

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Description of The Research Location

a. Brief History of Junior High School 23 Banjarmasin

According to administration staff, document and the head of Junior High School 23 Banjarmasin, the school is located on Jl. Harmoni Komp. Bumi Raya Permai I RT. 31 No.37 Pekapuran Raya, Banjarmasin Timur, Banjarmasin, south Kalimantan, the school was firstly built 1993/1994 with accreditation "A". The first Headmistress was Rahmi Liem (1994-2002), the second one was Drs. H. Zainuddin Berkati, MM (2002-2008), the third one was H. Suhan S.Pd. M. M.Pd (2008-2014) and now is Drs. H. Maswedan Noor MM who has been working since February 22nd 2014 until now.

Junior high school 23 Banjarmasin is located quite far from the main road, A. Yani Street, so, the environment isn't too noisy to do teaching learning process and it's good for the students because it's safer for them to go to school or when they want to go home after school. The location of Junior High School 23 Banjarmasin is as follows:

- 1) In the West : it borders on small alley
- 2) In the East : It borders on small alley

3) In the north : it borders on small alley

4) In the South : it borders on the citizen houses

b. School Facilities of Junior High School 23 Banjarmasin

Junior High School 23 Banjarmasin has facilities for supporting teaching and learning process such as two white boards for each class from seventh until ninth grader, Language Laboratory, Science Laboratory and etc. The head master and all the staff of Junior High School 23 Banjarmasin always try their best to get good facilities for the students to help them having the teaching learning process in the best condition and facilities. For more detail information about the school facilities of Junior High School 23 Banjarmasin can be seen in the appendix.

c. Description about Teachers, Administration Staff and Students Population of Junior High School 23 Banjarmasin academic year 2014/2015

1. Teachers

Junior High School 23 Banjarmasin has 35 teacher and 5 administration staffs. 30 teachers are civil servants and the rest five are honorer. 27 teachers are bachelor degree and there are 3 teachers who are in their master degree.

There are two English teachers in Junior High School 23 Banjarmasin. The one who teaches VII grade is MR. Yusuf, S.Pd.

2. Students

The numbers of students at Madrasah AliyahNurul Islam Kurau Academic year 201/2015 are 756 students which consist of 324 boys and 232 girls. Seventh grade students is 250 students who take place in 7 rooms. Eight grade students is 250 students who take place in 6 rooms. Ninth grade students are 278 students who take place in 9 rooms.

2. Data Presentation

This subchapter presents the data that have been collected in the research. The presentation covers primary data about the effectiveness of using pre-questioning on reading comprehension achievement on seventh grade students at Junior High School 23 Banjarmasin academic year 2014/2015

a. The data about reading comprehension achievement of control class and experimental class before the treatment (Pre-Test)

To know the students' reading comprehension achievement before the writer applies his research, the writer gives written test for the students in experiment class and control class in understanding the text on Wednesday, Desember2nd2014 at Junior High School 23 Banjarmasin, it was done for 30 minutes to answer 5 multiple choice questions.

The result of the pre-test of control class and experimental class on the seventh grade students at Junior High School 23 Banjarmasin can be seen in the following tables:

Table 4.1 The control class pre-test result of reading comprehension achievement

No	Name	Score
1	A	80
2	B	80
3	C	80
4	D	80
5	E	80
6	F	80
7	G	100
8	H	100
9	I	80
10	J	60
11	K	80
12	L	80
13	M	80
14	N	60
15	O	80
16	P	80
17	Q	60
18	R	80
19	S	60
20	T	80
21	U	100
22	V	80

23	W	60
24	X	60
25	Y	60
26	Z	80
27	A1	80
28	A2	100
29	A3	60
30	A4	80
31	A5	80
32	A6	100
33	A7	80
		2580

To know the students in control class reading comprehension achievement mean before the writer apply his research at the seventh grade students of Junior High School Banjarmasin, the writer uses the counting of mean score as follow:

$$M_{x_1} = \frac{\sum x}{N}$$

$$M_{x_1} = \frac{2580}{33}$$

$$M_{x_1} = 78.18182$$

Based on the pre-test result, it can be seen that students' reading comprehension achievement of control class at the seventh

grade student of Junior High School 23 Banjarmasin can be concluded in good category.

Table 4.2 The experimental class pre-test result of reading comprehension achievement

No	Name	Score
1	AA	100
2	BB	80
3	CC	100
4	DD	100
5	EE	80
6	FF	100
7	GG	80
8	HH	60
9	II	100
10	JJ	60
11	KK	80
12	LL	100
13	MM	80
14	NN	100
15	OO	100
16	PP	80
17	QQ	80
18	RR	80
19	SS	80
20	TT	80

21	UU	80
22	VV	80
23	WW	60
24	XX	100
25	YY	60
26	ZZ	60
27	AA1	100
28	BB1	100
29	CC1	100
30	DD1	100
31	EE1	80
32	FF1	100
33	GG1	80
34	HH1	80
35	II1	60
36	JJ1	100
		3.060

To know the experimental class students' reading comprehension achievement before the writer apply the research, the writer uses the counting of mean score as follow:

$$M_{x_2} = \frac{\sum x}{N}$$

$$M_{x_2} = \frac{3.060}{36}$$

$M_{x_2} = 85$

Based on the pre-test result, it can be seen that students' reading comprehension achievement of control class at the seventh grade student of Junior High School 23 Banjarmasin can be concluded in excellent category.

b. The post-test data of students in experimental class and in control class

After doing pre-test to know about students of control and experimental class reading comprehension achievement, in the next meeting the writer ask the teacher to use pre-questioning in teaching the students in experimental class about reading skill which using text as the material and without using pre-questioning in control class.

The detail of observation process which the writer has done can be seen from the teaching learning process as followed:

1) Pre Activity

In pre activity, the teacher opened the class by greeting to the students; ask the students condition and checking their attendance by asking the students who was absent on that day, then the teacher prepares the text.

Here is the different between control class and experimental class. For experimental class, the teacher starts with some questions related to the text, but it was not fully connected. It's just some questions provided by the teacher to build the students schemata and interest about the text the teacher would give to

them. But for control class, there is no any question before the teacher gives the text to the students. The teacher just directly gives the students the texts and asked them to observe it and then answer it.

2) While Activity

In the while Activity, the teacher gave the students a text. The teacher asked the students to watch and observe the text. Then the teacher asked the students to read the text for about ten minutes. After all the students finished reading the text, the teacher gave them 5 multiple choice questions related to the text and asked them to answer it. After all the students finished answering the questions, for experimental class, the teacher once again asked the class some questions provided before to gain the students schemata and interest about the next text the teacher would give and once again too, there is no any question in control class. Like the first one, after some questions finally given, the teacher distributed the text and again all the students read and observe it. Then the teacher gave them 5 questions related to the text and they should answer it. After they submitted their work, then the teacher asked them about the text to confirm whether they have gotten it or not. Here the teacher gave the students chance to tell about the text and after the teacher made some corrections if the students have made some errors in analysing the text, the teacher explained about the text.

3) Post Activity

Based on the writer's observation, the writer saw the activities that has done by teacher, before the class ended, the teacher asked students to remember the lesson that they have learn before, the teacher asked them to close their books, and asked the students about the text. And then the students answered the questions from the teacher.

Then, the teacher asked the students to conclude their lesson that they have learned. After that the teacher gave homework based on the lesson materials. At the end of teaching and learning process, the teacher reviewed and summarized the lesson briefly, and gave the students opportunity to ask questions related to the material and the teacher answered the questions, after that the teacher closed the lesson.

Table 4.3 The experimental class students' post-test result of reading comprehension

No	Name	Text I	Text II	Score
1	AA	100	100	100
2	BB	100	100	100
3	CC	100	100	100
4	DD	100	100	100
5	EE	100	100	100

6	FF	100	100	100
7	GG	60	60	60
8	HH	100	100	100
9	II	100	80	90
10	JJ	100	100	100
11	KK	100	100	100
12	LL	80	100	90
13	MM	100	100	100
14	NN	100	100	100
15	OO	100	100	100
16	PP	60	80	70
17	QQ	100	100	100
18	RR	100	100	100
19	SS	80	80	80
20	TT	100	100	100
21	UU	100	100	100
22	VV	100	100	100
23	WW	100	100	100
24	XX	100	100	100
25	YY	100	100	100
26	ZZ	100	100	100
27	AA1	100	100	100
28	BB1	100	100	100
29	CC1	40	80	60

30	DD1	100	100	100
31	EE1	100	100	100
32	FF1	100	80	90
33	GG1	100	100	100
34	HH1	100	100	100
35	II1	100	100	100
36	JJ1	100	100	100
				3440

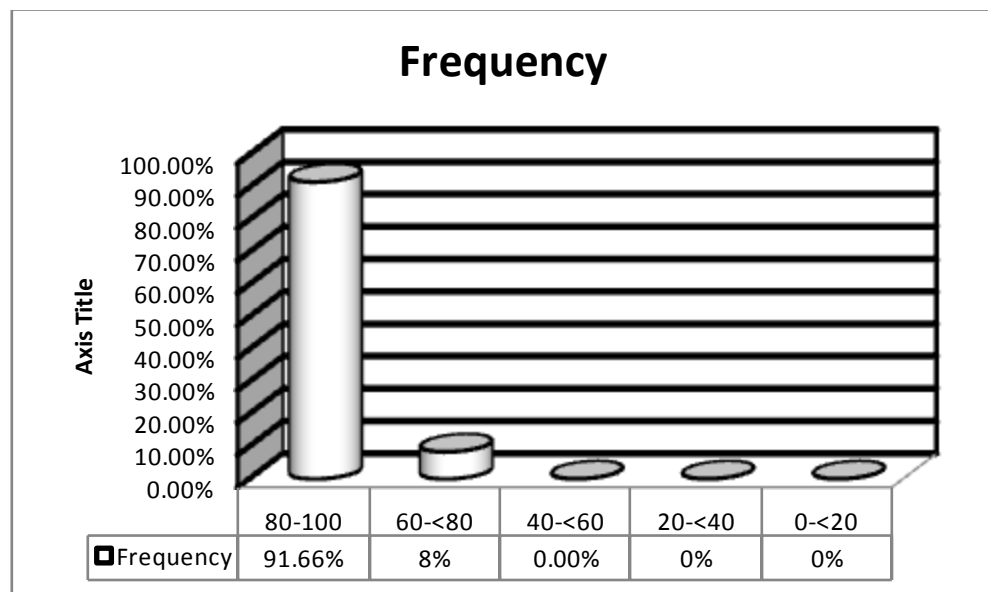
The table above shows the score of experimental class of the seventh grade students of Junior High School 23 Banjarmasin. The highest score is 100, while the lowest score is 60. Then, the accumulated score is 3440.

Table 4.4 Thepercentage of experimental class students' post-testresult.

No	Score	Frequency	Percentage (%)	Category
1.	80-100	33	91.66	Excellent
2.	60-<80	3	8.33%	Good
3.	40-<60	0	0%	Sufficent
4.	20-<40	0	0%	Low
5.	0-<20	0	0%	Poor
Total		22	100%	

From the table above, it can be seen that there is no students (0%) whose score are around 0-<20 that classified in poor category. There is no students (0%) whose score are around 20-<40 that classified in low category. There is no students (0%) whose score are around 50-<60 that classified in sufficient category. There are 3 students (8.33%) whose score are around 60-<80 that classified in good category. The rest of the students' (91.66%) score are around 80-100 that classified in excellent category.

Diagram The Chart Frequency of the experimental class Students' post test result



To know the experimental class students' reading comprehension achievement, the writer uses the counting of mean score as follows:

$$M_{x_1} = \frac{\sum x}{N}$$

$$M_{x_1} = \frac{3440}{39}$$

$$M_{x_1} = 95.55$$

So, the experimental class students' reading comprehension achievement of seventh grade of Junior High School 23 Banjarmasin can be concluded in excellent category.

Table 4.5 The control class students' post-test result.

No	Name	Text I	Text II	Score
1	A	60	60	60
2	B	100	100	100
3	C	80	100	90
4	D	100	80	90
5	E	60	80	70
6	F	80	100	90
7	G	100	100	100
8	H	80	60	70
9	I	100	100	100
10	J	100	60	80
11	K	100	80	90
12	L	100	100	100
13	M	100	100	100
14	N	80	80	80
15	O	100	60	80

16	P	100	100	100
17	Q	80	80	80
18	R	100	100	100
19	S	80	100	90
20	T	20	80	50
21	U	100	100	100
22	V	100	100	100
23	W	100	100	100
24	X	60	80	70
25	Y	60	80	70
26	Z	80	100	90
27	A1	100	100	100
28	B1	100	80	90
29	C1	100	100	100
30	D1	100	80	90
31	E1	80	100	90
32	F1	100	80	90
33	G1	100	60	80
				2890

The table above shows the score of control class of the seventh grade students of Junior High School 23 Banjarmasin. The

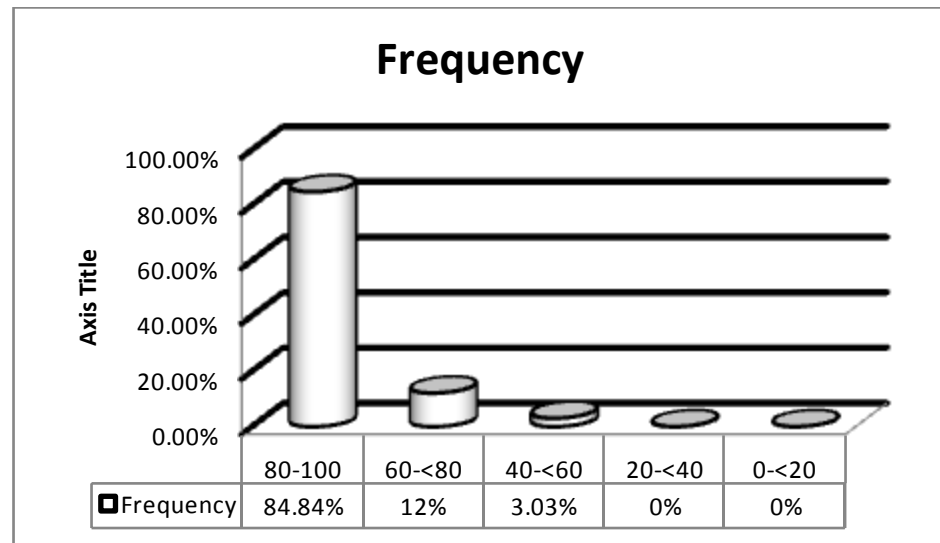
highest score is 100 and the lowest score is 50. Then, the accumulated score is 2890.

Table 4.6 The percentage of control class students' post-test result.

No	Score	Frequency	Percentage (%)	Category
1.	80-100	28	84.84%	Excellent
2.	60-<80	4	12.12%	Good
3.	40-<60	1	3.03%	Sufficient
4.	20-<40	0	0	Low
5.	0-<20	0	0	Poor
Total		22	100%	

Based on the table above, it can be seen that there is no students (0%) whose score are around 0-<20 that classified in poor category. There is no students (0%) whose score are around 20-<40 that classified in low category. There are 1 students (3.03%) whose score are around 40-<60 that classified in sufficient category. There are 4 students (12.12%) whose score are around 60-<80 that classified in good category. The rest of students' (84.84%) score are around 80-100 that classified in excellent category.

Diagram 4.2 The Chart Frequency of the control class Students' post-test.



To know the control class students' reading comprehension achievement, the writer uses the counting of mean score as follows:

$$M_{x_1} = \frac{\sum x}{N}$$

$$M_{x_1} = \frac{2890}{33}$$

$$M_{x_1} = 87.57$$

So, the students' reading comprehension achievement for control class at the seventh grade students of Junior High School 23 Banjarmasin can be concluded in good category.

B. Discussion

To know the effectiveness of using pre-questioning in teaching reading, the writer use comparative study between the experimental class which using pre-questioning and control class which without using pre-questioning, the writer uses "t-test". After all the collected data have been

processed, the writer analyzes them and makes conclusion by using the “t-test” formula.

1. Based on the result of the test in appendix, the writer calculates the mean formula of each major student. To keep the subject identity, the writer just uses number for identifying the subject.

$$M_1 = \frac{\sum x}{N} = \frac{3440}{36} = 95.5556$$

$$M_2 = \frac{\sum x}{N} = \frac{2890}{33} = 87.57576$$

M_1 = Calculating mean of experiment class

M_2 = Calculating mean of control class

2. The writer counts standard deviation of each major by using formula:

$$\begin{aligned} SD_1 &= \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{4088.889}{36}} = \sqrt{113.5802} \\ &= 10.657401184153667769816798998364 \end{aligned}$$

$$\begin{aligned} SD_2 &= \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{5606.061}{33}} = \sqrt{169.8806} \\ &= 13.033825225159343067106940195562 \end{aligned}$$

SD_1 = Standard deviation of experiment class for valid data

SD_2 = Standard deviation of control class for valid data

3. The writer counts standard error of each major by using formula:

$$SEM_1 = \frac{SD}{\sqrt{N-1}}$$

$$\begin{aligned}
&= \frac{10.6574011 \ 8415366776 \ 9816798998 \ 364}{\sqrt{36-1}} \\
&= \frac{10.6574011 \ 8415366776 \ 9816798998 \ 364}{\sqrt{35}} \\
&= \frac{10.657401184153667769816798998364}{5.9160797830996160425673282915616} \\
&= 1.8014295910272406282379888250657 \\
&= 1.8014
\end{aligned}$$

$$\begin{aligned}
SEM_2 &= \frac{SD}{\sqrt{N-1}} \\
&= \frac{13.0338252 \ 2515934306 \ 7106940195 \ 562}{\sqrt{33-1}} \\
&= \frac{13.0338252 \ 2515934306 \ 7106940195 \ 562}{\sqrt{32}} \\
&= \frac{13.033825225159343067106940195562}{5.6568542494923801952067548968388} \\
&= 2.30407655037761279370852194292 \\
&= 2.3040
\end{aligned}$$

SEM_1 = Standard error of mean in experiment class to make the data valid

SEM_2 = Standard error of mean in control class to make the data valid

4. The writer counts standard error from both subject by using formula:

$$\begin{aligned}
SEM_1 - M_2 &= \sqrt{SEM_1^2 + SEM_2^2} \\
&= \sqrt{1.8014^2 + 2.3040^2} \\
&= \sqrt{3.24504196 + 5.308416}
\end{aligned}$$

$$\begin{aligned}
&= \sqrt{8.55345796} \\
&= 2.9246295423523301338306497002476 \\
&= 2.9246
\end{aligned}$$

5. The writer counts t-test by using formula:

$$\begin{aligned}
T_{\text{test}} &= \frac{M_1 - M_2}{SE_{M_1 - M_2}} \\
&= \frac{95.55556 - 87.57576}{2.9246} \\
&= \frac{7.9798}{2.9246} \\
&= 2.7285
\end{aligned}$$

After having the t-test score, look at the t table by counting the degree of freedom.

$$\begin{aligned}
T \text{ table} &= (N_1 + N_2) - 2 \\
&= (36 + 233) - 2 = 67
\end{aligned}$$

Df = Degree of freedom to know every position

After the writer finds the df (degree of freedom), which is 67, the writer uses the nearest df in table, that is df at. The table is put in appendix.

6. The writer makes a conclusion

Thus, t table (5% = 2.00) < t_{test} (2.72) > t table (1% = 2.65). It shows that t test is higher than t table 5% and 1%. Ho (Zero Hypothesis) is rejected and HA (Alternative Hypothesis) is accepted.

By the result, the writer concludes that H_0 is accepted. There is a significant difference in reading comprehension achievement of control class and experimental class of seventh grade students at Junior High School 23 Banjarmasin. The findings of this research support the theories and give English teachers more evidence that the application of pre-questioning in teaching reading can improve students' reading comprehension achievement because the students are interested in learning the text because of questions given by the teacher before the students get the text can build the schemata and interest well. Therefore, the students in experimental class can get better understanding about the text since they have their own perspective already before they read the text. As a result, they can answer the questions related to the text well. Different with control class, the learners read the text without having anything in their mind. They read the text without feeling curiosity. They don't have any interest to read the text. Therefore, when they have to answer the questions related to the text, they only answer with their little understanding about the text. It makes them a little harder in answering those questions.

In teaching reading skill by using pre-questioning, it is really good way to fulfill several different functions such as the teacher can give immediate feedback about students' comprehension and also, the questions from the teacher can provide an opportunity for the students

to find out what they think. They can discover what their own opinions and reactions are. This self-discovery can be very useful in pre-reading activity.

From the explanation above, it can be understood that English reading lesson by using pre-questioning can improve students' reading comprehension achievement. Therefore, the usage of pre-questioning is one way that can be chosen by teacher to increase the students' reading comprehension achievement.