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STAIN KEDIRI

KOLEKSI REFERENSI
TIDAK DI PINJAMKAN

**IMPROVING READING COMPREHENSION SKILLS OF
ELEVENTH - GRADE STUDENTS OF MAN KUNIR
BLITAR BY USING *PRE-QUESTIONING***

THESIS

Presented to
State College for Islamic Studies (STAIN) Kediri
In Partial Fulfillment of the Requirements
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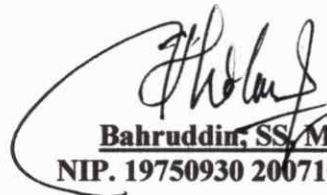
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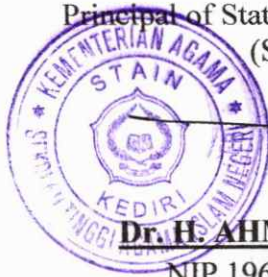
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Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terima kasih.

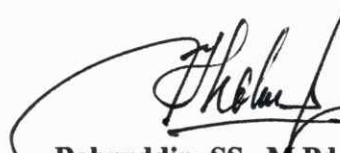
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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 04 Juli 2013 kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum adanya.

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MOTTO

لَتَرْكَبُنَّ طَبَقًا عَنْ طَبَقٍ ﴿١٩﴾

"You shall surely travel from state to state"

(Q.S. Al- Insiyaq : 19)¹

¹ Abdullah Yusuf Ali, *The Holly Qur'an Text and Translation* (Malaysia: Islamic Book Trust, 2005), p 775.

DEDICATION

This thesis is dedicated to:

- ❖ **My beloved father and mother, M. Hasan and Supiyah who have given me all of their love, life, time, and everything to support and fulfill all of my need since I live so that I can study till the high education and finish this thesis soon. Their sacrifice makes me eager to do everything. Their love and their praying wake up me to do good things. I cannot be strong like you without your love.**
- ❖ **My sincere advisors, Toyyibah, SS., M.Pd. and Bahruddin, SS., M.Pd. a great thanks I appreciate for all of your suggestions to make my thesis better.**
- ❖ **All of my lecturers who have given me all knowledge and guided me to have many experiences in this education. May it be useful.**
 - ❖ **My sweetheart, thanks for your support, helps, and for accompanying me in happiness and sadness.**
- ❖ **All of my friends in Ponpes Al Amin, especially my best friends Azizah, Saqfam, and my roomates D6. Thanks for supporting and always accompanying me every time.**
- ❖ **All of my friends in STAIN Kediri, thank you very much for being my best friends.**

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At last, the writer can only wish that the result of the study would be valuable and useful especially for the writer and for all readers generally. *Amien.*

Kediri, 22nd June 2013

The Writer

ABSTRACT

Farihah, 2013. *Improving Reading Comprehension Skills of Eleventh-Grade Students of MAN Kunir Blitar by using Pre-Questioning*. Thesis, Tarbiyah, English Department, The State College of Islamic Studies of Kediri, Advisors (1) Toyyibah, SS., M.Pd, (2) Bahruddin, SS., M.Pd.

Keyword: *Reading Comprehension, Pre-Questioning*.

Reading is one of the important skills in learning language. In terms of understanding reading comprehension, many students have difficulty in understanding various textbook, especially at eleventh-grade students of MAN Kunir Blitar. It is caused by several factors. The first, the students are lack of prior knowledge. Second, the students are lack of vocabulary. Third, the students are low motivated to involve in reading activity. Based on the problems above, the researcher wants to implement *Pre-questioning*. The questions will help students build knowledge. It can give stimulate and motivation in reading comprehension. Thus, this thesis is conducted to improve reading comprehension skill of eleventh-grade students of MAN Kunir Blitar by using *Pre-Questioning*. The objective of the study is to know the improvement of reading comprehension of eleventh-grade students of MAN Kunir Blitar by implementing *Pre-Questioning*.

The research design of this study is Classroom Action Research (CAR). To do this research, the researcher uses the instruments: observation and test. The subject of the research is the second year students of MAN Kunir Blitar, the class consist of 31 students. The criterion of success is the students' participation and students' score test if the students get 75 minimally from the criteria of minimum score (KKM).

The result of the research shows that the researcher has two cycles to implement *Pre-Questioning* successfully. The researcher target is to increase more than 70% successful students in reading comprehension through *Pre-Questioning*. It can be proven from the result of preliminary until the second cycle. In cycle 1, the result of the score test, the average of the students' score in cycle 1 was 67.7, and the achievement percentage was 29.1%. Whereas for the result of observation checklist, we can conclude that the students' participation in reading activities in cycle 1 increased 9,6% from 19,3% (6 students) in the first meeting to 29% (9 students) in the second meeting, but the cycle 1 was not successful and it is needed to revise the treatment to be better. Therefore, in cycle 2, the researcher changes the topic about hortatory exposition with reality themes and gives additional *Pre-Questioning*. From the result of the score test, the average of the students' score in cycle 2 was 77.5, and the achievement percentage was 80.6%. Whereas for the result of observation checklist, we can conclude that the students' participation in reading activities in cycle 2 increased 35,4% from 45,2% (14 students) in the first meeting to 80,6% (25 students) in the second meeting. In other words, cycle 2 was successful and it does not need to revise the treatment.

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