THE EFFECT OF PREVIEWING AS PRE-READING ACTIVITY TO IMPROVE STUDENTS' READING COMPREHENSION OF THE SECOND GRADE STUDENTS AT SMP NEGERI 23 MAKASSAR

SKRIPSI

By

OKSELLIA WIDYASTUTI PONA
NIM 4512101131

ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY "45" MAKASSAR
2014

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Submitted in Partial Fulfillment of the Requirements
For the Sarjana Degree (S.Pd.)

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OKSELLIA WIDYASTUTI PONA
NIM 4512101131

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*The Effect of Previewing as Pre-reading Activity to Improve Students Reading Comprehension of the Second Grade Students at SMP Negeri 23 Makassar* " beserta seluruh isinya adalah benar–benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 16 September 2014

Yang membuat pernyataan,

Oksellia Widyastuti Pona.

SKRIPSI

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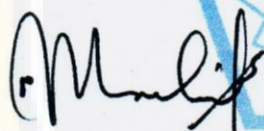
Arranged and Submitted by

OKSELLIA WIDYASTUTI PONA
NIM 4512101131

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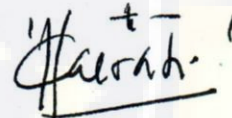September 16th , 2014

Approved by:

Supervisor I,   Supervisor II,

Dra. Dahlia D. Moelier, M.Hum.   Dra. Nurhaerati
NIDN. 0912096701   NIDN. 0908086202

Known by:

Dean   Head
Faculty Teacher Training and Education,   English Education Department,

Prof. Dr. Muhammad Yunus, M.Pd.   Rampeng, S.Pd, M.Pd.
NIP. 196212311989031030   NIK. D. 450335

ABSTRACT

Oksellia Widyastuti Pona "*The Effect of Previewing as Pre-reading Activity to Improve Students Reading Comprehension of the Second Grade Students at SMP Negeri 23 Makassar".* Skripsi, Program Studi Pendidikan Bahasa Inggris, dibimbing oleh Dra. Dahlia D. Moelier, M.Hum., dan Dra. Nurhaerati.

Tujuan penelitian ini adalah untuk mengetahui efektivitas penerapan *Pre-reading Activities* dalam meningkatkan kemampuan membaca dan memotivasi siswa untuk membaca. Metode yang digunakan dalam penelitian ini adalah metode pre–experimental dengan satu kelompok *pre-test* dan *post-test* yang dilakukan pada siswa SMPN 23 Makassar kelas VIII yang berjumlah 160 siswa yang tersebar ke dalam empat kelas. Penelitian ini menggunakan teknik random sampling dengan memilih kelas VIII-4 yang berjumlah 30 siswa sebagai sampel penelitian.

Data diperoleh melalui pemberian *pre-test* dan *post-test* dengan menggunakan instrumen berupa tes pilihan ganda yang berjumlah 20 nomor. *Pre-test* digunakan untuk mengetahui kemampuan membaca siswa sebelum perlakuan, dan *post-test* diberikan setelah perlakuan. Analisis data penelitian menggunakan rumus statistik uji-t (t-test).

Hasil penelitian ini menunjukkan bahwa penerapan *pre-reading activities* dapat meningkatkan kemampuan membaca siswa SMPN 23 Makassar. Hal ini dapat dibuktikan dengan perolehan nilai rata-rata *pre-test* 68.3 lebih rendah dari nilai rata-rata pada *post-test* 82.2. Data hasil nilai uji-t juga menunjukkan bahwa nilai uji-t adalah 7.172 lebih besar dari t-table (2.045) pada tingkat significant (p) = 0,05 dan derajat kebebasan (df) = 29. Hasil penelitian menunjukkan bahwa penerapan *pre-reading activities* yang diujicobakan di SMPN 23 Makassar ternyata cukup berhasil. Hal ini dapat dilihat dengan meningkatnya kemampuan membaca siswa yang semula rendah menjadi lebih baik.

Keywords: pre-reading activity, reading, reading comprehension.

ACKNOWLEDGMENT

Praised be to Jesus Christ who has endowed so love and always protects every step of her life, finally the writer can finish writing this skripsi well.

During the writing of this skripsi the writer received much support from a number of persons, without them this writing has never completed. For that reason deeples appreciation is addressed to;Dra. Dahlia D. Moelier, M.Hum as the first supervisor, and Dra. Nurhaerati as the second supervisor for their guidance and corrections.

The writer would like say thank to Prof. Dr. Muhammad Yunus, M.Pd. as the Dean of Faculty of Teacher Training and Education University Bosowa 45 and Rampeng, S.Pd, M.Pd as Head of English Education Department and also to the team of examiners; Dra. Hj. Hanyah Haneng, M.Si and Hj. St. Haliah Batau, S.S., M.Hum who had given useful comment, criticism, suggestion, and advice for the improvement of this study. The writer would like to extend her gratefulness to all lecturers of the English Education Department who helped her to increase her knowledge and to give the best service during her study in this university and also to all of the staffs for their services.

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Thanks to K'Ani, K'Harni, Bayu, Anti, Wahyuni, Opik, Sutra, Dave, Arling, Muthia, Muli, Ochy, Unhy, Sri and Aqil for significant contribution and togetherness many things to the writer and also for all friends whose can't be mentioned one by one. She does not forget to all students of SMPN 23 Makassar to partisipated in this research.

The writer believes that this skripsi is still far from perfection. For this reason, the writer really respects the reader's constructive critics and valuable suggestions in improving this skripsi.

Finally, May God bless us always, Amien.

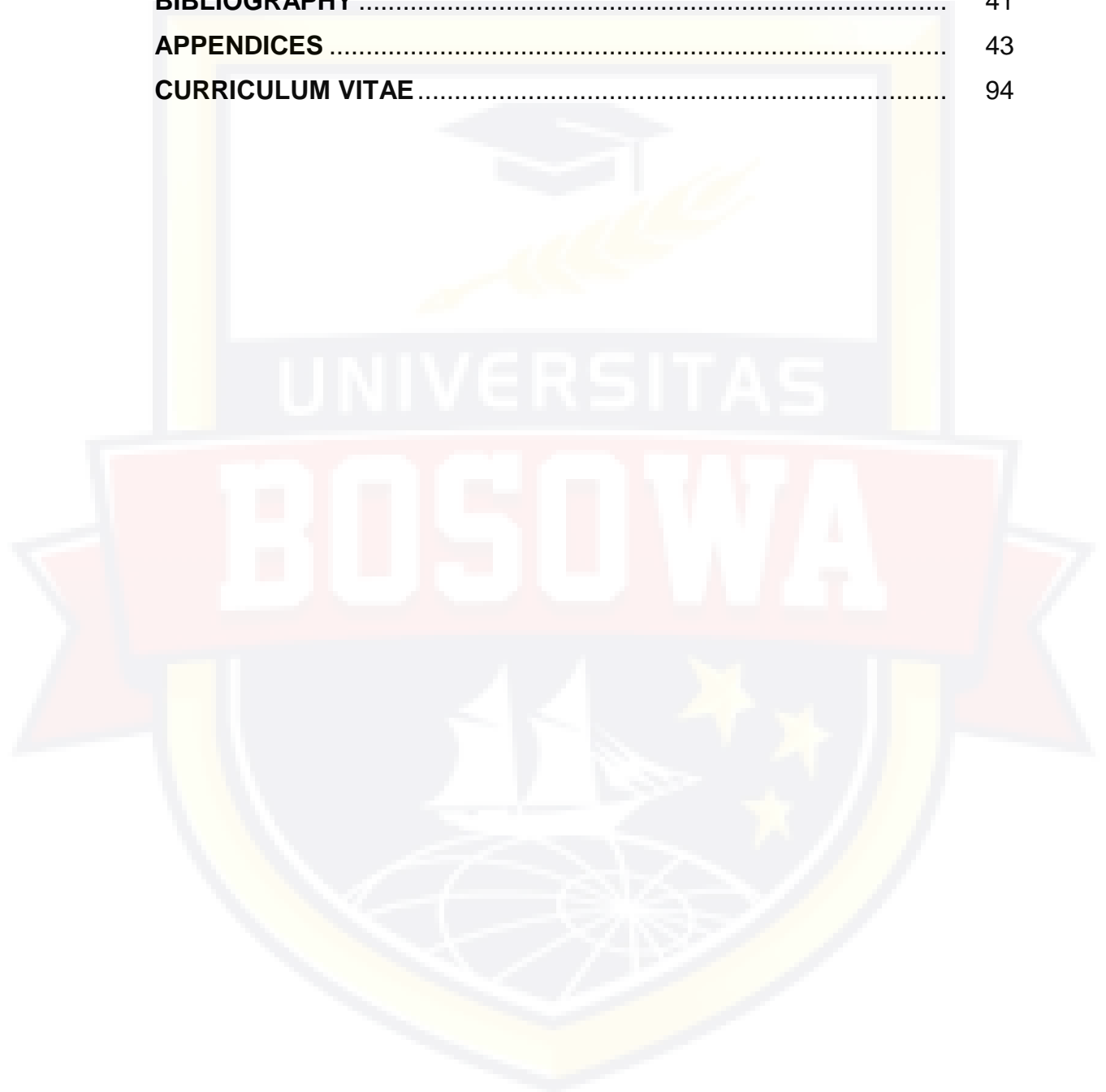Makassar, 16 September 2014
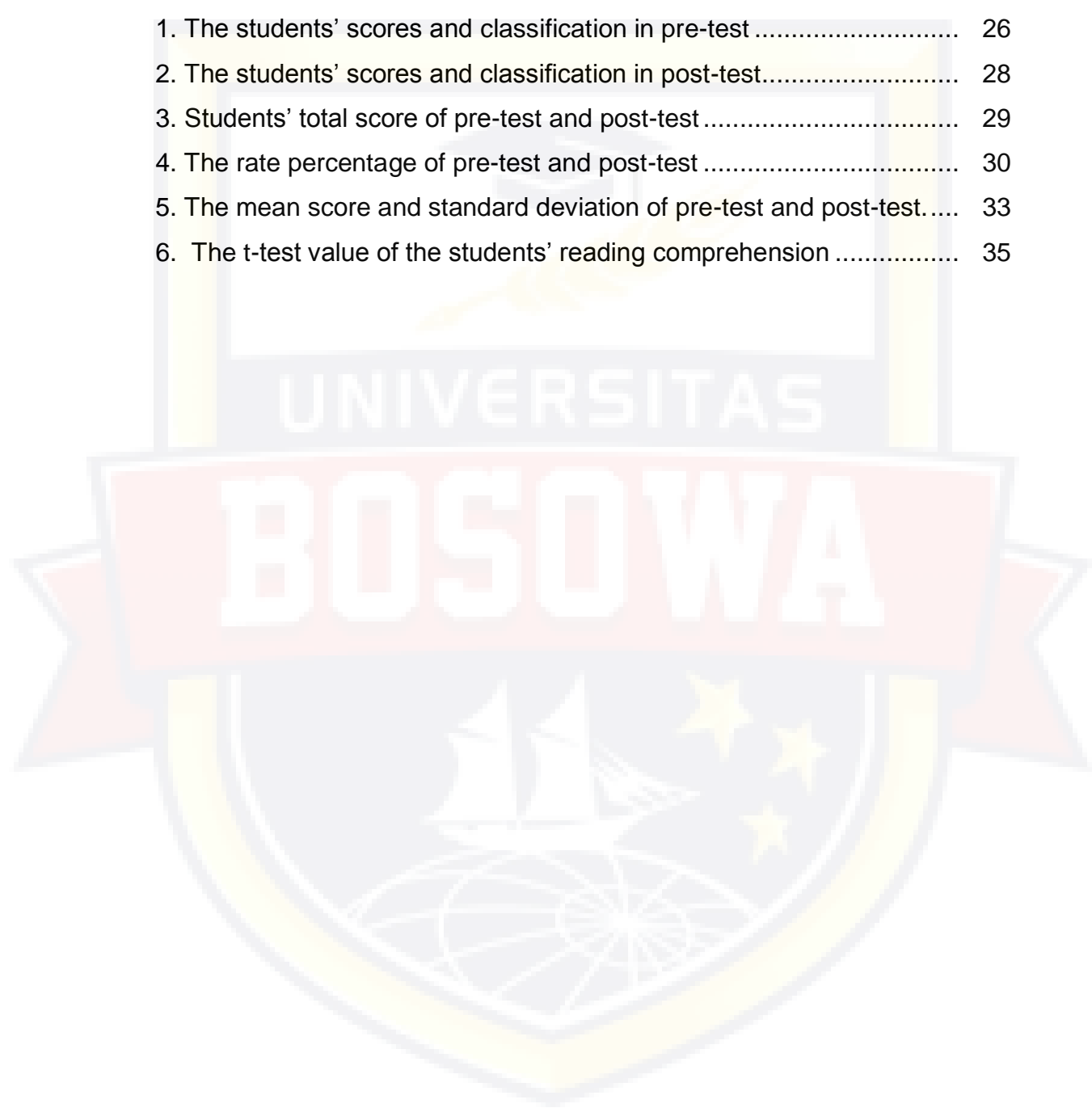
Oksellia Widyastuti Pona

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CHAPTER I

INTRODUCTION

This chapter consists of some sections, namely, Background, Problem statements, Objective of the research, and Significance of the research.

A. Background

English language is an international language in every part of this life now adays, such as science, news, theory, philosophy, and many others. The information about those are written in English, so that it can be learned by people from other countries because English has chosen as international language.

Being able to read in English is very important, because there are many books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily life. We read many kinds of written materials from newspaper, magazine, also academic books written in English.

There are two main reasons for reading :

1. Reading for pleasure.

2. Reading for information. (Grellet,1986: 4)

Through reading we can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form would given a great deal of advantages in our life.

Reading becomes the main aim of language learning, which is including as a skill and a part in the learning process. Its purposes are to enable students to read and understand the text materials correctly.

Reading is the essential skill in order to mastered foreign language. If the students read the text in their own language it is not really difficult for them to read it. But when they read it in a foreign language they would found the difficulties in reading.

According to Badrawi (1992:18), there are several factors effect students ability to learn reading :

1. Conceptual development based on external and internal stimuli.

2. Experimental background.

3. Language competency.

Reading comprehension is not only on the pronouncing or loud reading, but also on the understanding reading taken in consideration, as said by Nuttal :

> *"It is unlike that you were interested in the pronounciation of what you read except in a tiny minority of cases, it is even likely that you were interested in grammatical structures used. You read because you want to get something from the writing: fact, ideas, enjoyment, even feelings or family community (from a letter): whatever you want to get the message that the writer had expressed."* (Nuttal, 1982:3)

One characteristic of good readers that has been noted in the literature is that they are able to make predictions about the text they read while they are reading it. In the reading there is a pre-reading stage which would helped the students easily understand the text. The pre-reading stage is a phase before the students are given the reading text. The teacher usually brainstorms or arises students attention about the text. In the pre-reading stage, the teacher would encouraged the students to activate their background knowledge with the theme they learn.

Students often have lack of vocabulary or do not have enough vocabulary in their schemata to read the text so it makes them confused and they do not understand. Pre-reading activity can build their vocabulary and at the same time, it would helped them in reading comprehension. So, by having this kind activity the students would be more active in reading, the reading lesson would be more interesting and later on would improved their achievement on reading comprehension.

Based on the statement above, the writer choosed the title **"The Effect of Previewing as Pre-reading Activity to Improve Students Reading Comprehension of the Second Grade Students at SMP Negeri 23 Makassar"**.

B. Problem Statements

Based on the background above, the writer formulates the problem statement as :

Does student's reading comprehension of SMP Negeri 23 Makassar improve by applying pre-reading activities?

C. The Objective of the research

With reference from the problem statement above, the objective of the research wants to know whether student's reading comprehension of SMP Negeri 23 Makassar improves by applying pre- reading activities or not.

D. The Significance of the research.

This research aims to give an alternative way for English researcher in teaching reading not only in motivating their students' to reading English text but also in improving students' reading comprehension. It is also helpful for students' to enjoy their subject because they are not forced by the researcher. It also may help all the readers in understanding what they are going to read and how they are interpreting what are the text talking about.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some sections, namely, Reading, Pre-Reading, Reading Comprehension, Effect, Hypothesis, and Theoretical Framework.

A. Reading

Reading which is one of the major avenues of communication, is an essential skill for English as a second or a foreign language; and reading is the most important skill to be mastered. With strengthened reading skills, readers would made greater progress and attain greater development in all academic area.

Reading is an active fluent process which involves the reader and the reading material in building meaning. It involves skill, thinking, but considered in its broader sense it affects the entire personality.

Reading involves two processes, the reader is helped to establish what the writer of the reading material has said and he or she must follow what the writer meant.

1. Definition of Reading

Most people see reading as a simple process with the reader processing each letter in turn, producing the appropriate sounds, and forming words (Allington, 1990:15).Reading is an active process in

which reader shift between source of information (what they know and what the text says), elaborate meaning and strategies check their interpretation (revising when appropriate), and use the social context to focus their response (Groundund, 1985: 4).

But reading is not just a mechanical process of word-calling or "decoding"; simply saying words or recognizing them in silent reading does not constitute reading (Petty and Jensen, 1980:216). Rather, reading requires the use of all individual's capabilities in deriving meaning from printed material. This is the point of reading from the beginning.

Next reading is creativity, meaning that the creativity reader brings to the material skill of comparison and synthesis the ability to use new relationship and arrive at devinitely conclusion (Bolgar, 1998:10).

2. Types of Reading Skills

According to Kenneth Beare in Satrina (2011 : 23), there are four easily identifiable skills in reading : skimming, scanning, intensive reading, and extensive reading.

a. Skimming

Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, looking for important information. Use skimming to quickly get up to speed

on a current business situation. It's not essential to understand each word when skimming.

Examples of Skimming:

1) The newspaper (quickly to get the general news of the day)

2) Magazines (quickly to discover which articles you would like to read in more detail)

3) Business and Travel Brochures (quickly to get informed)

b. Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of imformation you need. Use scanning on schedules, meeting plans, etc. In order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning.

Examples of scanning:

1) The 'What's on TV' section of your newspaper.

2) A train / airplane schedule

3) A conference guide

c. Intensive Reading

Intensive reading is used on shorter texts in order to extract specific information. It schedules very close accurate reading for detail. Use intensive reading skills to grasp the details of a

specific situation. In this case, it is important that you understand each word, number or fact.

Examples of Intensive Reading:

1) A bookkeeping report

2) An insurance claim

3) A contract

3. Parts of Reading Activities

In contemporary practice, a reading lesson is usually divided into three parts : the pre-reading, while reading, and post reading stages, each of which has its own particular aims and procedure.

Pre Reading stage is used to mobilize existing knowledge. According to Tudor (1990), pre-reading is the term used to refer to the range of pedagogical techniques in which learners are involved before their main processing of a target text is performed. These activities are designed to help them process this text in a more meaningful way. Ajideh (2003) points out that pre-reading activities could also serve to motivate students to read and to gain the requisite information to answer the question. Being motivated is one of the most important factors that can help students in the process of reading.

In the pre-Reading phases, before learners begin to read the text, the teacher needs to perform various activities to help activate students' schemata. Ajideh (2003) classifies the common pre-reading

activities used to activate appropriate knowledge that students lacks as:

► Previewing

Previewing is another pre-reading activity likely to be appropriate for situations in which texts are difficult and may contain culturally unfamiliar material. Previews are introductory materials presented to students before reading to provide specific information about the contents of the reading material.

► Questioning

This pre-reading activity is a kin to traditional reading comprehension task where a set of questions related to a passage is introduced. The difference is that, unlike traditional reading activity where questions are introduced after the students read a given text, questions during pre-reading activity are introduced before students read the text. These questions can be produced either by the instructor or the students.

► Brainstorming (Semantic Mapping)

According to Wallaces (1992) as cited in Ajideh (2003), one very popular kind of pre-reading task is "brainstorming". This may take the form of giving the class a particular key word or key concept. Students are then invited to call out words and concepts they personally associate with the key word or words provided by the teacher. Brainstorming has many advantages as a classroom

procedure. First, it requires little teacher preparation; second, it allows learners considerable freedom to bring their own prior knowledge and opinions to bear on a particular issue; and third, it can involve the whole class. No - one need feel threatened when any bid is acceptable and be added to the framework. For example, these are the kinds of associations which might be called up by the key word money: 'coin', 'bank', 'poverty', 'pay day', 'interest', 'purse', and etc. These bids reflect very different categories and levels of generalization. However, the initial random association can be classified and subcategorized either by the teacher or the students, and additional contributions from class members or the teacher added to stretch existing concepts. The result of this kind of activity resemble what has been called "semantic mapping".

While reading consists of activities that students learn to use while they are reading a text. These activities help the student focus on how to determine what the author is actually trying to say and to match the information with what the student already knows. These strategies should be influenced by the pre-reading activities because students should be using or keeping in mind the previews, outlines, questions, brainstorm, etc. generated before reading and then using this information to digest what they are reading.

Hyland (1990), Nunan (1999), and Brown (2001) in Peregoy (2008:27) discuss scanning and skimming activities. According to Brown, skimming and scanning are thought to be the most valuable reading strategies. Through skimming, a reader is able to predict the purpose of the passage, and gets the writer's message. In this way readers are asked to predict the whole text, though they do not read all of it. On the other hand, Brown proposes that readers scan to get specific information in a text, such as names, dates, etc.

The last stage is *post reading*. Post-reading stage consists of activities that students learn to use when they have completed reading a text. These activities are used to help the student look back and think about the message of the text and determine the intended or possible meanings that might be important. These activities are used to follow up and confirm what was learned (e.g., answer questions) during 'pre-reading' and 'while-reading' activities. Students may take the form of small group discussion and then it can be followed by whole-class discussion in order to solve some problems they faced.

B. Pre-Reading

Teaching reading skill means due to the complex nature of the reading process. Teacher has to create better materials to enhance the effectiveness of the reading lessons.

To make teaching reading skill easier, teacher can motivate students by using the pre-reading stage. Pre-reading means that teacher performs activities such as relating passage contents to students words, presenting key vocabulary prior to encountering it in texts, and noting the organization of passage so students can use it a tool understanding. (Readence, More and Rickelman, 2002:1)

1. Definition of Pre-Reading

Sequero (1998:29), from Venezuela, calls pre-reading which is the same as warming up for reading (WFR). According to this opinion, WFR is an activity which completely contains in single work sheet.

Pre-reading activity introduces learners to some of vocabulary and the topics in the text and perhaps motivates them to want to read further. In pre-reading stage teacher is a guide and a facilitator.

2. Goals of Pre-Reading

The goals of pre-reading stage are to activate or build the students knowledge of the subject, to provide any language preparation that might be needed for coping with the passage, and to motivate the learners to want to read the text. (Celce –Murcia:1991)

There are several points that describe the main purpose of pre-reading activities :

a. Assess students background knowledge of the topic and linguistic content of the text.

b.Give students the background knowledge necessary for comprehension of the text,or activate the existing knowledge that the students possess.

c.Clarify any cultural information which may be necessary to comprehend the passage.

d. Make students aware of the type of text they will be reading and the purpose for reading.

e. Provide opportunities for group or collaborative work and for class discussion activities.

(http://www.nclrc.org/essentials/reading/developread.htm)

The main goal of the pre-reading stage is founded upon the notion that the students previous knowledge and experience affect their comprehension of the material. Teacher is helped to help students to understand the text using pre-reading activity.

C. Reading Comprehension

Reading and comprehension are two things that cannot be separated. Reading means understanding the text and it is the same thing as comprehension. Reading loud is only the way to read but the main focus in reading is comprehension.

1. Definition of Reading Comprehension

Reading comprehension is processing written language to get ideas, relating ideas to the experience, organizing ideas, evaluating ideas, and utilizing ideas (Roe, Stoodt and Burns,1978:145). Reading comprehension means the understanding, evaluating, and utilizing of information and ideas gained through an interaction between reader and author.(Snith and Robinson, 1963:205)

Reading comprehension is redundant phrase, because without comprehension, reading has not truly happened. The learners may produce the appropriate words,but unless an understanding of the material is present one should not label the act reading. (Allington and Strange, 1990:16)

Reading and comprehension cannot be separated each other. Reading comprehension is an activity to understand written ideas through recognition of written materials, interpretation of meaning and interaction with exiting or background knowledge.

2. Factors Affecting Reading Comprehension

There are some factors that involved when people read: objective, stance, text, and tactics. (Lucas, 1990:26)

a. Reading Objective

There are two basic types of reading objectives, the *initial objective* and the *immediate objective.* The initial objective is the objective we have when we decide to look for and choose a text, and the

immediate objective is the one we have when we are about to start to read the text we have chosen. These objectives may often be the same, or they may change—intensify or shift focus—as we look for and choose a text.

Obviously, reading objectives will differ in intensity from one potential reader to another, and often a potential redder would had a combination of objectives.

b. Reader's Stance

Reader's stance is the reader's attitude towards the text that he read. The reader's stance is influenced not only by the reading objective, but also by the type of text. Certain types of texts demand a submissive stance, whereas other types allow, or event invites, the reader to be assertive.

c. Types of The Texts

People can classify text in different ways; according to field, medium, register, or writer's purpose.Classification according to field is along the line of a library cataloguing system, where books are grouped on the shelves according to subject: the arts, the physical science, the social science, etc. Classification according to register is to do with style-differing degreed of formality and informality. Register is closed liked with medium, which is an important basic for classification. The last way of classifying text is according to the writer's purposes.

d. Reading Tactics

Reading tactics, in the sense used here, refers to the ways of actually reading the chosen text. I shall mention four tactics: *skimming, scanning, sequential reading,* and *focussed reading. Skimming,* the tactic of running the eye over the text for a general impression of its character and content, and *scanning,* running the eye through the text in order to find parts of it that one wants or needs to read, are superficially similar, but they come from different objectives and different stances. Skimming follows from any kind of objective and a fairly submissive stance, whereas scanning follows from a specific objective and a decidedly assertive stance.

Sequential reading, which is a consequence of a submissive stance, is a linear processing of the text—starting at the beginning and going on to, or towards, the end. And *focussed reading,* which is associated with an assertive stance, is the intensive reading of the parts of the text of special interest which have been found by means of scanning.

According to Roe, Stoodt and Burns (1978:145-167) other factors related to the reading comprehension are:

a. Experience

The more experience a student has that relates to the topic, the better that student would be able to understand the reading content.

b. Thinking Skills

These skills include the author's organization and utilizing different level of thinking. Reader should be able to follow the author's organization of main ideas, detail, paragraph structures, and whole section.

c. Affective Dimension

The reader's understanding of a passage depends to a large extent on the feeling he or she bring to the passage.

d. Visualization

Visualization refers to forming mental images of the content one is reading. The reader should be able to translate word into mental images so she or he can comprehend.

e. Flexibility of Reading

Flexibility of readers adjusts their rate, thinking, and approaches according to the material they are reading. The good readers are so accustomed to reading flexibility that they are not aware of many adjustments they make as they read.

Pre-reading activity helps teachers to give students motivation and background knowledge to comprehend the reading text.

D. Effect

Effect is a noun and the verb word is effective. The word effect according to Oxford Advance Learners Dictionary is "producing the

result that is wanted or intended producing a successful result".(2000:402)

The word effective sometimes use in a quantitative way, becomes being very or not much effective. It does not inform on the direction (positive or negative) and the comparison to a standard of the given effect. Efficacy, on the other hand, is the ability to produce a desired amount of the desired effect, or success in achieving a given goal. (http://en.wikipedia.org/wiki/Effectiveness)

Effect is getting something done to know how much effective it influences. In this case is to know how effective pre-reading activity to improve student reading comprehension.

E. Hypothesis

Related to the previous explanation, the writer formulated the hypothesis as follows:

1. Hypothesis (H0) : student's reading comprehension of the second grade of SMP Negeri 23 Makassar cannot improve by applying pre-reading activity.

2. Alternative Hypothesis (H1) : student's reading comprehension of the second grade of SMP Negeri 23 Makassar can improve by applying pre-reading activity.

F. Theoretical Framework

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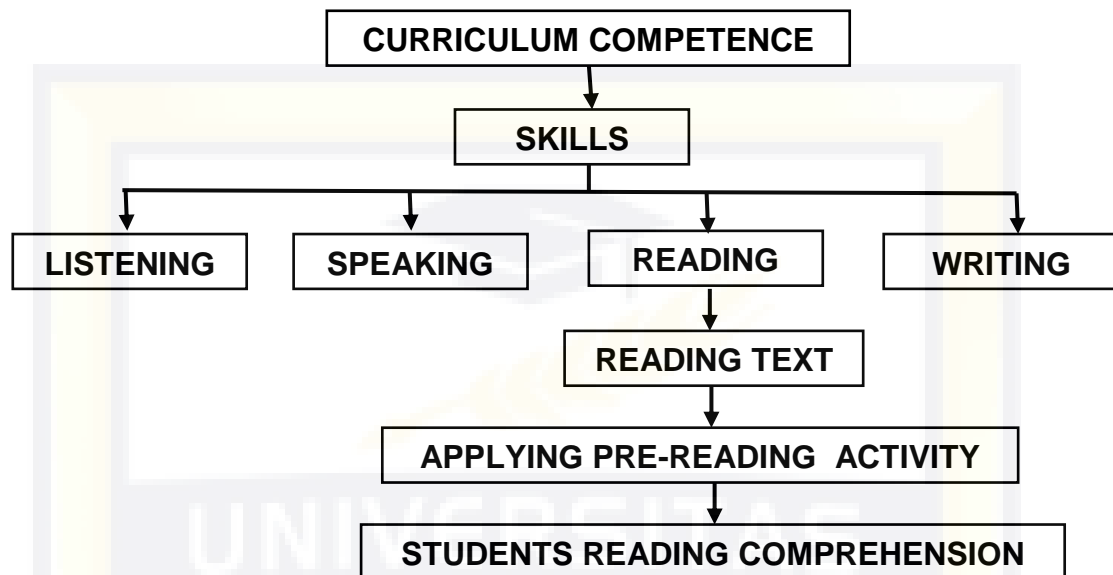
The main components are briefly described as follows :

1. Reading text is a media provide by the researcher.

2. Pre-reading activity are given to students in order to build students prior knowledge about the content of the text.

3. Through pre-reading activity students can comprehend the text well.

CHAPTER III

RESEARCH METHOD

This chapter deals with the research design, variable of the research, population and sample, location of the research, research instrument, procedure of collecting data and technique of data analysis.

A. Research Design

In this research, the writer applied pre-experimental design which involved in one group.The success of pre-test (01) is determined by treatment (X) and before giving post-test (02).

The design can be illustrated as follows :

Pre-test	Treatment	Post-test
0_1	X	0_2

(Gay, 2006 : 225)

B. Variable of the Research

There are two variables in this research, namely : dependent variable and independent variable. Reading comprehension as the dependent variable and pre-reading activity as the independent variable.

C. Population and Sample

1. Population

The population of this research was the students of SMP Negeri 23 Makassar 2013/2014 academic year. The total of population was 160 students which consisted of four classes. Each class consisted 40 of students.

2. Sample

This research applied total sampling technique. The writer choosed one class as a sample. Total of samples were 30 students of class VIII-4.

D. Location of the Research

The location of the research was at SMPN 23 Makassar 2013/2014 academic year. The writer held the research on December 2013 until January 2014.

E. Instrument of the Research

The instrument of this research was reading test used pre-test and post-test. Pre-test was intended to measure students' reading ability before treatment and post-test was given after treatment to know the effect of the treatment. The kind of reading test gave to the student was multiple choice based on the text.

F. Procedure of Collecting Data

1. Pre-Test

Pre-test did in the first meeting. The result of pre-test accumulated as the students' prior ability in understanding the content of the text.

2. Treatment

There were three pre-reading activities applied by the writer in order to activate students' content schemata. They were Pre-questioning; where the students given five questions related to the topic. These questions tend to focus attention and provide for purposel reading. The questions helped the students to share with the class what they have already known about given topic. It also helped the other students who did not have any prior knowledge about the topic.

The second was class discussion; where the researcher prepared five statements about the topic. The students discussed whether they agree or disagree with the statement, of course they have to explain more about the reason.

Guessing the term was the last pre-reading activities used in this research. The students had to guess what the topic that they are going to read. Besides activating students' content schemata, it avoided the students from wild guessing. The writer asked the students to read it. They can seek and underline the unfamiliar words

in the text. Then, the students translate the text together. It also motivated students to read the text.

3. Post-Test

   After do the treatment, the writer gave the post-test which the same with pre-test. It aims to know the effect of pre-reading activities.

G. Technique of Data Analysis

   The collecting data through the test used inferential statistic percentage score is also used to know the students' ability. The steps undertaken in quantitative analysis employing the following formulas :

1. Scoring the students' correct answer of pre-test and post-test

$$Score = \frac{Students\ correct\ answer}{total\ number\ of\ item} x100$$

(Sudjana : 2008 : 44)

2. Classifying the score of the students' answer into the following scale:

    a. 91 – 100 is classification as very good

    b. 76 – 90 isclassification as good.

    c. 61 – 76 is classification is fair

    d. 51 – 60 is classification as poor

    e. 0 to 50 is classification as very poor.

(Depdiknas, 2004)

3. Computing the frequency and rate percentage of the students score.

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

Where:

P : Percentage

F : Frequency

N : Total number of the students

(Gay, 2006:173)

4. Calculating the mean score of students' answer in both pre-test and post-test by this formula:

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

Where : $\bar{x}$ = Mean Score

$\sum x$ = The sum of all the score

N = The number of sample

(Gay, 2006 : 320)

5. The standard deviation of the students' score was classified by using the formula as follows:

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

Where :

SD   : Standard Deviation

$\sum X$: The Sum of all Score

$\sum X^2$: The Sum Square of all Score

N   : The number of Students

(Gay, 2006:320)

6. To find out whether the differences between pre-test and post-test value of the test using the following formula:

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

Where:

T   = Test of significance

$\sum D$ = The different between the score of the pre-test and the

         score of post-test for each student.

D = The mean score from the different score of pre-test and

         post-test

$\sum D^2$ = The Square of $\sum D$

N   =The number of students

1   = Constant number

(Gay, 2006:320)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the finding of the research and discussions. The finding of the research covers the description of the result of data collection through the reading test and the discussion involves the detail of finding.

A. Findings

1. Students' reading comprehension analysis

Data analysis deals with the students' score of the pre-test and the post-test. It consists of the students' score and classification, the rate percentage and frequency, the mean score and the t-test value.

a. The students' scores and classification

Table 1.

The students' scores and classification in pre-test

No.	Name of Students	Pre-test	Classification
(1)	(2)	(3)	(4)
1	NH	60	Poor
2	MRd	70	Fair
3	MRf	65	Fair
4	SZNI	80	Good
5	AJI	65	Fair
6	IOA	70	Fair
7	NAB	70	Fair
8	NA	90	Good
9	MNQ	65	Fair
10	BDKA	75	Fair

To be continued

26

(1)	(2)	(3)	(4)
11	RA	40	Very Poor
12	MASM	65	Fair
13	AFA	70	Fair
14	Wd	70	Fair
15	HND	70	Fair
16	HA	70	Fair
17	PM	65	Fair
18	MRA	70	Fair
19	MIBK	60	Poor
20	IM	65	Fair
21	ARIAA	65	Fair
22	SSH	80	Good
23	RNP	70	Fair
24	NAN	70	Fair
25	NKS	80	Good
26	NAA	90	Good
27	SL	55	Poor
28	MHS	75	Fair
29	MID	35	Very Poor
30	AD	75	Fair
	Total Score	2050	
	Mean Score	68.3	

Based on the table 1 above in pre-test, 3 students got 80 score, 2 students got 90 score and they were classified as good. 3 students got 75 score, 10 students got 70 score, 7 students got 65 score, and they were classified as fair. 2 students got 60 score, 1 student got 55 score, and they were classified as poor. 1 student got 40 score, 1 student got 35 score, and they were classified as very poor.

Table 2.

The students' scores and classification in post-test

No.	Name of Students	Post-test	Classification
(1)	(2)	(3)	(4)
1	NH	65	Fair
2	MRd	90	Good
3	MRf	70	Fair
4	SZNI	90	Good
5	AJI	75	Fair
6	IOA	75	Fair
7	NAB	75	Fair
8	NA	100	Very Good
9	MNQ	80	Good
10	BDKA	95	Very Good
11	Ram	85	Good
12	MASM	90	Good
13	AFA	85	Good
14	Wd	85	Good
15	HND	70	Fair
16	HA	80	Good
17	PM	85	Good
18	MRA	85	Good
19	MIBK	75	Fair
20	IM	70	Fair
21	ARIAA	90	Good
22	SSH	90	Good
23	RNP	80	Good
24	NAN	90	Good
25	NKS	85	Good
26	NAA	90	Good
27	SL	85	Good
28	MHS	75	Fair
29	MID	70	Fair
30	AD	85	Good
	Total Score	2465	
	Mean Score	82.2	

And for the post-test, the table 2 above shows that 1 student got 100 score, 1 student got 95 score, and they were classified as very good. 7 students got 90 score, 8 students got 85 score, 3 students got 80 score, and they were classified as good. 5 students got 75 score, 4 students got 70 score, 1 student got 65 score, and they were classified as fair. So the table 2 above shows that the scores classification of the students based on post-test was greater than pre-test. But based on the table 1 and 2, we saw that there were 3 students had the same score from pre-test to post-test. They were Nur Afnianty Arfan from 90 to 90 (good), Muh. Haedriyadi Sa'ad from 75 to 75 (fair), and Helena Novianti Dango from 70 to 70 (fair), their score was not increase.

Based on the data about students' reading comprehension can be seen in the result of scores following :

Table 3.

Students' total score of pre-test and post-test

Subject	Pre-test	Post-test
N = 30	$\sum X_1 = 2050$	$\sum X_2 = 2465$

Table 3 above shows that the total score of the pre-test was 2050 and the post-test was 2465. It can be seen that the total score of students' in post test was greater than pre-test.

b. The rate percentage of the pre-test and post-test of reading comprehension

Table 4.

The rate percentage of pre-test and post-test

No.	Classification	Score	Pre- Test		Post-Test	
			Frequency	percent	frequency	Percent
1	Very Good	91-100	0	0 %	2	6.7 %
2	Good	76-90	5	16.7 %	18	60 %
3	Fair	61-76	20	66.6 %	10	33.3 %
4	Poor	51-60	3	10 %	0	0 %
5	Very Poor	0-50	2	6.7 %	0	0 %
			30	100 %	30	100 %

In determining the achievements of the students' reading comprehension in reading text, the table 4 above shows the percentage of the pre-test and the post-test score in with before giving the treatment their achievement were fair. It was proved by the percentage of the pre-test where no student got very good classification, 5 students (16.7%) got good, 20 students (66.6%) got fair, 3 students (10%) got poor, and 2 students (6.7%) got very poor. But after carrying out the treatment, the students' reading comprehension achievements increased to good, 2 student (6.7%) got very good, 18 students (60%) got good, and 10 students (33.3%) got fair. No student got poor and very poor classification,. These finding indicate that rate percentage of the post-test was greater than of the pre-test.

c. The mean score and standard deviation of pre-test and post-test

1. The pre-test of students' reading comprehension.

a) Mean score in Pre – test

$$\bar{X} = \frac{\sum x}{N} \qquad \text{where} \quad \sum x = 2050$$

$$N = 30$$

$$\bar{x} = \frac{2050}{30}$$

$$\bar{x} = 68.3$$

b) The standard deviation of pre-test.

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

Where:

$$\sum X^2 = 143900$$

$$\sum X = 2050$$

$$N = 30$$

$$SD = \sqrt{\frac{143900 - \frac{(2050)^2}{30}}{30-1}}$$

$$SD = \sqrt{\frac{143900 - \frac{4202500}{30}}{29}}$$

$$SD = \sqrt{\frac{143900 - 140083.3}{29}}$$

$$SD = \sqrt{\frac{3816.7}{29}}$$

$$SD = \sqrt{131.61}$$

$$SD = 11.47$$

2. The post-test of students' reading comprehension

a) Mean scores in post- test

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

Where :

$\sum x$ = 2465

N = 30

$\bar{x}$ = $\frac{2465}{30}$

$\bar{x}$ = 82.16 = 82.2

b) The standard deviation of post –test

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

Where :

$\sum X^2$ = 204675

$\sum X$ = 2465

N = 30

$$SD = \sqrt{\frac{204675 - \frac{(2465)^2}{30}}{30-1}}$$

$$SD = \sqrt{\frac{204675 - \frac{6076225}{30}}{29}}$$

$$SD = \sqrt{\frac{204675 - 202540.83}{29}}$$

$$SD = \sqrt{\frac{2134.17}{29}}$$

$$SD = \sqrt{73.6} = 8.57 = 8.6$$

Table 5.

The mean score and standard deviation of pre-test and post-test.

Test	Mean Score	Standard Deviation
Pre- Test	68.3	11.47
Post-Test	82.2	8.6

The mean score of the students' reading comprehension in the pre-test was 68.3, and the post-test was 82.2. The standard deviation of pre-test was 11.47, and for post-test was 8.6. This was indicates that they had fair comprehension. But after giving the treatment, their reading comprehension in reading text was increase to good with the mean score of post-test was 82.2. The students' improvement of reading comprehension by using pre-reading activity was 20.35 %

d. T-test value

The t – test of reading Comprehension

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

Where :

$\sum D$ = 415

$\sum D^2$ = 8975

$$\overline{D} = \frac{\sum D}{N} = \frac{415}{30} = 13.83$$

$$t = \frac{13.83}{\sqrt{\dfrac{8975 - \dfrac{(415)^2}{30}}{30(30-1)}}}$$

$$t = \frac{13.83}{\sqrt{\dfrac{8975 - \dfrac{172225}{30}}{30(29)}}}$$

$$t = \frac{13.83}{\sqrt{\dfrac{8975 - \dfrac{172225}{30}}{870}}}$$

$$t = \frac{13.83}{\sqrt{\dfrac{8975 - 5740.83}{870}}}$$

$$t = \frac{13.83}{\sqrt{\dfrac{3234.17}{870}}}$$

$$t = \frac{13.83}{1.928065554}$$

$$t = 7.172992625$$

$$t = 7.172$$

The t-test analysis was used to find out the significance difference between the pre-test and post test. The t-test value of the students' can be seen in the following table.

Table 6.

The t–test value of the students' reading comprehension

T-test value	T-table	Comprehension	Different
7.172	2.045	t-test>t-table	Significant

The result of the t- test analysis was 7.172. It show that T-test value of the students' was greater than the T-table value. It can be concluded that there was a significant difference between the pre-test and post-test. This means that the students' comprehension is improved.

e. **Hypotesis testing**

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

df = N-1

df = 30 – 1

= 29

For the level of significance (α)0.25 and df = 29, then the t-test value = 7.172, t-table value = 2.045. The t-test value is greater than the t-table value (7.172 > 2.045), this data show that there was a significant difference between the pre-test and the post-test of the students' comprehension. Thus the alternative Hypitesis (H_1) is accepted while the null hypothesis (H_0) Rejeted.

B. Discussion

In this part, the writer discussed the result of the data analysis of the pre-test and post-test. The discussion is intended to know the students' reading comprehension through reading text applying pre-reading strategy at SMPN 23 Makassar in academic 2013/2014.

The description of the data collection through reading text as explained in the previous section show that the score classification of pre-test and post-test was different. 27 students had the significant high score in post-test, and there were 3 students had permanent score in pre-test and post-test (70), (75), and (90).

Based on analysis of the data obtained from the students' pre-test, the mean scores was 68.3. It can be concluded that students' reading ability was still low. While, the students' reading based on post-test was 82.2. It means that the students' post-test was higher than students' pre-test. It means that students reading comprehension has significant improvement after applying pre-reading strategy.

Relating to the result, it indicates that after giving the treatment by applying pre-reading strategy, the students' had better achievement of reading. This can be seen through their score of pre-test and post-test ($68.3 < 82.2$)

It is supported by the frequency and rate percentage of the result of the students' pre-test and post-test. In the pre-test, there were 5 students got good (16.7 %), 20 students got fair (66.6%), 3 students got poor (10%), and 2 students got very poor (6.7%). While, in the post-test, there were 2 students got very good (6.7%), 18 students got good (60%), and 10 students got fair (33.3%).

The result of t-test shows that the value of the t-test (7.172) was higher than the value of the t-table (2.045). It means that pre-reading strategy was effective in improving the students' reading ability.

Meanwhile, The students' difficulties in reading text were about their comprehension in reading. The first, their vocabularies and grammar, so they were not understand yet about what are the meaning of the text better. So they have to improve their vocabularies and develope their grammar.

Their reading comprehension increased because they were more easily answered their questions after treatment. They are more understand about the meaning of the text after treatment. They asked about the text, what kind of the text and the meaning of the text one by one, which were they not yet known.

Based on the data in the previous section, the writer can be concluded that applying pre-reading activities is able to improve the students reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestion according to the findings and discussion of the data analysis.

A. Conclusion

After applying all the steps of the research, the writer comes to the conclusions:

1. Reading is one of skills in English. There are improvements of students' achievement in reading lesson by applying reading text with using pre-reading activities.

2. The use of pre-reading activities can motivate the students to read English text. It is proven by the mean score of the students' post test is greater than the mean score of the students' pre-test and the t-test value is greater than t-table.

3. Pre-reading actvities are very helpful for students to change their habitual in learning. It also can support the motivation of students in reading.

4. Pre-reading actvities or strategies can making the class more active and the student was enjoyed because this strategy does not make students bored.

5. Pre-reading activities can be very helpful for teacher to teach reading and vocabulary.

B. Suggestion

The writer proposes to give some suggestions both for teachers and students' as follows :

1. In teaching reading, it would be better to use the pre-reading activity before the reading process.

2. The teacher should increase the students interest in reading through pre-reading stage. This happened because the pre-reading stage build the students background knowledge and experience, which is needed for reading activity.

3. The most motivating pre-reading activities is guessing term. It can help students to read English texts so it had better applied in teaching reading.

4. The teacher should be creative to choose kind of pre-reading activity that can be used such as picture.

5. The teacher is not only as the information source but also as a facilitator. She or he has to give students guidance and directing how to competence a text.

Finally the writer suggest that the students' reading comprehension can be done in many ways in lesson English. The writer hopes this study would be continued by English teachers', students, and the other who interest in teaching especially teaching in reading comprehension by applying pre-reading activity.

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APPENDICES

Appendix 1.Instrument of the research

INSTRUMEN PENELITIAN

JUDUL : THE EFFECT OF PREVIEWING AS PRE-READING ACTIVITY TO IMPROVE STUDENTS' READING COMPREHENSION OF THE SECOND GRADE STUDENTS AT SMP NEGERI 23 MAKASSAR

Keterangan :

1. Tujuan Penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas 45 Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal tes ini dengan jujur.

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Petunjuk Pengisian :

4. Bacalah Teks Bacaan secara saksama sebelum menjawab soal.

5. Jawablah dengan memilih salah satu jawaban yang benar.

Name   : _____

Class   : _____:_____

Read the passage carefully and choose the correct answer by crossing (x). Questions 1 to 10 based on the text 1.
Text 1

My Best Friend

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was a very diligent student. He liked to read the encyclopedia and he the ranked first in my class.

I liked them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They made friends with anybody including me.

(Source: English in Focus, 149)

1). Who is the speaker?

   a. Ricky.   c. Eric.
   b. Ary.   d. Andi.

2). When did Ary meet his best friend?

   a. Yesterday.   c. Two years ago.
   b. Last Week.   d. Three years ago.

3). Who were Ary's best friends?

   a. Andi and Eric.   c. Ricky and Eric.
   b. Eric and Putra.   d. Sigit and Ricky.

4). What was Eric in school?

   a. An athlete.   c. A photographer.
   b. A musician.   d. A boy scout.

5). What kind of person was Ricky?

   a. A lazy student.   c. A student diligent.

   b. A diligent student.   d. A careless student.

6). How is Eric's body?

   a. Short and fat.   c. Tall and muscular.

   b. Tall and fat.   d. Short and muscular.

7). Why did Ary like Eric and Ricky?

   a. Because were famous.   c. Because were arrogant.

   b. Because were smart.   d. Because were very friendly to other people.

8). What was Ricky like to do?

   a. He liked to read the encyclopedia. c. She liked to read a novel.

   b. He liked to swim.   d. Ricky liked to sing.

9). They were not arrogant. *They* refers to?

   a. Ary and Ricky.   c. Ricky and Eric.

   b. Ricky.   d. Eric and Ary.

10). What is the synonym of *famous*?

   a. Rich.   c. Popular.

   b. Known.   d. Agree.

Questions 11 to 20 based on the text 2.

Text 2

Seasons

It is in the middle of summer, the air is very hot and dry. The temperature is about 34 degrees Celcius. I am sitting by the window of my living room, looking at the streets and drinking some iced lemon tea. Sometimes I wonder why the weather in my hometown is always bad in each season. Last winter, a big snow storm paralysed this city and lasted almost a month. But things are not easy in the spring. The snow melted into mud and it covered the city. The previous summer was worse, lots of people dehydrated because of the heat. Hopefully, next fall will not be as bad as the last one. Last fall the wind and the rain were pretty bad.

(Source: English in Focus, 149)

11). What season is happening in the story?

    a. Spring.   c. Winter.
    b. Summer.   d. Fall.

12). What is the weather feels like?

    a. It's humid.   c. It's hot.
    b. It's wet.   d. It's windy.

13). The weather is .... in every season.

    a. always good.   c. never bad.
    b. seldom good.   d. never good.

14). Last winter, the city was paralysed. What is the meaning of *paralysed*?

    a. Active.   c. Unable to move.
    b. Moving.   d. Able to move.

15). What was struck the city last winter?

    a. A snow storm.   c. A snow fall.

    b. A tropical hurricane.   d. A snow flake.

16). It covered the city with mud. *It* refers to?

    a. The snow.   c. The mud.

    b. The melted snow.   d. The spring.

17). What is the effect of the terrible heat wave?

    a. Starvation.   c. Diseases.

    b. Dehydration.   d. Famine.

18). This summer is .... the previous one.

    a. better than.   c. worse than.

    b. as bad as.   d. as good as.

19). What does she hope about the next fall?

    a. The snow melted into mud and covered the city.

    b. The air is very hot and dry.

    c. I wonder why the weather in my hometown is always bad in each season.

    d. Next fall will not be as bad as the last one.

20).What was happened in the previous summer?

    a. The snow melted into mud and it covered the city.

    b. The temperature is about 34 degrees celsius.

    c. Lots of people dehydrated because of the heat.

    d. Last fall the wind and the rain were pretty bad.

Appendix 2. The key Answer.

1. b
2. d
3. c
4. a
5. b
6. c
7. d
8. a
9. c
10. c
11. b
12. c
13. d
14. c
15. a
16. a
17. b
18. a
19. d
20. c
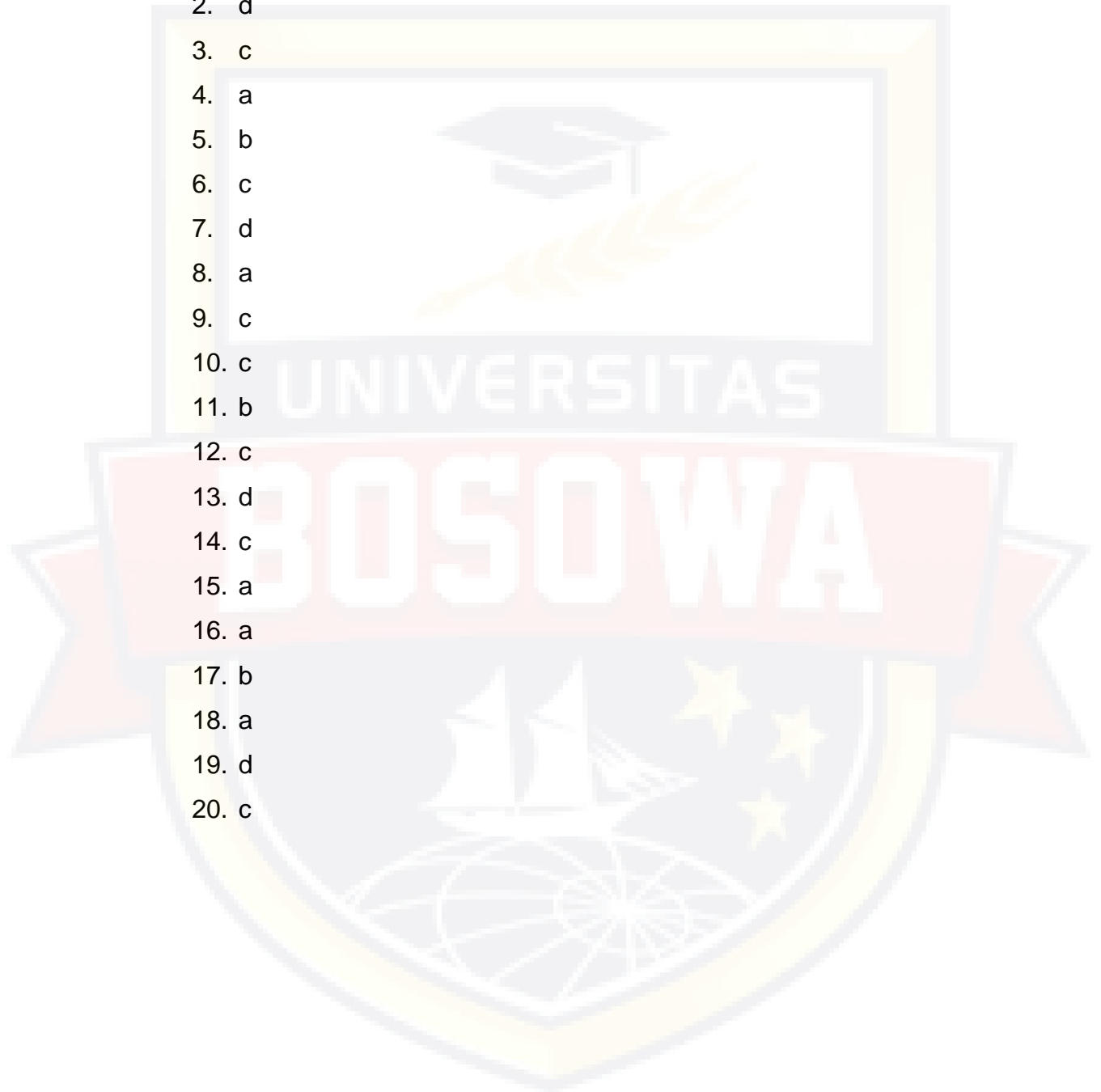
Appendix 3. The Lesson Plan.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP	:	SMPN 23 MAKASSAR
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII / 2
Tahun Pelajaran	:	2013/2014
Waktu	:	4 x 40 menit (2 kali pertemuan)
Standar kompetensi	:	Membaca
		Mengungkapkan makna dalam teks sederhana.
Kompetensi dasar	:	Mengungkapkan makna dalam deskriptif teks sederhana dengan menggunakan kegiatan pra-membaca dan teks secara akurat melalui rangkaian multiple choice test tentang deskriptif teks.
Indikator	:	1.Siswa mampu menjawab pertanyaan test dengan menggunakan multiple choice test
		2.Siswa mampu menjawab pertanyaan melalui multiple choice test tanpa penjelasan terlebih dahulu mengenai text tersebut.
		3.Siswa mampu menjawab pertanyaan text melalui multiple choice test dan memahami isi dari text tersebut serta memahami maksud dari pertanyaan test tersebut setelah di jelaskan terlebih dahulu.

Jenis teks : teks fungsional sederhana berupa descriptive text.

Aspek/skill : Reading (Membaca)

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran siswa dapat :

   a. Merespon kembali pertanyaan guru tentang makna Descriptive text yang telah diberikan dan dipelajari sebelumnya.

   b. Menjawab dan Menyelesaikan pertanyaan test tentang Descriptive text with pre-reading activities.

   c. Mengetahui arti dari kata- kata sulit yang ditemukan dalam text.

   d. Memahami isi dari descriptive text yang diberikan.

   Karakter siswa yang di harapkan :

   - Dapat di percaya (Trusttworthines)

   - Rasa hormat dan perhatian (Respect)

   - Tekun (diligence)

2. **Materi pembelajaran** : 1. Reading text about "Descriptive text ". (Reading test "My Best Friend and Seasons")

   2. Multiple choice test about " Descriptive text" (pre-test, treatment dan post-test,).

3. **Metode Pembelajaran** : **- PPP =** Presentation, Practice and Production

4. **Langkah-langkah kegiatan**

   a. **Pertemuan pertama**:- Salam dan tegur sapa

   - Mengecek kehadiran siswa

   - Memperlihatkan tujuan pembelajaran

   - Guru memberikan pre -test descriptive text Terlebih dahulu.

   - Guru memberikan Treatment atau penjelasan mengenai materi test yang

diberikan setelah Siswa mengerjakan test yang diberikan.

- Siswa merespon penjelasan yang diberikan oleh Guru.

- Di akhir pertemuan guru menutup pelajaran dan memberikan salam.

b. Pertemuan kedua :
- Salam dan tegur sapa
- Mengecek kehadiran siswa
- Memperlihatkan tujuan pembelajaran
- Guru memberikan Treatment atau Penjelasan mengenai materi test yang akan diberikan.
- Siswa merespon penjelasan yang diberikan oleh Guru.
- Guru membagikan kembali test dan menyuruh siswa mengerjakan kembali test yang telah diberikan sebelumnya.
- Di akhir pertemuan guru menutup pelajaran dan memberikan salam.

5. Media : - Reading text.

6. Penilaian :
- **Tehnik penilaian :** unjuk kerja
- **Bentuk instrument :** Reading text and multiple choice test.
- **Contoh instrument**: Read the passage carefully and choose the correct answer by crossing (x).

a. Pedoman penilaian

1. Untuk jawaban benar skor 1
2. Jumlah skor maksimal : 1x 20 = 20

3. Nilai maksimal : 20

4. Nilai siswa : skor perolehan/skor maksimal x 100

b. **Rubrik penilaian :**

1. Setiap jawaban yang benar , skor 1

2. Setiap jawaban yang salah , skor 0

♣ **Latihan dan kunci jawaban terlampir**

Makassar, 22 Januari 2014

Mengetahui:
Guru Pamong   **Guru Mata Pelajaran**

Suriama Yaman, S.Pd   **Oksellia Widyastuti Pona**
NIP.197209022007012011   **NIM. 4512101131**

Kepala Sekolah SMPN 23 Makassar

Drs. Basri Djarru, M.M.Pd
NIP. 19551231980031177

Appendix 4. The result of the students' Pre-test

INSTRUMEN PENELITIAN

JUDUL : THE EFFECT OF PREVIEWING AS PRE-READING ACTIVITY TO IMPROVE STUDENTS' READING COMPREHENSION OF THE SECOND GRADE STUDENTS AT SMP NEGERI 23 MAKASSAR

Keterangan :

1. Tujuan Penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas 45 Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal tes ini dengan jujur.

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Petunjuk Pengisian :

4. Bacalah Teks Bacaan secara saksama sebelum menjawab soal.

5. Jawablah dengan memilih salah satu jawaban yang benar.

Name   :   :   :
_____

Class   : _____

Read the passage carefully and choose the correct answer by crossing (x). Questions 1 to 10 based on the text 1.
Text 1

My Best Friend

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was a very diligent student. He liked to read the encyclopedia and he the ranked first in my class.

I liked them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They made friends with anybody including me.

(Source: Englsih in Focus, 149)

1). Who is the speaker?
  a. Ricky.   c. Eric.
  b. Ary.   d. Andi.

2). When did Ary meet his best friend?
  a. Yesterday.   c. Two years ago.
  b. Last Week.   d. Three years ago.

3). Who were Ary's best friends?
  a. Andi and Eric.   c. Ricky and Eric.
  b. Eric and Putra.   d. Sigit and Ricky.

4). What was Eric in school?
  a. An athlete.   c. A photographer.
  b. A musician.   d. A boy scout.

5). What kind of person was Ricky?
   a. A lazy student.   c. A student diligent.
   b. A diligent student.   d. A careless student.

6). How is Eric's body?
   a. Short and fat.   c. Tall and muscular.
   b. Tall and fat.   d. Short and muscular.

7). Why did Ary like Eric and Ricky?
   a. Because were famous.   c. Because were arrogant.
   b. Because were smart.   d. Because were very friendly to
                                            other people.

8). What was Ricky like to do?
   a. He liked to read the encyclopedia.   c. She liked to read a novel.
   b. He liked to swim.   d. Ricky liked to sing.

9). They were not arrogant. *They* refers to?
   a. Ary and Ricky.   c. Ricky and Eric.
   b. Ricky.   d. Eric and Ary.

10). What is the synonym of *famous*?
   a. Rich.   c. Popular.
   b. Known.   d. Agree.

Questions 11 to 20 based on the text 2.
Text 2

Seasons

     It is in the middle of summer, the air is very hot and dry. The temperature is about 34 degrees Celcius. I am sitting by the window of my living room, looking at the streets and drinking some iced lemon tea. Sometimes I wonder why the weather in my hometown is always bad in each season. Last winter, a big snow storm paralysed this city and lasted almost a month. But things are not easy in the spring. The snow melted into mud and it covered the city. The previous summer was worse, lots of people dehydrated because of the heat. Hopefully, next fall will not be as bad as the last one. Last fall the wind and the rain were pretty bad.

(Source: English in Focus, 149)

11). What season is happening in the story?
    a. Spring.   c. Winter.
    b. Summer.   d. Fall.

12). What is the weather feels like?
    a. It's humid.   c. It's hot.
    b. It's wet.   d. It's windy.

13). The weather is .... in every season.
    a. always good.   c. never bad.
    b. seldom good.   d. never good.

14). Last winter, the city was paralysed. What is the meaning of *paralysed*?
    a. Active.   c. Unable to move.
    b. Moving.   d. Able to move.

15). What was struck the city last winter?
    a. A snow storm.   c. A snow fall.
    b. A tropical hurricane.   d. A snow flake.

16). It covered the city with mud. *It* refers to?
    a. The snow.   c. The mud.
    b. The melted snow.   d. The spring.

17). What is the effect of the terrible heat wave?
    a. Starvation.   c. Diseases.
    b. Dehydration.   d. Famine.

18). This summer is .... the previous one.
    a. better than.   c. worse than.
    b. as bad as.   d. as good as.

19). What does she hope about the next fall?
    a. The snow melted into mud and covered the city.
    b. The air is very hot and dry.
    c. I wonder why the weather in my hometown is always bad in each season.
    d. Next fall will not be as bad as the last one.

20). What was happened in the previous summer?
    a. The snow melted into mud and it covered the city.
    b. The temperature is about 34 degrees celsius.
    c. Lots of people dehydrated because of the heat.
    d. Last fall the wind and the rain were pretty bad.

Name   : _____:_____:_____

Class   : _____

Read the passage carefully and choose the correct answer by crossing (x). Questions 1 to 10 based on the text 1.
Text 1

My Best Friend

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was a very diligent student. He liked to read the encyclopedia and he the ranked first in my class.

I liked them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They made friends with anybody including me.

(Source: English in Focus, 149)

1). Who is the speaker?
  a. Ricky.   c. Eric.
  b. Ary.   d. Andi.

2). When did Ary meet his best friend?
  a. Yesterday.   c. Two years ago.
  b. Last Week.   d. Three years ago.

3). Who were Ary's best friends?
  a. Andi and Eric.   c. Ricky and Eric.
  b. Eric and Putra.   d. Sigit and Ricky.

4). What was Eric in school?
  a. An athlete.   c. A photographer.
  b. A musician.   d. A boy scout.

5). What kind of person was Ricky?
a. A lazy student. c. A student diligent.
b. A diligent student. d. A careless student.

6). How is Eric's body?
a. Short and fat. c. Tall and muscular.
b. Tall and fat. d. Short and muscular.

7). Why did Ary like Eric and Ricky?
a. Because were famous. c. Because were arrogant.
b. Because were smart. d. Because were very friendly to
other people.

8). What was Ricky like to do?
a. He liked to read the encyclopedia. c. She liked to read a novel.
b. He liked to swim. d. Ricky liked to sing.

9). They were not arrogant. *They* refers to?
a. Ary and Ricky. c. Ricky and Eric.
b. Ricky. d. Eric and Ary.

10). What is the synonym of *famous*?
a. Rich. c. Popular.
b. Known. d. Agree.

Questions 11 to 20 based on the text 2.
Text 2

Seasons

It is in the middle of summer, the air is very hot and dry. The temperature is about 34 degrees Celcius. I am sitting by the window of my living room, looking at the streets and drinking some iced lemon tea. Sometimes I wonder why the weather in my hometown is always bad in each season. Last winter, a big snow storm paralysed this city and lasted almost a month. But things are not easy in the spring. The snow melted into mud and it covered the city. The previous summer was worse, lots of people dehydrated because of the heat. Hopefully, next fall will not be as bad as the last one. Last fall the wind and the rain were pretty bad.

(Source: English in Focus, 149)

11). What season is happening in the story?
    a. Spring.   c. Winter.
    b. Summer.   d. Fall.

12). What is the weather feels like?
    a. It's humid.   c. It's hot.
    b. It's wet.   d. It's windy.

13). The weather is .... in every season.
    a. always good.   c. never bad.
    b. seldom good.   d. never good.

14). Last winter, the city was paralysed. What is the meaning of **paralysed**?
    a. Active.   c. Unable to move.
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15). What was struck the city last winter?
    a. A snow storm.   c. A snow fall.
    b. A tropical hurricane.   d. A snow flake.

16). It covered the city with mud. **It** refers to?
    a. The snow.   c. The mud.
    b. The melted snow.   d. The spring.

17). What is the effect of the terrible heat wave?
    a. Starvation.   c. Diseases.
    b. Dehydration.   d. Famine.

18). This summer is .... the previous one.
    a. better than.   c. worse than.
    b. as bad as.   d. as good as.

19). What does she hope about the next fall?
    a. The snow melted into mud and covered the city.
    b. The air is very hot and dry.
    c. I wonder why the weather in my hometown is always bad in each season.
    d. Next fall will not be as bad as the last one.

20).What was happened in the previous summer?
    a. The snow melted into mud and it covered the city.
    b. The temperature is about 34 degrees celsius.
    c. Lots of people dehydrated because of the heat.
    d. Last fall the wind and the rain were pretty bad.

Name   :   :   : _____

Class   : _____

Read the passage carefully and choose the correct answer by crossing (x). Questions 1 to 10 based on the text 1.
Text 1

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I liked them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They made friends with anybody including me.

(Source: English in Focus, 149)

1). Who is the speaker?
  a. Ricky.   c. Eric.
  b. Ary.   d. Andi.

2). When did Ary meet his best friend?
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  b. Last Week.   d. Three years ago.

3). Who were Ary's best friends?
  a. Andi and Eric.   c. Ricky and Eric.
  b. Eric and Putra.   d. Sigit and Ricky.

4). What was Eric in school?
  a. An athlete.   c. A photographer.
  b. A musician.   d. A boy scout.

5). What kind of person was Ricky?
    a. A lazy student.
    b. A diligent student.
    c. A student diligent.
    d. A careless student.

6). How is Eric's body?
    a. Short and fat.
    b. Tall and fat.
    c. Tall and muscular.
    d. Short and muscular.

7). Why did Ary like Eric and Ricky?
    a. Because were famous.
    b. Because were smart.
    c. Because were arrogant.
    d. Because were very friendly to other people.

8). What was Ricky like to do?
    a. He liked to read the encyclopedia.
    b. He liked to swim.
    c. She liked to read a novel.
    d. Ricky liked to sing.

9). They were not arrogant. **They** refers to?
    a. Ary and Ricky.
    b. Ricky.
    c. Ricky and Eric.
    d. Eric and Ary.

10). What is the synonym of *famous*?
    a. Rich.
    b. Known.
    c. Popular.
    d. Agree.

Questions 11 to 20 based on the text 2.
Text 2

Seasons

It is in the middle of summer, the air is very hot and dry. The temperature is about 34 degrees Celcius. I am sitting by the window of my living room, looking at the streets and drinking some iced lemon tea. Sometimes I wonder why the weather in my hometown is always bad in each season. Last winter, a big snow storm paralysed this city and lasted almost a month. But things are not easy in the spring. The snow melted into mud and it covered the city. The previous summer was worse, lots of people dehydrated because of the heat. Hopefully, next fall will not be as bad as the last one. Last fall the wind and the rain were pretty bad.

(Source: English in Focus, 149)

11). What season is happening in the story?
    a. Spring.   c. Winter.
    b. Summer.   d. Fall.

12). What is the weather feels like?
    a. It's humid.   c. It's hot.
    b. It's wet.   d. It's windy.

13). The weather is .... in every season.
    a. always good.   c. never bad.
    b. seldom good.   d. never good.

14). Last winter, the city was paralysed. What is the meaning of *paralysed*?
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    a. A snow storm.   c. A snow fall.
    b. A tropical hurricane.   d. A snow flake.

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    a. The snow.   c. The mud.
    b. The melted snow.   d. The spring.

17). What is the effect of the terrible heat wave?
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18). This summer is .... the previous one.
    a. better than.   c. worse than.
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19). What does she hope about the next fall?
    a. The snow melted into mud and covered the city.
    b. The air is very hot and dry.
    c. I wonder why the weather in my hometown is always bad in each season.
    d. Next fall will not be as bad as the last one.

20).What was happened in the previous summer?
    a. The snow melted into mud and it covered the city.
    b. The temperature is about 34 degrees celsius.
    c. Lots of people dehydrated because of the heat.
    d. Last fall the wind and the rain were pretty bad.

Name : _____:_____:_____

Class : _____

Read the passage carefully and choose the correct answer by crossing (x). Questions 1 to 10 based on the text 1.
Text 1

My Best Friend

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was a very diligent student. He liked to read the encyclopedia and he the ranked first in my class.

I liked them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They made friends with anybody including me.

(Source: English in Focus, 149)

1). Who is the speaker?
  a. Ricky.   c. Eric.
  b. Ary.   d. Andi.

2). When did Ary meet his best friend?
  a. Yesterday.   c. Two years ago.
  b. Last Week.   d. Three years ago.

3). Who were Ary's best friends?
  a. Andi and Eric.   c. Ricky and Eric.
  b. Eric and Putra.   d. Sigit and Ricky.

4). What was Eric in school?
  a. An athlete.   c. A photographer.
  b. A musician.   d. A boy scout.

5). What kind of person was Ricky?
a. A lazy student.
c. A student diligent.
b. A diligent student.
d. A careless student.

6). How is Eric's body?
a. Short and fat.
c. Tall and muscular.
b. Tall and fat.
d. Short and muscular.

7). Why did Ary like Eric and Ricky?
a. Because were famous.
c. Because were arrogant.
b. Because were smart.
d. Because were very friendly to other people.

8). What was Ricky like to do?
a. He liked to read the encyclopedia.
c. She liked to read a novel.
b. He liked to swim.
d. Ricky liked to sing.

9). They were not arrogant. **They** refers to?
a. Ary and Ricky.
c. Ricky and Eric.
b. Ricky.
d. Eric and Ary.

10). What is the synonym of **famous**?
a. Rich.
c. Popular.
b. Known.
d. Agree.

Questions 11 to 20 based on the text 2.
Text 2
Seasons

It is in the middle of summer, the air is very hot and dry. The temperature is about 34 degrees Celcius. I am sitting by the window of my living room, looking at the streets and drinking some iced lemon tea. Sometimes I wonder why the weather in my hometown is always bad in each season. Last winter, a big snow storm paralysed this city and lasted almost a month. But things are not easy in the spring. The snow melted into mud and it covered the city. The previous summer was worse, lots of people dehydrated because of the heat. Hopefully, next fall will not be as bad as the last one. Last fall the wind and the rain were pretty bad.

(Source: English in Focus, 149)

11). What season is happening in the story?
    a. Spring.   c. Winter.
    b. Summer.   d. Fall.

12). What is the weather feels like?
    a. It's humid.   c. It's hot.
    b. It's wet.   d. It's windy.

13). The weather is .... in every season.
    a. always good.   c. never bad.
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14). Last winter, the city was paralysed. What is the meaning of *paralysed*?
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15). What was struck the city last winter?
    a. A snow storm.   c. A snow fall.
    b. A tropical hurricane.   d. A snow flake.

16). It covered the city with mud. *It* refers to?
    a. The snow.   c. The mud.
    b. The melted snow.   d. The spring.

17). What is the effect of the terrible heat wave?
    a. Starvation.   c. Diseases.
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18). This summer is .... the previous one.
    a. better than.   c. worse than.
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19). What does she hope about the next fall?
    a. The snow melted into mud and covered the city.
    b. The air is very hot and dry.
    c. I wonder why the weather in my hometown is always bad in each season.
    d. Next fall will not be as bad as the last one.

20).What was happened in the previous summer?
    a. The snow melted into mud and it covered the city.
    b. The temperature is about 34 degrees celsius.
    c. Lots of people dehydrated because of the heat.
    d. Last fall the wind and the rain were pretty bad.

Appendix 5. The result of the students' Post-test

INSTRUMEN PENELITIAN

JUDUL : THE EFFECT OF PREVIEWING AS PRE-READING ACTIVITY TO IMPROVE STUDENTS' READING COMPREHENSION OF THE SECOND GRADE STUDENTS AT SMP NEGERI 23 MAKASSAR

Keterangan :

1. Tujuan Penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas 45 Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal tes ini dengan jujur.

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Petunjuk Pengisian :

4. Bacalah Teks Bacaan secara saksama sebelum menjawab soal.

5. Jawablah dengan memilih salah satu jawaban yang benar.

Name   : _____

Claas   : _____
:

:

Read the passage carefully and choose the correct answer by crossing (x). Questions 1 to 10 based on the text 1.
Text 1

My Best Friend

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was a very diligent student. He liked to read the encyclopedia and he the ranked first in my class.

I liked them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They made friends with anybody including me.

(Source: English in Focus, 149)

1). Who is the speaker?
   a. Ricky.   c. Ary.
   b. Eric.   d. Andi.

2). When did Ary meet his best friend?
   a. Yesterday.   c. Two years ago.
   b. Three years ago.   d. Last Week.

3). Who were Ary's best friends?
   a. Eric and Ricky.   c. Andi and Eric.
   b. Eric and Putra.   d. Sigit and Ricky.

4). What was Eric in school?
   a. A boy scout.   c. A photographer.
   b. A musician.   d. An athlete.

5). What kind of person was Ricky?
   a. A lazy student.   c. A student diligent.
   b. A diligent student.   d. A careless student.

6). How is Eric's body?
   a. Short and fat.   c. Tall and muscular.
   b. Tall and fat.   d. Short and muscular.

7). Why did Ary like Eric and Ricky?
   a. Because were famous.   c. Because were very friendly to
                                  other people.
   b. Because were smart.   d. Because were arrogant.

8). What was Ricky like to do?
   a. He liked to swim.   c. She liked to read a novel.
   b. He liked to read the encyclopedia. d. Ricky liked to sing.

9). They were not arrogant. **They** refers to?
   a. Ricky and Eric.   c. Ary and Ricky.
   b. Ricky and Roni.   d. Eric and Ary.

10). What is the synonym of **famous**?
   a. Populer.   c. Popular.
   b. Known.   d. Agree.

Questions 11 to 20 based on the text 2.

Text 2

Seasons

It is in the middle of summer, the air is very hot and dry. The temperature is about 34 degrees Celcius. I am sitting by the window of my living room, looking at the streets and drinking some iced lemon tea. Sometimes I wonder why the weather in my hometown is always bad in each season. Last winter, a big snow storm paralysed this city and lasted almost a month. But things are not easy in the spring. The snow melted into mud and it covered the city. The previous summer was worse, lots of people dehydrated because of the heat. Hopefully, next fall will not be as bad as the last one. Last fall the wind and the rain were pretty bad.

(Source: English in Focus, 149)

11). What season is happening in the story?
    a. Summer.   c. Winter.
    b. Spring.   d. Fall.

12). What is the weather feels like?
    a. It's humid.   c. It's wet.
    b. It's hot.   d. It's windy.

13). The weather is .... in every season.
    a. always good.   c. never good.
    b. seldom good.   d. never bad.

14). Last winter, the city was paralysed. What is the meaning of *paralysed*?
    a. Active.   c. Unable to move.
    b. Moving.   d. Able to move.

15). This summer is .... the previous one.
    a. better than.   c. worse than.
    b. as bad as.   d. as good as.

16). What was struck the city last winter?
    a. A snow flake   c. A snow fall.
    b. A tropical hurricane.   d. A snow storm..

17). What is the effect of the terrible heat wave?
    a. Starvation.   c. Diseases.
    b. Famine.   d. Dehydration.

18). It covered the city with mud. *It* refers to?
    a. The mud.   c. The snow.
    b. The melted snow.   d. The spring.

19). What does she hope about the next fall?
    a. The snow melted into mud and covered the city.
    b. The air is very hot and dry.
    c. Next fall will not be as bad as the last one.
    d. I wonder why the weather in my hometown is always bad in each season.

20).What was happened in the previous summer?
    a. The snow melted into mud and it covered the city.
    b. Lots of people dehydrated because of the heat.
    c. The temperature is about 34 degrees celsius.
    d. Last fall the wind and the rain were pretty bad.

Name   : _____

Claas   : _____
:

          :

Read the passage carefully and choose the correct answer by crossing (x). Questions 1 to 10 based on the text 1.
Text 1

My Best Friend

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was a very diligent student. He liked to read the encyclopedia and he the ranked first in my class.

I liked them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They made friends with anybody including me.

(Source: English in Focus, 149)

1). Who is the speaker?
   a. Ricky.   c. Ary.
   b. Eric.   d. Andi.

2). When did Ary meet his best friend?
   a. Yesterday.   c. Two years ago.
   b. Three years ago.   d. Last Week.

3). Who were Ary's best friends?
   a. Eric and Ricky.   c. Andi and Eric.
   b. Eric and Putra.   d. Sigit and Ricky.

4). What was Eric in school?
   a. A boy scout.   c. A photographer.
   b. A musician.   d. An athlete.

5). What kind of person was Ricky?
    a. A lazy student.   c. A student diligent.
    b. A diligent student.   d. A careless student.

6). How is Eric's body?
    a. Short and fat.   c. Tall and muscular.
    b. Tall and fat.   d. Short and muscular.

7). Why did Ary like Eric and Ricky?
    a. Because were famous.   c. Because were very friendly to
                                    other people.
    b. Because were smart.   d. Because were arrogant.

8). What was Ricky like to do?
    a. He liked to swim.   c. She liked to read a novel.
    b. He liked to read the encyclopedia. d. Ricky liked to sing.

9). They were not arrogant. **They** refers to?
    a. Ricky and Eric.   c. Ary and Ricky.
    b. Ricky and Roni.   d. Eric and Ary.

10). What is the synonym of **famous**?
    a. Populer.   c. Popular.
    b. Known.   d. Agree.

Questions 11 to 20 based on the text 2.

Text 2

Seasons

It is in the middle of summer, the air is very hot and dry. The temperature is about 34 degrees Celcius. I am sitting by the window of my living room, looking at the streets and drinking some iced lemon tea. Sometimes I wonder why the weather in my hometown is always bad in each season. Last winter, a big snow storm paralysed this city and lasted almost a month. But things are not easy in the spring. The snow melted into mud and it covered the city. The previous summer was worse, lots of people dehydrated because of the heat. Hopefully, next fall will not be as bad as the last one. Last fall the wind and the rain were pretty bad.

(Source: English in Focus, 149)

11). What season is happening in the story?
    a. Summer.   c. Winter.
    b. Spring.   d. Fall.

12). What is the weather feels like?
    a. It's humid.   c. It's wet.
    b. It's hot.   d. It's windy.

13). The weather is .... in every season.
    a. always good.   c. never good.
    b. seldom good.   d. never bad.

14). Last winter, the city was paralysed. What is the meaning of *paralysed*?
    a. Active.   c. Unable to move.
    b. Moving.   d. Able to move.

15). This summer is .... the previous one.
    a. better than.   c. worse than.
    b. as bad as.   d. as good as.

16). What was struck the city last winter?
    a. A snow flake   c. A snow fall.
    b. A tropical hurricane.   d. A snow storm..

17). What is the effect of the terrible heat wave?
    a. Starvation.   c. Diseases.
    b. Famine.   d. Dehydration.

18). It covered the city with mud. *It* refers to?
    a. The mud.   c. The snow.
    b. The melted snow.   d. The spring.

19). What does she hope about the next fall?
    a. The snow melted into mud and covered the city.
    b. The air is very hot and dry.
    c. Next fall will not be as bad as the last one.
    d. I wonder why the weather in my hometown is always bad in each season.

20).What was happened in the previous summer?
    a. The snow melted into mud and it covered the city.
    b. Lots of people dehydrated because of the heat.
    c. The temperature is about 34 degrees celsius.
    d. Last fall the wind and the rain were pretty bad.

Name : _____

Claas : _____
:

:

Read the passage carefully and choose the correct answer by crossing (x). Questions 1 to 10 based on the text 1.
Text 1

My Best Friend

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was a very diligent student. He liked to read the encyclopedia and he the ranked first in my class.

I liked them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They made friends with anybody including me.

(Source: English in Focus, 149)

1). Who is the speaker?
   a. Ricky.   c. Ary.
   b. Eric.   d. Andi.

2). When did Ary meet his best friend?
   a. Yesterday.   c. Two years ago.
   b. Three years ago.   d. Last Week.

3). Who were Ary's best friends?
   a. Eric and Ricky.   c. Andi and Eric.
   b. Eric and Putra.   d. Sigit and Ricky.

4). What was Eric in school?
   a. A boy scout.   c. A photographer.
   b. A musician.   d. An athlete.

5). What kind of person was Ricky?
    a. A lazy student.   c. A student diligent.
    b. A diligent student.   d. A careless student.

6). How is Eric's body?
    a. Short and fat.   c. Tall and muscular.
    b. Tall and fat.   d. Short and muscular.

7). Why did Ary like Eric and Ricky?
    a. Because were famous.   c. Because were very friendly to
                                      other people.
    b. Because were smart.   d. Because were arrogant.

8). What was Ricky like to do?
    a. He liked to swim.   c. She liked to read a novel.
    b. He liked to read the encyclopedia. d. Ricky liked to sing.

9). They were not arrogant. **They** refers to?
    a. Ricky and Eric.   c. Ary and Ricky.
    b. Ricky and Roni.   d. Eric and Ary.

10). What is the synonym of **famous**?
    a. Populer.   c. Popular.
    b. Known.   d. Agree.

Questions 11 to 20 based on the text 2.

Text 2

Seasons

      It is in the middle of summer, the air is very hot and dry. The temperature is about 34 degrees Celcius. I am sitting by the window of my living room, looking at the streets and drinking some iced lemon tea. Sometimes I wonder why the weather in my hometown is always bad in each season. Last winter, a big snow storm paralysed this city and lasted almost a month. But things are not easy in the spring. The snow melted into mud and it covered the city. The previous summer was worse, lots of people dehydrated because of the heat. Hopefully, next fall will not be as bad as the last one. Last fall the wind and the rain were pretty bad.

                                                     (Source: English in Focus, 149)

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12). What is the weather feels like?
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Name   : _____

Claas   : _____
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   a. Ricky and Eric.   c. Ary and Ricky.
   b. Ricky and Roni.   d. Eric and Ary.

10). What is the synonym of **famous**?
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Questions 11 to 20 based on the text 2.

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     It is in the middle of summer, the air is very hot and dry. The temperature is about 34 degrees Celcius. I am sitting by the window of my living room, looking at the streets and drinking some iced lemon tea. Sometimes I wonder why the weather in my hometown is always bad in each season. Last winter, a big snow storm paralysed this city and lasted almost a month. But things are not easy in the spring. The snow melted into mud and it covered the city. The previous summer was worse, lots of people dehydrated because of the heat. Hopefully, next fall will not be as bad as the last one. Last fall the wind and the rain were pretty bad.

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    d. Last fall the wind and the rain were pretty bad.

Appendix 6.The students' scores of pre-test

No.	Name of Students	Correct Answer	Student Score
1	NH	12	60
2	MRd	14	70
3	MRf	13	65
4	SZNI	16	80
5	AJI	13	65
6	IOA	14	70
7	NAB	14	70
8	NA	18	90
9	MNQ	13	65
10	BDKA	15	75
11	RA	8	40
12	MASM	13	65
13	AFA	14	70
14	Wd	14	70
15	HND	14	70
16	HA	14	70
17	PM	13	65
18	MRA	14	70
19	MIBK	12	60
20	IM	13	65
21	ARIAA	13	65
22	SSH	16	80
23	RNP	14	70
24	NAN	14	70
25	NKS	16	80
26	NAA	18	90
27	SL	11	55
28	MHS	15	75
29	MIP	7	35
30	AD	15	75
	Total Score	410	2050

Appendix 7.The students' scores of post-test

No.	Name of Students	Correct Answer	Student Score
1	NH	13	65
2	MRd	18	90
3	MRf	14	70
4	SZNI	18	90
5	AJI	15	75
6	IOA	15	75
7	NAB	15	75
8	NA	20	100
9	MNQ	16	80
10	BDKA	19	95
11	RA	17	85
12	MASM	18	90
13	AFA	17	85
14	Wd	17	85
15	HND	14	70
16	HA	16	80
17	PM	17	85
18	MRA	17	85
19	MIBK	15	75
20	IM	14	70
21	ARIAA	18	90
22	SSH	18	90
23	RNP	16	80
24	NAN	18	90
25	NKS	17	85
26	NAA	18	90
27	SL	17	85
28	MHS	15	75
29	MIP	14	70
30	AD	17	85
	Total Score	493	2465

Appendix 8. Students' scores classification of pre-test and post-test

No.	Name of Students	Pre-test	Post-test
1	NH	Poor	Fair
2	MRd	Fair	Good
3	MRf	Fair	Fair
4	SZNI	Good	Good
5	AJI	Fair	Fair
6	IOA	Fair	Fair
7	NAB	Fair	Fair
8	NA	Good	Very Good
9	MNQ	Fair	Good
10	BDKA	Fair	Very Good
11	RA	Very Poor	Good
12	MASM	Fair	Good
13	AFA	Fair	Good
14	Wd	Fair	Good
15	HND	Fair	Fair
16	HA	Fair	Good
17	PM	Fair	Good
18	MRA	Fair	Good
19	MIBK	Poor	Fair
20	IM	Fair	Fair
21	ARIAA	Fair	Good
22	SSH	Good	Good
23	RNP	Fair	Good
24	NAN	Fair	Good
25	NKS	Good	Good
26	NAA	Good	Good
27	SL	Poor	Good
28	MHS	Fair	Fair
29	MID	Very Poor	Fair
30	AD	Fair	Good

83

Appendix 9. The rate percentage of pre-test and post-test

No.	Classification	Score	Pre- Test		Post-Test	
			frequency	percent	frequency	Percent
1	Very Good	91-100	0	0 %	2	6.7 %
2	Good	76-90	5	16.7 %	18	60 %
3	Fair	61-76	20	66.6 %	10	33.3 %
4	Poor	51-60	3	10 %	0	0 %
5	Very Poor	0-50	2	6.7 %	0	0 %
			30	100 %	30	100 %

Appendix 10. Mean score and Standard deviation of Pre-test and post-test

1. The mean score of Pre – test

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

where : $\sum x$ = 2050

N = 30

$$\bar{x} = \frac{2050}{30}$$

$$\bar{x} = 68.3$$

2. Mean scores in post- test

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

Where : $\sum x$ = 2465

N = 30

$$\bar{x} = \frac{2465}{30}$$

$$\bar{x} = 82.16$$

$$\bar{x} = 82.2$$

3. The standard deviation of pre-test.

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

Where:

$\sum X^2$ = 143900

$\sum X$ = 2050

N = 30

$$SD = \sqrt{\frac{143900 - \frac{(2050)^2}{30}}{30-1}}$$

$$SD = \sqrt{\frac{143900 - \frac{4202500}{30}}{29}}$$

$$SD = \sqrt{\frac{143900 - 140083.3}{29}}$$

$$SD = \sqrt{\frac{3816.7}{29}}$$

$$SD = \sqrt{131.61}$$

$$SD = 11.47$$

4. The standard deviation of post –test

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

Where :

$\sum X^2$ = 204675

$\sum X$ = 2465

N = 30

SD $= \sqrt{\dfrac{204675 - \dfrac{(2465)^2}{30}}{30-1}}$

SD $= \sqrt{\dfrac{204675 - \dfrac{6076225}{30}}{29}}$

SD $= \sqrt{\dfrac{204675 - 202540.83}{29}}$

SD $= \sqrt{\dfrac{2134.17}{29}}$

SD $= \sqrt{73.6}$

SD $= 8.57 = 8.6$

Appendix 11. The total scores of pre-test and post test

No.	Name Of Students	Pre- Test X_1	Post Test X_2	Gain D (X_2-X_1)	D^2
1	NH	60	65	5	25
2	MRd	70	90	20	400
3	MRf	65	70	5	25
4	SZNI	80	90	10	100
5	AJI	65	75	10	100
6	IOA	70	75	5	25
7	NAB	70	75	5	25
8	NA	90	100	10	100
9	MNQ	65	80	15	225
10	BDKA	75	95	20	400
11	RA	40	85	45	2025
12	MASM	65	90	25	625
13	AFA	70	85	15	225
14	Wd	70	85	15	225
15	HND	70	70	0	0
16	HA	70	80	10	100
17	PM	65	85	20	400
18	MRA	70	85	15	225
19	MIBK	60	75	15	225
20	IM	65	70	5	25
21	ARIAA	65	90	25	625
22	SSH	80	90	10	100
23	RNP	70	80	10	100
24	NAN	70	90	20	400
25	NKS	80	85	5	25
26	NAA	90	90	0	0
27	SL	55	85	30	900
28	MHS	75	75	0	0
29	MID	35	70	35	1225
30	AD	75	85	10	100
	TOTAL	2050	2465	415	8975

Appendix 12. The t – test analysis

The t – test of reading Comprehension

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

Where: $\sum D = 415$

$$\sum D^2 = 8975$$

$$\bar{D} = \frac{\sum D}{N} = \frac{415}{30} = 13.83$$

$$t = \frac{13.83}{\sqrt{\dfrac{8975 - \dfrac{(415)^2}{30}}{30(30-1)}}}$$

$$t = \frac{13.83}{\sqrt{\dfrac{8975 - \dfrac{172225}{30}}{30(29)}}}$$

$$t = \frac{13.83}{\sqrt{\dfrac{8975 - \dfrac{172225}{30}}{870}}}$$

$$t = \frac{13.83}{\sqrt{\dfrac{8975 - 5740.83}{870}}}$$

$$t = \frac{13.83}{\sqrt{\dfrac{3234.17}{870}}}$$

$$t = \frac{13.83}{1.928065554}$$

$$t = 7.172992625$$

$$t = 7.172$$

Appendix 13. Distribution of t- table

Df	Level of Significant for One - Tailed Test					
	.10	.05	**.025**	.01	.005	.005
	Level of Significant for Two - Tailed Test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.866	2.290	4.303	6.955	9.926	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.355	4.023	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.226	2.764	3.168	4.587
11	1.363	1.796	2.201	2.716	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.120	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.955
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.23	1.721	2.060	2.518	2.931	3.819
22	1.321	1.717	2.074	2.208	2.819	3.729
23	1.319	1.714	2.690	2.500	2.807	3.767
24	1.318	1.711	2.640	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	**2.045**	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646

Appendix 14. The pictures

Picture 1 : The writer explained her research to the students

Picture 2 : The Students were answering the pre-test

Picture 3 : The writer was giving treatment

Picture 4 : The students were answering the post-test

Appendix 15. Permission letter from University 45 Makassar

UNIVERSITAS "45"

Jln. Urip Sumoharjo Km. 4 Telp. (0411) 452901 - 452789

Fax. (0411) 424568 Website : www.univ45.ac.id

MAKASSAR - INDONESIA

Nomor   : B. 044/ FKIP / U-45 / I/ 2014
Lampiran   : -
Perihal   : Surat Permintaan Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Sekolah SMP 23 Makassar
di
Makassar

Dimohon dengan hormat kiranya kepada mahasiswa yang tersebut namanya di bawah ini, dapat diberikan surat permohonan izin melaksanakan penelitian pada :

SMP 23 MAKASSAR

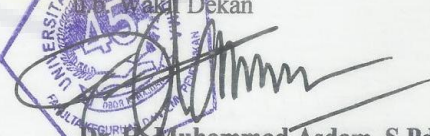Dalam rangka penulisan skripsi :
Nama   : Oksellia Widyastuti Pona
NIM   : 45 12 101 131
Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan   : Pendidikan Bahasa Inggris
Dosen Pembimbing :
1. Dra. Dahlia D. Moelier, M.Hum
2. Dra. Nurhaeti

Masalah yang diteliti :

"The Effectiveness Of Previewing As Pre Reading Activity to Improve Students Reading Comperehension of The Second Grade Students at SMPN 23 Makassar".

Atas bantuan dan kerja sama yang baik, kami ucapkan banyak terimakasi.

Makassar, 20 Januari 2014
Dekan
up. Wakil Dekan

Dr. H. Muhammad Asdam, S.Pd.,M.Pd
Nip. 196907291994121002

Tembusan:
3. Rektor "UNIV" 45 Makassar
4. Arsip

University Bosowa 45 Makassar. Today, She works as a teacher at TK

Frater Bakti Luhur.

PEMERINTAH KOTA MAKASSAR
D I N A S   P E N D I D I K A N
SEKOLAH MENENGAH PERTAMA NEGERI 23 MAKASSAR
Jl. Paccinang Raya II No.35 B Tello Baru Telp (0411) 445388 Makassar

SURAT KETERANGAN PENELITIAN
Nomor : 423.4/039/SMP.23/I/2014

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 23 Makassar menerangkan bahwa Mahasiswa tersebut di bawah ini :
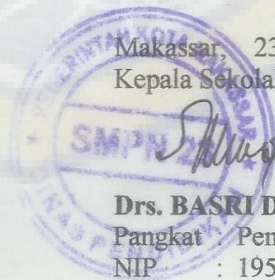
N A M A   :   **OKSELLIA WIDYASTUTI PONA**

N I M   :   45 12 101 131

FAK/PROG/ JURUSAN   :   Keguruan dan Ilmu Pendidikan/Pend. Bahasa Inggris

Benar telah melaksanakan Penelitian pada SMP Negeri 23 Makassar pada tanggal 22 s.d 23 Januari 2014 dengan judul penelitian :

"THE EFFECTIVENESS OF PREVIEWING AS PRE READING ACTIVITY TO IMPROVE STUDENTS READING COMPEREHENSION OF THE SECOND GRADE STUDENTS AT SMP NEGERI 23 MAKASSAR"

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

Makassar,   23 Januari 2014
Kepala Sekolah,

Drs. BASRI DJARRU, M.M.Pd
Pangkat : Pembina
NIP   : 19551231 198003 1 177

CURRICULUM VITAE

Oksellia Widyastuti Pona. She was born on October 15,1985 in Makassar (South Sulawesi province). She has two sisters. She is the second child of Mr. Ambrosius Pona and Mrs. Martha Udjo. In 1990, she started her first education in Katolik Rajawali Kindergarten. In 1998, she graduated from Elementary school and continued her study in SMP Frater Makassar. After graduated from junior high school, she continued her study on SMAN 09 Makassar. She finished her study in senior high school in 2004. After that, she continued her study in Hasanuddin University at Faculty of Literature in French Department. She finished her study in 2009. Then in 2012, she decided to continued her study at Engslih Education Department Faculty of Teacher Training and the Education of University Bosowa 45 Makassar. Today, She works as a teacher at TK Frater Bakti Luhur.