249), reading can be described as a development process. He states that the first stage is learning sound-symbol correspondences, either directly or by reading aloud sentences and words that have been mastered orally.

Meanwhile, Alderson (2000: 3) defines reading as an intersection between a reader and a text. This means that reading involves the reader, the written materials and the interaction. Silberstein (1994: 6) states that reading is an active process. The students work intensively, interactively with the text in order to create meaningful discourse.

Brown (2004: 189) states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of reading process to finally reach their understanding about the meaning of the texts they read. This implies that the readers' understanding about the text is the result of interaction between their thought and the meaning of the text they read.

The explanation above shows various definitions of reading. This means that a universally acceptable definition does not exist. But a simple conclusion can give us an easier understanding of what reading really is; reading is an exercise dominated by the eyes and the brain. By reading, the reader will know what they read and be challenged to respond to the ideas of the author, in order to make the messages or information coming from the author can be understood and comprehended easily by the reader.

b. Purpose of Reading

Whatever material we read, we always read it on purpose. When we read anything like comic, novel, newspaper, magazine and others, it does not mean that our reading does not have a purpose. We read because we want to get something from the writing: facts, ideas, enjoyment even feelings of family community (from a letter), as described by Nuttal (1982: 3) that whatever it is, you want to get the message that the writer expresses.

Even though our reading is just for spending time, it has a purpose. In this case, the purpose is reading for pleasure. It is different when we read a textbook or a recipe. We read it because we need information. In this case, our reading is to get information.

Harmer (1991: 182) divides the purpose of reading into two general purposes. The first is reading for pleasure. People read interesting materials, such as comics, novels, or magazines. The second is reading for usefulness of the text. People read because they need the information contained in the books, newspapers, encyclopedia, and so on.

c. Kinds of Reading Skill

Reading skill can be described as one's ability to read, to pronounce and to comprehend. Reading ability refers to the ability in recoding and also constructing the meaning of a text. It can be achieved through the interaction of the reading's element and the readers' strategies. Reading ability includes several minor skills within. Wright (1999: 159) argues that identifiable skills in reading are as follows:

1) Skimming.

    Glancing rapidly through a text to determine its general content, e.g. quickly glancing through an article to see if it is interesting or not. Being able to look over material rapidly for given purposes without reading every phrase is great asset for a reader to possess. Skimming enables people to select which content that they want to read and discard, which is inconsequential for their purposes. Skimming permits people to gain a general idea about material when that is their purposes rather than to read all material in detail.

2) Scanning.

    Reading to locate specific information, e.g. locating telephone number in directory. Being able to search through material rapidly with given purpose to mind, in order to find a specific fact or an answer to a particular question plays a large role in much of a youngster's reading. Scanning enables people to locate specific information without reading all material around it.

3) Intensive Reading.

    In intensive reading, the reader tries to absorb all the information given by the author, e.g. reading dosage instruction for medicine.

4) Extensive Reading.

    The reader deals with a longer text as a whole, which requires the ability to understand the component parts and their contribution to the overall meaning, e.g. reading a newspaper, article, short story, or novel.

In addition, Brown (2001:307) adds that there are 14 micro-skills for reading comprehension as presented in the following:

1) Discriminating among the distinctive graphemes and the orthographic patterns of English.
2) Retaining the chunks of language of different lengths in the short term memory.
3) Processing writing at an efficient rate of speed to suit the purpose.
4) Recognizing a core of words and interpreting word order patterns and their significance,
5) Recognizing grammatical word classes system (e.g. tense, agreement and pluralisation), rules, and elliptical forms.
6) Recognizing that a particular meaning may be expressed in different grammatical forms.
7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among the clauses.
8) Recognizing the rhetorical forms of written discourse and their significance for better interpretation.
9) Recognizing the communicative functions of written text according to the form and the purpose.
10) Inferring context that is not explicit using background knowledge.
11) Inferring links and connections between events, ideas, etc, deducing causes and effects and detecting such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
12) Distinguishing between literal and implied meaning.
13) Detecting cultural specific references and interpreting them in a context of appropriate cultural schemata.
14) Developing and using a battery of reading strategy such as scanning, skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation of text.

In general, the fourteen reading skills above can be classified into the six big categorizations: identifying the structure of a text, identifying the context of the text, identifying the meaning, recognizing the reading speed, identifying the communicative functions, and applying the reading strategies.

d. Reading Comprehension

In comprehending a topic, the readers interact with the text related to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful techniques that will help the reader become a better reader.

To know further about comprehension, we need to know the definition about it. There are many definitions of reading comprehension suggested by some experts. A simple explanation about reading comprehension is that of what Flynn (2006: 51) states that reading comprehension simply means understanding the text.

It is necessary for the students of vocational high school to master reading comprehension. Cooper (1986: 11) states that comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Calhoun (1999: 53) states that reading comprehension deals with how a reader determines the main idea of the text. The author constructs a message or main idea and encodes it in printed language, and the reader reconstructs the ideas. In line with Calhoun, Sadoski (2004: 67) says that reading comprehension lies on how readers reconstruct the author's message.

According to Singer (1985: 15), reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented in writing, and the process of thinking with deciphering symbols.

In addition, Harmer (2001: 70) highlights that the reading comprehension is not a passive skill. There is a course of actions included. According to Duke and Pearson (2002: 27), in comprehending a text, a reader actively uses some strategies. In their report on the knowledge base of reading comprehension, the RAND Reading Study Group (2002: 9) defines the term reading comprehension as the process of simultaneously extracting and constructing meaning through the interaction and involvement of written language.

Related to reading comprehension, Tonjes, Wolpow, and Zintz (1999: 99) define the term comprehension as facts, meanings or knowledge gained from reading. They say that comprehension is the purpose of comprehending. Comprehending itself is a complex interactive process that involves what is being read and what readers already know in the real world. This process requires predicting, interpreting, relating ideas into some systematic structures, deciding what strategies or skills are needed for a certain purpose, revising when necessary, and finally, evaluating the significance of the message.

Snow (2004: 519) states that in the reading activity, a reader also establishes the opinions and cognitions in reaction to what he has read. Willis (2008: 127) also states that in comprehending a text, a reader typically activates the background knowledge such as personal experiences, vocabulary

mastery, and reading strategies.   After that, the reader connects the words with those that come before and draw the valid inference.

Furthermore, Wolley and Hall in the National Inquiry (2005: 27) argue that a reader actively uses several strategies such as skimming the text, making some predictions, relating the ideas to the prior knowledge, constructing several images, generating questions and summarizing. Davies (2002: 90-91) simply proposes a model of reading comprehension.   Figure I below describes the model of reading comprehension proposed by Davies.
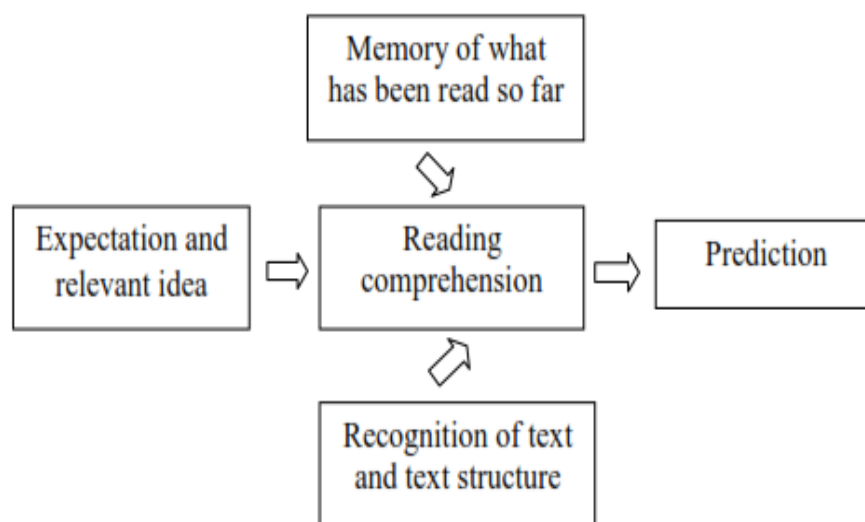
Figure 1: **A model of reading comprehension**

According to the model, reading comprehension employs some processes. Before reading, a reader creates some expectations and relevant ideas about the text which he is going to read. The reader also recognizes the meaning of the text to comprehend includeing the vocabulary, grammar, and the story structures of

the texts. The reader also uses his background knowledge about a similar theme of the text. After that, the reader can make prediction of what will come next.

Furthermore, according to the Bloom' taxonomy based on Anderson and Krathwohl revision as quoted by Moseley et.al (2005: 106) there are six levels of cognition which can be applied to the reading comprehension level. Table 1 below describes each of the cognitive level of reading comprehension proposed by Bloom based on Anderson and Krathwohl revision.

Table 1**: Bloom's Taxonomy of the Cognitive Levels**

Category Name	Expected Cognitive Levels	Key Concepts
1. Remembering	Recalling or recognizing information, ideas and principles in the approximate form	Memory, knowledge, repetition, description
2. Understanding	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining	Explanation, comparison, illustration
3. Applying	Executing and implementing data and principles to complete a problem task with a minimum of directions	Solution, application and convergence
4. Analyzing	Differentiating, organizing and attributing the assumption, hypothesis, evidence, conclusion and structure of a statement or a question with an awareness of the thought process	Logic, induction and deduction, formal reasoning
5. Evaluating	Checking and Critiquing on a basis of specific standards and criteria	Judgment, selection

6. Creating	Generating, planning and producing ideas into a product, plan or proposal	Divergence, productive thinking and novelty

e. Some Factors Influencing Students' Reading Comprehension Achievement

There are two factors that influence the students' reading comprehension achievement related one another. They are internal factor and the external factor.

1) The Internal Factor

The internal factor means the factor which comes from the reader himself (Kahayanto, 2005:13). It is usually known as personal factor, because the factor has existed inside the reader. This factor deals with self-motivation and interest.

a) Motivation

Motivation plays an important part in comprehending the text. The students will be motivated to read when they feel that they need something from the text. Brown (2001:75) divides the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.

Deci in Brown (2001:76) defined intrinsic motivation, as follow:

"Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination."

On the other hand, extrinsic motivation is defined as extrinsically motivated behaviors carried out in anticipation of a reward from outside and beyond the self, such as; money, prizes, grades, and even certain of positive feedback.

b) Interest

Interest is one of the important factors in order to increasing the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no interest to read, it can influence his or her achievement.

In line with the explanation of motivation and interest above, in this study the writer is interested to use pre-questioning to build up the students' motivation and interest, and also to see the effect of using pre-questioning on the students' reading comprehension achievements, for it is impossible for the students to understand the text if he or she has no interest and motivation to read. So, it can be concluded that the good interest and motivation result in the good achievement of the students.

2) The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related to one another.

a) Reading Material

The students' achievements in reading depend on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right difficulty level of the readers or the students.

b) Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements.

f. Cognitive Factors in Reading

According to Harris and Sipay (1980:251) there are four cognitive factors in reading: perception, attention, memory, and cognitive style.

1) Perception

Perception starts with the stimulation of sense organs the eyes and ears, but it is far more than simple sensing. In perceiving, the brain selects, groups, organizes, and sequences the sensory data so that people perceive meaningful experiences that can lead to appropriate responses. Among the important characteristics of perception, several seem to have particular relevance for reading, such as follows:

a) Figure and Ground

Normally, one major unit or group of units is perceived clearly against a background that is more vaguely perceived.

b) Closure

The abilities to get the correct meaning of a sentence in which not all the words are recognized, and to pronounce a word correctly when some letters are blotted out, are examples of closure.

c) Sequence

In reading, all the stimuli are on the page and sequence is imposed by the reader.

d) Learning

Perception becomes meaningful units as they become associated with learned concepts and their verbal labels.

e) Set

One's immediate mind set provides an anticipation of what is likely to come that is helpful when the anticipation is correct, but leads to errors when the anticipation is incorrect.

f) Discrimination

The abilities to analyze a whole perception into its parts, and to synthesize the parts correctly are basic to success in visual and auditory discrimination of words.

2) Memory

Psychologists distinguish iconic memories, the fraction of a second that a sensory impression lasts before it fades out. It is the short term memory, which lasts a few seconds and long term memory. A distinction is also made to rote memory, in which the material may be without structure (as in a sequence of digits), and memory for meaningful material.

3) Attention

According to Harris and Sipay (1980:277) attention is the ability to attend and concentrate. It is basic to efficiency in perception, learning, and memory.

Related to this study, this all means that a person can maintain focus on particular stimuli and disregard or suppress other stimulation that reaches him at the same time, thus maintaining a stable figure in the focus of attention, against a non-interfering background.

4) Cognitive Style

Cognitive style refers to the tendency to prefer certain ways of handling cognitive tasks to other ways. The preferred may be a relatively strong aptitude or a fairly consistent behavioral tendency. Some explorations of cognitive style seem relevant to the understanding of reading disabilities.

g. Effective Strategies for Teaching Reading

In teaching reading, the teachers need to help the students comprehend the texts. The teachers can accomplish this by encouraging the students to use

effective reading strategies in comprehending texts because reading comprehension strategies are tools that the readers can use to solve the comprehension problems they encounter in texts (Moreillon, 2007: 10). This means that when readers read texts, they need to use certain strategies in reading to comprehend the texts. In addition, Janzen (1996) in Farrell (2002: 20) states that reading strategies refer to how readers make sense of what they read and do when they do not understand something in a text. This means that readers can comprehend the text if they know the appropriate strategies they can use in reading. To know the appropriate strategies being used, the readers need to be taught or trained by the teacher. As Farell (2002: 21) suggests, effective reading strategies can be taught and learners can improve their reading comprehension by being trained to use effective reading strategies. This implies that the teacher has an important role in teaching effective reading strategies to the students.

Therefore, in order to teach or train the students to use the strategies, there are some principles the teacher should do during the class. Farrell (2002: 22) proposes some of the principles that include: the teacher should explain why a strategy should be learned, the teacher should explain how to effectively use the strategy, and the teacher should point out to the students when and where a strategy should be used. In line with this, Bransel and Rosinski (2008: 82) point out that a teacher should also provide plenty of opportunities for students so that they can practice and eventually use the strategies independently. They also add that teachers can help students read more effectively by helping them to involve actively in the reading process, building their understanding of what they are

reading with questions and activities, and modeling the strategies that effective readers use when they read the text (Bransel and Rosinski, 2008 : 106).

Based on the previous explanation, it can be stated that teachers have an important role in order to help the students to become effective readers. One of the characteristics of effective readers is, as Lems, et al. (2010: 172) propose, that they can employ effective strategies which help them read different kinds of texts for a variety of purposes. They add that once the readers know how to activate and effectively use a set of strategies, they can apply them to new texts and new tasks. This implies that to become effective readers, the students should be able to use effective reading strategies that will help them comprehend the text better.

Another strategy the reader can use in comprehending the text is questioning. Boardman, et al. (2007 :108) propose that one of the most effective reading strategies the students can learn to apply both during and after reading is questioning. They explain that smart questioning is an essential feature of assessing reading comprehension and a tool for extending understanding of what was read. Asking good questions that engage and involve students to promote understanding is a skill that students can have. In relation to the questioning strategy, McIntyre, et al. (2011: 124) propose a technique called Question-Answer Relationships (QAR) which can help students to ask questions. They add that this technique helps the students differentiate the types of questions they ask about a text. Students learn to identify "right there" questions in which the answer to a question is explicitly stated in the text. They recognize "think and search" questions, which have answers in the text that require searching and some

inferencing. While in "on my own" questions, students generate the questions with their background knowledge.

The other strategy which is identified to be an effective strategy in reading comprehension is the use of a graphic organizer. Bouchard (2005: 80) explains that a graphic organizer can provide a visual representation of how a text is organized. It is also an efficient and useful tool for the teacher in teaching a text structure to students. In line with this, Grabe (2009: 213) mentions that graphic organizers help students recognize text structure and emphasize the main concepts and their relations with supporting information. He adds that students comprehend a text better if they know how information in the text is organized. It means that using graphic organizer students can improve their comprehension because they know how the text is organized. Therefore, the teacher needs to give appropriate types of graphic organizer to students to practice recognizing the structure of the text. As Lems et al. (2010: 178) suggest, when teachers carefully choose the appropriate graphic organizer for reading assignment, they are making the reading task more manageable for their students.

According to the explanations above, it can be concluded that effective reading strategies can be taught to students. The teachers then have an important role to make sure that the students can use the reading strategies independently. Therefore, some effective reading strategies which can help the students improve their comprehension are needed by the teacher and the students.

2. Pre-questioning

The second topic is *pre-questioning.* It covers the definition of pre-questioning, kinds of pre-questioning, kinds of questions in reading comprehension, questioning strategies, and the advantages and disadvantages of pre-questioning.

Brown (2001: 100) defines that pre-questioning implicitly as some questions which are provided before the students read the whole text. Those questions are asked in order to build the students' interest and motivation, also their cognitive factors. This pre-questioning technique is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text.

a. Kinds of Pre-questioning

According to Harmer (1985: 153), there are four kinds of pre-questioning. They are: pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and pre-questioning before reading for detail comprehension. The explanations are as follows.

1) Pre-questioning before reading to confirm expectations

The use of pre-questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of a text), encourages students to predict the content of a text, and gives them an interesting and motivating purpose for reading.

2) Pre-questioning before reading to extract specific information

Pre-questioning as a tool is to force the students to extract specific information from a text. They are going to answer before reading a text. If they do this, it will be possible for them to read in the required way and they should see the text only to extract the information the questions demand.

3) Pre-questioning before reading for general comprehension

In this case, pre-questioning is used to build up the students' prior knowledge.

4) Pre-questioning before reading for detailed comprehension

This kind of pre-questioning intends to give the students some detailed information that they should find in the whole text.

Based on the explanation above, in this study the writer concerns only two kinds of pre-questioning. They are: pre-questioning before reading for general comprehension and the pre-questioning before reading to confirm expectations in order to deal with students' background knowledge and activating schemata.

Related to this study, pre-questioning with Indonesian version was used, because the form of pre-questioning is only to deal with the students' background knowledge. Thus, the students can predict easily what will be discussed in the text, after they read and answer the pre-questioning.

b. Kinds of Questions in Reading Comprehension

According to Loughed and TOEFL Information Bulletin in Djiwandono (2002:97), usually the questions in reading comprehension tests are about:

1) Overview Questions

The question about main idea asks the reader to determine the main idea or topic from a reading text, and commonly it is signed by words such as: *main point; mainly discussed; main idea; best title; main purpose; mainly concerned; main topic.*

Here are some examples of the questions to ask about main idea:

a) What is the main idea of the passage?

b) With which of the following is the passage mainly concerned?

c) What is the main part of the passage?

d) Which of the following would be the best title?

2) Supporting Details

The question about supporting details asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: *according to the author…; according to the passage…; who, what, when, where, why, how, which.*

Here are some examples of questions to ask about supporting details:

a) Which of the following question does the passage answer?

b) According to the passage, which statement is true?

c) When did 'something' happen?

d) Who did 'something'?

3) Implied Questions

In reading comprehension tests, there is a passage that shows facts or information. Based on it, the testees are asked to make a decision. It is signed by words such as: *implied… .*

Here is an example of the questions to ask about implied questions:

a) It *is implied* in the passage that …. ?

4) Find the details of questions

It is the question that needs as careful as possible in answering the question. It is to find the answer that is not in the passage or in the statement. It means that if there are four answers, there are three right answers and one wrong answer.

Here is an example of the questions to ask about detail questions:

a) All the following are stated in the line …. *except*?

5) Reference

It is to determine what a pronoun refers to. The first sequence is noun and after that pronoun.

Here is an example of the question to ask about pronoun:

a) The pronoun 'he' in the line 15 *refers to ….*

6) Passage Organization

This is the question related to the passage or information in the text or paragraph. There is bound between every paragraph in answering the questions. It is commonly signed by words such as: …. *passage organized?*, *differ* …., *is included* …. *related to the first paragraph* …. .

Here are some examples of the questions to ask about passage organization:

   a) How is the information in the passage *organized*?

   b) How is the information in the passage *related to* the first paragraph?

   c) How does the information in the second paragraph *differ* from the first paragraph?

   d) What type of information *is included in* the first paragraph?

7) Transition question

This question is usually used to guess the contents of the previous or the following paragraph. It is commonly signed by words such as: *the preceding paragraph* …., *the following paragraph* ….

Here are some examples of the questions to ask about transition question:

   a) The *preceding paragraph* in the passage most probably discusses … .

   b) The *following paragraph* in the passage most probably discusses … .

c. Questioning Strategies

The most important key to create an interactive learning is the initiation of interaction from the teacher using questions, Brown (2001:169). Appropriate questioning can fulfill a number of different functions, including the following:

1) Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion.

2) Teacher question can serve to initiate a chain reaction of students' interaction among themselves.

3) Teacher questions give immediate feedback about students' comprehension.

4) Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about a reading, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a pre-reading activity.

Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information already known by the teacher and the students. This study uses pre-questioning in order to make the general frame of the knowledge.

B. Conceptual Framework

As what have been discussed before, a strategy is one important element which affects the English teaching and learning process especially in reading. The selection of an appropriate strategy is essential in determining the success of its process. The appropriate strategy can influence the student's reading comprehension abilities.

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

With regards to this consideration above, a conceptual framework is constructed on the relationship between students' reading comprehension and the effects of the use of pre-questioning technique. This conceptual framework aims at focusing the research study on the problem concerned. The implementation of the strategy involves the researcher, the English teacher and the students of grade XII of SMK N 4 Yogyakarta in the academic year of 2013/2014.

C. Hypothesis

With regard to the above stated theories, the hypothesis of the study is formulated as follows. There is a significant difference in the reading comprehension ability of the students who are taught using pre-questioning and that of those who are taught without using it.

CHAPTER III

RESEARCH METHOD

This chapter discusses the method used in this research. It is divided into seven sub-topics: the research type, research variable, research population and sample, research design, instrument of the research, data collecting technique, and data analysis technique. Each topic will be presented in the following discussion.

A. Research Type

This research is classified as a quasi-experimental research. The characteristic of a quasi-experimental research is that it includes the pre-test and post-test design and the experimental and control groups but excludes the random assignment. In the quasi-experimental research, the random selection or random assignment of the participants is quite impracticable. Lapp and Fisher (2011: 402) write that a quasi-experimental study assigns the participants to the experimental and control groups by a method other than random assignment.

The principle of such experiment is that the researcher gives a treatment to a group of subjects and then the researcher analyzes the change of their behavior, then compared to the other group that is not given the treatment (Alsa, 2003: 19). This experiment used an intact group pre-test and post-test that involved a group of students in the experimental group and the other in the control group. In this research, the treatment that was given

is applying pre-questioning technique in reading comprehension teaching and learning process in the class.

B. Research Variables

This experiment involves two variables, one being an independent variable and the other being a dependent variable (Suharto, 2003: 55-56). The independent variable is the method, namely X. The dependent variable is the students' reading comprehension ability, namely Y.

$$
\boxed{
\begin{array}{l}
\text{Group A } O_1 \underline{\quad} X\underline{\quad}O_2 \\
\text{Group B } O_1 \underline{\quad\quad} O_2
\end{array}
}
$$

A = experimental group O_1 = pre-test

                                        O_2 = post-test

B = control group X = treatment

Figure 2. The Design of the Study. (Creswell, 1994: 132)

The independent variable is the variable that is controlled by the researcher while the dependent variable is the variable that is measured by the researcher. The independent variable is the cause and the dependent variable is the effect. The independent variable of the research was the treatments (Pre-questioning technique) whereas the dependent variable of the research was the students' reading comprehension ability.

C. Research Population and Sample

The subjects of this study were the tenth grade students of SMK N 4 Yogyakarta in the academic year of 2013/2014. There were ten classes of grade X. They were X UPW 1, X UPW 2, X AP 1, X AP 2, X TB 1, X TB 2, X TB 3, X TB 4, X TB 5, X TK 1, X TK 2, X TK 3, X TK 4, X TBS 1, X TBS 2, X TBS 3, and X TBS 4. The total number of the students was 543. Table 2 below describes the population of the research.

Table 2**: The Population of the Research**

No	Class	The Number of Students
1	X UPW 1	32
2	X UPW 2	32
3	X AP 1	32
4	X AP 2	32
5	X TB 1	32
6	X TB 2	31
7	X TB 3	32
8	X TB 4	32
9	X TB 5	32
10	X TK 1	32
11	X TK 2	32
12	X TK 3	32
13	X TK 4	32
14	X TBS 1	32
15	X TBS 2	32
16	X TBS 3	32
17	X TBS 4	32
Total Number		**543**

Based on the suggestion of the English teacher in SMK N 4 Yogyakarta, two classes were established as the samples of the research; they are X TB (tata boga) 1 class and X TB (tata boga) 2 class, one as the experimental class and the other one as the control class. The X TB1 class is the experimental group and the X TB2 class is the control group. The details are in the table as follows:

Table 3: **Subjects of the Research**

No.	Class	Quantity
1.	X TB2 (the control group)	31
2.	X TB1 (the experiment group)	32
Total		63

D. Research Design

In this research, the subjects were classified into two groups, experimental group and control group. Both of the groups were given different treatments. The experimental group (X TB2) received a treatment using pre-questioning technique in the teaching and learning of reading, while the control group did not use the pre-questioning technique in the teaching and learning process. Both groups received a pre-test of reading comprehension before the treatment was given and post-test after the treatment was given. The design of the research is visualized in the following table.

Table 4: **Design of the Research**

Sample	Group	Pre-test	Treatment	Post-test
S	C	O1	non pre-questioning technique	02
S	E	01	pre-questioning technique	02

in which:
   S   : Sample
   C   : Control group (X TB2)
   E   : Experimental group (X TB1)
   O1   : Students' Pre-test score
   O2   : Students' Post-test score

From the table above, it could be seen that the pre-test was given to both groups before the treatment given. The control group and the experimental group got different teaching treatments. The difference was at the use of pre-questioning technique on the teaching of reading comprehension. The experimental group was taught using the pre-questioning technique. Meanwhile, the control group was taught without using it.

E. Instrument of the Research

1. Research Instrument

In this research, the instrument that was used to collect the data was a reading comprehension test. The researcher designed the same instruments for both of the pre-test and post-test. The instrument was in the form of multiple-choice item test. The test consisted of forty multiple-

choice questions which were taken from some resources. The pre-test (given before the treatment) and post-test (given after the treatment) were used to find the students' reading comprehension scores, both experimental and control groups.

In this research, the try-out was conducted before the instrument was used to collect the data. It was used to find out the validity and reliability of the instrument.

2. Validity of the Instruments

A valid instrument is an instrument which is used to test what should be tested in order to make the test become valid and reliable. Gronlund in Brown (2004:22) states that validity is the extents to which inferences made from assessment result which are appropriate, meaningful, and useful in terms of purpose of the assessment.

The evidence of validity is related to the accuracy of the proposed interpretation of the test scores, not the test itself. However, a valid result is gained from a valid instrument. Meanwhile a valid instrument is the instrument which is able to test what should be tested.

Based on the explanation above, the instrument can explain the data from the variables which are accurately researched. There were three kinds of validity applied in this research. They were content validity, construct validity, and item validity.

a. Content Validity

To guarantee the validity of the instrument, the researcher applied the content validity, which it refers to the degree to which the test represents the parts of category tested (Suharto, 2003:69). The reading comprehension test used in this study employs the content validity.

In this study, the reading comprehension test was developed in reference to the materials which were based on the standard competences and the basic competences of the School Based Curriculum of the tenth grade of SMK N 4 Yogyakarta in the academic year of 2013-2014. The detail is illustrated in the following table.

Table 5: ***The Standard of Competence and Basic Competence in the first Semester***

Standard of Competence	*Basic Competence*
1. Communicating in English in *Novice Level*	1. 1 Understanding basic expressions of social interaction in daily life
	1. 2 Mentioning things, people, characterictics, time, days, months, and years
	1. 3 Describing things, people, characteristics, time, days, months, and years
	1. 4 Producing simple expressions for basic meeds
	1. 5 Explaining events that is happening
	1. 6 Understanding memo and

	simple menu, public transportation schedule and traffic signs
	1. 7 Understanding foreign words and sentences based on the structure
	1. 8 Writing simple invitation

b. Construct Validity

The construct validity is concerned with the validation of the underlying theory. There are several indicators of the reading comprehension. According to Mickulecky (1990:25) how a reader comprehends a text can be seen from the reading ability which he or she acquired. There are the skills of stating the main idea (finding main idea of the text, finding the topic, identifying the main information), guessing the meaning of unfamiliar words and lexical items, making and understanding inferences, identifying purpose (identifying the writer's purpose, identifying the writer's attitude, identifying the text' genre and organization), and the skill of paraphrasing (summarizing).

Brown (2001: 307) also adds the indicators of the reading comprehension through the skills of using the reading strategies such as scanning and skimming. To meet the construct validity, the reading comprehension test was constructed according to some specific indicators of reading comprehension.

The following table describes the detail of the reading comprehension ability in the reading comprehension test items according to the Bloom' taxonomy.

Table 6: **The Item Distribution of the Reading Comprehension Test in reference to Cognitive Level of Bloom' Taxonomy**

Indicators	Cognitive Level						Total
	R	U	App.	An.	E	C	
Finding the main idea of the text				14, 18, 19, 28, 33			5
Finding the topic of the text		5, 23, 36					3
Identifying the specific information	6, 7, 9, 24, 31, 32, 34, 37, 38 39						10
Deducing meaning of unfamiliar lexical items		4, 8, 11, 13, 22, 25, 29, 35, 40					9
Making inferences						1, 2, 3, 16, 27	5
Understanding references			12, 17, 21				3
Critical Reading: The writer's purpose The writer's attitude Genre Organization		10, 15, 20, 26, 30					5
Total	10	17	3	5		5	40

R : Remembering   An : Analyzing
U : Understanding   E : Evaluating
App : Applying   C : Creating

c. Item Validity

Item validity is to find the validity of each item in the test instrument. The item validity will be able to describe whether the items valid or not valid. An item can be said valid if the value of the correct proportion (item difficulty) lies between 0.20 and 0.80 and the value of the point biserial (item discrimination) is ≥ 0.25.

From the result of the try-out, the computation result showed that there were 8 invalid items of 50 items in the test, while the valid items were 42. Two valid items were eliminated to make the scoring easier. The 40 valid items were used to collect the data on the students' reading comprehension test in the actual research while the invalid items were revised and dropped. The computer print-out can be seen in the Appendix.

3. Reliability of the Instrument

The researcher found out the reliability of the instrument first before it was used to collect the data in the research. It was found by conducting a try-out test of the instrument to the students outside the sample. The test (try-out) was given before the research started.

To get the reliability of the reading comprehension test, the researcher used the Iteman program. The reliability of the reading comprehension test was known by its reliability coefficient. The

computation showed that the reliability coefficient was 0.905. It could be inferred that the reliability of the instrument of the test was very high.

To determine the level of the instrument reliability, the norm of categorizing the correlation coefficient was employed. The following practical rule below is the norm proposed by Suharto (2006:84).

Table 7: **Value of the Reliability Coefficient**

No	Reliability Coefficient	Category
1	0.800 – 1.000	Very high
2	0.600 – 0.799	High
3	0.400 – 0599	Fair
4	0.200 – 0.399	Low
5	0.000 – 0.199	Very low

(Suharto, 2006: 84)

F. Data Collecting Technique

The procedure of collecting data is divided into three steps: try-out, test, and scoring. Each of the steps is presented as follows.

1. Try-out

The researcher conducted the try-out before using the instrument to collect the data in order to find out the validity and reliability of the instrument. The try-out of the reading comprehension test was done on Friday, 8th November 2013 on X TB 3 class of SMK N 4 Yogyakarta.

2. Test and Implementation of the Research

After validating the reading comprehension test, the researcher conducted the pre-test to know the students' reading comprehension ability before the pre-questioning technique treatment. Both the experimental group and control group received the same pre-test. The pre-test was conducted in X TB1 class (the experimental group) on Monday, 11th November 2013 and X TB2 Class (the control group) on Saturday, 9th November 2013.

The treatment was conducted on 16th November 2013 until 25th November 2013. The treatment was conducted in 5 meetings and had 90 minutes of duration for each meeting. After that, the post test was done on 30th November and 2nd December 2013. Both the experimental group and control group received the same post-test. The following table describes the research time schedule.

Table 8: **The Research' Time Schedule**

No.	Research' Schedule	Class	Activity
1.	Friday, 8th November 2013	X TB3	try-out
2.	Monday, 11th November 2013	X TB1	pre-test
3.	Saturday, 9th November 2013	X TB2	
4.	Saturday, 16th November 2013	X TB1	treatment
5.	Monday, 18th November 2013	X TB1	
6.	Saturday, 23rd November 2013	X TB1	
7.	Monday, 25th November 2013	X TB1	
8.	Saturday, 30th November 2013	X TB1	
9.	Monday, 11th November 2013	X TB2	
10.	Saturday, 16th November 2013	X TB2	
11.	Monday, 18th November 2013	X TB2	
12.	Saturday, 23rd November 2013	X TB2	
13.	Monday, 25th December 2013	X TB2	

| 14. | Saturday, 30th November 2013 | X TB2 | post-test |
| 15. | Monday, 2nd December 2013 | X TB1 | |

3. Scoring

The score of reading comprehension was from the pre-test and post test. The pre-test and post-test consist of 40 questions, those are in multiple-choice form. The correct answer was scored 0.25 and the false answer was scored 0.

G. Data Analysis Technique

There were two techniques of analyzing the data used in this study, namely descriptive and inferential analysis. In this research, the program of SPSS 17.00 computer program for windows was used to analyze the data.

1. Data Categorization

Categorization is needed to determine the data distribution of the students' reading comprehension score of pre-test and post-test. The ideal mean score (Mi) and the ideal standard deviation (SDi) were found first to make the categorization. The ideal mean is ½ x (maximum score + minimum score) from the highest possible score and the ideal standard deviation is 1/6 x (ideal maximum score - ideal minimum score). There were 40 items in the reading comprehension test. The correct answer was scored 0.25 and the false answer was scored 0. The possible maximum score was 10 and the minimum score was 0.

From the formula, the researcher found that the ideal mean was ½ x (10 + 0) = 5. The ideal standard deviation was 1/6 x (10 − 0) = 1.66 → 1.7. The formula of the data categorization of students' reading comprehension ability is presented in the Table 9 below.

Table 9: **The Conversion Criterion by Five Scales**

No.	Class Interval	Category
1	$X > Mi + 1.50\ SDi$	Very High
2	$Mi + 0.5\ SDi < X \leq Mi + 1.50\ SDi$	High
3	$Mi − 0.5\ SDi < X \leq Mi + 0.5\ SDi$	Fair
4	$Mi − 1.5\ SDi < X \leq Mi - 0.5\ SDi$	Low
5	$X \leq Mi − 1.5\ SDi$	Very Low

2. Descriptive Statistic

The descriptive statistics aimed at describing the result of the data. It employed the result of the mean and the standard deviation of the scores. The statistics used in the research are the mean and the standard deviation. The mean was the total of all scores or sum of all scores divided by the number of the scores. It was used to know the position of the group, whether it is in high or low position. Whereas the standard deviation was the average variability of all scores around the mean.

3. Inferential Analysis

The inferential analysis was employed to make inferences about the population based on the data obtained from the sample. It was used to test the hypothesis whether there was a significant difference between the

students who were taught using Pre-questioning technique on their reading class and those who were taught without using Pre-questioning technique.

The inferential statistics were used to test the hypothesis of the study. The hypothesis testing which was used in this research is the Analysis of variance (ANOVA) test. Before the test of ANOVA was applied, however the preliminary analysis testing should be employed to investigate whether the data distribution is normal and the sample of variances is homogenous. The preliminary analysis included the normality and homogeneity test.

a. Test of normality

The normality test aimed to know whether the data distribution of the responses in the population met the normal distribution requirement or not. In the research, the test was done using the Kolmogorov Smirnov test. Theoretically, if the level of significance is higher than 0.05, the scores have a normal distribution.

b. Test of homogeneity

It is used to analyze whether the samples of variance are homogenous or not. The test used in this research is Levene's test. The sample is considered homogenous if the level of significance is more than 0.05.

c. Test of hypothesis

The test of hypothesis is applied to find out whether the hypothesis is accepted or rejected. In order to test the hypothesis, the ANOVA (Analysis of variance) was applied. Theoretically, the hypothesis is accepted if the level of significance is lower than 0.05.

In the research, the researcher used SPSS version 17.00 computer program for windows to analyze the normality test, the homogeneity test, and the hypothesis testing.

CHAPTER IV

RESEARCH FINDINGS

The aim of the research is to find out the effect of the Pre-questioning technique on the students' reading comprehension ability. This chapter presents the findings of the research which are divided into three sections. The first section is the descriptive analysis. The second section is the inferential analysis. The last section is the interpretation of the findings. The descriptive analysis describes the results of the reading comprehension test. The inferential analysis describes the pre-test analysis and the post-test analysis, whereas the interpretation of the finding describes the result of the hypothesis testing.

A. Descriptive Analysis

The descriptive analysis explains the results of the test. There were two tests conducted in this research (the pre-test and the post-test). In the descriptive analysis, the researcher describes the data scores of the students who were taught using the pre-questioning technique (the experimental group; Class X Boga 1) and those who were taught without using the pre-questioning technique (the control group; Class X Boga 2). The data mainly involve the mean and the standard deviation of the scores of the experimental groups and the control groups.

1. The Data of Experimental Group

The data of the experimental group were gathered from the pre-test and post-tests. The results of the pre-test and post-test scores are presented in the following section. The presentation involves the statistics of the descriptive analysis on the students' reading comprehension score.

a. The Data of Pre-test Scores of the Experimental Group

The pre-test was administered to measure the reading comprehension ability of the experimental group before the treatment was applied. The pre-test of the experimental group (X Boga 1 class) was administered on Monday, 11th November 2013. The following table shows the information on the categorization of the students' reading comprehension based on the pre-test score of the experimental group.

Table 10. **The Results of Pre-test Scores of the Experimental Group**

Category	Scores	frequencies	Percentage
Very high	7.55 - 10	8	25 %
High	5.85 - 7.54	17	53.1 %
Fair	4.15 - 5.84	7	21.9 %
Low	2.45 - 4.14	-	0 %
Very low	0 - 2.44	-	0 %

As presented in the table above, there are eight students in the very high category (25%), seventeen students in the high category (53.1%), seven students in the fair category (21.9%), no students in the low category (0%), and no students in the very low category (0%)

The detailed frequency distribution of the pre-test scores of the experimental group is attached in Appendix C. The following table presents the descriptive analysis based on the result of the pre-test score of the experimental group.

Table 11**. The Descriptive Analysis of Pre-Test Scores of the Experimental Group**

Mean	Median	SD	Max	Min
6.88	7	1.054	8.5	4.5

The data of the pre-test score of the experimental group show that the highest score is 8.5 and the lowest score is 4.5. The mean score of the pre-test score of the experimental group is 6.88, the median is 66, and the standard deviation is 1.054. The mean score of the experimental group is higher than the ideal mean score. Based on the table of the categorization of the pre-test score, the mean score of the experimental group is between $5.85 - 7.54$. It means that the reading comprehension ability of the students in the experimental group before the application of the pre-questioning technique is in the high category.

b. The Data of Post-test Scores of the Experimental Group

A post-test was administered to measure the students' reading comprehension after the treatment was applied. The post-test of the experimental group (X Boga2 class) was administered on Monday, 2nd December 2013.

The following table shows the information on the categorization of the students' reading comprehension based on the results of the post-test score of the experimental group.

Table 12. **The Results of Post-Test Scores of the Experimental Group**

Category	Scores	Frequencies	Percentage
Very high	7.55 - 10	16	50 %
High	5.85 - 7.54	14	43.75 %
Fair	4.15 - 5.84	2	6.25 %
Low	2.45 - 4.14	-	0 %
Very low	0 - 2.44	-	0 %

As presented in Table 12, it can be seen that there are sixteen students in the very high category (50%), fourteen students in the high category (43.75%), two students in the fair category (6.25%), no students in the low category (0%), and no students in the very low category (0%).

The detailed frequency distribution of the post-test scores of the experimental group is attached in Appendix C. The following table presents the descriptive analysis of the post-test score of the experimental group.

Table 13. **The Descriptive Analysis of Post-Test Scores of the Experimental Group**

Mean	Median	SD	Max	Min
7.48	7.6	0.980	9	5.5

The data of the post-test score of the experimental group show that the highest score is 9 and the lowest score is 5.5. The mean score of the post-test score of the experimental group is 7.48, the median is 7.6, and the standard deviation is 0.980. The mean score of the experimental group is higher than the ideal mean score. Based on the table of the categorization of the post-test scores of the experimental group, the mean score of the experimental group is between 5.85 – 7.54. It means that the reading comprehension ability of the experimental group after the application of the pre-questioning technique is in the high category.

c. The Comparison between Pre-test and Post-test Scores of Students of the Experimental Group

The table below describes the statistical data on the pre-test and post-test scores of the reading comprehension of the experimental group. The statistical data present the information of the number of cases, the sum of scores, the mean, and the standard deviation of the pre-test and post-test scores of the experimental group.

Table 14. **The Comparison between Pre-Test Scores and Post-Test**

Scores of the Experimental Group

Data	Pre-test	Post-test
Number of cases	32	32
Sum of scores	220.25	239.25
Mean score	6.88	7.48
SD	1.054	0.980

From the statistical data presented on Table 14, it can be seen that the mean score of the pre-test and the post-test of the experimental group increases from 6.88 to 7.48 or an increase of 0.6 points. It can be said that after the implementation of the pre-questioning technique, the reading comprehension ability of the experimental group improved though it is still at the high category.

In terms of the Standard Deviation (SD), the experimental group standard deviation decreased from 1.054 to 0.980 or a decrease of 0.074 point. It can be said that the variation of data around the mean is more homogeneous.

d. The Percentage of Improvement of the Mean Score of the Reading Comprehension Test of the Experimental Group

The percentage of improvement of the mean score of the reading comprehension test of the experimental group is presented in the following table.

Table 15. **The Percentage of Improvement of the Experimental Group**

Variable	Mean	Mean difference	The percentage of improvement
Pre-test	6.88	0.6	8.72 %
Post-test	7.48		

As presented in the table above, it can be seen that the percentage of improvement of the mean score of the reading comprehension test of the experimental group is 8.72% (increase). This means that most of the students' post-test scores increased from the pre-test score.

2. The Data of the Control Group

The data of the control group were gathered from the pre-test and post-tests. The results of the pre-test and post-test scores are presented in the following section. The presentation involves the statistics of the descriptive analysis on the students' reading comprehension score.

a. The Data of Pre-test Scores of the Control Group

The pre-test was administered to measure the reading comprehension ability of the control group before the treatment was given. The pre-test of the control group (X Boga 2 class) was administered on Saturday, 9th November 2013. The following table shows the information on the categorization of the students' reading comprehension based on the pre-test score of the control group.

The following table shows the information on the categorization of the students reading comprehension based on the results of pre-test score of the control group.

Table 16. **The Results of Pre-test Scores of the Control Group**

Category	Scores	frequencies	Percentage
Very high	7.55 - 10	10	32.26 %
High	5.85 - 7.54	15	48.39 %
Fair	4.15 - 5.84	6	19.35 %
Low	2.45 - 4.14	-	0 %
Very low	0 - 2.44	-	0 %

As presented in Table 16, there are ten students in the very high category (32.26%), fifteen students in the high category (48.39%), six students in the fair category (19.35%), no students in the low category (0%), and no students in the very low category (0%)

The detailed frequency distribution of the pre-test scores of the control group is attached in Appendix C. The following table

presents the descriptive analysis of the pre-test score of the students of the control group.

Table 17. **The Descriptive Analysis of Pre-Test Scores of the Control Group**

Mean	Median	SD	Max	Min
6.84	7	1.274	8.75	4

The data of the pre-test score of the control group shows that the highest score is 8.75 and the lowest score is 4. The mean score of the pre-test score of the control group is 6.84, the median is 7 and the standard deviation is 1.274. The mean score of the control group (6.84) is higher than the ideal mean score (5.00). Based on the table of the categorization of the pre-test score, the mean score of pre-test of the control group is between 5.85 - 7.54. It means that the reading comprehension ability of the control group is in the high category.

b. The Data of Post-test Scores of the Control Group

A post-test was administered to measure the reading comprehension ability after the treatment was given. The post-test of the control group (X Boga 2 class) was administered on Saturday, 30th November 2013.

The following table shows the information on the categorization of the students' reading comprehension based on the results of the post-test score of the control group.

Table 18. **The Results of Post-Test Scores of the Control Group**

Category	Scores	frequencies	Percentage
Very high	7.55 - 10	7	22.58 %
High	5.85 - 7.54	18	58.06 %
Fair	4.15 - 5.84	6	19.35 %
Low	2.45 - 4.14	-	0 %
Very low	0 - 2.44	-	0 %

From the table above, it can be seen that there are seven students in the very high category (22.58%), eighteen students in the high category (58.06%), six students in the fair category (19.35%), no students in the low category (0%), no students in the very low category (0%).

The detailed frequency distribution of the post-test scores of the control group is attached in Appendix C. The following table presents the descriptive analysis of the post-test score of the control group.

Table 19. **The Descriptive Analysis of the Post-Test Scores of the**

Control Group

Mean	Median	SD	Max	Min
6.68	6.75	1.153	8.5	4

The data of the post-test score of the control group show that the highest score is 8.5 and the lowest score is 4. The mean score of the post-test score of the control group is 6.68, the median is 6.75 and the standard deviation is 1.153. The mean score of the control group (6.68) is higher than the ideal mean score (5.00). Based on the table of the categorization of the post-test scores of the control group, the mean score of post-test of the control group is between 5.85 - 7.54. It can be said that the reading comprehension ability of the control group is in the high category.

c. The Comparison between Pre-test and Post-test Scores of Students of the Control Group

The following table describes the statistical data on the pre-test and post-test scores of reading comprehension of the control group. The statistical data present the information of the number of cases, the sum of scores, the mean, and the standard deviation of the pre-test and post-test scores of the control group.

Table 20. **The Comparison between Pre-Test and Post-Test of the**

Control Group

Data	Pre-test	Post-test
Number of cases	31	31
Sum of scores	212	207
Mean score	6.84	6.68
SD	1.274	1.153

From the statistical data above, it can be seen that the mean score of the pre-test and the post-test decreases from 6.84 to 6.68 or a decrease of 0.16 points. However the reading comprehension ability of the students of the control group is still in the high category (the same as at the beginning).

Based on the Standard Deviation (SD), the experimental group standard deviation decreases from 1.274 to 1.153 or a decrease of 0.121 points. It indicates that the variation of data around mean is more homogeneous.

d. The Percentage of Improvement of the Mean Score of the Reading Comprehension Test of the Control Group

The percentage of the improvement of the mean score of the reading comprehension test of the control group is presented in the following table.

Table 21. **The Percentage of Improvement of the Control Group**

Variable	Mean	Mean difference	The percentage of difference
Pre-test	6.84	0.16	2.33 %
Post-test	6.68		

Based the table above, it can be said that the percentage of difference of the mean score of the reading comprehension test of the control group is 2.33% (decrease). This means that most of the students' post-test scores decrease from the pre-test score.

B. Inferential Analysis

In order to find whether or not there is a significant difference in the reading comprehension ability between the students who are taught using the pre-questioning technique and those who are taught without using it, the researcher applied the analysis of variance (ANOVA). Before this test was operated, the pre-analysis test was applied. The pre-analysis test included the test of normality and the test of homogeneity. Moreover, the hypothesis testing was done in order to test the research hypothesis that is stated in Chapter II. The discussion is as follows.

1. Test of Normality

The test of normality is aimed at finding whether or not the distribution requirement is normal. In the research, the data were calculated using the Kolmogorov-Smirnov test and it was carried out using the SPSS program version 17.00 for windows. Theoretically, the

data distribution is said to be normal if the p-value is higher than 0.05. If it is below 0.05, the data are significantly deviated from a normal distribution. Table 22 and Table 23 present the results of the normality test of students' pre-test and post-test results.

Table 22: **The Normality Test Result of the Pre-test**

Group	N	Significance Level	p	Interpretation
Experimental group (X Boga 1)	32	5%	0.847	Normal
Control group (X Boga 2)	31	5%	0.662	Normal

Table 23: **The Normality Test Result of the Post-test**

Group	N	Significance Level	p	Interpretation
Experimental group (X Boga 1)	32	5%	0.343	Normal
Control group (X Boga 2)	31	5%	0.596	Normal

Based on the table above, the results are as follows:

a. The significance value obtained for the pre-test of the experimental group is 0.847. As a result, the significance value of the pre-test for the experimental group (0.847) is higher than the significance level of 0.05. The result shows that the data of the pre-test of the experimental group have a normal distribution.

b. The significance value of the pre-test of the control group is 0.662. It is also higher than the significance level of 0.05. It can be said that the data of the pre-test of the control group had a normal distribution.

c. The significance value of the post-test for the experimental group is 0.343. It means that the significance value for the post-test of the experimental group is higher than the significance level of 0.05. Then, the data are considered having a normal distribution.

d. The significance value obtained for the post-test of the control group is 0.596. In other words, it can be said that the significance value of the post-test of the control group is higher than the significance level of 0.05. The result shows that the data of the post-test of the control group have a normal distribution

The conclusion is that the level of the significance value for both the pre-test and post-test of the experimental and control group were higher than the significance level of 0.05. It could be stated that the data distribution of the students' reading comprehension is normal. The print out of the computation is in Appendix C.

2. Test of Homogeneity

The homogeneity test is applied to know whether or not the sample has the homogenous variances. The test was done before and after the treatment. The analysis technique employed here was the Levene test. This test was carried out using the SPSS program version 17.00 for windows. Theoretically, the sample of variances can be considered homogenous if the significance value is above 0.05.

Table 24: **The Homogeneity Test Result of the Pre-test**

Variables	W	df1	df2	_p_	Interpretation
Experimental group (X Boga 1)	0.925	1	61	0.340	Homogenous
Control group (X Boga 2)					

Table 25: **The Homogeneity Test Result of the Post-test**

Variables	W	df1	df2	_p_	Interpretation
Experimental group (X Boga 1)	0.817	1	61	0.370	Homogenous
Control group (X Boga 2)					

Based on Table 24 and Table 25, the values of _p_ of the pre-test of experimental and control groups (0.340) is higher than 0.05. Moreover, the values of _p_ of the post-test of experimental and control groups (0.370) are also higher than 0.05. It can be said that the data distributions of both the pre-test and post-test are homogenous. The test was carried out using the SPSS program version 17.00 for windows. The print out of the computation is in Appendix C.

3. Test of hypothesis

The hypothesis testing is to find out whether or not there is any significant difference in the reading comprehension ability between the students who are taught using the pre-questioning technique and those who are taught without using it. First of all, the hypothesis must be changed into the null hypothesis (Ho) before the hypothesis is rejected or

accepted. The function of setting the null hypothesis (Ho) is to predict that the hypothesis has no legal effect on the analysis. Muijs (2004) says that the alternative hypothesis is the one that the researcher wants to be true, while the null hypothesis is the opposite. From the null hypothesis: "There is no difference on the reading comprehension ability between students taught using the Pre-questioning technique and those who taught without using it."

The ANOVA was applied to figure out the hypothesis because the scores of both the pre-test and the post-test are different. In this case, the pre-test is used as the covariate. Theoretically, the hypothesis is accepted if the value level of significance is lower than 0.05. The result of the ANOVA is presented below. The printout of the computation is in Appendix C.

Table 26. **The Summary of the ANOVA Results**

F	df	p
5.627	1	0.00

Based on the table, the value of the ANOVA result is 5.627. The value level of significance is 0.00, which is lower than 0.05. From the data, it can be said that the alternative hypothesis (H_1) is accepted and the null hypothesis (Ho) is rejected. In other words, there is any significant difference in terms of the reading comprehension ability of the students who were taught using the Pre-questioning technique and those

who were not at the significance level of 0.00. Therefore, the proposed hypothesis that states 'There is a significant difference in the reading comprehension ability between the students taught using the Pre-questioning technique and those taught without using it' is accepted.

C. Interpretation of the Findings

The purpose of the study is to find out whether there is a significant difference in the reading comprehension ability between the students who are taught using the pre-questioning technique and those who are taught without using it. Based on the findings of the research, it can be said that there is a significant difference in the reading comprehension ability between the students who are taught using the Pre-questioning technique and those who are taught without using it. The conclusions of the result of research are as follows.

First, from the pre-test result, there are two findings: the mean of experimental group and the mean score of the control group. The mean score of the experimental group is 6.88 while the mean score of the control group is 6.84. Both of those mean scores are in the same category. From these results, it can be interpreted that the students of both groups possess equal intelligence.

Second, based on the result of the post-test, it is found that there is an increase of the mean score of the experimental group and a decrease of the mean score of the control group. The increase of the mean score of the

experimental group is 0.6 points. Meanwhile, the decrease of the mean score of the control group is 0.16 points.

Third, from the test of normality, it is discovered that both of the groups have normal distribution. This can be seen from the all levels of significance from both of the groups, which are higher than the 0.05. From the result of the homogeneity testing, the experimental and control groups are homogeneous as shown by the values of probability which are higher than 0.05.

Fourth, the level of significance of the ANOVA (0.00) is lower than 0.05. This means that the null hypothesis (Ho) is rejected and the alternative hypothesis (H_1) is accepted. In other words, there is a significant difference in the reading comprehension ability between the students who are taught using the Pre-questioning technique and those who are taught without using it.

In the teaching and learning process of English, the use of the Pre-questioning technique is good to improve the students' reading comprehension ability. The students are led to be able to figure the text before it is given by the questions asked by the teacher. The students are led to analyze the specific information, the purpose, the topic, the main idea, etc of the text. They also have a better description about the text prior to the real teaching and learning process. They also become more motivated in trying to understand the content of the text because they are interested in it after the teacher leads them with several questions. Unconsciously the

students will become familiar with comprehending the text.

The post-test score result of the experimental group is different from the control group. In this case, the teacher explains about the text and then asks the students to do the task. In doing the task the students only translate the text from English to *Bahasa Indonesia*, without understanding the whole text. They also do not pay attention to the context of the text. Because of this, there are some messages or information missing.

Based on the result, it can be concluded that the Pre-questioning technique is effective to maximize the students' reading comprehension ability.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

There are three parts discussed in this last chapter. The first part is the conclusions of the research findings, the second part is the implications and the third part is the suggestions to the teacher, the students and other researchers. Below is further explanation about those parts.

A. Conclusions

As mentioned in the formulation of the problems, this study is aimed at finding out whether there is a significant difference between students who are taught using pre-questioning technique and those who are taught without using it. Based on the research findings, some conclusions can be drawn below.

1. The reading comprehension ability of the experimental group is increasing. It can be shown from an increase of 0.6 point between the pre-test and the post-test score. The pre-test result shows that the mean score of the experimental group is 6.8. It is categorized into the high category. The post-test result which is obtained after the pre-questioning treatment shows that the mean score of the experimental group is 7.48. It is categorized into the high category.

2. The reading comprehension ability of the control group is decreasing. It can be shown from a decrease of 0.16 point between the pre-test and the

post-test score. The pre-test result shows that the mean score of the control group is 6.84. It is categorized into the high category. The post-test result which is obtained shows that the mean score of the control group is 6.68. It is categorized into the high category.

3. There is a significant difference in the reading comprehension ability between the tenth grade students of SMKN 4 Yogyakarta who are taught using the pre-questioning technique and those who are taught without using it. It is suggested by the result of the ANOVA. It shows that the value of significance is less than 0.05, i.e. $0.00 < 0.05$ (F= 5.627, p= 0.00). In brief, it can be concluded that there is a significant difference in the reading comprehension ability of grade X students of SMKN 4 Yogyakarta who are taught using pre-questioning technique a nd those who are taught without using it.

B. Implications

The first conclusion of the study shows that there is an increase of 0.6 point between the pre-test and the post-test scores of the experimental group. This implies that the treatment given, the pre-questioning technique, is able to increase the reading comprehension ability of the students of SMKN 4 Yogyakarta

The second conclusion of the study shows that there is a decrease of 0.16 between the pre-test and post-test scores of the control group. This implies that the regular technique given, the grammar translation method, is

not able to increase the reading comprehension ability of the students of SMKN 4 Yogyakarta.

The third conclusion of the study shows that there is a significant difference in the reading comprehension ability between the tenth grade students of SMKN 4 Yogyakarta who are taught using the pre-questioning technique and those who are taught without using it. This implies that the use of pre-questioning technique is effective.

C. Suggestions

Concerning the result of the study, the interpretation and the conclusions, the researcher proposes some suggestions as follows:

1. For the English Teachers

The study shows that pre-questioning technique gives a significant effect to the students' reading comprehension ability. Therefore, the researcher suggests the teachers to employ pre-questioning technique to improve the quality of the teaching and learning process especially in the teaching of reading.

2. For the Students

The researcher suggests that the students should employ pre-questioning technique to help them in understanding the whole contents, the context, the specific information, the topic, the main idea, the purpose, etc of the text.

3. For Other Researchers

Though the study shows that the use of pre-questioning technique gives a significant effect to the students' reading comprehension ability, the study is not able to make the mean score increase from the high category to the very high category. It is because the questions used in this research were not quite leading to the material. The researcher expects that other researchers will conduct further exploration about the employment of the pre-questioning technique in learning reading especially about the questions used.

APPENDICES

APPENDIX A

RESEARCH INSTRUMENT

PRE-TEST

Read the text to answer questions number 1 to 4.

Daniel Radcliffe was born on July, 1989 in London. He is the only child in the family. He has become very famous after his role as the young and cute wizard Harry Potter.

He wanted to be an actor since he we five years old. Now he has become a famous actor. He said, "I want to continue to act. But also want to be the director or the writer. Daniel goes to an all boy school. It means there is no girl at all there. He loves to play pranks on his friends.

As an English boy, Daniel loves football. He is a fan of Fulham football club. He also likes to watch wrestling and formula one racing. Music ? He is a big fan, too. But he prefers punk rock.

1. How old is Daniel Radcliffe ?
   A. ***24 years old***
   B. 13 years old
   C. 23 years old
   D. 22 years old

2. How many siblings does Daniel Radclife have ?
   A. ***no one***
   B. three brothers
   C. two sisters
   D. one brother and one sister

3. What is Daniel Radcliffe like when he acts as wizard Harry Potter?
   A. lazybones
   B. ***simple***
   C. arrogant
   D. humorous

4. …. after his role as the young and <u>cute</u> wizard Harry Potter.
   The underlined word has the synonym meaning with _____ .

   A. ***charming***
   B. amazing
   C. boring
   D. disppointing

Read the text to answer questions 5 to 8

KUTA PARADISO HOTEL
BALI

A free-form swimming pool offers a relaxing range of options, a tropical oasis which includes a lap pool and terrace bar. Sun loungers and pavilion areas create ample space for leisure, and a regular program of water sports and activities is held daily.

A fully-equipped gymnasium, health club and massage centre is available for guest use, with experienced health and fitness professionals to provide expert assistance. At poolside, the Laguna Pool Terrace serves drinks and light meals throughout the day.

5. What is offered by the advertisement?
   A. a paradise in Bali
   B. an information of a hotel
   C. *a hotel in Bali*
   D. a free hotel in Kuta

6. Which of the following hotel facilities is considered as an oasis?
   A. the gymnasium
   B. the message centre
   C. the pavilion
   D. *the swimming pool*

7. Where should you go if you want to get some meals?
   A. at Sun loungers and pavilion terrace
   B. *at the Laguna Pool Terrace*
   C. at a tropical oasis
   D. at poolside

8. "... and pavilion areas create <u>ample</u> space for ..."
   The underlined word has same meaning as …
   A. small
   B. narrow
   C. beautiful
   D. *spacious*

Questions 9-12 are based on the following text.

How to Make Klepon (Sweet rice balls stuffed with palm sugar)

Klepon are Indonesian style rice balls, stuffed with palm sugar. The taste is sweet and yummy. Here is the way to make it.

Ingredients
1½ cups glutinous rice powder
¾ cup lukewarm water (optionally coconut milk)
2-3 drops green food coloring or pandan paste
8 tsp. grated coconut sugar/dark brown sugar/palm sugar
1 cup fresh-grated coconut, mixed with ½ tsp. salt

Directions
1. Mix the glutinous rice powder with the lukewarm water and green food coloring into a firm but flexible dough.
2. Pull off one full teaspoon of the dough and shape it into a ball with approximately 2½ cm (1 inch) in diameter.
3. Push a finger into the center of the ball to make a hole, and put in approximately ½ tsp. of the grated sugar. Seal, and roll it back into the ball shape with the palms of your hands.
4. Prepare all the balls and set them aside.
5. Prepare a pot half filled with water and bring it to a boil.
6. Drop the balls into the boiling water.
7. Drain them off with a spoon once they float to the water surface and then roll the balls in the grated coconut.
8. Serve at room temperature.

---

9. What should we do with the balls after we put the grated sugar inside them?
   A. Drop the balls into boiling water.
   B. Prepare all the balls to boil.
   C. Seal, and roll it back into the ball shape.
   D. Put the food coloring.

10. From the text we know that we should …
   A. Roll the grated coconut after draining the balls off.
   B. Drain the balls off before they float.
   C. Drop the balls into the boiling water before putting the granted sugar.
   D. Mix the glutinous rice powder with the boiling water.

11. "Drain them off with a spoon once they float to the water surface…"
   The underlined phrase has similar meaning to …
   A. squeeze
   B. knead
   C. remove
   D. drop

12. "Seal, and roll <u>it</u> back into the ball shape…"
    The underlined word refers to …
    A. a finger
    B. the grated sugar
    C. the ball
    D. a hole

13. The sign means we ___ .
    A. may stop
    B. are prohibited to stop.
    C. must stop.
    D. are allowed to stop

Questions 14-17 are based on the following text.

> *Jl. Setiabudi 204, Bandung*
>
> *April 29th, 2013*
>
> *Hi Friends.*
>
> *Please come to my 17th birthday party on May 7th, 2013 at 4 pm at Italian pizza, Setiabudi.*
>
> *This party will be not cheerful without your presence.*
>
> *See you.*
>
> *Best regards,*
>
> *Tiara*
>
> **Dress Code:** Purple and Black
>
> RSVP to Marwan (081802643682) before May 6th, 2013

14. What event will be held based on the text?
    A. *Birthday.*   C. Funeral.
    B. Wedding.   D. Engagement.

15. What is the writer's purpose based on the text?
    A. Accepting the invitation from her friend.
    B. Declining the invitation from her friend.
    C. Inviting her friends to come to the birthday party.
    D. Asking her friends to attend to her wedding.

16. From the text we can conclude that …
   A. Tiara was born on May 7th, 2013.
   B. ***Tiara's friends should wear purple and black cloth to attend the party.***
   C. Tiara's friends should bring present to the party.
   D. if Tiara's friends cannot come to the party, they should contact Marwan on May 6th, 2013.

17. "This party will be not cheerful without <u>your</u> presence." The underlined word refers to …
   A. ***Tiara's friends.***   C. Marwan.
   B. Tiara.   D. Setiabudi.

Read the memo below and answer the questions number 18 – 22.

MEMO	
TO	: Department Managers
FROM	: Mr. Charles Chavez
DATE	: February 8th , 2013
SUBJECT	: Monthly managerial Meeting
Our monthly managerial meeting is scheduled for February 27th, 2013, in the management meeting room at 09:00 a.m. Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.	

18. What does the memo above inform us about?
   A. ***The monthly managerial meeting.***
   B. The weekly managerial meeting.
   C. The monthly report.
   D. The management meeting room.

19. Why does Mr. Chavez write the memo?
   A. To submit the result of the monthly managerial meeting.
   B. ***To inform about the monthly managerial meeting.***
   C. To cancel the monthly managerial meeting.
   D. To invite the department managers to attend the weekly managerial meeting.

20. What action should be taken by department managers?
    A. Reschedule the meeting.
    B. Bring the result of the meeting.
    C. Report the meeting to the secretary.
    D. *Submit the monthly report prior to the meeting.*

21. ". . . and submit <u>it</u> to my secretary". The word "it" refers to. . .
    A. meeting schedule.
    B. monthly meeting.
    C. *monthly report.*
    D. meeting room.

22. . ". . . 30 minutes <u>prior to</u> the meeting." The antonym of the underlined phrase is ….
    A. previous
    B. *before*
    C. after
    D. from

The following text is for questions 23 to 26.

Doctor is a popular job. It takes a great responsibility to work as a doctor. Minor mistakes made by a doctor can bring the lost of a patient. There are a lot of jobs that doctors must do.

They are expected to evaluate symptoms and run a test to determine what is wrong with a patient. If a. doctor does not know off handedly what the diagnosis should be, it is his or her responsibility to do the necessary research.

Notes are kept on each patient to ensure that any medical professional can walk into a room and know what has been done in the past. It is also a way to track the patients' progress during recovery. Writing prescriptions is a major part of doctors' jobs. They must know how much medicine to prescribe based on the patient's history; they also need to know how two drugs can interact with one another.

A doctor needs to know not only how to treat the current conditions, but also how to advise the patient on how to prevent another occurrence.

23. What is mainly discussed in the text above?
    A. The success of being a doctor
    B. Being doctor is popular.
    C. Vacancy for a doctor position.
    D. *The duties of a doctor.*

24. Why does a doctor keep a note on their patients?
    A. To cure the patients' certain illnesses.
    B. To know how to prescribe certain drugs to the patients.
    C. To track the patients' improvements and complaints.
    D. To ensure the health of the patients.

25. "It is also a way to track patients' ..... (paragraph 2)
    The synonym of the underlined word is ... .

    A. to follow   *C. to apprehend*
    B. to pursue   D. to capture

26. What is the purpose of this text?
    A. To explain the doctor's profession.
    B. To practice the doctor's job.
    C. *To describe a doctor's jobs and responsibilities.*
    D. To educate the doctors in their job.

27. Diana   : Excuse me, _____ post office is?
    Ramon   : Okay, follow this way, turn left. It is on your right.
    Diana   : Thank you.

    A. How far is it to
    B. Where is it located?
    C. Could you tell me the way to
    D. How long does it take to

Questions 28-31 refer to the following notice.

Jaya Executive Bus
From   : Semarang (SMG-Terboyo Bus Station)
To   : Jakarta (JKT- Lebak Bulus Bus Station)

Number	Origin	Destination	Departure Time	Arrival Time	Bus Number
1	Semarang	Jakarta	6:10 A.M.	2:10 P.M.	231
2	Semarang	Jakarta	7:40 A.M.	3:40 P.M.	233
3	Semarang	Jakarta	8:40 A.M.	4 :40 P.M.	235
4	Semarang	Jakarta	10:50 A.M.	6:50 P.M.	239
5	Semarang	Jakarta	3:40 P.M.	11:40 P.M.	241
6	Semarang	Jakarta	6:15 P.M.	2:15 A.M.	245
7	Semarang	Jakarta	7:30 P.M.	3:30 P.M.	247

28. What is the text above talking about?
    A. The bus schedule of Terboyo Bus Station.
    B. Jaya Executive Bus schedule from Lebak Bulus to Terboyo Bus Station.
    C. The bus schedule of Lebak Bulus Bus Station.
    D. ***Jaya Executive Bus schedule from Terboyo to Lebak Bulus Bus Station.***

29. The word "origin" has the opposite meaning with ….
    A. derivation   ***C. departure point***
    B. source   D. destination

30. What is the purpose of the text above?
    A. To tell how to ride Jaya Executive Bus.
    B. To ask people to ride Jaya Executive Bus.
    C. ***To inform the departure and arrival time of Jaya Executive Bus.***
    D. To explain the benefits of Jaya Executive Bus.

31. Which bus arrives in Lebak Bulus Bus Station on 3:40 P.M.?
    A. Bus number 231.   C. Bus number 235.
    B. ***Bus number 233***.   D. Bus number 241.

Read the text to answer questions number 32 to 35.

> Kamala and Ravi are going to Singapore for a holiday. They will join a tour conducted by Singa Tours Company. They have been given a program for their tour. Read the program below carefully.
>
> Singapore Island Tour
>
> Saturday : Leave Seremban 10.00 A.M. by bus. Arrive in Singapore at 3.00 P.M. Stay at the Centlal Circus Hotel.
>
> Sunday : Visit the Science center, Jurong Bird Park. Enjoy a cool evening walk by the lake in Chinese Garden.
>
> Monday : Visit Haw Par Villa, Trade center and Sentosa Island. Cable car Ride to Santosa Island
>
> Tuesday : Visit Orchid Road, China town, Little India and Changi Alley for shopping.
>
> Wednesday : Leave Singapore at 10.00 P.M. by bus. Arrive at Serembean at 3.00 P.M.

32. Where may Kamala and Ravi do their shopping?
    A. Central circus
    B. Changi Alley
    C. Chinese Garden
    D. Haw Par Villa

33. What does the text about?
    A. Tourist resorts in Singapore
    B. Planning for a holiday in Singapore
    C. Singapore city tour
    D. One-day trip to Singapore

34. How long does it take from Seremban to Singapore?
    A. Seven hours
    B. Three hours
    C. Ten hours
    D. Five hours

35. "They will join a tour **conducted** by … .
    The word "**conducted**" means _____.

    A. accompanied
    B. designed
    C. programmed
    D. organized

Study the following train schedule and answer the questions number 36 – 39.

Train Schedule			
Bandung (Bandung Train Station) - Jakarta (Gambir Train Station)			
Train Name	**Class**	**Departure Time**	**Arrival Time**
Argo Gede	Executive	6:00 A.M.	8:52 A.M.
Argo Gede	Executive	7:35 A.M.	10:26 A.M.
Argo Gede	Executive	10:30 A.M.	1:27 P.M.
Argo Gede	Executive	2:30 A.M.	5:24 A.M.
Argo Gede	Executive	4:15 A.M.	7:10 A.M.

Argo Parahyangan	Executive, Bussiness	5:00 A.M.	8:05 A.M.
Argo Parahyangan	Executive, Bussiness	6:35 A.M.	9:45 A.M.
Argo Parahyangan	Executive, Bussiness	8:45 A.M.	11:53 A.M.
Argo Parahyangan	Executive, Bussiness	12:45 A.M.	3:56 A.M.
Argo Anggrek	Bussiness	3:05 A.M.	6:05 A.M.
Argo Anggrek	Bussiness	10:45 A.M.	11:45 A.M.

36. What is being discussed in the text above?
    A. The arrival time of Gambir Train Station.
    B. The departure time of Bandung Train Station.
    C. The train schedule from Jakarta to Bandung.
    D. The train schedule from Bandung to Jakarta.

37. From the text we know that …
    A. the latest train of Argo Parahyangan leaves Bandung train station at 3:56 AM.
    B. Argo Anggrek only has the business class.
    C. Argo Gede only has one departure time per day.
    D. all Argo Gede trains arrive at Jakarta train station in the afternoon.

38. What train has two alternative classes?
    A. Argo Parahyangan.
    B. Argo Anggrek & Argo Gede.
    C. Argo Gede.
    D. Argo Anggrek.

39. What train will arrive in Gambir Train Station at 9:45 A.M.?

    A. Argo Anggrek   C. Argo Gede.
    B. ***Argo Parahyangan.***   D. Argo Anggrek & Argo Gede.
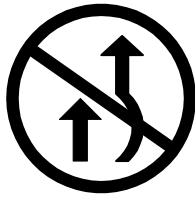
40. The sign means we ___ .
    A. must go first.
    B. are prohibited to stop.
    C. are allowed to surpass
    D. *must not surpass*

POST-TEST

Instruction : Write the answer on the answer sheet.

Questions 1-4 refer to the following advertisement.

When you are riding your bicycle in the street and you come to a corner, you must watch the traffic policeman carefully. He will tell you what you can and cannot do. When he is holding up his right arm, all traffic must stop. When he is holding his right arm out to his side, the traffic which is coming from in front of him must stop. When he is raising his arm up and letting it down again, the traffic from his right side may continue again. When he is holding his hand toward you, you must stop. In these and other ways, the traffic policeman help the traffic to move quickly.

1. All the traffic must stop when the police ...
    A. is holding his right arm out to his side.
    B. is holding his hand toward us.
    C. *is holding up his right arm.*
    D. is holding his wrist watch carefully.

2. Why must we watch the traffic policeman carefully?
    A. Because he is holding up his right arm.
    B. *Because he will tell us what we can and can't do.*
    C. Because he is holding his hand toward us.
    D. Because all traffic must stop immediately.

3. When a policeman is holding his hand towards you, what would you do?
    A. You can go on driving.
    B. *You have to stop your car soon.*
    C. You turn your car to the right.
    D. You turn your car to the left.

4. What is the function of the traffic policeman?
    A. To bring people to court.
    B. To help you get your driving license.
    C. To help driver park their cars.
    D. *To help the traffic move quickly.*

5. Sandy   : Excuse me, _____ hospital is?
   Dion   : Okay, follow this way, turn right. It is on your left.
   Sandy   : Thank you.

   A. How long does it take to
   B. How far is it to

C. *Could you tell me the way to*
D. Where is it located?

6. Look at the picture.

Teacher's room		
OSIS room (student's intra organisation)		Guidance and counselling room
Vice Principal's room		Principal's room

Where is the principal's room?
It is ….
A. beside the teacher's room, near the vice principal's room
B. *close to the guidance and counseling's room, opposite the vice principal's room*
C. across the guidance and counseling's room, close to the teacher's room
D. in front of the Osis' room, next to the vice principal's room

Questions 7-9 refer to the following advertisement.

Most English people don't have time in the morning to eat a heavy breakfast, and they would probably not want to. A cup of tea or coffee, a bowl of cereal and a piece of toast is all that most people have. However, I don't know anyone who eats an 'English breakfast' here.

7. The text tells us about....
    A. English people and what they do in their spare time.
    B. *What English people usually have for their breakfast.*
    C. The way English people decorate their houses.
    D. The process of making English breakfast.

8. The following is not what English people have for their breakfast.
    A. *Fried rice*   C. Toast
    B. Cereals   D. Coffee

9. .... and <u>they</u> would probably not want to. The underlined word refers to.....
    A. Heavy breakfast   C. Anyone
    B. *English people*   D. Cereals

Questions 10-12 refer to the following manual.

1. With the back of the phone facing you, press the release button.
2. Slide and lift the back cover off the phone in the direction of the arrows.
3. Lift the battery out of the phone, the bottom part first.
4. Insert the SIM card into the phone. Make sure that the SIM card is positioned correctly and that the golden contact area on the card is facing downwards.
5. Replace the battery.

10. What is the goal of the manual above?
    A. How to repair a broken hand phone free of charge.
    B. How to change and insert double SIM cards.
    C. How to reset a mobile phone using a new battery.
    D. *How to install the SIM card.*

11. What is the second step of that procedure?
    A. Lift the battery out of the phone.
    B. Insert the SIM card and the battery.
    C. *Slide and lift the back cover off the phone.*
    D. Replace the battery and slide back the cover.

12. Make sure that the SIM card is positioned correctly and that the golden contact area on the card is facing <u>downwards</u>. The antonym of the word underlined is ....
    A. *Upwards*   C. Towards
    B. Backwards   D. Fast-forward

Questions 13-15 refer to the following table.

Station	Time	Programs
2	11.30 a.m. 1.30 p.m. 3.00 p.m.	R & B music festival (Los Angeles, California) Rock and Roll on the Spot (London, England) Jazzy Jazz (Chicago, Boston)
4	4.00 p.m.	Broadway behind the Scene (Los Angeles)
5	5.00 p.m.	Spring Wear Festival (Minneapolis, MN)
6	1.00 p.m.	Fashion on the Move (Chicago, Boston)
8	1.00 p.m.	Fashion on the Move (Chicago, Boston)
9	2.00 p.m.	Cat Walker on Spring (Paris, France)
11	2.00 p.m.	Cat Walker on Spring (Paris, France)

13. What do these TV listings feature?
   A. Sport events
   B. *Performances*
   C. Religious programs
   D. Music

14. What begins on TV at 3.00 p.m.?
   A. Broadway behind the Scene
   B. Spring Wear Festival
   C. *Jazzy Jazz*
   D. R & B music festival

15. Which station has the most musical events?
   A. *2*
   B. 4
   C. 6
   D. 8

Questions 16-18 refer to the following passage.

> Vanessa Mae Vanakom Nicholson is a musician. She is just twenty years old, but she is a world-famous violinist. When she plays classical violin concertos on her electric violin, the world listens to her.
>
> Vanessa Mae is Thai-Chinese. Her mother is Chinese and her father is Thai. She is from Singapore but she now lives in London with her mother and her English stepfather. She has got cousins, aunts, uncles and grandparents in Thailand, Singapore, China and England.

16. What is the main idea of the text above?
   A. A famous artist
   B. A famous pianist
   C. A famous actress
   D. *A famous violinist*

17. Where does Vanessa Mae come from?
   A. Chinese
   B. Thailand
   *C. **Singapore***
   D. London

18. Where does Vanessa Mae live now?
   A. Singapore
   B. *England*
   C. China
   D. Thailand

Questions 19-22 refer to the following notice.

> NOTICE FOR VISITORS
> - No food or drink
> - No smoking in the reading rooms
> - Magazines and reserved books may not be borrowed
> - Students may borrow up to four books at a time
> - Records and cassettes may not be borrowed
> - Articles and parts of books may be copied for personal use

19. What is the notice about?
   A. School regulations.
   B. *Library regulations.*
   C. An office announcement.
   D. A bookstore advertisement.

20. How many books may students borrow at a time?
   A. Just one.
   B. Up to three.
   C. *Less than five.*
   D. More than four.

21. According to the notice, visitors can do the followings, except....
   A. *Eat and drink.*
   B. Borrow some books.
   C. Have copies of articles.
   D. Read magazines and reserved books.

22. The antonym of the word 'personal' is....
   A. alone
   B. *public*
   C. individual
   D. Private

Questions 23-25 refer to the following procedure.

- Cut the meat into small cubes.
- Cut up the tomatoes, onions and green peppers into quarters.
- Put the meat and vegetable pieces on a skewer.
- Cover them with barbeque sauce and cook them in the oven for thirty minutes.

23. What procedure is it?
   A. How to arrange some vegetable.
   B. How to cut some meat and vegetable.
   C. *How to make barbeque lamb.*
   D. How to serve some food.

24. What is NOT mentioned in the task?
   A. *To get a good taste cook for thirty minutes.*
   B. Add liquid and cook it slowly for about thirty minutes.
   C. The meat is cut into small cubes.
   D. Add vegetable pieces on a skewer.

25. How long to cook the meat and vegetable in the oven?
   A. Less than an hour.
   B. More than thirty minutes.
   C. Thirty hours.
   D. *Half an hour.*

Questions 26-28 are based on the following advertisement.

OFFICE SUPLY SALE
This week only

- Computer paper (white only) 25% off
- Envelopes (all colors, including pink, purple, and gold) 50% off
- Notebooks, buy five get one free
- Pens (blue, black, and red ink) 12 for $1

Sale ends Saturday
Store closed Sunday

26. What kind of computer paper is on sale?
    A. White.
    B. All colors.
    C. Red, blue, and black.
    D. Pink, purple, and gold.

27. How can you get a free notebook?
    A. Pay one dollar.
    B. Buy fife notebooks.
    C. Buy colored envelopes.
    D. Spend $25 on computer paper.

28. When is the sale?
    A. All week.
    B. All weekend.
    C. On Sunday only.
    D. On Saturday only.

Questions 29-31 are based on the following instruction.

1. Go to www.facebook.com. Click on, "Sign Up." Follow the directions to create your free facebook account.
2. Enter your email address. Create a password for your new account. Be sure to choose a password that is easy for you to remember, but hard for others to guess. Never give your password to anyone.
3. Using the, "Friend Finder" and, "Invite More Friends" features, to invite your friends and to join you on facebook. Edit your facebook profile. Be selective about posting your personal information online.
4. Enjoy and have fun!

29. What is the text about?
    A. How to make a facebook account.
    B. Steps of selecting a facebook username.
    C. Instructions to search for facebook friends.
    D. Ways of entering a facebook email address.

30. Which is needed to make an account?
    A. Friend finder.
    B. More friends.
    C. Email address.
    D. Selective posting.

31. 'Edit <u>your</u> facebook profile'.
    The underlined word refers to ...
    A. *Facebook user.*
    B. Facebook friends.
    C. Facebook account.
    D. Facebook password.

Questions 32-34 are based on the following memo.

Memorandum

The XYZ Company
From : Brianna Herbert
Date : Friday, March 15
To : Accounting Department Staff
Re : Next week

I will be out of the office at an accountants' conference next week, March 20-25. If you need help during that time, please contact my assistant, Sherry Noyes.

Thank you.

32. Where will Brianna Herbert be next week?
    A. On vacation.
    B. In the office.
    C. *At a conference.*
    D. At the XYZ Company.

33. Who is Sherry Noyes?
    A. An accountant.
    B. The writer of the memo.
    C. *Brianna Herbert's assistant.*
    D. The owner of the XYZ Company.

34. When was the memo written?
    A. *March 15.*
    B. March 20.
    C. March 25.
    D. Last week.

Questions 35-37 are based on the following information.

<table>
<tr><th colspan="2">CITY ZOO</th></tr>
<tr><th>Month</th><th>Number of visitors</th></tr>
<tr><td>January</td><td>5,000</td></tr>
<tr><td>February</td><td>4,500</td></tr>
<tr><td>March</td><td>4,675</td></tr>
<tr><td>April</td><td>4,980</td></tr>
<tr><td>May</td><td>5,950</td></tr>
<tr><td>June</td><td>5,897</td></tr>
</table>

35. How many people visited the zoo in February?
    A. 4,000.
    B. 4,500.
    C. 4,675.
    D. 5,000.

36. When did 4,980 people visit the zoo?
    A. March.
    B. April.
    C. June.
    D. May.

37. Which was the most popular month to visit the zoo?
    A. May.
    B. June.
    C. April.
    D. March.

Questions 38-40 are based on the following text.

Robert Douglas Thomas Pattinson (born 13 May 1986) is an English actor, model, musician, and producer. Pattinson began modelling when he was twelve years old, but the number of jobs began to decrease only four years later. In December 2007, he blamed the lack of work as model on his masculine appearance. "When I first started, I was quite tall and looked like a girl, so I got lots of jobs because it was during the period when the *androgynous* look was cool. Then, I guess I become too much of a guy, so I never got any more jobs. I had the most unsuccessful modelling career."

Pattinson then played as *Edward Cullen* in the film ***Twilight***, based on Stephanie Meyer's best-selling novel of the same name, which was released on 21 November 2008 in North America. Pattinson was initially apprehensive about auditioning for the role of Edward Cullen, fearful that he would not be able to live up to the 'perfection' expected from the character. He reprised his role as Edward Cullen in the *Twilight* sequels *The Twilight Saga: New Moon* and *The Twilight Saga: Eclipse*, which was released on 30 June 2010.

38. How did Pattinson feel about his modeling career?
    A. Satisfying.
    B. Disappointing.
    C. Very successful.
    D. Very apprehensive.

39. How old was Pattinson when he starred in the film Twilight?
    A. Twelve.
    B. Twenty.
    C. Twenty-two.
    D. Twenty-four.

40. "….which was <u>released</u> on 21 November 2008…" (in the second paragraph)
    The synonym of the underlined word is….
    A. filmed
    B. starred
    C. launched
    D. produced

APPENDIX B

LESSON PLANS

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL GROUP

</div>

Program Keahlian   : Semua Program Keahlian
Kelas/Semester   : X / 1
Mata Pelajaran   : Bahasa Inggris
Tahun Pelajaran   : 2013/ 2014

I. STANDAR KOMPETENSI

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR

Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

III. ALOKASI WAKTU

2 x 45 menit

IV. INDIKATOR

- Mengidentifikasi bagian – bagian / struktur dari schedule.
- Mengidentifikasi tujuan komunikatif dari schedule.
- Mengidentifikasi informasi tersurat dari schedule.
- Mengidentifikasi informasi tersirat dari schedule.

V. TUJUAN PEMBELAJARAN

Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk schedule secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

Schedule is an ordered list of times at which things are planned to occur.

Schedule consists of:

1. Title / theme
2. Time
3. Origin (transportation shcedule)
4. Destination (transportation shcedule)
5.

A. Functional purpose of schedule
- to tell / to inform the reader about the things that will occur in a certain time.
- To give information about the train arrival or departure.

B. Kinds of schedule :
- Transportation Schedule : Train schedule, Plane schedule,
- Television program schedule
- Sport match schedule: Football match schedule,
- Time table, etc.

C. Example of transportation schedule

Flight schedule from Denpasar to Yogyakarta			
Airlines	**Flight**	**Departure Time**	**Arrival Time**
Merpati	MA 251	8:00 AM	8:00 AM
Merpati	MA 253	1:00 PM	1:00 PM
Lion Air	LA 8901	8:00 PM	8:00 PM

Flight schedule from Yogyakarta to Denpasar			
Merpati	MA 252	1:50 PM	3:50 PM
Merpati	MA 254	8:20 PM	10:20 PM
Lion Air	LA 8926	8:45 PM	10:45 PM

Red Star Bus

Yogyakarta – Semarang				
Yogyakarta	**Magelang**	**Bawen**	**Ungaran**	**Semarang**
7.00 AM	**8.00 AM**	**10.00 AM**	**11.00 AM**	**12.00 PM**
9.00 AM	**10.00 AM**	**12.00 PM**	**1.00 PM**	**2.00 PM**
11.00 AM	**12.00 PM**	**2.00 PM**	**3.00 PM**	**4.00 PM**
Semarang - Yogyakarta				
Semarang	**Ungaran**	**Bawen**	**Magelang**	**Yogyakarta**
1.00 PM	**2.00 PM**	**3.00 PM**	**5.00 PM**	**6.00 PM**
3.00 PM	**4.00 PM**	**5.00 PM**	**7.00 PM**	**8.00 PM**
5.00 PM	**6.00 PM**	**7.00 PM**	**9.00 PM**	**10.00 PM**

Vocabulary

Flight   : penerbangan   airlines   : perusahaan penerbangan

Destination   : tujuan   train station   : stasiun kereta api

Origin   : asal   bus station   : terminal bus

Arival   : Kedatangan   airport   : bandara

Arive   : datang / sampai   domestic   : dalam negeri

Depart /take of: berangkat   gate   : pintu / gerbang

VII. METODE PEMBELAJARAN
   Grammar Translation Method

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Guru memberikan masing-masing siswa sebuah teks berbentuk schedule.
- Guru menjelaskan bagian-bagian teks berbentuk schedule.
- Guru menyuruh siswa untuk mengidentifikasi bagian-bagian teks yang diberikan secara sendiri-sendiri.
- Guru menuliskan kata-kata yang dianggap sulit di dan meminta siswa mencari artinya di dalam kamus.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks.
- Siswa diberi worksheet tentang schedule.
- Guru menyuruh siswa menjawab pertanyaan dalam worsheet secara imdividu.
- Guru mengamati siswa secara umum.
- Guru meminta siswa mengumpulkan pekerjaannya.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahas Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. Penilaian

- Teknik: Guru mengamati kemampuan siswa dalam mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Read the following text! Then, identify some information from the text!

TEXT A

Jan's Executive Train

Depart from	At	Arrive at	At
Semarang (Tawang Station)	05:30	Jakarta (Gambir Station)	10:30
Semarang (Tawang Station)	16:00	Jakarta (Gambir Station)	21:00
Semarang (Tawang Station)	21:00	Jakarta (Gambir Station)	02:00
Yogyakarta (Tugu Station)	08:00	Jakarta (Gambir Station)	14:00
Yogyakarta (Tugu Station)	12:05	Jakarta (Gambir Station)	18:05
Yogyakarta (Tugu Station)	20:10	Jakarta (Gambir Station)	02:10
Jakarta (Gambir Station)	00:05	Semarang (Tawang Station)	05:05
Jakarta (Gambir Station)	21:35	Semarang (Tawang Station)	02:35
Jakarta (Gambir Station)	22:58	Semarang (Tawang Station)	03:58
Jakarta (Gambir Station)	07.00	Semarang (Tawang Station)	13.00
Jakarta (Gambir Station)	09.15	Yogyakarta (Tugu Station)	15.15
Jakarta (Gambir Station)	20:40	Yogyakarta (Tugu Station)	04:40
		Yogyakarta (Tugu Station)	

1. What is the topic of the text above?
2. What is the purpose of the text?
3. How many destination does Jan's executive train have?
4. When Jan's executive train depart from Semarang in the afternoon, when will the train arrive in Jakarta?
5. How long does the trip from Yogyakarta to Jakarta by Jan's executive train?

6. Where is the destination of Jan's Executive Train that depart from Jakarta at 07.00?
7. Write two TRUE statements based on the text.
8. Write two WRONG statements based on the text.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL GROUP

Program Keahlian   : Semua Program Keahlian
Kelas/Semester   : X / 1
Mata Pelajaran   : Bahasa Inggris
Tahun Pelajaran   : 2013/ 2014

I. STANDAR KOMPETENSI

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR

Menuliskan undangan sederhana

III. ALOKASI WAKTU

2 x 45 menit

IV. INDIKATOR

- Mengidentifikasi bagian – bagian / struktur dari undangan sederhana.
- Mengidentifikasi tujuan komunikatif dari undangan sederhana
- Mengidentifikasi informasi tersuratdari undangan sederhana
- Mengidentifikasi informasi tersirat dari undangan sederhana

V. TUJUAN PEMBELAJARAN

Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk undangan sederhana secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

Jl. Margasatwa 105

[1]

Jakarta

April 18th 2013

[2]

Dear Dimas

[3] Next Sunday, April 22nd, 2013, some of our classmates and I will watch the final match between Everton versus Liverpool. Please come to my house at 7 p.m. And would you be able to bring a few cans [4] ft drinks?

Thank you [5]

[6]

Regards

[7]

Tony

A. The purpose of invitation letter is to invite or ask someone to come to an event.

B. Parts of Invitation Letter:

   1. The heading
     The heading is the address of the sender which appears at the top of the letter. The address is written in the top right hand corner of the page and followed by the date.
     The order of the address is as follows: number of house, name of street, town or city, area, country.

Abbreviations : Street (St), Road (Rd), Square (Sq), Avenue (Ave), Place (PL)

Date : June 8th, 8th June, 12th Jan, Jan 12th, etc

2. Salutation

Dear Tom, Dear Jane, Dear Uncle Tom, Dear Aunt Jane, Dear Mr/Mrs Johnson. My dear is used for very friendly terms

3. The body

- Introduction

Begin your letter by referring either to a letter you have recently received or to an event which has prompted you to write.

A few useful phrases

I have just this moment received your letter an am writing at once because..

I am sorry it has taken me so long to reply to your last letter but..

Thank you so much for answering my letter so quickly..

How nice it was to hear from you at last

I had given you up for lost but this morning..

It was such a disappointment to learn

It was very sorry to hear..

Whatever has become of you?

You will be very glad to hear that..

- Purpose

Describe what you are going to do (your plans/your details), and explain why you are writing.

- Conclusion

End the letter with a polite wish (expressing the hope to see someone soon, sending regards, being remembered to a friend, etc)

A few useful phrases..

I shall be looking forward to seeing/hearing from you soon

I do hope you will be able to come this time

4. The Subscription

Example: yours sincerely, yours very sincerely or love followed by comma.

5. Signature

Sign with your full name, or nickname depending on the relationship.

VII. METODE PEMBELAJARAN

Grammar Translation Method

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Guru memberikan masing-masing siswa sebuah teks berbentuk undangan sederhana.
- Guru menjelaskan bagian-bagian teks berbentuk undangan sederhana.
- Guru menyuruh siswa untuk mengidentifikasi bagian-bagian teks yang diberikan secara sendiri-sendiri.
- Guru menuliskan kata-kata yang dianggap sulit di dan meminta siswa mencari artinya di dalam kamus.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks.
- Siswa diberi worksheet tentang undangan sederhana.
- Guru menyuruh siswa menjawab pertanyaan dalam worsheet secara imdividu.
- Guru mengamati siswa secara umum.
- Guru meminta siswa mengumpulkan pekerjaannya.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahas Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. Penilaian

- Teknik: Guru mengamati kemampuan siswa dalam mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Text untuk latihan

The Star Hotel

14 Preston Ave

London, S W 5

England

15 August, 2003

Dear Madeline,

Thank you very much for inviting me to your birthday party, but I'm afraid Ican not be able to come.

We have had so much to do at the office this week that Mr Simpson has asked me to work overtime for a few days. I promised I would and now there's nothing I can do about it. I'll be thinking of you when I'm typing piles of letters.

I hope your party is a success and I wish you many happy returns

Yours sincerely,

Andre

Read the text below carefully and answer the following questions.

Jl. LaksdaAdisucipto 20,

Yogyakarta
January 10th, 2013

Dear Ratri,

With great honor, we would like to request for your presence on this coming Sunday, 15th January at 3:00PM for the 14th birthday of Ari.

The venue for the event will be at the BoyongKalegan's garden restaurant and the dress code is batik.

We wish that you will find time for you to be present on the party. Please let us know whether you can or cannot join us for whatever reason. Contact me at my phone number (085937207265839) as soon as possible.

Best regards,

Diana

Questions

1. What is the text tell us about?
2. What is the purpose of the text above?
3. Who is the writer of the text?
4. Who is the letter intended for?
5. Why does the writer send the text?
6. When was Ari born?
7. How should we confirm the invitation?
8. What should Ratri wear to attend Ari's party?
9. Where and when does Ari hold the party?
10. Where does Diana live?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL GROUP

Program Keahlian   : Semua Program Keahlian
Kelas/Semester   : X / 1
Mata Pelajaran   : Bahasa Inggris
Tahun Pelajaran   : 2013/ 2014

I. STANDAR KOMPETENSI
1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR
Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

III. ALOKASI WAKTU
2 x 45 menit

IV. INDIKATOR
- Mengidentifikasi bagian – bagian / struktur dari memo.
- Mengidentifikasi tujuan komunikatif dari memo.
- Mengidentifikasi informasi tersurat dari memo.
- Mengidentifikasi informasi tersirat dari memo.

V. TUJUAN PEMBELAJARAN
Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk memo secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

MEMO

Memo is a formal written information in a company, office or other institution.

A. Purpose / fuction of Memo

Purpose / function of memo is to give information to someone about something because the writer and the recipient of the memo cannot meet in a certain condition.

B. Parts of Memo

To   : recipient of memo

From   : sender of memo

C.C   : perforation

Date   : month/day/year

Subject   : topic discussed in the memo

Introduction : explains why the memo has been written and what topic will

discuss. (tujuan menulis memo)

Body   : discussed the topic in detail.

Conclusion : explains what will or should happen next, then the follow up will

occur and why the date is important.

MEMO	
TO	: Department Managers
FROM	: Mr. Charles Chavez
DATE	: February 8th , 2013
SUBJECT	: Monthly managerial Meeting
Our monthly managerial meeting is scheduled for February 27th, 2013, in the management meeting room at 09:00 a.m. Please bring your monthly report with you and submit it to my secretary 30	

minutes prior to the meeting**.**

Vocabulary

Receiver	: penerima	meeting	: rapat
Sender	: pengirim	submit	: mengumpulkan
Writer	: penulis	monthly	: bulanan

VII. METODE PEMBELAJARAN

Grammar Translation Method

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Guru memberikan masing-masing siswa sebuah teks berbentuk memo.
- Guru menjelaskan bagian-bagian teks berbentuk memo.
- Guru menyuruh siswa untuk mengidentifikasi bagian-bagian teks yang diberikan secara sendiri-sendiri.
- Guru menuliskan kata-kata yang dianggap sulit di dan meminta siswa mencari artinya di dalam kamus.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks.
- Siswa diberi worksheet tentang memo.
- Guru menyuruh siswa menjawab pertanyaan dalam worsheet secara individu.
- Guru mengamati siswa secara umum.
- Guru meminta siswa mengumpulkan pekerjaannya.

Closing
- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN
- Get Along with English
- Modul Pembelajaran Bahas Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. Penilaian

- Teknik: Guru mengamati kemampuan siswa dalam mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Read the text below carefully and find some information from the text.
Text A

<div style="border:1px solid black; padding:10px;">

MEMO

To   : Kusprimanto

From   : EdyaLegowati, marketing manager

Date   : April 15th, 2013

Subject   : Monthly meeting

The monthly meeting will be held on April 20th, 2013 on 9.00 a.m. This meeting will also discuss about the launching of the new product. Please inform all marketing staffs about it.

</div>

Text B

MEMO
To : Ahmad Chuyaeni
From : SidikHandoko, service manager
Date : April 16th, 2013
Subject : Monthly report
I will go to Semarang on April 28th, 2013 for 3 days. Please put the monthly report on my room before April 26th, 2013. I will bring it to Semarang.

Answer the following questions carefully.

Text A

1. Text A mainly discuss about . . .
2. Who is the receiver of the memo?
3. Why does the writer compose the memo?
4. What is the agenda of the meeting?
5. What should Kusprimanto do according to the text?

Text B

1. Who is Mr. Sidik Handoko?
2. When does the writer write the memo?
3. Where can you possibly find this memo?
4. How long does the writer stay in Semarang?
5. What is the writer instruction to the receiver?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL GROUP

Program Keahlian   : Semua Program Keahlian
Kelas/Semester   : X / 1
Mata Pelajaran   : Bahasa Inggris
Tahun Pelajaran   : 2012/ 2013

I. STANDAR KOMPETENSI
1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR
1.6. Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

III. ALOKASI WAKTU
2 x 45 menit

IV. INDIKATOR
- Mengidentifikasi bagian – bagian / struktur dari menu.
- Mengidentifikasi tujuan komunikatif dari menu.
- Mengidentifikasi informasi tersurat dari menu.
- Mengidentifikasi informasi tersirat dari menu.

V. TUJUAN PEMBELAJARAN
Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk menu secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

A. **Meaning**
   Menu is a kind of functional text that present the list of food, beverages, snack and the price list that are sold by a restaurant cafe.
B. **Functional purpose**
   To inform about the food or beverages or snack that are sold by a certain restaurant or cafe.

C. Menu consist of:
    1. Name of restaurant or cafe
    2. Kinds of menu
    3. Parts of meal
    4. Name of food / beverages / snack
    5. Price list
    6. Foot note

D. Kinds of Menu :
    1. Breakfast menu (menu hidangan makan pagi),
    2. Luncheon menu (menu hidangan makan siang),
    3. Tea time menu (menu hidangan ringan pengiring minum teh sore),
    4. Dinner menu (menu hidangan makan malam),
    5. Supper menu (menu hidangan makan larut malam),
    6. Banquet menu (menu hidangan perjamuan),
    7. Buffet menu (menu hidangan prasmanan).

E. Vocabulary

Menu : daftar makanan	Meal : makanan	roasted : panggang
Appetizer : makanan pembuka	Juice : jus	bake : bakar
Entrees : hidangan utama	cake : kue	vegetables : sayuran
Dessert : makanan penutup	bread : roti	
Beverages : minuman	beef : daging	
Snack : makanan ringan	dairy : produk susu	

VII. METODE PEMBELAJARAN

Grammar Translation Method

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening
- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities
- Guru memberikan masing-masing siswa sebuah teks berbentuk menu.
- Guru menjelaskan bagian-bagian teks berbentuk menu.

- Guru menyuruh siswa untuk mengidentifikasi bagian-bagian teks yang diberikan secara sendiri-sendiri.
- Guru menuliskan kata-kata yang dianggap sulit di dan meminta siswa mencari artinya di dalam kamus.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks.
- Siswa diberi worksheet tentang menu.
- Guru menyuruh siswa menjawab pertanyaan dalam worsheet secara imdividu.
- Guru mengamati siswa secara umum.
- Guru meminta siswa mengumpulkan pekerjaannya.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahas Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. Penilaian

- Teknik: Guru mengamati kemampuan siswa dalam mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Read the menu below and answer the following questions.

BREAK CAFE

BREAKFAST MENU

Food

Pancake	10rb
French toast	15rb
Waffle	12rb
Boiled egg	8rb
Fried egg	8rb
Scramble egg	10rb
Omelet (cheese, chicken)	20rb

Drink

Tea	5rb
Chocolate	8rb
Orange juice	9rb

(those can be served in hot or cold)

Answer of the following questions.

1. What is the text about?
2. What is the purpose of the text above?
3. How many food served in the cafe?
4. If Robby orders French toast, scramble egg and orange juice, how much should he pay for the meal?
5. What is the most expensive food in Break Cafe?
6. What is the cheapest beverages in Break Cafe?
7. How much does the boiled egg cost?
8. The word 'those' in the text refers to . . . .
9. When does the restaurant posibly oplen?
10. Write two TRUE statements based on the text.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL GROUP

Program Keahlian	: Semua Program Keahlian
Kelas/Semester	: X / 1
Mata Pelajaran	: Bahasa Inggris
Tahun Pelajaran	: 2013/ 2014

I. STANDAR KOMPETENSI

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR

Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

III. ALOKASI WAKTU

2 x 45 menit

IV. INDIKATOR

- Mengidentifikasi bagian – bagian / struktur dari schedule.
- Mengidentifikasi tujuan komunikatif dari schedule.
- Mengidentifikasi informasi tersurat dari schedule.
- Mengidentifikasi informasi tersirat dari schedule.

V. TUJUAN PEMBELAJARAN

Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk schedule secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

Schedule is an ordered list of times at which things are planned to occur.

Schedule consists of:

1. Title / theme
2. Time
3. Origin (transportation shcedule)
4. Destination (transportation shcedule)

D. Functional purpose of schedule
- to tell / to inform the reader about the things that will occur in a certain time.
- To give information about the train arrival or departure.

E. Kinds of schedule :
- Transportation Schedule : Train schedule, Plane schedule,
- Television program schedule
- Sport match schedule: Football match schedule,
- Time table, etc.

F. Example of transportation schedule

Flight schedule from Denpasar to Yogyakarta			
Airlines	**Flight**	**Departure Time**	**Arrival Time**
Merpati	MA 251	8:00 AM	8:00 AM
Merpati	MA 253	1:00 PM	1:00 PM
Lion Air	LA 8901	8:00 PM	8:00 PM

Flight schedule from Yogyakarta to Denpasar			
Merpati	MA 252	1:50 PM	3:50 PM
Merpati	MA 254	8:20 PM	10:20 PM
Lion Air	LA 8926	8:45 PM	10:45 PM

Red Star Bus

Yogyakarta – Semarang				
Yogyakarta	**Magelang**	**Bawen**	**Ungaran**	**Semarang**
7.00 AM	**8.00 AM**	**10.00 AM**	**11.00 AM**	**12.00 PM**
9.00 AM	**10.00 AM**	**12.00 PM**	**1.00 PM**	**2.00 PM**
11.00 AM	**12.00 PM**	**2.00 PM**	**3.00 PM**	**4.00 PM**
Semarang - Yogyakarta				
Semarang	**Ungaran**	**Bawen**	**Magelang**	**Yogyakarta**
1.00 PM	**2.00 PM**	**3.00 PM**	**5.00 PM**	**6.00 PM**
3.00 PM	**4.00 PM**	**5.00 PM**	**7.00 PM**	**8.00 PM**
5.00 PM	**6.00 PM**	**7.00 PM**	**9.00 PM**	**10.00 PM**

Vocabulary

Flight : penerbangan   airlines : perusahaan penerbangan

Destination : tujuan   train station : stasiun kereta api

Origin : asal   bus station : terminal bus

Arival : Kedatangan   airport : bandara

Arive : datang / sampai   domestic : dalam negeri

Depart /take of: berangkat   gate : pintu / gerbang

VII. METODE PEMBELAJARAN

Pre-Questioning Technique

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memulai pembelajaran dengan membangun pengetahuan siswa (guiding/leading to the topic) yang ditemukan dalam kehidupan siswa sehari-hari.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Guru memberikan masing-masing siswa sebuah teks berbentuk schedule.
- Guru menjelaskan bagian-bagian teks berbentuk schedule.
- Guru menyuruh siswa untuk mengidentifikasi bagian-bagian teks yang diberikan secara sendiri-sendiri.
- Guru menuliskan kata-kata yang dianggap sulit di dan meminta siswa mencari artinya di dalam kamus.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks.
- Siswa diberi worksheet tentang schedule.
- Guru menyuruh siswa menjawab pertanyaan dalam worsheet secara imdividu.
- Guru mengamati siswa secara umum.
- Guru meminta siswa mengumpulkan pekerjaannya.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahas Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. Penilaian

- Teknik: Guru mengamati kemampuan siswa dalam mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Read the following text! Then, identify some information from the text!

TEXT A

Jan's Executive Train

Depart from	At	Arrive at	At
Semarang (Tawang Station)	05:30	Jakarta (Gambir Station)	10:30
	16:00	Jakarta (Gambir Station)	21:00
Semarang (Tawang Station)	21:00	Jakarta (Gambir Station)	02:00
Semarang (Tawang Station)	08:00	Jakarta (Gambir Station)	14:00
	12:05	Jakarta (Gambir Station)	18:05
Yogyakarta (Tugu Station)	20:10	Jakarta (Gambir Station)	02:10
Yogyakarta (Tugu Station)	00:05	Semarang (Tawang Station)	05:05
Yogyakarta (Tugu Station)	21:35		02:35
Jakarta (Gambir Station)	22:58	Semarang (Tawang Station)	03:58
Jakarta (Gambir Station)	07.00		13.00
Jakarta (Gambir Station)	09.15	Semarang (Tawang Station)	15.15
Jakarta (Gambir Station)	20:40	Yogyakarta (Tugu Station)	04:40
Jakarta (Gambir Station)		Yogyakarta (Tugu Station)	
Jakarta (Gambir Station)		Yogyakarta (Tugu Station)	

1. What is the topic of the text above?
2. What is the purpose of the text?
3. How many destination does Jan's executive train have?
4. When Jan's executive train depart from Semarang in the afternoon, when will the train arrive in Jakarta?
5. How long does the trip from Yogyakarta to Jakarta by Jan's executive train?
6. Where is the destination of Jan's Executive Train that depart from Jakarta at 07.00?
7. Write two TRUE statements based on the text.
8. Write two WRONG statements based on the text.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENTAL GROUP

Program Keahlian : Semua Program Keahlian

Kelas/Semester : X / 1

Mata Pelajaran : Bahasa Inggris

Tahun Pelajaran : 2013/ 2014

I. STANDAR KOMPETENSI
1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR
Menuliskan undangan sederhana

III. ALOKASI WAKTU
2 x 45 menit

IV. INDIKATOR
- Mengidentifikasi bagian – bagian / struktur dari undangan sederhana.
- Mengidentifikasi tujuan komunikatif dari undangan sederhana
- Mengidentifikasi informasi tersuratdari undangan sederhana
- Mengidentifikasi informasi tersirat dari undangan sederhana

V. TUJUAN PEMBELAJARAN
Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk undangan sederhana secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

Jl. Margasatwa 105
[1]

Jakarta

April 18th 2013

[2]
Dear Dimas

[3] Next Sunday, April 22nd, 2013, some of our classmates and I will watch the final match between Everton versus Liverpool. Please come to my house at 7 p.m. And would you be able to bring a few cans [4] ft drinks?

Thank you [5]

[6]
Regards

[7]

Tony

A. The purpose of invitation letter is to invite or ask someone to come to an event.

B. Parts of Invitation Letter:

1. The heading
   The heading is the address of the sender which appears at the top of the letter. The address is written in the top right hand corner of the page and followed by the date.
   The order of the address is as follows: number of house, name of street, town or city, area, country.
   Abbreviations   : Street (St), Road (Rd), Square (Sq), Avenue (Ave), Place (PL)
   Date   : June 8th, 8th June, 12th Jan, Jan 12th, etc
2. Salutation
   Dear Tom, Dear Jane, Dear Uncle Tom, Dear Aunt Jane, Dear Mr/Mrs Johnson. My dear is used for very friendly terms
3. The body
   - Introduction

Begin your letter by referring either to a letter you have recently received or to an event which has prompted you to write.

A few useful phrases

I have just this moment received your letter an am writing at once because..

I am sorry it has taken me so long to reply to your last letter but..

Thank you so much for answering my letter so quickly..

How nice it was to hear from you at last

I had given you up for lost but this morning..

It was such a disappointment to learn

It was very sorry to hear..

Whatever has become of you?

You will be very glad to hear that..

- Purpose

Describe what you are going to do (your plans/your details), and explain why you are writing.

- Conclusion

End the letter with a polite wish (expressing the hope to see someone soon, sending regards, being remembered to a friend, etc)

A few useful phrases..

I shall be looking forward to seeing/hearing from you soon

I do hope you will be able to come this time

4. The Subscription

   Example: yours sincerely, yours very sincerely or love followed by comma.

5. Signature

   Sign with your full name, or nickname depending on the relationship.

VII. METODE PEMBELAJARAN

Pre-Questioning Technique

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memulai pembelajaran dengan membangun pengetahuan siswa (guiding/leading to the topic) yang ditemukan dalam kehidupan siswa sehari-hari.

- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Guru memberikan masing-masing siswa sebuah teks berbentuk undangan sederhana.
- Guru menjelaskan bagian-bagian teks berbentuk undangan sederhana.
- Guru menyuruh siswa untuk mengidentifikasi bagian-bagian teks yang diberikan secara sendiri-sendiri.
- Guru menuliskan kata-kata yang dianggap sulit di dan meminta siswa mencari artinya di dalam kamus.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks.
- Siswa diberi worksheet tentang undangan sederhana.
- Guru menyuruh siswa menjawab pertanyaan dalam worsheet secara imdividu.
- Guru mengamati siswa secara umum.
- Guru meminta siswa mengumpulkan pekerjaannya.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahas Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. Penilaian

- Teknik: Guru mengamati kemampuan siswa dalam mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Text untuk latihan

The Star Hotel

14 Preston Ave

London, S W 5

England

15 August, 2003

Dear Madeline,

Thank you very much for inviting me to your birthday party, but I'm afraid Ican not be able to come.

We have had so much to do at the office this week that Mr Simpson has asked me to work overtime for a few days. I promised I would and now there's nothing I can do about it. I'll be thinking of you when I'm typing piles of letters.

I hope your party is a success and I wish you many happy returns

Yours sincerely,

Andre

Read the text below carefully and answer the following questions.

Jl. LaksdaAdisucipto 20,

Yogyakarta January 10th,

2013

Dear Ratri,

With great honor, we would like to request for your presence on this coming Sunday, 15th January at 3:00PM for the 14th birthday of Ari.

The venue for the event will be at the BoyongKalegan's garden restaurant and the dress code is batik.

We wish that you will find time for you to be present on the party.

Please let us know whether you can or cannot join us for whatever reason. Contact me at my phone number (085937207265839) as soon as possible.

Best regards,

Diana

Questions

1. What is the text tell us about?
2. What is the purpose of the text above?
3. Who is the writer of the text?
4. Who is the letter intended for?
5. Why does the writer send the text?
6. When was Ari born?
7. How should we confirm the invitation?
8. What should Ratri wear to attend Ari's party?
9. Where and when does Ari hold the party?
10. Where does Diana live?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL GROUP

Program Keahlian   : Semua Program Keahlian
Kelas/Semester   : X / 1
Mata Pelajaran   : Bahasa Inggris
Tahun Pelajaran   : 2013/ 2014

I. STANDAR KOMPETENSI
1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR
Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

III. ALOKASI WAKTU
2 x 45 menit

IV. INDIKATOR
- Mengidentifikasi bagian – bagian / struktur dari memo.
- Mengidentifikasi tujuan komunikatif dari memo.
- Mengidentifikasi informasi tersurat dari memo.
- Mengidentifikasi informasi tersirat dari memo.

V. TUJUAN PEMBELAJARAN
Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk memo secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

MEMO

Memo is a formal written information in a company, office or other institution.

A. Purpose / fuction of Memo

Purpose / function of memo is to give information to someone about something because the writer and the recipient of the memo cannot meet in a certain condition.

B. Parts of Memo

To : recipient of memo

From : sender of memo

C.C : perforation

Date : month/day/year

Subject : topic discussed in the memo

Introduction : explains why the memo has been written and what topic will

discuss. (tujuan menulis memo)

Body : discussed the topic in detail.

Conclusion : explains what will or should happen next, then the follow up will

occur and why the date is important.

MEMO	
TO	: Department Managers
FROM	: Mr. Charles Chavez
DATE	: February 8th , 2013
SUBJECT	: Monthly managerial Meeting
Our monthly managerial meeting is scheduled for February 27th, 2013, in the management meeting room at 09:00 a.m.	
Please bring your monthly report with you and submit it to my secretary 30	

minutes prior to the meeting.

Vocabulary

Receiver	: penerima	meeting	: rapat
Sender	: pengirim	submit	: mengumpulkan
Writer	: penulis	monthly	: bulanan

VII. METODE PEMBELAJARAN
Pre-Questioning Technique

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening
- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memulai pembelajaran dengan membangun pengetahuan siswa (guiding/leading to the topic) yang ditemukan dalam kehidupan siswa sehari-hari.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities
- Guru memberikan masing-masing siswa sebuah teks berbentuk memo.
- Guru menjelaskan bagian-bagian teks berbentuk memo.
- Guru menyuruh siswa untuk mengidentifikasi bagian-bagian teks yang diberikan secara sendiri-sendiri.
- Guru menuliskan kata-kata yang dianggap sulit di dan meminta siswa mencari artinya di dalam kamus.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks.
- Siswa diberi worksheet tentang memo.

- Guru menyuruh siswa menjawab pertanyaan dalam worsheet secara individu.
- Guru mengamati siswa secara umum.
- Guru meminta siswa mengumpulkan pekerjaannya.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahas Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. Penilaian

- Teknik: Guru mengamati kemampuan siswa dalam mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Read the text below carefully and find some information from the text.

Text A

MEMO
To : Kusprimanto
From : EdyaLegowati, marketing manager
Date : April 15th, 2013
Subject : Monthly meeting
The monthly meeting will be held on April 20th, 2013 on 9.00 a.m. This meeting will also discuss about the launching of the new product. Please inform all marketing staffs about it.

Text B

```
                              MEMO

To            : Ahmad Chuyaeni

From          : SidikHandoko, service manager

Date          : April 16th, 2013

Subject       : Monthly report

I will go to Semarang on April 28th, 2013 for 3 days. Please put the monthly report
on my room before April 26th, 2013. I will bring it to Semarang.
```

Answer the following questions carefully.

Text A

1. Text A mainly discuss about . . .
2. Who is the receiver of the memo?
3. Why does the writer compose the memo?
4. What is the agenda of the meeting?
5. What should Kusprimanto do according to the text?

Text B

1. Who is Mr. Sidik Handoko?
2. When does the writer write the memo?
3. Where can you possibly find this memo?
4. How long does the writer stay in Semarang?
5. What is the writer instruction to the receiver?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL GROUP

Program Keahlian   : Semua Program Keahlian
Kelas/Semester   : X / 1
Mata Pelajaran   : Bahasa Inggris
Tahun Pelajaran   : 2012/ 2013

I. STANDAR KOMPETENSI
1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR
1.6. Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

III. ALOKASI WAKTU
2 x 45 menit

IV. INDIKATOR
- Mengidentifikasi bagian – bagian / struktur dari menu.
- Mengidentifikasi tujuan komunikatif dari menu.
- Mengidentifikasi informasi tersurat dari menu.
- Mengidentifikasi informasi tersirat dari menu.

V. TUJUAN PEMBELAJARAN
Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk menu secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

A. Meaning
Menu is a kind of functional text that present the list of food, beverages, snack and the price list that are sold by a restaurant cafe.

B. Functional purpose
To inform about the food or beverages or snack that are sold by a certain restaurant or cafe.

C. Menu consist of:
7. Name of restaurant or cafe
8. Kinds of menu
9. Parts of meal
10.   Name of food / beverages / snack
11.   Price list
12.   Foot note

D. Kinds of Menu :
1. Breakfast menu (menu hidangan makan pagi),
2. Luncheon menu (menu hidangan makan siang),
3. Tea time menu (menu hidangan ringan pengiring minum teh sore),
4. Dinner menu (menu hidangan makan malam),
5. Supper menu (menu hidangan makan larut malam),
6. Banquet menu (menu hidangan perjamuan),
7. Buffet menu (menu hidangan prasmanan).

E. Vocabulary

Menu	: daftar makanan	Meal	: makanan	roasted	: panggang
Appetizer	: makanan pembuka	Juice	: jus	bake	: bakar
Entrees	: hidangan utama	cake	: kue	vegetables	: sayuran
Dessert	: makanan penutup	bread	: roti		
Beverages	: minuman	beef	: daging		
Snack	: makanan ringan	dairy	: produk susu		

VII. METODE PEMBELAJARAN

Pre-Questioning Technique

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memulai pembelajaran dengan membangun pengetahuan siswa (guiding/leading to the topic) yang ditemukan dalam kehidupan siswa sehari-hari.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Guru memberikan masing-masing siswa sebuah teks berbentuk menu.
- Guru menjelaskan bagian-bagian teks berbentuk menu.
- Guru menyuruh siswa untuk mengidentifikasi bagian-bagian teks yang diberikan secara sendiri-sendiri.
- Guru menuliskan kata-kata yang dianggap sulit di dan meminta siswa mencari artinya di dalam kamus.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks.
- Siswa diberi worksheet tentang menu.
- Guru menyuruh siswa menjawab pertanyaan dalam worsheet secara imdividu.
- Guru mengamati siswa secara umum.
- Guru meminta siswa mengumpulkan pekerjaannya.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahas Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. Penilaian

- Teknik: Guru mengamati kemampuan siswa dalam mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Read the menu below and answer the following questions.

BREAK CAFE	
BREAKFAST MENU	
Food	
Pancake	10rb
French toast	15rb
Waffle	12rb
Boiled egg	8rb
Fried egg	8rb
Scramble egg	10rb
Omelet (cheese, chicken)	20rb
Drink	
Tea	5rb
Chocolate	8rb
Orange juice	9rb
(those can be served in hot or cold)	

Answer of the following questions.

1. What is the text about?
2. What is the purpose of the text above?
3. How many food served in the cafe?
4. If Robby orders French toast, scramble egg and orange juice, how much should he pay for the meal?
5. What is the most expensive food in Break Cafe?

6. What is the cheapest beverages in Break Cafe?
7. How much does the boiled egg cost?
8. The word 'those' in the text refers to . . . .
9. When does the restaurant posibly oplen?
10. Write two TRUE statements based on the text.

APPENDIX C

STATISTICAL COMPUTATION

Seq. No.	Scale Item	Item Statistics			Alternative Statistics				Key	Conclusion
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.		
1	0-1	0.469	0.843	0.672	A	0.469	0.843	0.672	*	VALID
					B	0.375	-0.5	-0.392		
					C	0.094	-0.208	-0.119		
					D	0.063	-0.902	-0.458		
					Other	0.000	-9.000	-9.000		
2	0-2	0.781	-0.354	-0.252	A	0.125	0.365	0.227	?	TIDAK VALID
					B	0.781	-0.354	-0.252	*	
	CHECK THE KEY				C	0.063	0.333	0.169		
	B was specified, A works better				D	0.031	-0.165	-0.067		
					Other	0.000	-9.000	-9.000		
3	0-3	0.969	0.74	0.299	A	0.031	-0.74	-0.299	*	
					B	0.000	-9.000	-9.000		
					C	0.969	0.74	0.299		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
4	0-4	0.875	0.602	0.375	A	0.875	0.602	0.375	*	
					B	0.031	-0.165	-0.067		
					C	0.094	-0.671	-0.386		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
5	0-5	0.875	0.832	0.518	A	0.094	-0.712	-0.409		
					B	0.875	0.832	0.518	*	
					C	0.031	-0.740	-0.299		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
6	0-6	0.875	0.717	0.446	A	0.875	0.717	0.446	*	
					B	0.031	-0.165	-0.067		
					C	0.031	-0.740	-0.299		
					D	0.063	-0.682	-0.347		
					Other	0.000	-9.000	-9.000		
7	0-7	0.813	0.885	0.610	A	0.000	-9.000	-9.000		
					B	0.188	-0.885	-0.610		
					C	0.813	0.885	0.610	*	
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
8	0-8	0.844	-0.026	-0.017	A	0.063	-0.189	-0.096	*	TIDAK
					B	0.844	-0.026	-0.017	?	

		CHECK THE KEY			C	0.094	0.175	0.101		VALID
		B was specified, C works better			D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
9	0-9	0.875	0.864	0.538	A	0.031	-0.356	-0.144		
					B	0.000	-9.000	-9.000		
					C	0.094	-0.913	-0.524		
					D	0.875	0.864	0.538	*	
					Other	0.000	-9.000	-9.000		
10	0-10	0.875	0.832	0.518	A	0.094	-0.712	-0.409		
					B	0.875	0.832	0.518	*	
					C	0.031	-0.740	-0.299		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
11	0-11	0.906	0.853	0.490	A	0.031	-0.356	-0.144		
					B	0.000	-9.000	-9.000		
					C	0.063	-0.957	-0.486		
					D	0.906	0.853	0.490	*	
					Other	0.000	-9.000	-9.000		
12	0-12	0.969	0.74	0.299	A	0.031	-0.740	-0.299		
					B	0.000	-9.000	-9.000		
					C	0.969	0.740	0.299	*	
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
13	0-13	0.906	0.611	0.351	A	0.906	0.611	0.351	*	
					B	0.031	-0.165	-0.067		
					C	0.063	-0.737	-0.375		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
14	0-14	0.688	0.928	0.709	A	0.031	-0.356	-0.144		
					B	0.250	-0.982	-0.721		
					C	0.688	0.928	0.709	*	
					D	0.031	0.123	0.050		
					Other	0.000	-9.000	-9.000		
15	0-15	0.75	0.982	0.721	A	0.000	-9.000	-9.000		
					B	0.250	-0.982	-0.721		
					C	0.750	0.982	0.721	*	
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
16	0-16	0.781	0.561	0.400	A	0.063	-0.435	-0.221		
					B	0.781	0.561	0.400	*	

					C	0.156	-0.467	-0.308		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		

17	0-17	0.281	0.921	0.691	A	0.156	-0.341	-0.225		
					B	0.281	0.921	0.691	*	
					C	0.531	-0.428	-0.341		
					D	0.031	-0.836	-0.338		
					Other	0.000	-9.000	-9.000		
18	0-18	0.781	0.195	0.139	A	0.000	-9.000	-9.000	*	TIDAK VALID
					B	0.094	-0.248	-0.143		
					C	0.125	-0.078	-0.048		
					D	0.781	0.195	0.139		
					Other	0.000	-9.000	-9.000		
19	0-19	0.656	0.530	0.411	A	0.656	0.530	0.411	*	
					B	0.313	-0.480	-0.367		
					C	0.031	-0.356	-0.144		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
20	0-20	0.844	0.988	0.652	A	0.000	-9.000	-9.000		
					B	0.156	-0.988	-0.652		
					C	0.844	0.988	0.652	*	
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
21	0-21	0.750	0.568	0.417	A	0.031	0.075	0.030		
					B	0.750	0.568	0.417	*	
					C	0.219	-0.629	-0.449		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
22	0-22	0.906	0.611	0.351	A	0.906	0.611	0.351	*	
					B	0.031	-0.165	-0.067		
					C	0.063	-0.737	-0.375		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
23	0-23	0.844	0.481	0.318	A	0.844	0.481	0.318	*	
					B	0.000	-9.000	-9.000		
					C	0.031	-0.740	-0.299		
					D	0.125	-0.307	-0.191		

					Other	0.000	-9.000	-9.000		
24	0-24	0.750	0.568	0.417	A	0.031	0.075	0.030		
					B	0.750	0.568	0.417	*	
					C	0.219	-0.629	-0.449		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
25	0-25	0.719	0.639	0.480	A	0.125	-0.946	-0.589		
					B	0.156	-0.087	-0.057		
					C	0.000	-9.000	-9.000		
					D	0.719	0.639	0.480	*	
					Other	0.000	-9.000	-9.000		
26	0-26	0.844	0.341	0.225	A	0.844	0.341	0.225	*	TIDAK VALID
					B	0.000	-9.000	-9.000		
					C	0.031	-0.740	-0.299		
					D	0.125	-0.143	-0.089		
					Other	0.000	-9.000	-9.000		
27	0-27	0.844	0.988	0.652	A	0.000	-9.000	-9.000		
					B	0.156	-0.988	-0.652		
					C	0.844	0.988	0.652	*	
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
28	0-28	0.844	0.369	0.243	A	0.844	0.369	0.243	*	TIDAK VALID
					B	0.156	-0.369	-0.243		
					C	0.000	-9.000	-9.000		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
29	0-29	0.313	0.702	0.536	A	0.031	-0.213	-0.086		
					B	0.313	0.702	0.536	*	
					C	0.000	-9.000	-9.000		
					D	0.656	-0.634	-0.491		
					Other	0.000	-9.000	-9.000		
30	0-30	0.906	0.853	0.490	A	0.031	-0.356	-0.144		
					B	0.000	-9.000	-9.000		
					C	0.063	-0.957	-0.486		
					D	0.906	0.853	0.490	*	
					Other	0.000	-9.000	-9.000		
31	0-31	0.750	0.982	0.721	A	0.000	-9.000	-9.000		

					B	0.250	-0.982	-0.721		
					C	0.750	0.982	0.721	*	
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
32	0-32	0.750	0.982	0.721	A	0.000	-9.000	-9.000		
					B	0.250	-0.982	-0.721		
					C	0.750	0.982	0.721	*	
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
33	0-33	0.625	0.607	0.476	A	0.156	-0.622	-0.411		
					B	0.125	-0.356	-0.222		
					C	0.625	0.607	0.476	*	
					D	0.094	-0.047	-0.027		
					Other	0.000	-9.000	-9.000		
34	0-34	0.719	0.709	0.532	A	0.125	-0.143	-0.089		
					B	0.125	-0.881	-0.548		
					C	0.719	0.709	0.532	*	
					D	0.031	-0.404	-0.164		
					Other	0.000	-9.000	-9.000		
35	0-35	0.719	0.259	0.195	A	0.719	0.259	0.195	*	TIDAK VALID
					B	0.156	-0.312	-0.206		
					C	0.031	-0.117	-0.047		
					D	0.094	-0.026	-0.015		
					Other	0.000	-9.000	-9.000		
36	0-36	0.906	0.853	0.490	A	0.031	-0.356	-0.144		
					B	0.000	-9.000	-9.000		
					C	0.063	-0.957	-0.486		
					D	0.906	0.853	0.490	*	
					Other	0.000	-9.000	-9.000		
37	0-37	0.719	0.869	0.652	A	0.063	-0.326	-0.165		
					B	0.219	-0.858	-0.613		
					C	0.719	0.869	0.652	*	
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
38	0-38	0.656	0.594	0.460	A	0.219	-0.081	-0.058		
					B	0.031	-0.740	-0.299		
					C	0.656	0.594	0.460	*	
					D	0.094	-0.853	-0.490		

					Other	0.000	-9.000	-9.000		
39	0-39	0.625	-0.113	-0.089	A	0.063	0.195	0.099	?	
					B	0.625	-0.113	-0.089	*	TIDAK
	CHECK THE KEY				C	0.219	0.022	0.016		VALID
	B was specified, A works better				D	0.094	0.074	0.043		
					Other	0.000	-9.000	-9.000		
40	0-40	0.719	0.879	0.660	A	0.188	-0.722	-0.498		
					B	0.719	0.879	0.660	*	
					C	0.094	-0.611	-0.351		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
41	0-41	0.281	0.921	0.691	A	0.156	-0.341	-0.225		
					B	0.281	0.921	0.691	*	
					C	0.531	-0.428	-0.341		
					D	0.031	-0.836	-0.338		
					Other	0.000	-9.000	-9.000		
42	0-42	0.688	1.000	0.767	A	0.188	-0.722	-0.498		
					B	0.688	1.000	0.767	*	
					C	0.125	-0.783	-0.487		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
43	0-43	0.563	0.737	0.586	A	0.031	-0.740	-0.299		
					B	0.000	-9.000	-9.000		
					C	0.406	-0.615	-0.486		
					D	0.563	0.737	0.586	*	
					Other	0.000	-9.000	-9.000		
44	0-44	0.906	0.853	0.490	A	0.031	-0.356	-0.144		
					B	0.000	-9.000	-9.000		
					C	0.063	-0.957	-0.486		
					D	0.906	0.853	0.490	*	
					Other	0.000	-9.000	-9.000		
45	0-45	0.875	0.750	0.467	A	0.031	-0.356	-0.144		
					B	0.031	-0.165	-0.067		
					C	0.063	-0.957	-0.486		
					D	0.875	0.750	0.467	*	
					Other	0.000	-9.000	-9.000		
46	0-46	0.781	0.812	0.580	A	0.031	-0.165	-0.067		

					B	0.781	0.812	0.580	*	
					C	0.031	-0.356	-0.144		
					D	0.156	-0.848	-0.559		
					Other	0.000	-9.000	-9.000		
47	0-47	0.750	0.706	0.518	A	0.750	0.706	0.518	*	
					B	0.156	-0.341	-0.225		
					C	0.063	-0.682	-0.347		
					D	0.031	-0.836	-0.338		
					Other	0.000	-9.000	-9.000		
48	0-48	0.781	0.492	0.351	A	0.094	-0.309	-0.177		
					B	0.781	0.492	0.351	*	
					C	0.063	-0.326	-0.165		
					D	0.063	-0.435	-0.221		
					Other	0.000	-9.000	-9.000		

49	0-49	0.406	0.394	0.311	A	0.250	-0.111	-0.082		
					B	0.406	0.394	0.311	*	
					C	0.156	-0.284	-0.188		
					D	0.188	-0.183	-0.126		
					Other	0.000	-9.000	-9.000		
50	0-50	0.688	1.000	0.767	A	0.188	-0.722	-0.498		
					B	0.000	-9.000	-9.000		
					C	0.125	-0.783	-0.487		
					D	0.688	1.000	0.767	*	
					Other	0.000	-9.000	-9.000		

There were 32 examinees in the data file.	
Scale Statistics Scale: 0	
N of Items	50
N of Examinees	32
Mean	37.438
Variance	85.809
Std. Dev.	9.263
Skew	-0.317

Kurtosis	-1.015
Minimum	20
Maximum	50
Median	39
Alpha	0.924
SEM	2.548
Mean P	0.749
Mean Item-Tot.	0.461
Mean Biserial	0.673

The Descriptive Analysis Result of the Pre-Test Score of the Experimental Group

Pre-Boga 1

N	Valid	32
	Missing	0
Mean		6.8828
Std. Error of Mean		.18648
Median		7.0000
Mode		6.50[a]
Std. Deviation		1.05491
Variance		1.113
Skewness		-.436
Std. Error of Skewness		.414
Kurtosis		-.490
Std. Error of Kurtosis		.809
Range		4.00
Minimum		4.50
Maximum		8.50
Sum		220.25

a. Multiple modes exist. The smallest value is shown

Pre-Boga 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.5	1	3.1	3.1	3.1
	5	1	3.1	3.1	6.2
	5.25	2	6.2	6.2	12.5
	5.75	3	9.4	9.4	21.9
	6.25	1	3.1	3.1	25.0
	6.5	4	12.5	12.5	37.5
	6.75	3	9.4	9.4	46.9
	7	4	12.5	12.5	59.4
	7.25	1	3.1	3.1	62.5
	7.5	4	12.5	12.5	75.0
	7.75	1	3.1	3.1	78.1
	8	2	6.2	6.2	84.4
	8.25	4	12.5	12.5	96.9
	8.5	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Histogram

Mean =6.88
Std. Dev. =1.055
N =32

Pre-Boga 1
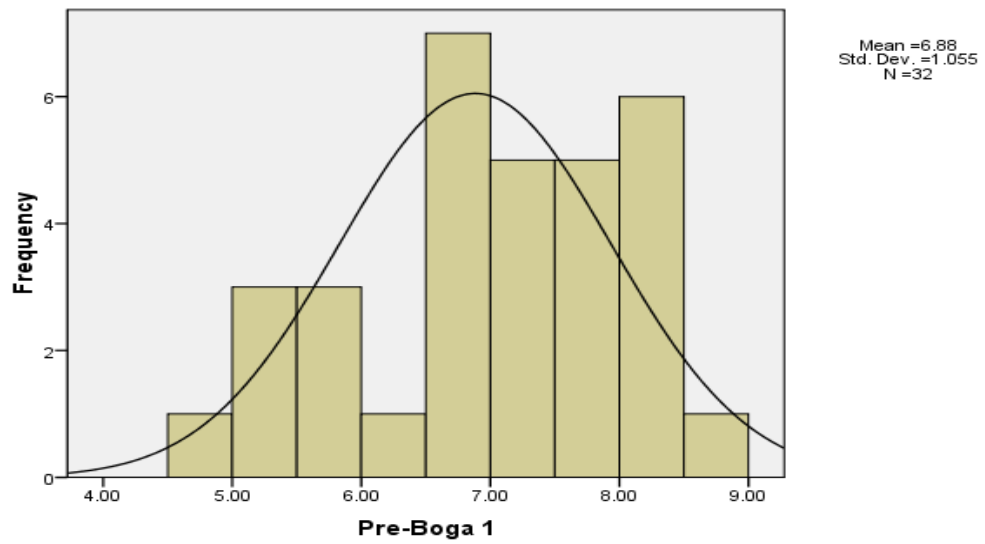
Frequency

The Descriptive Analysis Result of the Post-Test Score of the Experimental Group

Post-Boga 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.5	1	3.1	3.1	3.1
	5.75	1	3.1	3.1	6.2
	6	4	12.5	12.5	18.8
	6.25	1	3.1	3.1	21.9
	6.75	1	3.1	3.1	25.0
	7.25	3	9.4	9.4	34.4
	7.5	5	15.6	15.6	50.0
	7.75	4	12.5	12.5	62.5
	8	4	12.5	12.5	75.0
	8.25	2	6.2	6.2	81.2
	8.5	3	9.4	9.4	90.6
	8.75	1	3.1	3.1	93.8
	9	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

Histogram

Post-Boga 1

Mean =7.48
Std. Dev. =0.98
N =32
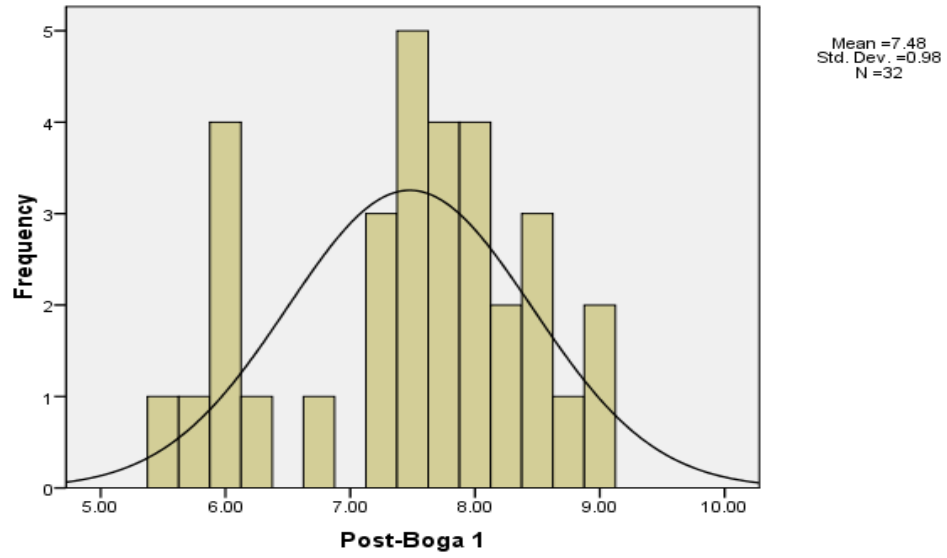
The Descriptive Analysis Result of the Pre-Test Score of the Control Group

Pre-Boga 2

N	Valid	31
	Missing	1
Mean		6.8387
Std. Error of Mean		.22882
Median		7.0000
Mode		7.00[a]
Std. Deviation		1.27402
Variance		1.623
Skewness		-.767
Std. Error of Skewness		.421
Kurtosis		-.099
Std. Error of Kurtosis		.821
Range		4.75
Minimum		4.00
Maximum		8.75
Sum		212.00

a. Multiple modes exist. The smallest value is shown

Pre-Boga 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	3.2	3.2	3.2
	4.25	2	6.5	6.5	9.7
	5.25	2	6.5	6.5	16.1
	5.5	1	3.2	3.2	19.4
	6	2	6.5	6.5	25.8
	6.25	1	3.2	3.2	29.0
	6.5	2	6.5	6.5	35.5
	6.75	2	6.5	6.5	41.9
	7	3	9.7	9.7	51.6
	7.25	3	9.7	9.7	61.3
	7.5	2	6.5	6.5	67.7
	7.75	3	9.7	9.7	77.4
	8	3	9.7	9.7	87.1
	8.25	2	6.5	6.5	93.5
	8.5	1	3.2	3.2	96.8
	8.75	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Histogram

Mean =6.84
Std. Dev. =1.274
N =31
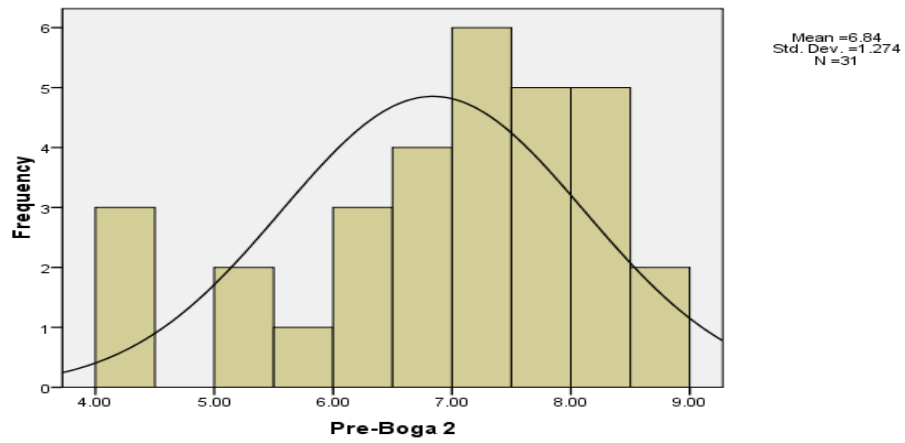
The Descriptive Analysis Result of the Post-Test Score of the Control Group

Post-Boga 2

N	Valid	31
	Missing	1
Mean		6.6774
Std. Error of Mean		.20713
Median		6.7500
Mode		6.00[a]
Std. Deviation		1.15324
Variance		1.330
Skewness		-.685
Std. Error of Skewness		.421
Kurtosis		-.101
Std. Error of Kurtosis		.821
Range		4.50
Minimum		4.00
Maximum		8.50
Sum		207.00

a. Multiple modes exist. The smallest value is shown

Post-Boga 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	3.2	3.2	3.2
	4.25	1	3.2	3.2	6.5
	5	3	9.7	9.7	16.1
	5.75	1	3.2	3.2	19.4
	6	4	12.9	12.9	32.3
	6.5	2	6.5	6.5	38.7
	6.75	4	12.9	12.9	51.6
	7	2	6.5	6.5	58.1
	7.25	4	12.9	12.9	71.0
	7.5	2	6.5	6.5	77.4
	7.75	3	9.7	9.7	87.1
	8	2	6.5	6.5	93.5
	8.25	1	3.2	3.2	96.8
	8.5	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Histogram

Mean =6.68
Std. Dev. =1.153
N =31
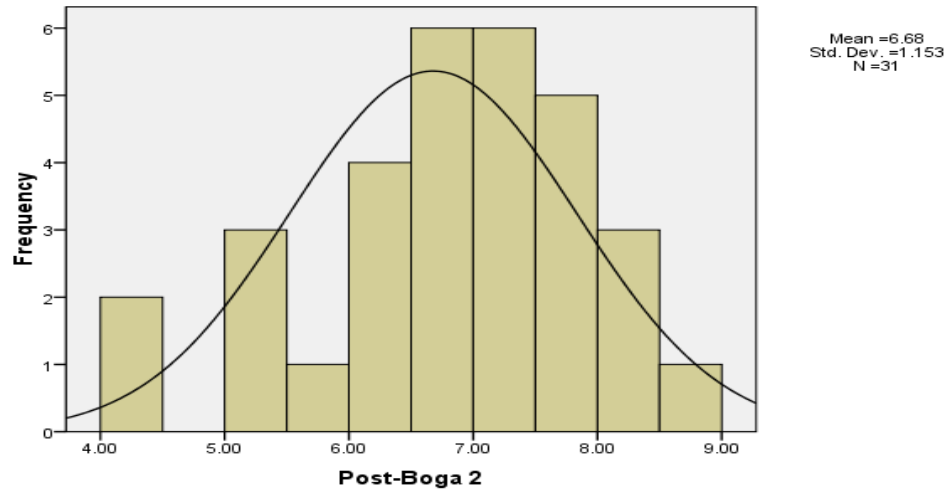
The Result of the Normality Test

One-Sample Kolmogorov-Smirnov Test

		Pre-Boga 1	Post-Boga 1
N		32	32
Normal Parameters[a]	Mean	6.8828	7.4766
	Std. Deviation	1.05491	.98037
Most Extreme Differences	Absolute	.108	.166
	Positive	.077	.121
	Negative	-.108	-.166
Kolmogorov-Smirnov Z		.613	.938
Asymp. Sig. (2-tailed)		.847	.343
a. Test distribution is Normal.			

One-Sample Kolmogorov-Smirnov Test

		Pre-Boga 2	Post-Boga 2
N		31	31
Normal Parameters[a]	Mean	6.8387	6.6774
	Std. Deviation	1.27402	1.15324
Most Extreme Differences	Absolute	.131	.138
	Positive	.076	.088
	Negative	-.131	-.138

		.729	.768
Kolmogorov-Smirnov Z			
Asymp. Sig. (2-tailed)		.662	.596
a. Test distribution is Normal.			

The Result of the Homogeneity Test of Pre-test Score

Between-Subjects Factors

		Value Label	N
Kelompok	1	Boga 1	32
	2	Boga 2	31

Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
.925	1	61	.340

The Result of the Homogeneity Test of Post-test Score

Between-Subjects Factors

		Value Label	N
Kelompok	1	Boga 1	32
	2	Boga 2	31

Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
.817	1	61	.370

\

The Result of the Hypothesis Testing

Between-Subjects Factors

		Value Label	N
Kelompok	1	Boga 1	32
	2	Boga 2	31

Descriptive Statistics

Dependent Variable: Students' Reading Comprehension

Kelompok	Mean	Std. Deviation	N
Boga 1	7.4766	.98037	32
Boga 2	6.6774	1.15324	31
Total	7.0833	1.13415	63

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25.123	10	2.512	5.627	.000
Within Groups	9.375	21	.446		
Total	34.498	31			

APPENDIX D

DOCUMENTATIONS

Pre-Test Experimental Group

Treatment (Pre-questioning Technique)

Post-test Experimental Group

Pre-test Control Group

Treatment (Regular Technique)

Post-test Control Group

APPENDIX E

PERMISSION LETTER

FRM/FBS/32-01
10 Jan 2011

Nomor : ....
Lampiran : ....
Hal : Permohonan Ijin Survey/Obsevasi/Penelitian

Kepada Yth..

Pembantu Dekan I

FBS UNY

Dengan hormat,

Menanggapi surat dari Saudara:

Nama : Etris Riskiawan & Wachira Isnani

No. Mhs. 05202244013 & 07202244144

Jur/Prodi Pendidikan Bahasa Inggris

Lokasi Penelitian SMK N 4 Yogyakarta

Judul Penelitian The Effect of Pre Questioning Technique on Students Reading Comprehension Ability of SMK N 4 Yogyakarta

Tanggal Pelaksanaan: November - Desember 2013

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin Survey/Obsevasi/Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami
Ketua Jurusan
Pendidikan Bahasa Inggris

Samsul Maarif, M.A.
NIP19630423 197903 1 004

SURAT KETERANGAN
Nomor : 070/073

Yang bertanda tangan di bawah ini :

Nama	: Drs. SENTOT HARGIARDI, M.M.
NIP	: 19600819 198603 1 010
Jabatan	: Kepala Sekolah
Pangkat, Gol	: Pembina, IV/a
Unit Kerja	: SMK Negeri 4 Yogyakarta

Menerangkan bahwa Mahasiswa :

Nama	: Etris Riskiawan
NIM	: 05202244013
Jurusan	: Pendidikan Bahasa Inggris
Kampus / Lembaga	: Universitas Negeri Yogyakarta

Telah melaksanakan penelitian (Uji Validitas) di SMK Negeri 4 Yogyakarta, dengan judul :
" THE EFFECT OF PRE - QUESTIONING TECHNIQUE ON STUDENT ' READING COMPREHENSION ABILITY OF SMK NEGERI 4 YOGYAKARTA ".

Demikian surat keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Yogyakarta, 15 Januari 2014
Kepala

Drs. SENTOT HARGIARDI, M.M.
NIP 19600819 198603 1 010

SEGORO AMARTO
SEMANGAT GOTONG ROYONG AGAWE MAJUNE NGAYOGYAKARTA
KEMANDIRIAN – KEDISIPLINAN – KEPEDULIAN - KEBERSAMAAN