

**THE EFFECT OF QUESTIONING STRATEGY TOWARDS STUDENTS'  
READING COMPREHENSION THE STUDENTS ELEVENTH GRADE  
OF MAN 02 LOMBOK TIMUR IN ACADEMIC YEAR 2021/2022**



**By**

**Doni Kusman Hadi**

**NIM. 170107136**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF MATARAM  
MATARAM  
2022**

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**A thesis of Sarjana  
Submitted to State Islamic University of Mataram to Fulfill the requirement  
for Sarjana Degree**



**By  
Doni Kusman Hadi  
NIM. 170107136**

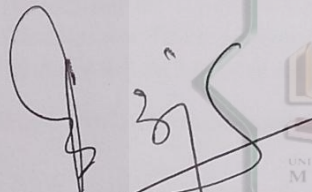
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STATE ISLAMIC UNIVERSITY OF MATARAM  
MATARAM  
2022**

### APPROVAL

Thesis by Doni Kusman Hadi, Student Numbers : 170107136 entitled “ The Effect of Questioning Technique Towards Students’ Reading Comprehension at Student Eleventh Grade of MAN 02 Lombok Timur In Academic Year 2021/2022” has fulfilled the requirement and has been approved to be examined.

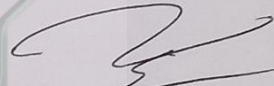
Approved on : 29 Mei 2022

Advisor I



Dr. Hj. Nurul Lailatul Khusniah, M.Pd  
NIP. 196910172005012001

Advisor II



Najamuddin, S.Pd., M.Hum  
NIP. 197401032007101001

Perpustakaan UIN Mataram

## SUPERVISOR'S OFFICIAL NOTE

Mataram 30 Mei 2022

About : Examination ( Munaqasyah )

Respectable

Dean of Faculty of Education and Teacher Training

At Mataram

Assalamu'alaikumwarahmatullahiwarokatuh

After conducting many consultations, and corrections, we honorably state that this thesis by:

Name : Doni Kusman Hadi

Student Number : 170107136

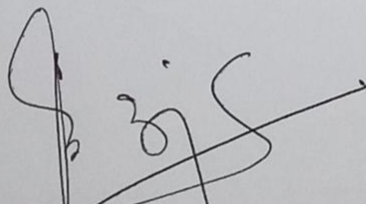
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Has fulfilled the requirement to be presented in thesis examination, Faculty of Education and Teacher Training, State Islamic University of Mataram, we hope this thesis will be examined soon

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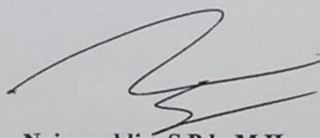
Perpustakaan UIN Mataram

Advisor I



Dr. Hj. Nurul Lailatul Khusniah, M.Pd  
NIP. 196910172005012001

Advisor II



Najamuddin, S.Pd., M.Hum  
NIP. 197401032007101001

## STATEMENT OF THESIS AUTHENTICITY

The undersigned below :

Name : Doni Kusman Hadi  
NIM : 170107136  
Department : English Language Department  
Faculty : Education and Teacher Training

State that a thesis entitled “The Effect of Questioning Technique Towards Students’ Reading Comprehension at Student Eleventh Grade of MAN 02 Lombok Timur In Academic Year 2021/2022” is the result of his own writing except for parts where the sources are cited. All cited works quoted in accordance with the ethical code of academic writing.

Mataram, 30 Mei 2022

Author



Doni Kusman Hadi

Perpustakaan UIN Mataram

### THESIS RATIFICATION

Thesis by Doni Kusman Hadi, student number :170107136 entitled "The Effect of Questioning Strategy Towards Students' Reading Comprehension The Students Eleventh Grade of MAN 02 Lombok Timur In Academic Year 2021/2022" has been examined in front of the examiners board of study program of English language education, faculty of education and teacher training state Islamic university of mataram on 6 Juni 2022

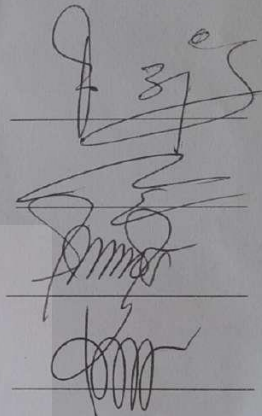
#### The Examiners

Dr. Hj. Nurul Lailatul Khusniah, M.Pd  
(Exam Chairman/Advisor I)

Najamuddin, S.Pd., M.Hum  
(Exam Secretary/Advisor II)

Dr. Ika Rama Subandra, M.Pd  
(Examiner I)

Kasyfur Rahman, M.Pd  
(Examiner II)



Acknowledged by,  
Dean of Faculty of Education and Teacher Training

Perpustakaan Mataram



Dr. Sumarmo, M.H.J  
NIP. 197812312005011006

## MOTTO

*“It’s an impossibility to be perfect but it’s possible to do the best.”*



**Perpustakaan UIN Mataram**

## DEDICATION

*“This thesis is dedicated to My beloved parents, bapak Denin and ibu Muslihan who always give me support and prays on everything. And all of my Family who always give me many advices in my life. Also, for myself who always keep spirit and Stay strong to finish this study.”*



Perpustakaan UIN Mataram



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The researcher realize that this research far from being perfect. The researcher hopes this research will be useful for helping the English teaching and learning.

Mataram, Mei 2022  
Writer

Doni Kusman Hadi

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**ABSTRACT**

The aim of this research was to know whether the technique of Questioning was effective for students' reading comprehension in MAN 2 Lombok Timur. This research applied a pre-experimental design with one-group pretest-posttest design. The samples of this research were 20 students which from XI Bahasa class. The research instrument was a test. It was divided into two kinds of test, pretest and posttest. Pretest gave before the treatment and post-test gave after treatment. The kind of the test was multiple choices that consist of 20 questions. Experimental class was treated by using Questioning Strategy. The data obtained were analyzed and used the paired sample T test to find the differences between the variables. The result that was gained from the research proved the difference between students score in learning reading comprehension by using questioning technique. The result of this study showed that the mean of the pre-test was 61.25 then the mean of post-test was 70.75. It was means that questioning technique was significant effect toward students' reading comprehension. It proved by the result of statistic counting that the *sig.( 2-tailed)* was 0.000. It also proved that the null hypothesis was rejected and the alternative hypothesis was accepted.

**Keywords :** *questioning strategy, reading comprehension*

**PENGARUH STRATEGI BERTANYA TERHADAP PEMAHAMAN  
MEMBACA SISWA KELAS XI MAN 02 LOMBOK TIMUR TAHUN  
PELAJARAN 2021/2022**

Oleh

**Doni Kusman Hadi**  
**NIM. 170107136**

**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi Questioning efektif untuk pemahaman membaca siswa di MAN 2 Lombok Timur. Penelitian ini menggunakan desain pre-experimental design dengan one-group pretest-posttest design. Sampel penelitian ini adalah 20 siswa yang berasal dari kelas XI Bahasa Indonesia. Instrumen penelitian adalah tes. Tes ini dibagi menjadi dua jenis, pretest dan posttest. Pretest diberikan sebelum perlakuan dan posttest diberikan setelah perlakuan. Jenis tesnya adalah pilihan ganda yang terdiri dari 20 soal. Kelas eksperimen diberi perlakuan dengan menggunakan strategi Questioning. Data yang diperoleh dianalisis dan menggunakan uji T sampel berpasangan untuk mengetahui perbedaan antar variabel. Hasil yang diperoleh dari penelitian ini membuktikan adanya perbedaan skor siswa dalam pembelajaran membaca pemahaman dengan menggunakan teknik bertanya. Hasil penelitian ini menunjukkan bahwa nilai rata-rata pre-test adalah 61,25 dan nilai rata-rata post-test adalah 70,75. Artinya teknik menanya berpengaruh signifikan terhadap pemahaman membaca siswa. Terbukti dari hasil penghitungan statistik bahwa sig.( 2-tailed) adalah 0,000. Hal ini juga membuktikan bahwa hipotesis nol ditolak dan hipotesis alternatif diterima.

*Kata kunci : strategi bertanya, pemahaman bacaan*

تأثير تقنيات طرح الأسئلة على قراءة استيعاب طلاب الفصل الحادي عشر مان 02 لومبوك شرق ، السنة  
الأكاديمية 2022/2021

بواسطة

دونى كوسمان هادي  
نيم ١٧٠١٠٧١٣٦

نبذة مختصرة

كان الغرض من هذه الدراسة هو تحديد ما إذا كانت تقنية طرح الأسئلة فعالة لفهم القراءة لدى الطلاب في استخدمت هذه الدراسة تصميمًا قبل التجربة مع تصميم مجموعة واحدة قبل MAN 2 Lombok Timur. الاختبار البعدي. كانت عينة هذه الدراسة 20 طالبًا من الفصل الحادي عشر الإندونيسي. أداة البحث هي اختبار. ينقسم هذا الاختبار إلى نوعين ، الاختبار القبلي والبعدي. أعطي الاختبار الأولي قبل العلاج وأجرى الاختبار البعدي بعد العلاج. نوع الاختبار هو الاختبار من متعدد ويتكون من 20 سؤالًا. تم التعامل مع الفصل التجريبي باستخدام أسلوب طرح الأسئلة. تم تحليل البيانات التي تم الحصول عليها واستخدمت المقترن لتحديد الفروق بين المتغيرات. النتائج التي تم الحصول عليها من هذه الدراسة تثبت T اختبار العينة وجود فروق في درجات الطلاب في تعلم الفهم القرائي باستخدام تقنيات طرح الأسئلة. تشير نتائج هذه الدراسة إلى أن متوسط قيمة الاختبار القبلي 61.25 ومتوسط قيمة الاختبار اللاحق 70.75. وهذا يعني أن أسلوب طرح الأسئلة له تأثير كبير على فهم القراءة لدى الطلاب. يتضح من نتائج الحسابات الإحصائية أن الإشارة (2-الطرف) تساوي 0.000. كما أنه يثبت رفض الفرضية الصفرية وقبول الفرضية البديلة

الكلمات المفتاحية: أسلوب طرح الأسئلة ، والفهم القرائي



## CHAPTER 1

### INTRODUCTION

This chapter presents the introduction of the research, it includes the background of the research, the problem of the research, the objective and significance of the research and also the key term of the research.

#### A. Background of Research

English is very important and has many interrelationships with various aspects of life owned by a human being. In English, four language skills should be mastered, those are: listening, speaking, reading, and writing. Based on the four language skills, listening and reading are regarded as receptive skills while speaking and writing skills as productive skills.

Reading is one of the activities to get the information from the text. When readers look at the text and can interpret the meaning of the written symbol, therefore it is a true reading activity.<sup>1</sup> Reading also is one of the skills which needs more concentration in its application. In addition, reading is also something crucial and indispensable for the students because the success of their studies depends on the greater part of their skill to read. In other words, reading is an activity that does not only pick up the words from the text but requires the reader to interpret what happens in the text.

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<sup>1</sup> Jo A. Aebersold and Mary L. Field, *From Reader to Reading Teacher*, (New York: Cambridge University Press, 1997), p. 15.

Rumelhart stated that reading is an activity that involves the interaction between the reader, the text, and the interaction of both the reader and the text which has the goal of obtaining the message in the text<sup>2</sup>. For instance, if their reading skill is poor they are very likely to fail in their study, or at least they will have difficulty in making progress. On the other hand, if they have good skills in reading, they will have a better chance to succeed in their study.

In the teaching process, some English teachers still apply a conventional method to teach reading and it usually makes the students bored because the method is monotonous. Therefore, teachers should find a technique of teaching that is appropriate for students to overcome this problem. Thus, a teacher should apply a good strategy to establish the effectiveness of English teaching to make the students receive the lesson easily. Many strategies are used in teaching reading, one of them is the questioning strategy. Teachers can apply this questioning strategy before and after the learning process. Questioning strategy is important because asking or giving questions is one of the crucial strategies that teachers can use in teaching processes.<sup>3</sup> According to Guest (1985:2), questioning strategy is one of the important tools for extending students' learning which can help teachers develop their strategies to enhance the student's work and thinking.

In reading, to comprehend a text, the readers should be able to manage every part of the text because it is easy to gain comprehension in reading if the

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<sup>2</sup> *Ibid.*, p. 5

<sup>3</sup> Annisa Astrid, Rizqy Dwi Amrina, Deta Desvitasari, Uci Fitriani, and Aisyah Shahab " The Power Of Questioning: Teacher's Questioning Strategies In The Efl Classrooms", *Indonesian Research Journal in Education ( IRJE)*, Vol.3, No. 1, 2019, page 92.

readers can systematically and critically organize the text. Afflerbach (2007:12) states that reading is a dynamic and complex process that involves skills, strategies, and prior knowledge. Furthermore, according to Duke, comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the impression readers relate to the text<sup>4</sup>. Meanwhile, according to Zimmerman, reading comprehension is the ability to understand what has been read.<sup>5</sup>

In the English learning process, the students get some textbooks that are written in English. These textbooks contain any information related to what they learned. Therefore, in the process to access information, students need skills of English, Especially they have to master the skill of reading because without this skill they do not understand the information which has been written, so that is why reading skill is necessary to comprehend the text well.

However, in some schools, the researcher found that many learners were still low in reading skills. It was proven when the researcher observed a learning process in a school of MAN 02 Lombok Timur. They faced some reading problems which caused the learners to have difficulties comprehending the information presented in the textbook.

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<sup>4</sup>Abbas Pourhosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill", *Journal of Studies in Education*, Vol 6, No.2. p 230.

<sup>5</sup> Mary Shea and Maria Ceprano. "Reading with Understanding: A Global Expectation", *Journal of Inquiry and Action in Education*, Vol.9. No.1.p.49.

Teaching comprehension strategies explicitly was seen as a possible approach to tackle the problems faced by the students. To resolve it, the writer tried to find an interesting and effective strategy for students and teachers so that they will be able to do reading activities well. One of the strategies that is recommended by the writer is the questioning strategy. By using this strategy, students can know the information in the text based on the questions that have been given in before or after they read the textbooks. The students also will be able to choose the information that they need first.

Based on the background above, the researcher assumes that it is imperative to conduct a research entitled “The Effect of Questioning Strategy Towards Students’ Reading Comprehension The Students Eleventh Grade of MAN 02 Lombok Timur in Academic Year 2021/2022”.

## **B. The Statement of Problem and Research Limitation**

### **1. Statement of Problem**

Based on the background of the research above, the researcher has the fundamental statement: Does the questioning strategy significantly effect students’ reading comprehension at the eleventh grade of MAN 02 Lombok Timur?

### **2. Research Limitation**

This research focused on knowing the effectiveness of questioning strategy towards students’ reading comprehension the students eleventh grade of MAN 02 Lombok Timur in academic year 2021/2022.

## **C. Objective and Significance of Research**

### **1. Objective of Research**

The objective of this research is to know whether the technique of Questioning is effective for students' reading comprehension in MAN 2 Lombok Timur.

### **2. Significance of Research**

This research is expected to give some contributions

#### **a. Theoretically**

The researcher hopes this research can be used as right reference for the other researcher who wants to research the same problem this research.

#### **b. Practically**

##### **1) Teacher**

The researcher hopes the result of this research can be a reference for the teacher, especially about the strategy for improving students' reading comprehension.

##### **2) Student**

The researcher hopes this research will be useful for students to know what strategy to improve reading comprehension.

##### **3) Researcher**

The researcher hopes this research can become the reference for another researcher to research the same aspects of research such as questioning strategy and reading comprehension.

## D. Definition of Key Term

### 1. Reading

Reading has many definitions which have been stated by experts, some of them are from Johnson, who stated that reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place.<sup>6</sup> Moreillon also states that it is an active process that requires a great deal of practice and skill.<sup>7</sup> According to Sandra Silberstein, reading is a complex information processing skill in which the reader interacts with text to (re)create meaningful discourse.<sup>8</sup> In addition, Patrikis also define reading as a social activity as much as it is a personal relationship with the text.<sup>9</sup> The last statement is from Nurul, she stated that Reading is a set of skills that involves making sense and deriving meaning from the printed words.<sup>10</sup>

From some definitions of reading above, the researcher can conclude that reading is a process or a way for the reader to find the meaning of a word or sentence. Meanwhile, reading is a process that involves the reader and the text resulting in comprehension of the text. In another word, reading is the process of readers creating meaning toward what they read.

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<sup>6</sup> Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (Lanham: Rowman and Littlefield Education, 2008), p.3-4.

<sup>7</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 10.

<sup>8</sup> Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford University Press, 1994), p. 12.

<sup>9</sup> Peter C. Patrikis, *Reading Perspective on Between Foreign Language Literacy*, (London: Yale University, 2003), p.123.

<sup>10</sup> Nurul Lailatul Khusniah, et al, "Improving English Reading Comprehension Ability through Survey, Questions, Read, Record, Recite, Review Strategy (SQ4R)", *Canadian Center of Science and Education*,(2017), Vol.10, No. 12 (2017), p.202.

## 2. Comprehension

There are some definitions of comprehension that are stated by experts. Some of those explained by McNamara and Magliano stated that comprehension is a task of both reader and text factors that happen within a larger social context.<sup>11</sup> Duke also stated that comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the views of the reader related to the text.<sup>12</sup> Besides that, Steve also explained that comprehension is the only reason or condition for reading.<sup>13</sup> As a result, the researcher concludes that comprehension is a process scanning of information by readers to know the meaning which was contained in the text.

## 3. Reading Comprehension

Kintsc and Van Dijk defined reading comprehension as the process of creating meaning from text.<sup>14</sup> Reading comprehension is also defined by Singer, he states that as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols.<sup>15</sup> In addition, Nurul, Yumna and Ninuk state that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written

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<sup>11</sup> Abbas Pourhosein, "How Can Students Improve Their Reading Comprehension Skill?", *Macrothink Institute: Journal of Studies in Education*, Vol.6, Number 2, 2016, hlm.230

<sup>12</sup> *Ibid.*

<sup>13</sup> Edwin Nuvianto & Gita Yusanti, "Increasing Students Reading Comprehension Skill by Using Written Text Book", *Journal of English Teaching and Research*, Vol.5, Number 2, 2020, P. 180

<sup>14</sup> *Ibid*

<sup>15</sup> Hadi Muttaqin., "Reading Comprehension", on <https://www.Google.com/amp/s/muttaqinhasyim.wordpress.com/2012/02/24/reading-comprehension/amp/>, search on 14 Agustus 2021, at 11.47.

language.<sup>16</sup> Guy L Bond also stated that “comprehension is made up of several basic abilities, including skill in recognizing words and their meanings, in grouping words into thought units and in giving the proper emphasis to the thought units so that the sentences may be understood”.<sup>17</sup> According to the explanation, the researcher states reading comprehension is a process of interpreting words, phrases, symbols, or sentences by the reader to the text.

#### 4. Questioning

Questioning is a strategy that encourages the students because when the students ask questions they begin to clarify their understanding and make meaning of what they comprehend.<sup>18</sup> Ganesan S, et al stated that questioning is an important activity in teaching. Questioning can be used to test the knowledge of the past, with questions requiring factual answers by asking who, what, where, and when.<sup>19</sup> Questioning is a kind of strategy that enables students to make question in reading. This activity is done before, during, and after reading. In those certain activities, students should keep questioning the text. Therefore, questioning is one of the most effective ways to make the students pay attention in the classroom.<sup>20</sup>

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<sup>16</sup> Nurul Lailatul Khusniah, et al, "Improving English Reading Comprehension: The Role of Visual Mind Mapping in SQ4R Strategy" ( Yogyakarta: European Alliance for Innovation,2018).

<sup>17</sup> Guy L Bond and Eva Bond Wagner, *Teaching the Child to Read*, (New York: The Macmillan Company, 1950), p. 200.

<sup>18</sup> Stephanie Harvey and Anne Goudvis, *strategies that work*. ( Stenhouse Publishers, 2000) p. 11

<sup>19</sup> Ganesan Shanmugavelu, "Questioning Techniques and Teachers' Role Play in the Classroom", *International Journal and Education*, Vol. 8, Number 4, 2020, P. 45

<sup>20</sup> *Ibid.*, P. 46



Based on the explanation above the researchers concluded that the questioning strategy is one of the techniques in teaching that enables to increase the students' comprehension and bring back the students' understanding of what they have been read.



## CHAPTER II

### REVIEW OF RELATED LITERATURE AND HYPOTHESIS

This study was conducted for knowing the effectiveness of the questioning strategy towards reading comprehension at the eleventh grade of Man 02 Lombok Timur. This chapter will be presented some part, as review of the previous study, some theoretical bases, a conceptual framework and the hypothesis of the research.

#### A. Review of Previous Research

Raising issues of Questioning strategy and reading comprehension in the research is not a new case anymore. There are some recent researches related to that technique (Questioning) and reading comprehension, the first relevant research is from Baiq Mita Putri Liana<sup>21</sup> entitled “The Effect of Read, Cover, Remember, Retell (RCRR) Strategy Toward Students Reading Comprehension” she tried to know the Effect of (RCRR) strategy toward students’ reading comprehension at MA Darul Muhajirin Praya. In her study, she was using experimental research as a method (quantitative approach). That was a quasi-experimental design using a non-equivalent control group design. She divided a sample into two groups that were experimental class and the control class.

The result of her study is whether there is any effect of using (RCRR) strategy toward students reading comprehension. And got the result that was gained from the research proved the difference between students' scores in

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<sup>21</sup> Baiq Mita Putri Liana, “*The Effect of Read, Cover, Remember, Retell (RCRR) Strategy Toward Students Reading Comprehension*”, (Thesis, Faculty of Tarbiyah and Teacher Training Mataram State Islamic University, Mataram, 2019)

learning reading comprehension by using RCRR strategy and without using RCRR strategy. The result of the data analysis using t-test showed, the value of  $t_o$  was 4,838 with degree of freedom 60 in the significance level of 5%,  $t_t$  was 1,671. It means that  $t_o > t_t$ . Thus, the null hypothesis ( $H_o$ ) is rejected then the alternative hypothesis ( $H_a$ ) is accepted that there is any effect of using, RCRR strategy toward students reading comprehension.

From the research above, the researcher finds of similarities of this research with the study conducted by Baiq Mita Putri Liana that is a methodology of the research. Using experimental research as a method. The difference between both researchers is on the variable of study. The previous researcher use the (RCRR) strategy toward students reading comprehension, but this research use the Questioning Technique toward students reading comprehension.

The second previous research is from Khusnul Hidayati<sup>22</sup> entitled “The Influence of Questioning Strategy On Students’ Achievement In Reading” tried to see whether any affect of questioning strategy toward students' achievement in reading at the first semester students of the department of English education of UIN Syarif Hidayatullah Jakarta. In her research, she used the quantitative method as methodology and was using ex post facto as a design. The result of her study is there is an influence between questioning strategy and students’ achievement in reading.

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<sup>22</sup> Khusnul Hidayati, "*The Influence Questioning Strategy on Students’ Achievement in Reading*”(Thesis, Faculty of Tarbiyah And Teacher Training Syarif Hidayatullah State Islamic University, Jakarta, 2014)

The result of the study shows that there is an influence between questioning strategy and students' achievement in reading. Based on the table of calculation linear regression, the gain of F ratio is 6.707 which is greater from F table (4.08) or ( $6.707 > 4.08$ ). Then, the p value is 0.01 which is less than 0.05 ( $0.01 < 0.05$ ). From this result, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that questioning strategy influence students' achievement in reading. Therefore, questioning strategy influences students' achievement in reading. The conclusion of this research is, that students who have questioning as a reading comprehension strategy are having better reading achievement than those who have not.

According to the explanation above, the researcher find of similarity between previous study and this study. Both of them are using quantitative approach. Therefore, the researcher also find the difference between of them that is about the previous research is to know the effect questioning strategy toward students' achievement in reading while this study is to know the effect questioning strategy toward reading comprehension.

The third previous research is from Yuli Susanti Prihastuti<sup>23</sup> about Improving The Reading Comprehension of The Eighth Grade Students of SMP N 1 Wonosari by Using The Visualization Strategy in The Academic Year of 2012/2013. The objective of this study is to improve the reading comprehension of the eighth grade students of SMP N 1 Wonosari by using visualization strategy.

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<sup>23</sup> Yuli Susanti Prihastuti, "Improving The Reading Comprehension of The Eighth Grade Students of SMP N 1 Wonosari by Using the Visualization Strategy in The Academic Year of 2012/2013", (*Thesis*, Faculty of Languages and Arts Yogyakarta State University, Yogyakarta, 2013).

This study was conducted by using action research, then taken students and English teacher as sample. The result of this research shows that the implementation of the visualization strategy improved the students' reading comprehension. Then The mean value of their pretest scores was 58.95 while the mean value of post-test scores was 75.20. The students performed active involvement in the class discussion and group discussion. It shows that the interaction among the students and between the students and the teacher was also enhanced. Most of the students were able to overcome their difficulties related to the difficult words. The students were able to memorize more words as shown by the progress of the mean value of the quizzes in two cycles. It can be summarized that the students' problem in comprehending the text could be solved by implementing the visualization strategy.

The researcher find a difference between previous study and this study, that is about in previous study using a visualization strategy to improve students' reading comprehension while in this study to know questioning strategy's effect toward reading comprehension. So that, the similarity between of them that is about to know the reading comprehension.

The next previous research is from Irna Oktarina <sup>24</sup> untitled The Effect of Using Pre-Questioning Technique On Students' Reading Comprehension Of Descriptive Text (A Quasi-Experimental Study At The Tenth Grade of SMAN 8 Tangerang Selatan) and took the objective was to know the empirical evidence of

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<sup>24</sup> Irna Oktarina, "The Effect Of Using Pre-Questioning Technique On Students' Reading Comprehension Of Descriptive Text (A Quasi-Experimental Study At The Tenth Grade of SMAN 8 Tangerang Selatan)",(Thesis, Faculty of Educational Sciences Syarif Hidayatullah State Islamic University, Jakarta, 2018).

the effect the use of pre-questioning techniques on students' reading comprehension descriptive text for the tenth grade students of SMAN 8 Tangerang Selatan. This study was conducted by using quasi-experimental design and took the tenth grade of SMAN 8 as sample. Then got the result that the value of  $t_{table}$  in the significance level 5% is 1.787 while the value of  $t_{value}$  is 7.463. It showed that Null Hypothesis ( $H_0$ ) was rejected and Alternative Hypothesis ( $H_a$ ) was accepted.

Furthermore, the Cohen's  $d$  formulation was used to know the effect size of using Pre-questioning technique on students' reading comprehension of descriptive text. The effect size is 22.5. It can be concluded that Pre-questioning technique is effective with a strong effect on the students' reading comprehension of descriptive text. The researcher can conclude that in this study has similar result with the previous study that variable  $x$  have significant effect towards variable  $y$ .

## **B. Theoretical Bases**

In this part contains several things such as definitions, concepts, and others which related with the variables of this research. In this research there are two variables that are subject of discussion and will be explained on the paragraph below.

## 1. READING

### a. Definition of Reading

Reading is one of skill that must be mastered by every people. Therefore, reading is used by people to know the information on the text. Reading is very important because through reading, people can get a lot of information and knowledge according what that they read. Some states are stated by experts about reading.

The first definition stated by Russel, Russel says that reading is an ability to comprehend, pronounce and interpret letters, sign or symbols to receive ideas and impressions from the writer via text.<sup>25</sup> The second one is from Grabe, he stated that reading is an important skill in many different settings, especially in an educational setting.<sup>26</sup> In addition, Nurul also describes that reading as the process of understanding meaning in the text according to the level of ability.<sup>27</sup> Seravallo states that "reading is thinking and understands and getting the meaning behind a text".<sup>28</sup> According to Sandra Silberstein, reading is a complex information processing skill in which the reader interacts with the text to create a significant discourse.<sup>29</sup> Reading is a process between a reader and a text to get information. The process itself

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<sup>25</sup> Russel G Stauffer, *Directed Reading Maturity as a Cognitive Process*, (New York: Longman, 1985), p. 153.

<sup>26</sup> Grabe, W. *Reading in a Second Language( Moving From Theory to Practice)*, (New York: Cambridge University Press, 2009), p.5.

<sup>27</sup> Nurul Lailatul Khusniyah, et.al, "Efektifitas Pembelajaran Berbaris Daring: Sebuah Bukti.Pada Pembelajaran Bahasa Inggris", *Jurnal Tasqif*, Vol. 17, No.1 (2019), p. 22.

<sup>28</sup> Jennifer Seravallo, *Teaching Reading in Small Groups*, (Portsmouth: Heinemann, 2010),p. 43.

<sup>29</sup> Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford University Press, 1994), p. 12.

occurs when the eyes look at the printed page and the brain works to create meaning from a text.

The researcher can conclude that reading is a skill which used by people to know the content and meaning that involve in the text that has read. In addition, reading is an activity that used by people to find some information or hide meaning written by writer.

#### b. Types of Reading

According to Brown, there are four types of reading, namely:

##### 1) Perceptual.

Perceptual reading tasks involve paying attention to components of major parts of speech: letters, words, punctuation, and other grapheme symbols.

Bottom-up processing is involved.

##### 2) Selective.

This category is largely an artifact of evaluation sizes. To improve vocabulary reading comprehension, and grammatical or discourse features of the language in a very short time voice route, some typical tasks are used: Image cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences are also provided for short answers. A combination of you can use bottom-up and top-down processing.

##### 3) Interactive.

Interactive readings include stretches the language of several paragraphs on a page or more, in which the the reader must interact with the text in a psycholinguistic sense. That is, reading is a process of negotiating



meaning; the reader adds a series of diagrams to the text to understand and assimilate it is the product of this interaction. Typical genres that lend anecdotes, short stories and descriptions, longer text excerpts, quizzes, memos, announcements, instructions, recipes, etc. suitable for interactive reading. The objective of an interactive task is to identify the relevant features (lexical, symbolic, grammatical and discursive) in texts of moderately short length, to retain the information processed. Top-down processing is typical of these tasks, although some instances of bottom-up performance may be required.

#### 4) Extensive

It should be noted that frequent reading of research refers to "extensive reading" as longer segments of speech, such as B. Long articles and books that are normally read outside of a classroom hour. The purpose of assessment is usually to infer that a learner overall comprehension of a text, instead of requiring candidates to do so "Magnify" the small details. Top-down processing is assumed more extensive tasks.<sup>30</sup>

#### c. Reading Process

Pratt et al (2005, 21) define reading as a process of responding to, making sense a text being read and connecting it with readers' prior knowledge. In making sense of information, readers connect new knowledge obtained from the text with the known knowledge they know already. It is believed that relating to readers' prior knowledge will make readers

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<sup>30</sup> H.Douglas Brown, *Language Assessment Principles and Classroom Practice 2<sup>nd</sup> ed*, (California : Pearson Longman,2010), p. 188.

memorize the new knowledge longer. Therefore, a reading activity is an interaction between readers' minds and the text.

In line with Spratt et al, the activity of interaction between the mind and the text can be considered an active process since it involves the background knowledge of the readers (Pang et al, 2003: 14). The readers bring their knowledge of the world to comprehend the text. Their mind will dynamically move to follow the flow of ideas presented in the text. In making sense of the ideas, some processes are undergoing in the readers' minds. <sup>31</sup>

According to Cortina and Elder, there are a few important points about this Read, these are:

- 1) Reading is a form of thinking your brain reads, not your eyes. only your eyes send images to the brain so that it can interpret them. (To understand this, consider a blind person reading Braille: in this case, the fingertips pass the input to the brain). Therefore, improving your reading means improving your thinking. Remember that the meaning is in the reader's mind, not in the symbols printed on a page. It is the readers who construct meaning by associating their knowledge and experience with what is on the printed page.

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<sup>31</sup> Yuli Susanti Prihastuti, “ Improving The Reading Comprehension of The Eighth Grade Students of SMP N 1 Wonosari by Using the Visualization Strategy in The Academic Year of 2012/2013”,(Thesis, Faculty of Languages and Arts Yogyakarta State University, Yogyakarta,2013).

- 2) Reading does not require any special mental or physical ability.

The process you usually use when reading are the same processes as: sight, reasoning and memory that you use in other areas of your daily life.

- 3) The reading process involves three stages.

The three phases of reading are preparation for reading, elaboration of information and responding to what you read. These steps overlap, but all three are required to complete the reading process.

- 4) Effective reading is active and interactive.

Effective reading requires you to interact with the material you are reading. One way to interact with the author's idea is to ask yourself questions mentally as you read, and then seek answers to those questions. Another way to interact with the material you read is to relate your own experiences and knowledge to the author's ideas. Active reading also means being aware of the structure of the material. Finally, active reading means keeping an eye on your understanding as you read and taking steps to correct the situation when you don't understand it.

- 5) Comprehension problems often result from a lack of basic knowledge on the part of the reader.

Many comprehension problems are not rigorous reading comprehension, but more general comprehension problems that occur when the reader has insufficient basic knowledge. In other words, comprehension problems arise when a reader doesn't have enough

information on a topic to understand what an author is saying about it. This means that you may need to brush up on your basic knowledge if you find it difficult to understand new or unfamiliar material. (For example, you could first read a simplified explanation in an encyclopedia). Knowing more about an unfamiliar subject can often solve such problems. The more basic knowledge you have, the more things you can understand. Any information you acquire can help you learn new information more efficiently and easily.

- 6) Comprehension, basic knowledge, and reading speed are linked.

The more you know about a topic and the better you understand the content, the faster you can read it. On the other hand, if you know very little about a subject, you should slow down your reading speed. For this reason, it is useless to try to improve the reading speed by artificial means, such as moving the eyes and passing the page in a certain way. Reading speed is a by-product of reading comprehension. More precisely, it is a question of understanding more quickly (efficient). It is the work of the brain and does not depend on the specific eye or hand movements.

- 7) Your reading strategies should fit your reading goal.

Read for many different purposes and why you read certain material affects how you approach it. (For example, your approach to reading a newspaper article or letter from a friend will differ from your approach to

reading by studying a textbook). you should choose reading strategies that suit your purpose.<sup>32</sup>

#### d. The Kinds of Reading

##### 1) Intensive Reading

According to Jack Richard, the purpose of intensive reading is to help students get detailed meaning of the text, develop reading skills - such as identifying main ideas and recognizing text connectors - and improve their knowledge of vocabulary and grammar.<sup>33</sup> Harmer stated that the term intensive reading refers to the detailed focus on the construction of reading texts which usually (but not always) takes place in the classrooms.<sup>34</sup> And according to Grellet, intensive reading means that the reader reads shorter texts to extract specific information. It is more of a precision activity that involves reading details.<sup>35</sup>

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##### 2) Extensive Reading

Extensive reading can be defined as reading a large amount of text for general comprehension (Anderson, 1999), helping with vocabulary acquisition, content knowledge, familiarity with the syntactic structure, knowledge of genres, and reading speed.<sup>36</sup>

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<sup>32</sup> Joe Cortina and Janet Elder, *Opening Doors: Understanding College Reading*, (New York: McGraw-Hill, 2005), p. 75-76.

<sup>33</sup> Jack C. Richards and Wily A. Renandya, *Methodology in Language Teaching*, (Cambridge: The Press Syndicate of the University of Cambridge, 2002), p. 296.

<sup>34</sup> Jeremy Harmer, *How to Teach English*, (Pearson Education Limited, 2007), p. 99.

<sup>35</sup> Francoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 2010), p. 4.

<sup>36</sup> Kristin Lems, Leah D. Miller, and Tenena M. Soro, *Teaching Reading to English Language Learners*, (New York: The Guilford Press, 2010), p. 183.

According to Jack Richards, "Extensive reading has generally involved reading large amounts of material rapidly, or reading for longer periods (e.g., entire books) toward general understanding, with the emphasis usually on the meaning of what is read rather than on the language."<sup>37</sup> And according to Grellet, in intensive reading, the reader reads longer texts, usually for their amusement. It is a fluid activity that mainly involves a comprehensive understanding.<sup>38</sup>

#### e. Reading Skills

To be a good reader, people need to master several reading skills. The reading skills consist of two major elements namely micro-skills and macro-skills. Both micro-and macro-skills can be the intention of reading comprehension assessment (Brown, 2004: 187).<sup>39</sup> The micro-skills consist of:

- 1) discriminating among the distinctive graphemes and orthographic patterns of English,
- 2) retaining chunks of the language of different lengths in short term memory,
- 3) processing writing at an efficient rate of speed to suit the purpose,
- 4) recognizing a core of words, and interpreting word order patterns and their significance,

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<sup>37</sup> Jack C. Richards and Wily A. Renandya, *Methodology in Language Teaching*, (Cambridge: The Press Syndicate of the University of Cambridge, 2002), p. 295-296.

<sup>38</sup> Francoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 2010), p. 4.

<sup>39</sup> Yuli Susanti Prihastuti, "Improving The Reading Comprehension of The Eighth Grade Students of SMP N 1 Wonosari by Using the Visualization Strategy in The Academic Year of 2012/2013", (*Thesis*, Faculty of Languages and Arts Yogyakarta State University, Yogyakarta, 2013).

- 5) recognizing grammatical words classes (noun, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms,
- 6) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

The macro-skills include:

- 1) recognizing the rhetorical forms of written discourse and their significance for interpretation,
- 2) recognizing the communicative function of written texts, according to form and purpose,
- 3) an inferring context that is not explicit by using background knowledge,
- 4) from described events, ideas, etc., inferring links and connections between events, deduce causes and effects, and detect such relations as the main idea, supporting the idea, new information, generalization, and exemplification,
- 5) distinguishing between literal and implied meanings,
- 6) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata,
- 7) developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of the words from context, and activating schemata for the interpretation of texts.

f. The purpose of reading

Each reader has different purposes for reading. They are depending on the engagement of readers. As stated by the National Council of Teachers of English (NCTE) Commission on Reading, “A readers competence continues to grow through engagement with various types of texts and wide reading for various purposes over a life time.<sup>40</sup>” Therefore, the need of reading for one reader and others is different according to their purpose of reading. Rivers and Temperley show several points of common purpose of reading as follows:

- 1) To obtain information for some purpose or because we are curious about some topic;
- 2) To obtain instructions on how to perform some task for our work or daily life;
- 3) To keep in touch with friends by correspondence or to understand business letters;
- 4) To know when or where something will take place or what is available;
- 5) To know what is happening or has happened (as reported in newspapers, magazines, and reports);
- 6) For enjoyment or excitement.

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<sup>40</sup> Khusnul Hidayati, “*The Influence Questioning Strategy on Students’ Achievement in Reading*” (Thesis, Faculty of Tarbiyah And Teacher Training Syarif Hidayatullah State Islamic University, Jakarta, 2014)



g. Reading Comprehension Strategy

People can read for many reasons, but comprehension is the most important which must be achieved in a reading process. Even if people just watch newspapers, magazines and books often need to understand the reading part better, understanding is necessary as they cannot get complete information without understanding. These assumptions are supported by Nation, which stated that "comprehension is very important for developing reading fluency".<sup>41</sup> This means that someone cannot be a good reader just by identifying the words they need to understand to draw the conclusion and repeat what the author has said in the texts.

There are some skills in comprehension. They can recognize words and meanings and the ability to make connections between sentences with the theme of the material so that they can generalize the main idea of the paragraphs and understand the consistency between the paragraphs. Thus, the reader can gain a thorough understanding and apply it to new situations or draw a conclusion.

Zimmermann and Hutchins provide comprehension strategies that can help students to read more quickly and effectively. Reading comprehension are varies. Those are; (1) activating or building background knowledge (2) using sensory images(3) questioning (4) Making predictions and inferences

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<sup>41</sup> I.S.P Nation, Teaching ESL/EFL Reading and Writing, (New York: Routledge, 2009), p. 71.

(5) Determining main ideas (6)Using fix-up option, and (7) Synthesizing. All of those reading comprehension have different activities within.<sup>42</sup>

## 2. Questioning

### a. The Characteristics of Questioning Strategy Reader

Students who have questioning as their reading comprehension strategy have some characteristics. All of them can be indicated from their activity in using questioning activity, before, during, and after reading. Here are some characteristics of students who have questioning as their reading comprehension strategy, as follows:<sup>43</sup>

- 1) Before reading, I am concerned with the author of the books which I want to read.
- 2) I am concerned about the words on the cover of books that I want to read.
- 3) I attempt to relate the pictures with the atmosphere in the book cover.
- 4) I attempt to relate the words with the picture on the book cover.
- 5) I ask a question about what will happen next in the text or books which I am going to read.
- 6) Before reading, I ask a question about where the story in the text or book will happen.
- 7) Before reading, I ask a question about when the story in the text or book will happen.

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<sup>42</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension, Maximizing Your Impact*, (American Library Association, 2007),p. 11

<sup>43</sup> Khusnul Hidayati, "*The Influence Questioning Strategy on Students' Achievement in Reading*" (Thesis, Faculty of Tarbiyah And Teacher Training Syarif Hidayatullah State Islamic University, Jakarta, 2014)

- 8) Before reading, I always ask the question of how the story in the text or book will happen.
- 9) Answering questions while I am reading eases me to comprehend the text.
- 10) I often find the answer to my questions when I am reading a text or book.
- 11) In my opinion, there is a relationship between the title and the content of the books which I am reading.
- 12) I can explain the content of the book if I ask the question when I am reading.
- 13) I attempt to relate what I read with my knowledge before.
- 14) After reading, I attempt to relate the message that the author wants to deliver with my own opinion.
- 15) I attempt to answer the questions to which I can't find the answers to with my own opinion.
- 16) After reading, I conclude my reading.
- 17) After reading, I attempt to conclude the author's message well.
- 18) Asking and answering questions make me be involved in the story of the text or book which I have read.
- 19) In my opinion, the author of a book has a significant message that I have to comprehend well.
- 20) In my opinion, reading strategy is very important for all the readers.

b. Procedure of Questioning Strategy is as follows.<sup>44</sup>

1) Pre-reading activities

Pre-reading activities is the first activities in questioning strategy is preparing students to read, making sure that they get off to a good start. In pre-reading has several purposes; first, they motivate students interest and build background knowledge on the topic of the text the students are so read. Students may have little or no knowledge of the text topic, or they may have misconceptions about the topic that can be clarified during the prereading phase. Second, during the pre-reading phase, students clarify their purpose for reading a particular text. The third is to help students gain a general idea of the text's organization and content by perusing the headings, subheadings, table of contents and so forth.

2) During-reading activities

During-reading activities help the students monitor the comprehension based on the purpose they have set for reading (Leal, Crays, & Moetz, 1985). They need to ask themselves, "Did I find what I was looking for?" if they have a clearly set purpose, they will be able to determine their success while reading. In addition, the students can use the structure of their texts to assist them with finding information based on their purpose. When students know what they are looking for and what they will be doing with the information later, they will be better

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<sup>44</sup> Ana Rizqi Amalia & Yeni Mardiyana,"The Use of Questioning Strategy to Improve Students' Reading Comprehension",*Journal of English Language, Literature, and Teaching*, Vol.1, No.2, 2016, P. 82-83

able to evaluate their own reading. This metacognitive aspect is the key of comprehension. If the English learners have not established a purpose for their reading, they will not be able to evaluate whether they have been successful readers. When they check their understanding based on the purpose they have set, then they are monitoring their comprehension. So the purpose established for reading a chapter in your classroom will determine how the students will monitor their comprehension during reading.

### 3) Post-reading activities

Post-reading activities are the last activities in Questioning strategy, they can guide students in noting and coding specifics about the questions. If students have developed background knowledge for a text, set a purpose for reading, and monitored their comprehension during reading, next they must organize the information.

Based on the characteristics which have been mentioned above, there are some activities that readers do in this strategy; before, while, and after reading. The activities in the questioning strategy give contribute students to being involved in the reading activity. Hence, the characteristics above are helpful to give a brief description of the questioning strategy for all of the readers. It could be concluded that those characteristics can be differentiated between the questioning strategy and other strategies.

### **C. Research Hypothesis**

A hypothesis is a pre-statement or statement prediction stated by the researcher about what the researcher expects to happen in this study. In this research, the researcher proposes two hypotheses that are Null Hypothesis (Ho) and the Alternative Hypothesis (Ha) as below:

- a. Null hypothesis (Ho): questioning technique does not significantly effect students' reading comprehension at the eleventh grade of MAN 02 Lombok Timur.
- b. Alternative hypothesis (Ha): questioning technique significantly effects students' reading comprehension at the eleventh grade of MAN 02 Lombok Timur.

### **D. Conceptual Framework**

As mentioned earlier, reading is one skill that must be mastered by every people. Therefore, reading is very important because, through reading, people can get information that involves reading text or social media ( instagram, facebook,etc.) In the reading process, the message or meaning will not be conveyed well if the reader does not understand the contents of the text that they read. So, in this skill (Reading) there is reading comprehension.

Reading comprehension is a process that the reader does to understand the message or meaning contained in reading text. In this process, there are a lot of difficulties were faced by the students to comprehend the text. One of them because the teaching-learning process is not suitable. Therefore, that is why the

students face difficulties in reading comprehension. The English teacher must have such kind of technique to teach reading comprehension in class. The techniques that are used to increase students' reading comprehension. In this case, the teacher can help students by using a questioning technique in teaching reading comprehension.

Based on the explanation above, it can be concluded that the use of questioning can improve students' reading comprehension. So, the researcher proposed the use of the questioning technique to promote students' reading comprehension in second-grade students of MAN 2 Lombok Timur.



## CHAPTER III

### RESEARCH METHOD

This chapter explains a method that was used by the researcher to finish this research. It contains an approach and type of research, population, and a sample of the research, setting time and place of the research, research design, instruments of the research, technique of data collection and also the technique of data analysis.

#### A. Approach and Type of Research

##### 1. The approach of the research

According to Robert Donmoyer, quantitative research is an approach to empirical studies for collecting, analyzing, and presenting data in numerical rather than narrative form.<sup>45</sup> In addition, Sugiono also said that quantitative research is a research method based on the positivism philosophy, used to research certain populations or samples, data collection using research instruments, and quantitative/statistical data analysis, to describe and test predetermined hypotheses.<sup>46</sup> In this research, the researcher used a quantitative approach to collect and assess the data.

##### 2. Type of research

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<sup>45</sup> Prajitno, S.B." Metodologi Penelitian Kuantitatif. "Jurnal. Bandung: UIN Sunan Gunung Djati.( tersedia di <http://komunikasi.uinsgd.ac.id>) 2013.

<sup>46</sup> Sugiono. *Metode Penelitian Pendidikan Kuantitative, Kualitative, Kombinasi, R&D Dan Penelitian Pendidikan*, Bandung: Alfabeta.2011.P.23



According to Sugiono experimental research is a research method used to find the effect of certain treatments on others under controlled conditions.<sup>47</sup> In this study, the researcher used experimental research. It was research conducted with a scientific approach, where one set of variables are being constant while the other set of variables is being assessed as the subject of the experiment.

## **B. Population and Sample**

### **1. Population**

According to Arikunto<sup>48</sup>, the population is the total subject of the research. The population is the whole thing of the object that will be researched. The population can explain many things, people, events, or values that happened. In this research, the population was taken from students at eleventh grade of MAN 02 Lombok Timur in academic year 2021/2022.

### **2. Sample**

A sample is a part of the population that will be researched by a researcher. The sample was used to generalize the target population. In this research, the researcher took XI BAHASA consist 20 students as a sample.

## **C. Setting and Time of Research**

### **1. Setting of Research**

The research setting is the location of the researcher conducting the research. This research was conducted at MAN 02 Lombok Timur. It was located at Beririjarak Village, Wanasaba, East Lombok.

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<sup>47</sup> Gamal T. , “ Metode Penelitian Eksperimen: Pengertian, Langkah & Jenis”, on <https://serupa.id/metode-penelitian-eksperimen/>, search on 29 march 2022, at 11.52

<sup>48</sup> Suharsimi Arikunto, prosedur penelitian: *suatu pendekatan praktik (research procedure; A practical approach)*, (Jakarta:Rineka Cipta, 2006).

## 2. Time of Research

This research was conducted in the second semester in academic year 2021/2022. This research was conducted from April until May 2022.

## D. Variables of Research

This research has two variables, that was dependent and independent variables. The variable of this research was questioning technique and students' reading comprehension. Where questioning technique as X variable (independent variable) and students' reading comprehension as Y variable (dependent variable).

## E. Design of Research

This research applied a pre-experimental design with a one-group pretest-posttest design. This method used only one group as the subject of the research. In this design, a single group (a) has a pre-experimental test, then (b) is manage the experimental treatment, and finally (c) is evaluated following the treatment.

This design can be shown as follows:<sup>49</sup>



Figure 1.

### Form of One-Group Pre-test-Post-test

On the form of one-group pre-test – post-test above, Group A was asked to answer a test before being given the experimental treatment. After that, the Group A started to give the treatment. The last, after they were given treatment, they

<sup>49</sup> Sugiyono, *Metodelogi Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta, 2013), p.117.

were asked to take a post test. Both were assessed with the written tests. The researcher gave the pre test to know the students' reading comprehension before they were given the treatment. However, the post test was given to the students after they had been given the treatment. Afterward, the result of the pre-test and post-test scores were compared. Finally, both scores of pre-test and post-test became the numerical data to determine the effectiveness of using questioning techniques towards students' reading comprehension.

In this research, there were four meetings were conducted as the treatment for the second-grade students of MAN 2 Lombok Timur especially for XI BAHASA to know the improvement of their comprehension in reading.

#### **F. Instruments of Research**

In this research, the researcher applied some instruments to collect the data these were a test and documentation.

##### **a. Test**

The test is a technique used by researchers to determine students' abilities. In this research, the researcher used a test to measure students' reading comprehension. The test contains 10 questions related to the reading text that has been given by the researcher. The text was about a narrative text.

To find out the score of students' pretest or posttest, the researcher will use the formula:

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Total items}} \times 100$$

b. Documentation

Documentations refer to the archival data that will help the researcher to support the research. The documents here related to the students' name of XI BAHASA in the experiment class, the schedule of English subjects, and the lesson plan.

**G. Procedure of Data Collection**

In collecting the data, the teacher taught English subjects for about a month then the researcher observed the learning process. There were total five meetings were conducted in this research started from May until June 2022.

In this research, there were several procedures in collecting the data, as follows:

1. Preparation step

- a. The researcher conducted a literature study related to the formulation of the problem studied. The literature study includes a study of learning models using questioning techniques, and reading comprehension.
- b. The researcher made research instruments in the form of multiple-choice objective test questions and essays to collect the required data.
- c. The researcher made lesson plans (RPP) and teaching materials study.
- d. The researcher made judgments on expert lecturers on instruments, methods of learning, and lesson plans that have been made. This is intended so that the instrument that will be used measure the variables contained in the research (valid).

- e. The researcher prepared research permits for schools, where research is carried out
- f. The researcher conducted a meeting with an English teacher to explain the procedure of data collection including steps, techniques, and instruments of research. This part did before conducting the pre-test.

## 2. Implementation step

### a. Pre-Test

The researcher conducted the pre-test at the first meeting to the students. Pre-test aims to know students' scores before giving the treatment and to know how far their reading comprehension is.

The researcher asked the teacher to give a pre-test before the learning activities were carried out to determine students' abilities. Pre test was done with an objective test consist 20 questions.

### b. Treatment

After the pre-test was carried out The teacher started the learning with delivered the material used the questioning strategy in the learning process. Then, the researcher observed the learning process including students and teacher activities.

### c. Post-Test

At the last meeting, the researcher gave the post-test to the students to measure their scores in reading comprehension after being taught using the questioning technique. The time allocation to conducting the post test

is about 60 minutes of total of 80 minutes, the last 20 minutes were allocated to reviewing the material and closing.

The researcher gave the post test to know the final ability of students after being given the same objective test as the pre test.

### 3. Post- implementation step

- a. The researcher collected pre test and post test results.
- b. The researcher analyzed and processed data from pre test and post test results for each student
- c. The researcher concluded improving students learning outcomes
- d. The researcher arranged the research

## H. Technique of Data Analysis

In this research, the data were analyzed by using statistical analysis. The collected data were analyzed using SPSS (Statistics Package Social Science) application. In this analysis, the researcher used the paired sample T test to find the correlation between the variables. Before the t-test, there are some steps in statistical analysis as follows:<sup>50</sup>

- a. The Range of Data

$$R = Hs - Ls$$

In which: R = Range of data

Hs = The highest score

Ls = the lowest score

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<sup>50</sup> Riska Fajri, *Enriching...*, p.17.

b. The Amount of Class Interval

$$K = 1 + 3.3 \log n$$

In which: K = The amount of class interval

n = The number of student

c. The Length of Class Interval

$$P = \frac{R}{K}$$

In which: P = The length of class interval

R = Range of data

K = The amount of class interval

d. Calculate and Tabulate the Mean Score of The Students' Pre test and Post test

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

In which: X = Mean score

fx = Total score of frequency

N = The number of students

I. Validity and Reliability

a. Validity

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto, "a test is valid if it measures what its purpose to be measured"<sup>51</sup>. In this research,

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<sup>51</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p.211

the researcher used one of the lecturers of the English Department in UIN Mataram as the expert to give the judgment on the validity of the content.

b. Realibility

Reliability refers to a measure of the stability or consistency the test scores. In this research, the researcher uses a inter-rater reliability. This type of reliability is the degree to which different observers are consistent with their judgments.





## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the result of study that conducted in the eleventh grade ( XI BAHASA ) of MAN 02 Lombok Timur.

#### A. Research Findings

This research was carried out in the eleventh grade ( XI BAHASA) of MAN 02 Lombok Timur. The researcher got the students' scores by doing pre test and post test to determine their ability before and after being given treatment by their teacher. The researcher collected data using Test containing 20 questions. The data obtained as follows:

##### 1. Pre test

On the table below shows the pre-test score

**Table 4.1**  
Perpustakaan UIN Mataram

#### Students' Pre-Test Score

NO	NAME	SCORE
1	Student 1	60
2	Student 2	60
3	Student 3	55
4	Student 4	70
5	Student 5	75
6	Student 6	65
7	Student 7	55
8	Student 8	80
9	Student 9	45
10	Student 10	55

11	Student 11	50
12	Student 12	65
13	Student 13	60
14	Student 14	75
15	Student 15	50
16	Student 16	45
17	Student 17	75
18	Student 18	60
19	Student 19	70
20	Student 20	55

Based on the students score above, the researcher got the mean, median, mode maximum score, minimum score and standard deviation using a statistical application, it was SPSS. The results of the statistical value are as follows:

**Table 4.2**  
**Statistical Score of pre-Test**

N	Valid	20
	Missing	0
Mean		61.25
Median		60.00
Mode		55 <sup>a</sup>
Std. Deviation		10.371
Variance		107.566
Minimum		45
Maximum		80

Base on the calculation results from SSPS, the researcher can conclude that the mean is 61.25. Then the median is 60 and the mode is 55. The highest score is 80 and the lowest score is 45. Then standard deviation is 10.371.

## 2. Post-Test

On the table below shows the post test score.

**Table 4.3**

### **Post-Test Score**

<b>NO</b>	<b>NAME</b>	<b>SCORE</b>
1	Student 1	60
2	Student 2	70
3	Student 3	60
4	Student 4	75
5	Student 5	80
6	Student 6	70
7	Student 7	60
8	Student 8	90
9	Student 9	60
10	Student 10	70
11	Student 11	55
12	Student 12	75
13	Student 13	75
14	Student 14	85
15	Student 15	60
16	Student 16	55
17	Student 17	90
18	Student 18	75
19	Student 19	85
20	Student 20	65

Based on the students' scores above, the researcher got the mean, median, mode maximum score, minimum score, and standard deviation using a statistical application, it was SPSS. The results of the statistical value are as follows:

**Table 4.4**  
**Statistical Score of Post Test**

N	Valid	20
	Missing	0
Mean		70.75
Median		70.00
Mode		60
Std. Deviation		11.271
Variance		127.039
Minimum		55
Maximum		90

Based on the calculation results from SSPS, the researcher can conclude that mean is 70.75. Then the median is 70 and the mode is 60. The highest score is 90 and the lowest score is 55. Then the standard deviation is 11.271.

**Table 4.5**

**Distributions Frequency of Students pre-Test**

<b>Pre-Test</b>				
		Frequency	Percent	Valid Percent
Valid	45	2	10.0	10.0
	50	2	10.0	10.0
	55	4	20.0	20.0
	60	4	20.0	20.0
	65	2	10.0	10.0
	70	2	10.0	10.0
	75	3	15.0	15.0
	80	1	5.0	5.0
	Total	20	100.0	100.0

According to the table of data distributions above, we can see that there were only 4 students from 20 students who get scores  $\geq 75$ . While the English's minimal mastery criterion (KKM) in MAN 02 Lombok Timur which is 75. It's means that the students reading comprehension ability in this class were still less.

After applying the treatment using questioning technique in three meetings, the post-test was collected. The results of the post-test could be seen on the table below:

**Table 4.6**  
**Distributions Frequency of the Students' Post-test**

Post-Test				
		Frequency	Percent	Valid Percent
Valid	55	2	10.0	10.0
	60	5	25.0	25.0
	65	1	5.0	5.0
	70	3	15.0	15.0
	75	4	20.0	20.0
	80	1	5.0	5.0
	85	2	10.0	10.0
	90	2	10.0	10.0
	Total	20	100.0	100.0

The table shows that there were 9 students got the scores  $\geq 75$ , it's means that the questioning technique has effect toward reading comprehension of students eleventh grade at MAN 02 Lombok Timur.

3. The Normality and homogeneity pre-test and post-test

**Table 4.7**

No	nama	students' score	
		pre-test	post-test
1	Student 1	60	60
2	Student 2	60	70
3	Student 3	55	60
4	Student 4	70	75
5	Student 5	75	80
6	Student 6	65	70
7	Student 7	55	60
8	Student 8	80	90
9	Student 9	45	60
10	Student 10	55	70
11	Student 11	50	55
12	Student 12	65	75
13	Student 13	60	75
14	Student 14	75	85
15	Student 15	50	60
16	Student 16	45	55
17	Student 17	75	90
18	Student 18	60	75
19	Student 19	70	85
20	Student 20	55	65

**Table 4.8**

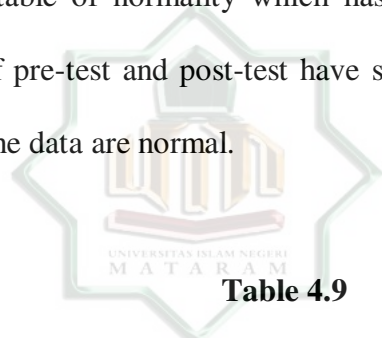
**Tests of Normality**

<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test	0.148	20	,200 <sup>*</sup>	0.951	20	0.378
Post-Test	0.180	20	0.089	0.925	20	0.124

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table of normality which has been tested by using SPSS application the data of pre-test and post-test have sig 0.378 and 0.124. It means that the sig. > 0.05 so the data are normal.



**Table 4.9**

**Perpustakaan Tests of Homogeneity**

<b>Test of Homogeneity of Variances</b>				
Pre-Test		Pos test		
Levene Statistic	df1	df2	Sig.	
0.203	1	38	0.655	

Based on the table of homogeneity which has been tested by using SPSS application the data of pre-test and post-test has sig 0.655. It means that the sig. > 0.005 so the data were homogeneous.

#### 4. Data Analysis

**Table 4.10**

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-9.500	4.560	1.020	-11.634	-7.366	-9.318	19	0.000

Base on the table above, the researcher described that value of significant is 0.000 ( there is a significant difference between data of pre-test and post-test). The sig. shows that  $0.000 < 0.05$  it's means that there is significant difference between reading comprehension pre-test and post-test. The researcher can conclude that through the learning process using the questioning technique can affect towards students' reading comprehension at students eleventh grade of MAN 02 Lombok Timur. Therefore in this research the alternative hypothesis ( $H_a$ ) is accepted, meanwhile the Null hypothesis ( $H_o$ ) is rejected.

#### **B. Discussion**

The objective of this research is to know whether the strategy of questioning is effective for students' reading comprehension in MAN 2 Lombok Timur. According to the results above that presents that the questioning technique is a significant effect toward students' reading comprehension. It was proven by the results of data obtained through the SPSS application using the paired sample test that stated the sig. is 0.000.



Therefore, it's answered the statement of the problem that was proposed at the beginning of this study. The research finding also proved the previous study that questioning strategy as one of reading strategy which can used to increase the students reading comprehension.

Beside that, we can see that from the scores that students get on the pre-test and post-test. The pre-test results showed students' reading comprehension before treatment. On the pre-test, students had an average score is 61.25. After that, students were given a treatment using questioning strategy in learning process. Then students were given post-test. The results obtained were quite contrasting with the results of the pre-test where the average students score on the post-test is 70.75. It meant that using questioning technique was effective.

In addition, the main data analysis by using paired-sample t-test showed inferential statistics that proved statistically the effectiveness of questioning technique used during the treatment period. A statistical significance is shown by the analyzed post-test data which resulted in p-value or sig (2-tailed) = 0.000 which is less than the referred significance level sig  $\alpha = 0.005$ . This result statistically interpreted that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, the results proved that questioning strategy is effective on the students' reading comprehension.

This finding was in line with the finding of Khusnul Hidayati entitled "the influence of questioning strategy on students' achievement in reading" the result of Khusnul's research, she found that there is an influence between questioning strategy and students' achievement in reading. It's means that questioning strategy

also affect toward reading comprehension. Therefore, the students' achievement was influenced. Thus, the previous study and present study was same, the alternative hypothesis is accepted or in other word there is affect of questioning strategy toward students' reading comprehension.<sup>52</sup> From both researches the writer could sum up that questioning strategy significant effect toward reading comprehension.

This finding also supported by Ana Rizki Amalia and Yeni Mardiyana, who mentioned that questioning strategy can improve students reading comprehension. Thus the previous study showed that questioning strategy has effect toward students' reading comprehension. Same as the present study, it also showed that the questioning strategy significantly effect toward students' reading comprehension. That means the questioning strategy can effect towards students reading comprehension.

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On the other research comes from Kahfi Andigi, it's about the effectiveness of using questioning strategy in students's reading comprehension. On this research the researcher used 80 students as samples. Meanwhile the present study used 20 students as the samples. And the result of the previous study was the questioning strategy is effective for students reading comprehension also the present study has same result as previous research. From the previous researches that show the questioning strategy has effect toward students' reading comprehension.

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<sup>52</sup> Khusnul Hidayati, "The Influence Questioning Strategy on Students' Achievement in Reading", (*Thesis*, Faculty of Tarbiyah And Teacher Training Syarif Hidayatullah State Islamic University, Jakarta, 2014).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research in chapter IV, questioning strategy have been shown to have a strong impact on students reading comprehension. This is indicated by the results of paired sample t-test with p-value (*2-tailed*) = 0.000. Since the study mentions a significance level of *sig*  $\alpha = 0.05$  (5 %), the resulting p-value is less than *sig*  $\alpha=0.05(5\%)$  indicating a statistical significance or effectiveness. Therefore, the  $p\text{-value} < sig \alpha=0.05$  (5%) it means that the Null hypothesis of the study is rejected, and the Alternative hypothesis is accepted.

Based on the explanation above, the researcher can conclude that there is effect of questioning strategy toward reading comprehension. The data explained that students' score were significant difference before and after were given a treatment using questioning technique. That means that questioning technique significant effect toward reading comprehension. This research stated that there is positive correlation between questioning technique and reading comprehension.

In conclusion, the research has proven that Questioning technique has a significant effect to the students' reading comprehension at the eleventh grade of MAN 02 Lombok Timur.

## **B. Suggestion**

According to the finding of the research that there is significant affect of questioning strategy towards students' reading comprehension at student eleventh grade of MAN 02 Lombok Timur. The researcher would like to give suggestions for the reader as below:

### **1. To the Teacher**

Caused this research found that questioning strategy affect toward reading comprehensions, the researcher hopes the teacher should realize that this technique will be helping in learning process. The researcher hopes that the teacher of English can be wise to choose the learning method to increase the students' reading comprehension.

### **2. To the Readers**

When learning English, students need to understand that learning is not one way. To achieve the learning goals, students must engage in lesson activities created by the teacher. By participating in the activity, students can also improve their English and social skills.

### **3. To the further researcher**

This research is expected to give contribution toward researcher who wants to take the same study. This study can also contribute to education and research aimed at finding the effectiveness of a particular technique, in this case, the questioning strategy. This study may also be related previous study that can be used by other arrangers to carry out further studies related to the implementation of the questioning strategy.

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## Appendix 1

### Lesson plan treatment 1

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan	: MAN 02 Lombok Timur
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI/2
Materi pokok	: Teks narative
Skill	: Reading
Pertemuan	: 2
Alokasi waktu	: 2 x 45 menit

#### A. Standar Kompetensi

Memahami makna teks tulis fungsional dan essay pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

#### B. Kompetensi Dasar

Merespon makna dalam teks tulis fungsional pendek secara akurat, lancar untuk berinteraksi dalam konteks sehari-hari.

#### C. Indikator

- Menentukan main idea dalam narrative teks
- Menentukan makna kata dan sinonim kata dalam narrative teks
- Menentukan informasi umum, specific dalam narrative teks

#### D. Tujuan Pembelajaran

- Siswa mampu menentukan main idea dalam narrative teks
- Siswa mampu menentukan makna kata dan sinonim dalam narrative teks
- Siswa mampu menentukan informasi umum, specific dalam narrative teks

#### E. Materi Pembelajaran

- Model narrative teks

#### **The Rabbit and the Wolf**

One day when a rabbit was walking in the forest, he heard someone crying out, "Help! Help!" he looked around, and finally he saw a wolf. A great stone had fallen on his back so that he couldn't get up. He asked the rabbit's help, and said that he would die if nobody helped him.

The rabbit worked hard and finally managed to get the big stone off the wolf's back. Then the wolf jumped up and caught the rabbit in his mouth. The rabbit said, "No good person kills someone who helped him. It is fair. You can ask the duck, who is very fat and know everything."

So both them went to the duck. He listened to their story and then he said, "Show me the stone. They went to the stone." "Now let me be sure about this,

“said the duck. “put the stone on the wolf’s back exactly as it was when you found him. “so the wolf lay down, and effort the stone was put on his back again.

“ Well what do you think?” the wolf asked the duck The duck thought for a moment. Then said, “I think you were wrong to be cruel to rabbit, who had helped you. now see if someone else will help you! and leaving him in the state in which the rabbit had come upon him, they went their way.

- Vocabulary yang berhubungan dengan teks
- Structure generic narrative teks : orientation, complication, resolution, reorientation.
- Menggunakan simple past tense

#### F. Metode Pembelajaran

- Questioning Strategy

#### G. Sumber Belajar

- Students worksheet class dan buku yang relevan

#### H. Proses Pembelajaran

##### 1. Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- AMengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, Pada kelas XI
- Mengingatn kembali materi prasyarat dengan bertanya
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan
- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung

##### 2. Kegiatan Inti

Kegiatan inti	
Guru	Siswa

<ul style="list-style-type: none"> <li>• Menyampaikan dan menanyakan beberapa pertanyaan untuk siswa yang berkaitan dengan topic</li> <li>• Menjelaskan kepada siswa materi pelajaran</li> <li>• Memberikan contoh teks narative</li> <li>• Guru menjelaskan tentang metode yang akan digunakan.</li> <li>• Guru bertanya tentang semua yang terkait dengan teks bacaan.</li> <li>• Guru meminta siswa -siswa menceritakan kembali cerita di depan kelas menceritakan kembali cerita dengan bahasa mereka sendiri</li> </ul>	<ul style="list-style-type: none"> <li>• Memberikan perhatian dan mendengarkan guru dengan teliti</li> <li>• Memberikan perhatian dan mendengarkan guru dengan teliti</li> <li>• Siswa mendengarkan dengan teliti</li> <li>• Siswa mengikuti peraturan</li> <li>• Memulai metode</li> <li>• Bertanya hal yang terkait dengan bacaan</li> <li>• Siswa mengingat teks bacaan</li> <li>• Masing-masing mengingat teks yang sudah dibaca</li> </ul>
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Kegiatan penutup	Waktu
<ul style="list-style-type: none"> <li>• Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</li> <li>• Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</li> <li>• Siswa mengerjakan evaluasi.</li> <li>• Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai</li> </ul>	10 menit

### I. Penilaian

Teknik/bentuk : tes tertulis

1. How many character in the text....

- 1
- 2
- 3
- 4

2. Where was the story told about...

- In palace

- b. In forest
  - c. In office
  - d. In road
3. What does the wolf ask the rabbit for...
- a. He asks for mercy
  - b. He asks for meat
  - c. He asks for help
  - d. He asks for fight
4. What does save the rabbit...
- a. The stone
  - b. Someone
  - c. The platypus
  - d. The drake

$$Nilai\ Siswa = \frac{Skor\ Perolehan}{skor\ siswa} \times 100$$

Pedoman penilaian

Uraian	Skor
Jawaban benar	100
Jawaban tidak tepat	-

Perpustakaan UIN Mataram Beririjarak, Mei 2022  
Mengetahui  
Peneliti

Doni Kusman hadi

## Appendix 2

### Lesson plan treatment 2

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan	: MAN 02 Lombok Timur
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI/2
Materi pokok	: Teks narative
Skill	: Reading
Pertemuan	: 3
Alokasi waktu	: 2 x 45 menit

#### A. Standar Kompetensi

Memahami makna teks tulis fungsional dan essay pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

#### B. Kompetensi Dasar

Merespon makna dalam teks tulis fungsional pendek secara akurat, lancar untuk berinteraksi dalam konteks sehari-hari.

#### C. Indikator

- Menentukan main idea dalam narrative teks
- Menentukan makna kata dan sinonim kata dalam narative teks
- Menentukan informasi umum, specific dalam narrative teks

#### D. Tujuan Pembelajaran

- Siswa mampu menentukan main idea dalam narrative teks
- Siswa mampu menentukan makna kata dan sinonim dalam narrative teks
- Siswa mampu menentukan informasi umum, specific dalam narrative teks

#### E. Materi Pembelajaran

- Model narrative teks

Once upon a time, a peacock and a crane took a walk through the woods. Suddenly, the peacock very proudly spread his very beautiful feather on his tail and asked the crane whether he had ever seen such beautiful feathers or not.

The crane kept smiling and quiet for a moment and then immediately flew high up into the air. He called out to the peacock to follow him if he could. He flew high above the peacock for a while and then said "You boast about your lovely feathers which are indeed beautiful, but what for are they if they do not help you to fly?" The peacock cried and realized that he made mistake. He promised not to boast but appreciate others.

- Vocabulary yang berhubungan dengan teks
- Structure generic narrative teks : orientation, complication, resolution, reorientation.
- Menggunakan simple past tense

#### F. Metode Pembelajaran

- Questioning Strategy

G. Sumber Belajar

- Students worksheet class dan buku yang relevan

H. Proses Pembelajaran

1. Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, Pada kelas XI
- Mengingat kembali materi prasyarat dengan bertanya
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan
- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung

2. Kegiatan Inti

Kegiatan inti	
Guru	Siswa
<ul style="list-style-type: none"> <li>• Menyampaikan dan menanyakan beberapa pertanyaan untuk siswa yang berkaitan dengan topic</li> <li>• Menjelaskan kepada siswa materi pelajaran</li> <li>• Memberikan contoh teks narative</li> <li>• Guru menjelaskan tentang metode yang akan digunakan.</li> <li>• Guru bertanya tentang semua yang terkait dengan teks bacaan.</li> <li>• Guru meminta siswa -siswa menceritakan kembali cerita di depan kelas menceritakan kembali cerita dengan bahasa mereka sendiri</li> </ul>	<ul style="list-style-type: none"> <li>• Memberikan perhatian dan mendengarkan guru dengan teliti</li> <li>• Memberikan perhatian dan mendengarkan guru dengan teliti</li> <li>• Siswa mendengarkan dengan teliti</li> <li>• Siswa mengikuti peraturan</li> <li>• Memulai metode</li> <li>• Bertanya hal yang terkait dengan bacaan</li> <li>• Siswa mengingat teks bacaan</li> <li>• Masing-masing mengingat teks yang sudah dibaca</li> </ul>

Kegiatan penutup	Waktu
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<ul style="list-style-type: none"> <li>• Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</li> <li>• Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</li> <li>• Siswa mengerjakan evaluasi.</li> <li>• Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai</li> </ul>	10 menit
--	----------

### I. Penilaian

Teknik/bentuk : tes tertulis

1. Where were the peacock and crane at that time? They were in the...

- Beautiful nest
- Cark cave
- Woods
- Blue sky

2. Who is the main character in the text...

- Bird and peacock
- Peacock and crane
- Peacock and Crane
- Crane

3. "You boast about your lovely feathers which are indeed beautiful..." (Paragraph 2). The underlined word refers to...

- Peacock
- Crane
- The writer
- Peacock and crane

4. After reading the story, what are you learn from the text...

- We have to boast about our capability
- We may not be arrogant
- We must not to be naughty
- We have to be serious

$$Nilai\ Siswa = \frac{Skor\ Perolehan}{skor\ siswa} \times 100$$

Uraian	Skor
Jawaban benar	100

Pedoman penilaian

Jawaban tidak tepat	-
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Beririjarak, Mei 2022  
Mengetahui  
Peneliti

Doni Kusman hadi



Perpustakaan UIN Mataram



## Appendix 3

### Lesson plan treatment 3

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan	: MAN 02 Lombok Timur
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI/2
Materi pokok	: Teks narative
Skill	: Reading
Pertemuan	: 4
Alokasi waktu	: 2 x 45 menit

#### A. Standar Kompetensi

Memahami makna teks tulis fungsional dan essay pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

#### B. Kompetensi Dasar

Merespon makna dalam teks tulis fungsional pendek secara akurat, lancar untuk berinteraksi dalam konteks sehari-hari.

#### C. Indikator

- Menentukan main idea dalam narrative teks
- Menentukan makna kata dan sinonim kata dalam narative teks
- Menentukan informasi umum, specific dalam narrative teks

#### D. Tujuan Pembelajaran

- Siswa mampu menentukan main idea dalam narrative teks
- Siswa mampu menentukan makna kata dan sinonim dalam narrative teks
- Siswa mampu menentukan informasi umum, specific dalam narrative teks

#### E. Materi Pembelajaran

- Model narrative teks

#### **The Old Man and Durian Tree**

In very quiet little village, lived an old man, over 80 years old. He was planting a durian tree when a neighbor asked the old man , “ do you expect to eat durian from that tree ? the durian tree will take about 8 years old to bear fruit”.

The old man rested on his spade and smiled. He said, “ No, at my age I know I won’t. Alll my life I have been enjoying durians, but never from a tree have I planted before. I wouldn’t have had durians if other man haven’t done what im doing now. Im just trying to repay the other men who have planted durians for me”. No wonder he looked so happy.

We should give first and only then, get something in return. We will not only get what we want but will actually be really happy in the end, because we need to sow first before we can reap.

- Vocabulary yang berhubungan dengan teks

- Structure generic narrative teks : orientation, complication, resolution, reorientation.

- Menggunakan simple past tense

#### F. Metode Pembelajaran

- Questioning Strategy

#### G. Sumber Belajar

- Students worksheet class dan buku yang relevan

#### H. Proses Pembelajaran

##### 1. Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, Pada kelas XI
- Mengingat kembali materi prasyarat dengan bertanya
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan
- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- 

##### 2. Kegiatan Inti

Kegiatan inti	
Guru	Siswa
<ul style="list-style-type: none"> <li>• Menyampaikan dan menanyakan beberapa pertanyaan untuk siswa yang berkaitan dengan topic</li> <li>• Menjelaskan kepada siswa materi pelajaran</li> <li>• Memberikan contoh teks narative</li> <li>• Guru menjelaskan tentang metode yang akan digunakan.</li> <li>• Guru bertanya tentang semua yang terkait dengan teks bacaan.</li> <li>• Guru meminta siswa -siswa menceritakan kembali cerita di depan kelas menceritakan kembali cerita dengan bahasa mereka sendiri</li> </ul>	<ul style="list-style-type: none"> <li>• Memberikan perhatian dan mendengarkan guru dengan teliti</li> <li>• Memberikan perhatian dan mendengarkan guru dengan teliti</li> <li>• Siswa mendengarkan dengan teliti</li> <li>• Siswa mengikuti peraturan</li> <li>• Memulai metode</li> <li>• Bertanya hal yang terkait dengan bacaan</li> <li>• Siswa mengingat teks bacaan</li> <li>• Masing-masing mengingat teks yang sudah dibaca</li> </ul>

Kegiatan penutup	Waktu
<ul style="list-style-type: none"> <li>• Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</li> <li>• Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</li> <li>• Siswa mengerjakan evaluasi.</li> <li>• Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai</li> </ul>	10 menit

### I. Penilaian

Teknik/bentuk : tes tertulis

- The neighbor wondered about the old man because...
  - The old man loved planting durian trees
  - The old man planted a tree that took time to bear fruit
  - The old man planted a tree to sell the fruit
  - The old man enjoyed eating durians so much
- What we can learn from text.....
  - We can reap after we sow
  - Giving is better than receiving
  - Planting is good activity
  - Be a curious person in anything
- Where was the story told about...
  - Village
  - Little village
  - Jungle
  - Road
- Which statement is true based on the text....
  - The old man planted durian tree
  - The neighbor planted durian tree
  - The old man asked the neighbor
  - We need to reap before we sow

$$Nilai\ Siswa = \frac{\text{Skor Perolehan}}{\text{skor siswa}} \times 100$$

Uraian	Skor

Pedoman penilaian

Jawaban benar	100
Jawaban tidak tepat	-

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Mengetahui  
Peneliti

Doni Kusman hadi



Perpustakaan UIN Mataram

## Appendix 4

### PRE-TEST

#### Instruments of test

Direction !

- Read this text carefully

Name :

Class :

Choose the correct answer by crossing the a, b, c or d

*Text for no 1-4*

#### **The Rabbit and the Wolf**

One day when a rabbit was walking in the forest, he heard someone crying out, "Help! Help!" he looked around, and finally he saw a wolf. A great stone had fallen on his back so that he couldn't get up. He asked the rabbit's help, and said that he would die if nobody helped him.

The rabbit worked hard and finally managed to get the big stone off the wolf's back. Then the wolf jumped up and caught the rabbit in his mouth. The rabbit said, "No good person kills someone who helped him. It is fair. You can ask the duck, who is very fat and know everything."

So both them went to the duck. He listened to their story and then he said, "Show me the stone. They went to the stone.". "Now let me be sure about this," said the duck. "put the stone on the wolf's back exactly as it was when you found him. "so the wolf lay down, and effort the stone was put on his back again.

" Well what do you think?" the wolf asked the duck The duck thought for a moment. Then said, "I think you were wrong to be cruel to rabbit, who had helped you. now see if someone else will help you! and leaving him in the state in which the rabbit had come upon him, they went their way.

1. How many character in the text....

- a. 1
- b. 2
- c. 3
- d. 4

2. Where was the story told about...

- a. In palace
- b. In forest
- c. In office
- d. In road

3. What does the wolf ask the rabbit for...
  - a. He asks for mercy
  - b. He asks for meat
  - c. He asks for help
  - d. He asks for fight
4. What does save the rabbit...
  - a. The stone
  - b. Someone
  - c. The platypus
  - d. The drake

*Text for no 5-8*

Once upon a time, a peacock and a crane took a walk through the woods. Suddenly, the peacock very proudly spread his very beautiful feather on his tail and asked the crane whether he had ever seen such beautiful feathers or not.

The crane kept smiling and quiet for a moment and then immediately flew high up into the air. He called out to the peacock to follow him if he could. He flew high above the peacock for a while and then said “You boast about your lovely feathers which are indeed beautiful, but what for are they if they do not help you to fly?” The peacock cried and realized that he made mistake. He promised not to boast but appreciate others.

5. Where were the peacock and crane at that time? They were in the...
  - a. Beautiful nest
  - b. Cark cave
  - c. Woods
  - d. Blue sky
6. Who is the main character in the text...
  - a. Bird and peacock
  - b. Peacock and crane
  - c. Peacock and Crane
  - d. Crane
7. “You boast about your lovely feathers which are indeed beautiful...” (Paragraph 2). The underlined word refers to...
  - a. Peacock
  - b. Crane
  - c. The writer
  - d. Peacock and crane
8. After reading the story, what are you learn from the text...

- a. We have to boast about our capability
- b. We may not be arrogant
- c. We must not to be naughty
- d. We have to be serious

*Text for no 9-12*

### **The Old Man and Durian Tree**

In very quiet little village, lived an old man, over 80 years old. He was planting a durian tree when a neighbor asked the old man , “ do you expect to eat durian from that tree ? the durian tree will take about 8 years old to bear fruit”.

The old man rested on his spade and smiled. He said, “ No, at my age I know I won’t. All my life I have been enjoying durians, but never from a tree have I planted before. I wouldn’t have had durians if other man haven’t done what im doing now. Im just trying to repay the other men who have planted durians for me”. No wonder he looked so happy.

We should give first and only then, get something in return. We will not only get what we want but will actually be really happy in the end, because we need to sow first before we can reap.

- 9. The neighbor wondered about the old man because...
  - a. The old man loved planting durian trees
  - b. The old man planted a tree that took time to bear fruit
  - c. The old man planted a tree to sell the fruit
  - d. The old man enjoyed eating durians so much
  
- 10. What we can learn from text.....
  - a. We can reap after we sow
  - b. Giving is better than receiving
  - c. Planting is good activity
  - d. Be a curious person in anything
  
- 11. Where was the story told about...
  - a. Village
  - b. Little village
  - c. Jungle
  - d. Road
  
- 12. Which statement is true based on the text....
  - a. The old man planted durian tree
  - b. The neighbor planted durian tree
  - c. The old man asked the neighbor
  - d. We need to reap before we sow

On the night of the flood. Mr Sarkawi and his wife were on their way home from visiting his brother in another village. They went home by bicycle, Mr Sarkawi peddling and Mrs Sarkawi on the back seat. They just left his brother's village when it suddenly began to rain. They stopped at the side of the road and wheeled the bicycle under a shade. It was a hut belonging to Mr Sarkawi's neighbour.

The rain did not stop. it even got heavier and heavier. water poured down very hard. Dark clouds hung heavily in the sky. They started to get tired and worried. 'This will take a long time, Mrs Sarkawi said. Mr Sarkawi thought the same thing. 'we must get moving ' he said. 'the children might be in danger.' His wife agreed and she took the raincoat from her bag.

They were on the bicycle again, under one raincoat. Mr Sarkawi peddled as fast as he could and the rain poured even harder. Suddenly, they heard the sound of kentongan from the direction of their village. Mr Sarkawi tried to peddle harder. Mrs Sarkawi got very worried, too. but she kept silent. They knew that something bad was happening in their village.

They finally reached the gate of their village. The road was flooded. The water rose knee-high. People were running in and out their houses. Now Mr Sarkawi had to push the bicycle toward their house. he put the bicycle in the shade and they burst into their house. their two children were pushing chairs to the side of the room. They were glad that their parents were home. Now, every body was busy packing some clothes and other things. Outside, the water rose still higher. They gathered their bags and things in the front room. they waited for the truck that would take them to a safer place.

13. The main idea of paragraph 1 is.....

- a. The hut belonged to Mr Sarkawi's neighbour
- b. two people went home from visiting
- c. Mr Sarkawi only had one bicycle for two persons
- d. Mr Sarkawi and his wife are visiting his brother

14. It started to rain.....

- a. when Mr and Mrs Sarkawi were still in their brother's house
- b. before they reached their house
- c. just after they left their brother's house
- d. after they went home

15. Mr and Mrs Sarkawi got tired and worried because.....

- a. They were in danger
- b. they had only one raincoat
- c. They got tired
- d. they didn't agree with each other



16. Mr and Mrs Sarkawi knew that something bad was happening in their village from.....

- a. The sound of the water on the hut
- b. The sound of the rainwater
- c. the sound of kentongan
- d. The sound of the people in the village

17. Paragraph 4 mainly tells that....

- a. Mr and Mrs Sarkawi finally reached their house
- b. many people were running in and out of their houses
- c. the bags and things were in the side of the room.
- d. Mr sarkawi had to push the bicycle toward their house
- e. they found their children.

18. who is the main actor on that text?

- a. Mr sarkawi
- b. Mr jamaldi
- c. Mr munwir
- d. Mr dino

19. 'Flood' in that text means.....

- a. Gempa
- b. Banjir
- c. Hujan
- d. Halilintar



20. What is the suitable title for that text?

- a. flood
- b. Hurricane
- c. rain
- d. Warm

## Appendix 5

### POST-TEST

#### Instruments of test

Direction !

- Read this text carefully

Name :

Class :

Choose the correct answer by crossing the a, b, c or d

*Text for no 1-4*

Once upon a time a fisherman named Batara Guru Sahala lived in Batak land. One day he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to let it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala felt in love with her at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he could not tell anyone about it.

They were happily married and had two daughters. Every morning Sahala went out fishing. His daughters would bring his lunch. One day, however, instead of bringing the food to their father, the two girls ate his lunch.

When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying, "you behaved exactly like the daughters of a fish".

The daughters didn't know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then the earth began to shake and the volcanoes started to erupt. The earth cracked and formed a big hole. People said that the hole become "LAKE TOBA".

1. Where was Batara Guru stayed ...
  - a. In fisherman
  - b. In Batak
  - c. In Batak land
  - d. In lagoon
  
2. How many daughters did they have...
  - a. One daughter
  - b. Two daughters
  - c. Three daughters
  - d. None daughter
  
3. Why was the woman very angry? Because...

- a. Her daughter were crying and found her
  - b. The earth began to shake and volcanoes started to erupt
  - c. Batara Guru Sahala broke his promise
  - d. Batara Guru Sahala was angry
4. What is the main idea of the last paragraph...
- a. How Lake Toba was formed
  - b. The daughters found their mother
  - c. Batara Guru Sahala had two daughters
  - d. The woman cursed Sahala

*Text for no 5-8*

### **Babu and the Lion**

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him...., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

5. Who is character in the text...
- a. Babu
  - b. Lion
  - c. Babu, slave and lion
  - d. Slave and lion
6. Where did the slave run away...
- a. Village
  - b. Forest
  - c. Cave
  - d. Mountains
8. What did the slave do to the animal...
- a. The slave attack the animal
  - b. The slave pulled out the thorn bravely
  - c. The slave very painful
  - d. The slave and the animal turned out to be closer

*Text for no 9-10*

### **The Golden Tree**

Once upon time in a little village there was a big palace bigger than the village itself and the palace there lived a king. The king wanted to be rich. Now one day the king promised one of his gardeners three million gold coins if he could grow a tree all year round which bore rich golden fruit. The gardener searched all over the

countryside but he could not find the right seed to grow a tree which would bear golden fruit.

So at last he went to see the wise old owl that lived deep in the forest and knew all about many things. The wise owl told him what to do and where to go to get the right seed to plant. The gardener went exactly where he was told and did exactly what he was told. He planted that seed and gave it some water, some fertilizer and he waited. Suddenly the tree sprang up so quickly that made the gardener jump.

The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and look the king to see the tree. When the king had stood there for a long time, staring at open-mouthed the gardener asked for his there million coins. So the king agreed to the request and the gardener took his money and went home and lived happily ever after.

9. What did the king want to have? He wanted to have....

- a. Bigger palace
- b. Good gardener
- c. Old owl
- d. Golden tree

10. How was the king to see the tree begin to bear rich golden fruit...

- a. He was disappointed to see them
- b. He was sorry to see them
- c. He was astonished to see them
- d. He was confused to see them

*Text for no 11-12*

### **The Prince and His Best Friends**

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behavior. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses. It turns out. Peter

Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

11. What was the Jonathan?

- a. A charming prince
- b. A kind old prince
- c. A kind little prince
- d. A kind aged prince

12. Why Franklin was very terrified...

- a. He saw three boys were trapped inside the house.
- b. He met bandits in the forest
- c. He asked the Prince to surrender
- d. He saw the pirates

*Text for no 13-16*

A long time ago, in Minahasa lived an old man with his grandson, Nando. Nando was limped. He could not walk well. His grandfather loved him so much. He never permitted Nando to go out alone.

Nando's grandfather job was looking for wood in the jungle. Nando really wanted to go to the forest with him, but he never gave permission. But finally, he let Nando to go to the forest with him. In forest, Nando walked slowly behind his grandfather. He was very excited. He saw some monkeys. When his grandfather looked back, he was shocked. Nando was lost. The grandfather went back home very sad.

Next day, the grandfather was back to the jungle. When he was walking, he heard a strange bird making sound "Moo poo..Moo poo". He felt the bird said, "Opoku.. Opoku". It means "My grandpa..My grandpa.. The grandfather was surprised. He approached the bird. It was limped. There were tears in the bird eyes. He knew that Nando had changed into a bird.

13. Where was the story told about...

- a. In Maluku
- b. In Padang
- c. In jungle
- d. In Minahasa

14. What did Nando really want to do...

- a. To go to the forest with his grandfather
- b. To be a strange bird in the jungle
- c. To look for woods in the jungle
- d. To walk slowly behind his grandpa

15. "He was very excited." (paragraph 2) the underlined word refer to...

- a. Grandfather
  - b. Opoku
  - c. Nando
  - d. Nanda
16. Why did grandfather was sad...
- a. Because he was angry with his grandson
  - b. Because his grandson lost in the forest
  - c. Because he didn't permit Nando to go alone
  - d. Because he saw a bird

*Text for no 17-19*

### **A Bat and The Weasels**

One evening, a bat went out to hunt for food even though he was not well. As he flew after some insects, he felt dizzy and fell to the ground in a field. Before he could get up, a weasel pounced on him. "Please, Mr. Weasel," the bat pleaded, "please let me go!". The weasel just laughed, "Certainly not! I am a great hunter of birds!" Thinking quickly, the bat replied, "Oh, but I am not a bird, I am a mouse. Look closely at my face. Don't I look like a mouse?". The weasel agreed and let him go.

A short time later, the bat fell to the ground again and was caught by a second weasel. Once again, he had to plead for his life. "Why shouldn't I kill you? I hunt mice! Exclaimed the weasel. "Oh, but I am not a mouse," he answered. "I am a bat. Have you ever a mouse with wings?" he asked, spreading his wings for the weasel to see. The weasel was convinced and set him free.

17. What is the title of the story about...

- a. A Bad and The Wea sels
- b. A Bad and The Waesels
- c. A Bat and The Weasels
- d. A Bat and The Waesels

18. Who is fall down in the field...

- a. A weasels
- b. A weasels and a bat
- c. An insects
- d. A bat

19. When did the story happen..

- a. One night
- b. One evening
- c. One day
- d. Once upon time

*Text for no 20-22*

Once upon a time, there was a king who was very powerful and rich. But he was always unhappy, because he felt ill all time. No doctors knew how to cure him, not did any medicine do him good.

One day, he called all his wise men to his place and asked them what to do. "There is only one way." said a very old man. "If you can find a happy man, take his shirt and wear it, you will be soon cured."

So, the king sent his men to search for all the happy men. They traveled all over the country, but they could not find one. There was nobody who was completely satisfied.

The men were very tired of their long search, and did not know when to go home. Just as they were worrying about that, they saw a poor workman who was singing merrily while he was at work. "Are you happy?" they asked the man. "Yes, I am as happy as a lark," answered the man. "Give us your shirt, said the men." "We'll give you as much many money as you need."

"Alas!" cried the workman, "My shirt is dirty."

20. Why did the king always unhappy..

- a. He felt bad all the time
- b. He aged all the time
- c. He was tired all the time
- d. He got a stroke

21. Where did the story take place..

- a. Hotel
- b. Road
- c. Office
- d. Palace



22. Which statement is TRUE based on the text...

- a. The king ask his wise men to find a workman
- b. The medicine for the king was found the happy man and take his clothes
- c. The king was very upset didn't find the clothes.
- d. The medicine for the king was singing

*Text for no 23-25*

### **The stingy and the Generous**

Long time ago there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never shared his wealth with poor people. The little brother was exactly the opposite. He was generous and kind to poor people. He even had no money left because he had shared it with the poor.

One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of it, fed it and put it in a nice cage. After the bird was healthy, the generous brother let it fly. After some time the bird returned to him and gave him a watermelon seed.

The generous brother, then, planted the seed and watered it until it grew into a good watermelon plant. Yet, the plant was very strange. It had only one fruit; a big and heavy one. When the watermelon was ripe enough, the generous brother picked it and cut into two. How surprised he was. The watermelon was full of gold.

The generous brother sold the gold and became very rich. He built a big house and bought a very large field. Still, he never forgot to share his wealth with the poor.

23. What was the character of little brother...

- a. Kind and lazy
- b. Greedy and poor
- c. Nice and generous
- d. Stingy and greedy

24. How did the generous brother get the water melon seed..

- a. Finding in the field
- b. Curing a wounded bird
- c. Planting the watermelon
- d. Asking for the seed to his brother

25. What is the main idea of the first paragraph...

- a. They had completely different characters
- b. He never shared his wealth with poor people
- c. Long time ago there lived two brothers
- d. He generous and kind to poor people



## Appendix 6

### Statistical calculation of pre-test score

#### Statistics

Pre-Test		
N	Valid	20
	Missing	0
Mean		61,25
Median		60,00
Mode		55 <sup>a</sup>
Std. Deviation		10,371
Variance		107,566
Minimum		45
Maximum		80
a. Multiple modes exist. The smallest value is shown		

#### Pre-test score

Pre-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	2	10,0	10,0	10,0
	50	2	10,0	10,0	20,0
	55	4	20,0	20,0	40,0
	60	4	20,0	20,0	60,0
	65	2	10,0	10,0	70,0
	70	2	10,0	10,0	80,0
	75	3	15,0	15,0	95,0
	80	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

## Appendix 7

### Statistical calculation of Post-test score

#### Statistics

Post-Test		
N	Valid	20
	Missing	0
Mean		70,75
Median		70,00
Mode		60
Std. Deviation		11,271
Variance		127,039
Minimum		55
Maximum		90

#### Post-test scores

Post-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	2	10,0	10,0	10,0
	60	5	25,0	25,0	35,0
	65	1	5,0	5,0	40,0
	70	3	15,0	15,0	55,0
	75	4	20,0	20,0	75,0
	80	1	5,0	5,0	80,0
	85	2	10,0	10,0	90,0
	90	2	10,0	10,0	100,0
	Total	20	100,0	100,0	

## Appendix 8

### The normality and homogeneity Pre-test and Post-test

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	0,148	20	,200 <sup>*</sup>	0,951	20	0,378
Post-Test	0,180	20	0,089	0,925	20	0,124
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Test of Homogeneity of Variances			
Pre-Test Pos test			
Levene Statistic	df1	df2	Sig.
0,203	1	38	0,655

Perpustakaan UIN Mataram

## Appendix 9

### Paired samples test

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-9,500	4,560	1,020	-11,634	-7,366	-9,318	19	0,000




Perpustakaan UIN Mataram

## Appendix 10

### Documentations

NIP.197112312000121003

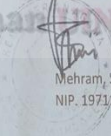


**KEMENTERIAAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KAB. LOMBOK TIMUR**  
**MADRASAH ALIYAH NEGERI 2 LOMBOK TIMUR**  
 www.mandalotim.sch.id email: man2lotim@gmail.com  
 Jl. Berinjarak Desa Berinjarak Kec. Wanasaba Kab. Lombok Timur

**Waktu Belajar Semester Genap**  
**Tahun Pelajaran 2021/2022**

SENIN			Selasa-Kamis, Sabtu			Jum'at		
No	Jam Ke	Waktu	No	Jam Ke	Waktu	No	Jam Ke	Waktu
Upacara Bendera			Imtaq Pagi			Imtaq Pagi		
1	07.30	: 08.05	1	07.10	: 07.45	1	07.30	: 08.05
2	08.05	: 08.40	2	07.45	: 08.20	2	08.05	: 08.40
3	08.40	: 09.15	3	08.20	: 08.55	3	08.40	: 09.15
4	09.15	: 09.50	4	08.55	: 09.30	Istirahat		
Istirahat			Istirahat			4	09.35	: 10.10
5	10.10	: 10.45	5	09.50	: 10.25	5	10.10	: 10.45
6	10.45	: 11.20	6	10.25	: 11.00	6	10.45	: 11.20
7	11.20	: 11.55	7	11.00	: 11.35			
8	11.55	: 12.30	8	11.35	: 12.10			
9	12.30	: 13.05	9	12.10	: 12.45			
Istirahat/Sholat			10	12.45	: 13.20			
10	13.15	: 13.50	Istirahat/Sholat					
11	13.50	: 14.25	11	13.30	: 14.05			
12	14.25	: 15.00	12	14.05	: 14.40			

Wanasaba, 10 Januari 2022  
 Kepala Madrasah



**Perpustakaan N Mataram**  
 Mehram, S.Pd  
 NIP. 197112312000121003

DAFTAR NILAI SISWA  
MADRASAH ALIYAH NEGERI 2 LOMBOK TIMUR

MAPEL : BAHASA INDONESIA  
TP. : 2021/2022

Kelas : XI BAHASA  
Semester : I (Guru)

JUKO  
KKM 70

NO	NIS	NAMA	LP	Pengetahuan				Keterampilan		Sikap	
				Tugas	PR	PR 2	PR 3	PR 1	Orasi		
											Uraian
1		APRIAL WATAN	L 60	60	60				85	C	
2		BAHEUL FIGEI	L 60	60	60					C	
3		DINI HANDAYANI	P 95	65	85	50	95			90	
4		HADYATUL HARTINI	P 95	95	95	65	95	25	87		
5		U. AHMAD YUSUF JABLANI	L 70	70	70					87	
6		U. ANDIKA RAHMAN	L 90	50	70	20				87	
7		U. JAMALUDIN	L 80	50	60					85	
8		U. MUH. SADIKIN	L 60	50	60					85	C
9		U. RENDI AZHARI	L 90	50	70						C
10		MABRUH MALIKI AL-MAKFI	L 95	50	70					85	
11		M. FEBRI IBRAHIM	L 90	50	75						
12		M. RAZIKIN	L 90	50	70						
13		MUHAMMAD R-ISWAN	L 60	50	60						C
14		MUSDAENI	P 95	65	60	61	95			95	
15		RISMAWATI	P 95	60	85					90	
16		SAHIDA	P 90	60	90					90	
17		SOPANI	P 95	60	85	99	95			90	
18		ZUHPRATUL AENI	P 95	60	85	52	95			90	
19		SEDA ANWARLANTO	L 95	56	70					87	
20		POPIKUL KHOIR	L 85	50	60					87	L
21											
22											
23											
24											
25											

JADWAL PELAJARAN SEMESTER GENAP  
TAHUN PELAJARAN 2021/2022

HARI	JAM	KELAS/KODE GURU/KODE MAPEL												Revisi			
		X AGM	X BHS	X IPA	X IPS	XI AGM	XI BHS	XI IPA	XI IPS	XII AGM	XII BHS	XII IPA	XII IPS	Kode & Nama Guru	Kode & Mata Pelajaran		
S E N I N	1	3A	27K	20I	23D	7C	22A	15g	24e	21N	10A	34W	13I	1	Mehram, S. Pd	A Qur'an Hadits	
	2	3A	27K	20I	23D	7C	22A	15g	24e	21N	10A	34W	13I	2	H Sulhi, S. Pd	B Fiqh	
	3	31K	20I	23D	26I	22O	16Z	18I	11T	21N	30L	28F	5B	3	H Muksan, S. Pd.I	C Akidah Akhlak	
	4	31K	20I	23D	26I	22O	16Z	18I	11T	13I	8e	28F	5B	4	Azanul Haq, S. Ag	D SKI	
	5	16G	21c	28V	26I	22O	24M	27L	25H	13I	8e	30L	15R	5	Mazharuddin, S. Ag	E Bahasa Arab	
	6	16G	21c	28V	34F	37J	3B	27L	25H	7C	23D	6G	15R	6	Appadi, S. Pd	F PKWn	
	7	30H	21c	28V	34F	37J	3B	24X	25H	7C	23D	6G	8e	7	Ahmad Saiki, S. Ag, M. Pd	G Bahasa Indonesia	
	8	30H	26L	16G	37J	27L	25b	5B	18U	8e	7C	10A	6G	8	Lalu Zulkifli, S. Pd	H Bahasa Inggris	
	9	30H	26L	16G	37J	27L	25b	5B	18U	8e	7C	10A	6G	9	Fathul Arifin, S. Ag	I Matematika	
	10	29j	29j			31I	31I			36I	36I			10	Muhayan, S. Ag	J Sejarah Indonesia	
	11	29j	29j			31I	31I			36I	36I			11	Bq. Dewi Ratna Sari, S.Sos.I	K Penjasokes	
	12	29j	29j			31I	31I			36I	36I			12	Fahilwaji, S. Pd	L Seni Budaya	
S E L A S A	1	37J	4E	33Y	10C	22A	16Z	20V	28F	2K	21c	8X	2K	13	Nurman, S. Pd	M Kewirausahaan	
	2	37J	4E	33Y	10C	22A	16Z	20V	28F	2K	21c	8X	2K	14	Muhammad Yusr, SS	N Bahasa Arab P	
	3	4E	20I	33Y	11T	7C	18I	24X	17G	22O	13I	21c	6G	15	Lalu Muhammad Zaenuddin, SE	O Tafsir Ilmu Tafsir	
	4	4E	20I	37J	11T	7C	18I	24X	17G	22O	13I	21c	6G	16	Ruslan, S. Pd	P Hadis Ilmu Hadits	
	5	10C	16a	37J	11T	9Q	24M	33Y	18I	22O	38Z	13I	8e	17	Dian Aprilia Diniarti, S. Pd	Q Ushul Fiqh	
	6	10C	16a	20I	3A	9Q	17G	33Y	18I	6G	38Z	13I	26J	18	Suriah, S. Pd	R Ekonomi	
	7	16a	20I	3A	9Q	17G	28F	24M	6G	14H	33Y	26J		19	Nur Fitri Hidayanti, S. Pd.I	S Geografi	
	8	9Q	37J	3A	26L	28F	21c	7C	38S	5B	8e	33Y	11T	20	Arya Gustu Pradana, S. Pd	T Sosiologi	
	9	9Q	37J	3A	26L	28F	21c	7C	38S	5B	8e	24M	11T	21	Khotbul Umam, S. Pd	U Sejarah P	
	10	29j	29j			31I	31I			36I	36I			22	Mudepan, S. Ag	V Matematika P	
	11	29j	29j			31I	31I			36I	36I			23	Nihun, S. Pd.I	W Fisika	
	12	29j	29j			31I	31I			36I	36I			24	Sahril, S. Pd	X Biologi	
R A B U	1	23D	16G	27K	27K	22P	21c	34W	17G	10A	28F	18V	14H	25	Rohyatul Azmi, S. Pd	Y Kimia	
	2	23D	16G	27K	27K	22P	21c	34W	17G	10A	28F	18V	14H	26	Sefariah, S. Pd	Z Antropologi	
	3	26L	25b	30H	17U	22P	37E	24M	15R	28F	21E	34W	14H	27	Lalu Mochammad Alvaadi, S. Pd	a Bhs & Sastra Indonesia	
	4	26L	25b	30H	17U	18I	37E	24M	15R	28F	21E	34W	11T	28	Baqi Rosmalia Dewi, S. Pd	b Bhs & Sastra Inggris	
	5	37N	25b	30H	17U	18I	8e	23D	22A	9Q	24M	26J	11T	29	Muh. Zulkifli, S. Pd.I	c Bahasa Asing	
	6	37N	4E	16G	20I	17G	8e	23D	22A	9Q	25b	26J	15R	30	Diana Rahayu, S. Pd	d Informatika	
	7	12e	4E	16G	20I	17G	27L	28F	18U	9Q	25b	23D	15R	31	Mujiburrahman, S. Pd	e Biologi LM	
	8	12e	3A	26L	4E	24M	16a	37E	18U	21E	5B	23D	20U	32	Siti Rohyatul Uyuni, S. Pd	f Sosiologi LM	
	9	12e	3A	26L	4E	24M	16a	37E	27L	21E	5B	30L	20U	33	Siti Rohyatul Uyuni, S. Pd	g Ekonomi LM	
	10	36I	36I			29j	29j							34	Saeiful, S. Pd	h Ushul Fiqh LM	
	11	36I	36I			29j	29j							35	M. Sidik, S. Pd.I	i Matematika LM	
	12	36I	36I			29j	29j							36	Falburrahman, S. Pd	j Bimbingan TIK	
K A M I S	1	3A	23D	12X	20I	22A	28F	2K	2K	24M	38Z	21c	13I	37	Miftahul Jannah, S. Pd	k Bahasa Asing LM	
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	3	20I	30H	12X	38S	3B	18I	22A	7C	26J	17a	33Y	24M				
	4	20I	30H	4E	38S	3B	18I	22A	7C	26J	17a	33Y	23D				
	5	35M	30H	4E	38S	25H	7C	33Y	24M	14H	26J	13I	23D				
	6	22O	10C	34F	35M	23D	25H	24X	37E	14H	30L	7C	8e				
	7	22O	10C	34F	35M	23D	25H	24X	37E	14H	30L	6G	7C	28F			
	8	34F	35M	10C	4E	37E	25H	17G	15R	30L	6G	24M	28F				
	9	34F	35M	10C	4E	37E	25H	17G	15R	30L	6G	24M	28F				
	10																
	11																
	12																
J U M A T	1	15g	9B	11f	16G	8e	27L	25H	38S	22P	21c	14H	24M				
	2	15g	9B	11f	16G	8e	17G	25H	38S	22P	21c	18V	7C				
	3	15g	29d	11f	12e	21N	17G	25H	27L	22P	24M	18V	7C				
	4	16G	29d	9B	12e	21N	25b	18I	24e	7C	17a	8X	38S				
	5	16G	29d	9B	12e	21N	25b	18I	24e	7C	17a	8X	38S				
	6																
	7																
	8																
	9																
	10																
	11																
	12																
S A B T U	1	20I	12e	4E	16G	31K	31K	34W	23D	8e	13I	14H	10A				
	2	20I	12e	4E	16G	31K	31K	34W	23D	8e	13I	14H	10A				
	3	9B	12e	34W	15R	18I	37J	17G	11T	13I	2K	2K	20U				
	4	9B	38Z	34W	15R	18I	37J	17G	11T	13I	2K	2K	20U				
	5	10C	38Z	34W	15R	17G	8e	20V	18I	23D	14H	6G	21E				
	6	10C	38Z	9h	30H	17G	8e	20V	18I	23D	14H	6G	21E				
	7	35P	16G	9h	30H	25H	23D	15g	37J	10A	6G	5B	38S				
	8	35P	16G	9h	30H	25H	23D	15g	37J	10A	6G	5B	38S				
	9	4E	34F	35M	9B	8e	16a	37J	5B	6G	25b	21E	30L				
	10	4E	34F	35M	9B	8e	16a	37J	5B	6G	25b	21E	30L				
	11																
	12																

Keterangan Waktu		Keterangan
Jam Ke	Waktu	
Imtaq Pagi		
1	07.10 - 07.45	1. Imtaq pagi dilaksanakan sebelum jam belajar yang dibimbing oleh Pembina imtaq, wali kelas & guru yang bertugas
2	07.45 - 08.20	
3	08.20 - 08.55	
4	08.55 - 09.30	
Istirahat		
5	09.50 - 10.25	2. Guru pelugas pagi datang lebih awal dengan tugas menyambut siswa/guru di pintu gerbang, menangani siswa terlambat, pengarah an pagi
6	10.25 - 11.00	
7	11.00 - 11.35	
8	11.35 - 12.10	
9	12.10 - 12.45	3. Imtaq pagi Jum'at diikuti oleh semua bpk/ibu guru & karyawan/h
10	12.55 - 13.30	
11	13.30 - 14.05	
12	14.05 - 14.40	
Keterangan		
Jam Ke	Waktu	
Imtaq Pagi		
1	07.20 - 07.55	4. Upacara bendera dilaksanakan pada hari senin (minggu I dan III)
2	07.55 - 08.30	
3	08.30 - 09.05	
Istirahat		
4	09.25 - 10.00	
5	10.00 - 10.35	

Mengenal  
Kepala MAN 2 Lotim  
  
Mehram, S. Pd  
NIP. 197112312000121003

Wanasaba, 3 Januari 2022  
Waka Kurikulum  
  
Muhammad Yusr, SS  
NIP. 197905262009011005



KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM  
FAKULTAS TARBIYAH DAN KEGURUAN

Kampus II - Jln. Gajahmada No.- Telp. (0370) 620783-620784 Fax. 620784 Jemberang-Mataram

**KARTU KONSULTASI SKRIPSI**

Nama : Doni Kusman Hadi  
NIM : 170107136  
Pembimbing I : Dr. Hj. Nurul Lailatul Khusniyah, M.Pd.  
Pembimbing II : Najamuddin S.Pd, M.Hum.  
Judul Skripsi : The Effect of Questioning Technique Towards Students' Reading Comprehension At Student Eleventh Grade of Man 02 Lombok Timur In Academic Year 2021/2022

No	Tanggal	Materi Konsultasi/Catatan	Paraf
1	29/04/22	Skripsi: - revisi bagian refleksi - bagian di bagian 1. Definisi (of key term) or tambahkan yang - konsep yang sudah - conceptual framework	
2	28/04/22	Revisi di bagian kesimpulan	

Mataram,                   ,2022  
Pembimbing II

Najamuddin, S.Pd, M.Hum  
NIP.197401032007101001





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No	Tanggal	Materi Konsultasi/Catatan	Paraf
3	14/05/22	judul di perbaiki dan lengkap karena ke pembimbing I	

Mataram, 2022  
Pembimbing II

Najamuddin, S.Pd, M.Hum  
NIP.197401032007101001



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UNIVERSITAS ISLAM NEGERI (UIN) MATARAM  
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No	Tanggal	Materi Konsultasi/Catatan	Paraf
1.	16/09/22	Skripsi - Revisi	
2	20/09/22	Skripsi - Revisi	
3	24/09/22	Skripsi - Revisi	
4	28/09/22	ACC	

Perpustakaan UIN Mataram

Mataram, ,2022  
Pembimbing I

Dr.Hj Nurul Lailatul Khusniyah, M.Pd  
NIP.196910172005012001