



**THE EFFECTIVENESS OF PRE, WHILST AND POST  
STRATEGY AND SMALL GROUP DISCUSSION ON  
IMPROVING STUDENTS' READING  
“DESCRIPTIVE TEXT”**

**( An Experimental Research of the Tenth Year Students of SMA N I  
Bobotsari – Purbalingga in the Academic Year 2008 / 2009 )**

**a final project**

**submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* in English**

**by**

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Experimental Reserch of The Tenth Year Students of Sma N I Bobotsari-  
Purbalingga in The Academic Year 2008/2009)**

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“Of God, verily never God changes the condition of people  
until they change it themselves“

(Al-Qur’an, Ar Rad : 11)

To my beloved parents

## ABSTRACT

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Keywords: Descriptive Texts, Improve, Students' Reading Comprehension.

The topic of this study is the Effectiveness of Pre, Whilst and Post Strategy and Small Group Discussion on Improving Students' Reading "Descriptive Text" (An Experimental Research of the Tenth Year Students of SMA N I Bobotsari-Purbalingga in the Academic Year 2008/2009)

In this study, the researcher limited the discussion by stating this following problem: the students find the difficulties in comprehending descriptive text and the lack of appropriate technique application in teaching reading of the Tenth Year Students of SMA N Bobotsari-Purbalingga in the Academic Year 2008/2009. Afterwards, the objectives of this study was to investigate the effectiveness of Pre, Whilst and Post Strategy and Small group Discussion to improve the students' reading descriptive text. Experimental Method approach was adopted by conducting six meetings in this study. This first meeting is try out. The second meeting was pre-test. The third, the fourth and the fifth meeting were treatment. The last, was for post-test. It is hoped that this research would be useful for teaching and learning process.

The population of the study was the tenth year students of SMA N I Bobotsari-Purbalingga in the academic year 2008/2009. There was 6 classes consist 240 students. Then, class X A and X B which consists of 40 students were taken as the subject of the study.

The methods used for obtaining the study were collecting data from the students' pre-test, and the students' post-test. First, try out was conducted at beginning of the research. Then, the second meeting was held for pre-test. It continued with the treatment 1, 2, and 3 in the third, fourth, and fifth meeting. Finally, the students got a post-test in the sixth meeting.

The result of the students' progress during the teaching learning process by using Pre, Whilst and Post Strategy (PWPS) was very good. The students' achievement increased from the first meeting to the last meeting. It could be seen from the average score of pre-test. The result of pre-test were 6.55 and 6.43 for experiment group (PWPS) and control group (Small Group Discussion). The result of post-test were 7.89 and 6.57 for experiment group (PWPS) and control group (Small group Discussion) T-test was also employed to test whether or not the result improvement from pre-test to post-test was significant. From the analysis used t-test, it was obtained that the value was 1.66 at 0.05 alpha

significant value. It meant that the improvement from pre-test and post-test was statistically significant.

Therefore, teachers should always try to find the better technique for their teaching. Based on the result, the use of Pre, Whilst and Post Strategy (PWPS) an effective way in improving the students' reading comprehension.

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Semarang

The Researcher



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# CHAPTER I

## INTRODUCTION

### 1.1 General Background of the Study

Man is social being, who always need accompany in his life. It can be hardly imagined that he should live alone by himself without anyone to accompany him. In order to facilitate his efforts to provide himself with the necessities of life, he has to cooperate with the other, which can only be carried out in a community he has to communicate with each other. Language is used as a means of communication. By language, man can express his ideas and wishes to other people. The process of acquiring the language can happen either in everyday life through social interaction which starts since human beings were born to the world until they die, or in school life through language teaching.

In Indonesia, English is known as the first language with a very limited use including the place, time and environment. It plays an important role in the process of modernization as an international language. This is why the Indonesian government chooses English as the first foreign language to be taught in school ( Ramelan, 1992:3 )

By putting it as one of the subjects in the curriculum, hopefully, students will they have an ability to use English, and when they have mastered it, the way for them to getting in touch with the international community is wide open. The

system of teaching English in Indonesia as a foreign language has changed from time to time based on what curriculum is used. It may change once in 5 years or once in 10 years. Consequently we had curriculum 1975, curriculum 1984, curriculum 1994, curriculum 2004 Competence Based Curriculum, and KTSP (Kurikulum Tingkat Satuan Pendidikan)

In KTSP (Kurikulum Tingkat Satuan Pendidikan) there are four skills which are taught in teaching English at school. They are listening, speaking, reading and writing. This curriculum is designed to help take an active approach to learning and to use the language they know. New language is practiced in a variety of different contexts. Wells, (1987) approve that the students have to master four level of certain literacy that are performative, functional, informational and epistemic. According to Nunan (2003:68), “reading is an essential skill for learners of English as second language which is a fluent process of readers combining information from a text and their own background knowledge to build meaning, and the goal of reading is comprehension”.

In fact, it is not easy for students to read materials in a foreign language. The writer’s research in Praktik Pengalaman Lapangan (PPL) affirm some facts that are: the students have to face new vocabularies and structures that are different from what they have in their own language. It is hard for them to face long, difficult, boring, and uninteresting passages. Furthermore, the students are also lazy to be active in class when teaching learning process is held. From these reasons, the teacher should have the way to give up all efforts to make improvements.

As a result, the Indonesian Government always makes effort to improve the quality of English Education. In order to make English teaching successful there are some factors which influence the teaching-learning process that should be taken into consideration, such as the quality of teacher, books, teaching technique and classroom interaction. The teaching technique is one of the important things in teaching-learning process.

It is supported by Larsen (2000: 35) who said that “the teacher is like an orchestra leader, directing and controlling the language behavior of her students. She is also responsible for providing her students with a good model for imitation. It is related to the teaching technique”.

Considering the importance of reading process, the teaching of reading comprehension should be improved by the teacher. The teacher should make students enjoy and be stimulated in learning English as a Foreign Language (EFL) particularly reading comprehension. The teachers almost never have a kind of innovation in producing the technique to teach the students more attractively. It is risky since it will be boring for the students to follow the teaching learning process at school. Donald Martin (1991) assumes that “reading comprehension requires motivation, mental frame works for holding ideas, concentration and good study techniques. And students’ motivation can be recognized through their way of reading”.

Finnochiaro, (1974:10) states that language learners should be given insight to the place and function of various language items and skills in listening, speaking, reading and writing activities. For many students, reading is by far the



most important of four skills in a second language, particularly in English as a second or foreign language.

In the tenth grade of Senior High School improving comprehension in reading is not easy. The problem faced by the students in Senior High School is low comprehension. They do not understand what they read, they also cannot answer the questions based on the selection. This may be caused by their bad memory. Their comprehension can be recognized through their way of reading.

In order to make comprehension easier in reading a text in Senior High School, the teacher should use the best technique in teaching reading. The teacher should try to get students to read and to develop skills that are aimed at improving their ability to read, he should be able to be a good facilitator in creating and building an effective reading class.

One beginning step for her to do is by providing understandable and interesting reading materials. An understandable text will avoid students from translating it word by word, and it will lead them to have a contextual understanding of a whole text or at least on sentence by sentence.

*KTSP (Kurikulum Tingkat Satuan Pendidikan)* requires students to be active in class. Consequently, the teacher should provide students with teaching technique which enables the students to enjoy the lesson. But in fact, our teachers almost never have a kind of innovation in producing the technique to teach the students more attractively. Our teacher should have principle like Tracy Henninger-Chiang's. She is an editor, an English teacher's assistant, and the adjunct faculty member of the Hemlume University. She has stated in her website:

Reading is an interesting subject, and one that I've thought a lot about. I spent over 2 years teaching two core reading courses almost 4 hours per day. I've spent days mulling over strategies to improve my students' reading abilities. I've tried almost everything, and every time the Institutional TOEFL used to roll around, I would eagerly grade the reading section. (<http://esl.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.midtesol.org%2Farticles%2Fart1.htm>)

## **1.2 Reason for Choosing the Topic**

Based on the general background above the writer concludes that selecting reading material to teach reading in today's school in a very significant responsibility

Carnine (1990:3) says that reading is complex, complex to learn and complex to teach. Also reading is considered by many to be one of the most crucial language skills.

The researcher has observed that the teaching of reading comprehension in high school needs such kind of communicative technique. It is because when the students are taught using the conventional technique, sometimes the teacher ignores the students' initiative in giving opinion to the reading passages. So, from all the background, the researcher has some reasons for choosing one of both technique, Pre, Whilst and Post Strategy (PWPS) or Small Group Discussion to teach reading to Senior High School students as follows:

- (1) Reading is one of the four skills which are taught in teaching English at school
- (2) To give the teachers an appropriate teaching technique especially in reading comprehension class

- (3) To give the students motivation when they are reading the passages, so that they have interest and willingness to read
- (4) It is often difficult to get students to actively read text books and search information or to active in class when teaching-learning process is held
- (5) There are only few researchers who use this strategy as research topic.

### **1.3 Statement of the Problem**

Based on the background of the topic mentioned above, the problem of this study is the students find difficulties in comprehending descriptive text and the lack of appropriate technique application in teaching reading of the tenth year students of SMA N I Bobotsari-Purbalingga in the academic year 2008/2009 .

### **1.4 Objective of the Study**

Based on the research question mentioned above, the objective of this study is to investigate the effectiveness of Pre, Whilst and post Strategy and Small Group Discussion to improve the students' reading descriptive text.

### **1.5 Hypothesis**

The hypothesis of this study is the use of Pre, Whilst, and Post Strategy (PWPS) is more effective than Small Group Discussion on improving the students' reading descriptive text of the tenth year students of SMA N I Bobotsari – Purbalingga year 2008 / 2009.

## 1.6 Significance of the Study

This study will hopefully be useful for the English teacher and the student especially of the Senior High School. Through research, the researcher expects that there are some significances which can be gained, from this research as follows:

(1) English Teachers of Senior High School

- To give a creative technique (Pre, Whilst and Post Strategy) which can be used to improve students' reading comprehension for Senior High School
- To add more references which can be used to improve students' reading comprehension for Senior High School
- To give assistance for the teacher in choosing the best teaching reading strategy.

(2) Senior High School Students

- The use of Pre, Whilst and Post Reading (PWPS) can help students to understand the reading passages in an active or in communicative way can keep them from getting bored.

(3) The researcher

- The process of this research will be very useful for the researcher as an experience in constructing comprehension test and being involved in a classroom situation while giving the test.

(4) The reader

- This research is hoped to be a reference to the readers, especially for those who want to conduct the same type of quantitative study in the next future.

Furthermore, the readers can know which techniques is better to be applied to give appreciation to the student performance and motivate the students to enjoy the English teaching and learning process relates to their achievement.

## **1.7 The Outline of Final Project**

This final project is developed into five chapters:

Chapter I presents introduction to the whole final project which includes background of study, reason for choosing the topic, statement of the problem, objective of the study, hypothesis, significance of the study and outline of the study.

Chapter II deals with review of the related literature. This chapter will describe about reading, technique in teaching, teaching descriptive text at tenth year students, and Pre, Whilst, Post Strategy (PWPS), and Small Group Discussion

Chapter III described the method of investigation. This chapter includes research design, subject of the study, research instrument, procedure of collecting data, data analysis and item analysis.

Chapter IV concern with the research findings as the result of the classroom tests and observation.

Chapter V gives the conclusion and suggestion.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter is divided into five sub sections. They are: (1) reading, (2) technique in teaching, (3) teaching descriptive text at tenth year students, (4) Pre, Whilst and Post Strategy (PWPS) and (5) Small Group Discussion

#### **2.1 Reading**

Being literate means students can effectively handle information as a reader, writer, viewer, speaker and listener for a range of purposes (Depdiknas, 2003:4).

Wells (1978) describes a number of levels of literacy, each of which represents a different view of literacy; the first level is *performative*. The emphasis at this level is on the code as code. Becoming literate according to this perspective, is simply a matter of acquiring those skills that allow the written message to be decoded into speech in order to ascertain its meaning and those skills that allow a spoken message to be encoded in writing according to the convention of letter formation, spelling, and punctuation. At the *performative* level it is tacitly assumed that written message differ spoken messages only in the medium employed for communication.

The second level is *functional*. This perspective emphasizes the uses that are made of literacy in interpersonal communication. To be literate according to this perspective is used to need the demands of everyday life. Examples include

reading a newspaper, writing a job application, and following procedural instructions.

The third level is *informational*. This perspective focuses on the role that literacy plays in the communications of knowledge, particularly discipline- based knowledge.

The fourth level is *epistemic*. At each of the preceding level, but particularly at the second and third, the concern is with literacy as a mode of communication. However, to focus only in the interpersonal communicative functions of literacy is to fail to recognize the changes that reading and writing can make in the mental lives of the individuals, and by extension, of the societies to which those individual belong.

To be literate, according to this fourth perspective, is to have available ways of acting upon and transforming knowledge and experience that are in general unavailable to those who have never learned to read and write.

Through Kurikulum Tingkat Satuan Pendidikan (KTSP), after graduated from Senior High School, students are expected to reach *informational* level.

In this regard, Stuffer in Pretty and Jensen (1980:207) states:

- (1) Reading is a complex process.
- (2) Reading means to get information from the printed page.
- (3) Reading is the ability to pronounce and comprehend the printed words.
- (4) Reading is interpreting signs, letters, or symbols by assigning meaning to them.
- (5) Reading is receiving ideas and impression from an author via the printed page

According to William Garbe and Frederica L. Stollar ( 2002: 9 ), reading can be described as the ability to convey meaning from the printed page then interpret this information appropriately.

There are many definitions of reading but the researcher try to summarize them as follows. First, the object of reading activity is graphic symbols. Second, reading is interpreting graphic symbols, which involves an interaction between the researcher and the reader. Third, in reading process, there are two essential things involved, i.e.: word recognition and comprehension. The first one refers to the ability to give meaning to a printed symbol. The second refers to the ability to understand and apply the material.

Usually reading used to be the basic aim of most foreign-language courses. The goal of reading is comprehension. To explain reading comprehension in more details, Davis in Rhea A. Ashmore ( 2001:7 ) cited nine skills considered basic to successful comprehension :

- 1.knowledge of word meanings,
2. ability to select appropriate meaning for a word or phrase in the light of its particular contextual setting,
3. ability to follow the organization of a passage and to identify antecedents and references in it,
4. ability to identify the main thought of a passage,
5. ability to answer questions that are specifically answered in a passage,
6. ability to answer questions that are answered in a passage, but not in the words in which the question is asked,
7. ability to draw inferences from a passage about its contents,
8. ability to recognize the literary devices used in a passage and to determine its tone and mood,
9. ability to determine a writer's purpose, intent, and point of view, that is to draw inferences about a writer



Below are some researchers, statements about comprehension:

- (1) Comprehension is viewed as a total process that becomes easier to teach if it can be divided into some sort of manageable units or sub skills (Olson and Dillner, 1982:43).
- (2) Reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read (Simanjuntak, 1988:4).
- (3) Reading comprehension is the process of understanding and constructing meaning from a piece of text (Royer, 2004:[www.readingsuccesslab.com](http://www.readingsuccesslab.com)).

Comprehension skills are the ability to use context and prior knowledge to aid reading and to make sense of what one reads and hears. Context refers to the conditions in which something exists or occurs. Linguistically, this is the part of a discourse surrounding a word or passage that helps make its meaning clear. (<http://www.sil.org/lingualinks/literacy/othereesources/glossaryofliteracyterms/whatarereadingskills.htm>).

Another statement comes from Royer ( 2004 ). It is stated that reading comprehension is a process of understanding and constructing meaning from a piece of text. ( [www.readingsuccesslab.com](http://www.readingsuccesslab.com))

From the explanation above it can be concluded that reading comprehension is something that helps children acquire the ability to understand or work out the meaning of connected text.

### **2.1.1 The Purpose of Reading**

Donald Martin ( 1991 ) state that “the purpose of reading is to connect the ideas on the page to whatever the people already know”. Reading is a skill that must be developed, and can only be developed, by means of extensive and continual practice. Students learn to read and to read better, by reading. Their reading will tend to be effective when they have purpose and motivation to learn first.

Having a purpose for reading is part of effective motivation. According to Carnine, Silbert, and Kameenui (1980:45), a reader’s purpose determines the way in which he treats a passages and which a comprehension skills he uses. Reading is a good way to find out about new ideas, facts, and experience

Furthermore, Willian Garbe and Frederica I. Stollar ( 2002: 13 ) believe that reading purposes can be classified under 7 main leadings. They are reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write for search ( for information needed for writing ), reading to critique texts and reading for general comprehension.

### **2.1.2 The Importance of Reading**

Beatrice S. Mickulecky and Lind Jefferies ( 1996:14 ) said that reading is important to improve the general language skills in English. The importance of reading is stated as follows:

- (1) reading helps us to think in English,
- (2) reading can enlarge our English vocabularies,
- (3) reading can help us improve our writing,
- (4) reading may be a good way to practice our English we live in a non English speaking country,
- (5) reading helps us prepare to study in an English speaking country, and
- (6) reading is a good way to find out about new ideas, facts and experiences.

## **2.2 Technique in Teaching**

It is important for the teachers of foreign language to make their students interested in their teaching learning process. A teacher should be able to create a kind of situation, so his teaching will be more effective. Moreover, in curriculum KTSP, the teachers can choose the methods and the materials for their teaching learning process freely. By doing so, their students will have a contact with them. This can be applied by bringing an interesting material for them for example descriptive. It is possible for the teacher to ask the students to play in the teaching learning process. This can make a good atmosphere for the students to read in class.

Teaching is a way to share what you know with other people. It also helps our future generation be more educated. H. Douglas Brown ( 2000:7 ) said that teaching can be defined as the way to show or to help someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

Teaching technique is a component of teaching methodologies. When people talk about the general of methodology, it deals with approaches, methods, techniques and procedure. The definitions of the terms are explained by Harmer (2002:78).

So teaching need a techniques as the rule of activity in the class which is used to describe sets of procedure. In the teaching-learning process, methods and techniques take the biggest part of how the teaching process takes place because it gives link between the thought and action of teaching.

One of popular methods is the Communicative Language Teaching (CLT) method. The aim of Communicative Language Teaching (CLT), where the application is through making the communicative competence as the goal of language teaching and acknowledging the interdependence of language and communication as stated by Larsen – Freeman ( 2000 )

Still according to Larsen – Freeman, she stated that there are some techniques or materials that can be used in the Communicative Language Teaching (CLT) :

(1) Authentic Material

The use of authentic materials is to overcome the problem that students can not transfer what have been learned in the classroom to the real world and to expose students to natural language in a variety of situation.

(2) Scrambled Sentences

Here the students are told to re-arrange scrambled sentences. This kind of exercise teaches students about the cohesion and the coherence properties of language.

(3) Games

Games are enjoyable for students, and if they are designed properly, they will give students valuable communicative practice

(4) Picture Strip Story

Picture strip story can be used for many activities, such as : telling story or creating sentences. This activity of course trains students to communicate with others.

(5) Role Play

Role play are very important because they give students an opportunity to practice communicating in different social roles.

The goal of teachers who use Communicative Language Teaching (CLT) is to enable students to communicate in the target language. They need to know that many different forms can be used to show a function and that a single form can often serve a variety of functions. We can use all of materials in Pre, Whilst, and Post Strategy, depend on the creativity at the teacher.

### 2.3 Teaching Descriptive Text at Tenth Year Students

English language is a means to communicate both written and spoken. For that reason, Kurikulum Tingkat Satuan Pendidikan (KTSP) for SMA/MA prepares the students in order to achieve competencies that make them able to reflect their experience and other experience, to show their idea and feeling and to understand various meanings.

Although the students of senior high school especially tenth year have to be able to communicate both written and spoken, in this study the researcher only focuses in one form of communication that is in the spoken one. The students of senior high school should be able to communicate in various texts.

One of the text types that should be taught in Senior high school especially in tenth year is descriptive text.

As stated before, every text-type has its own characteristic and purpose. In a descriptive text, its purpose is to describe a particular person, place or thing. The schematic structures of descriptive texts are as follows:

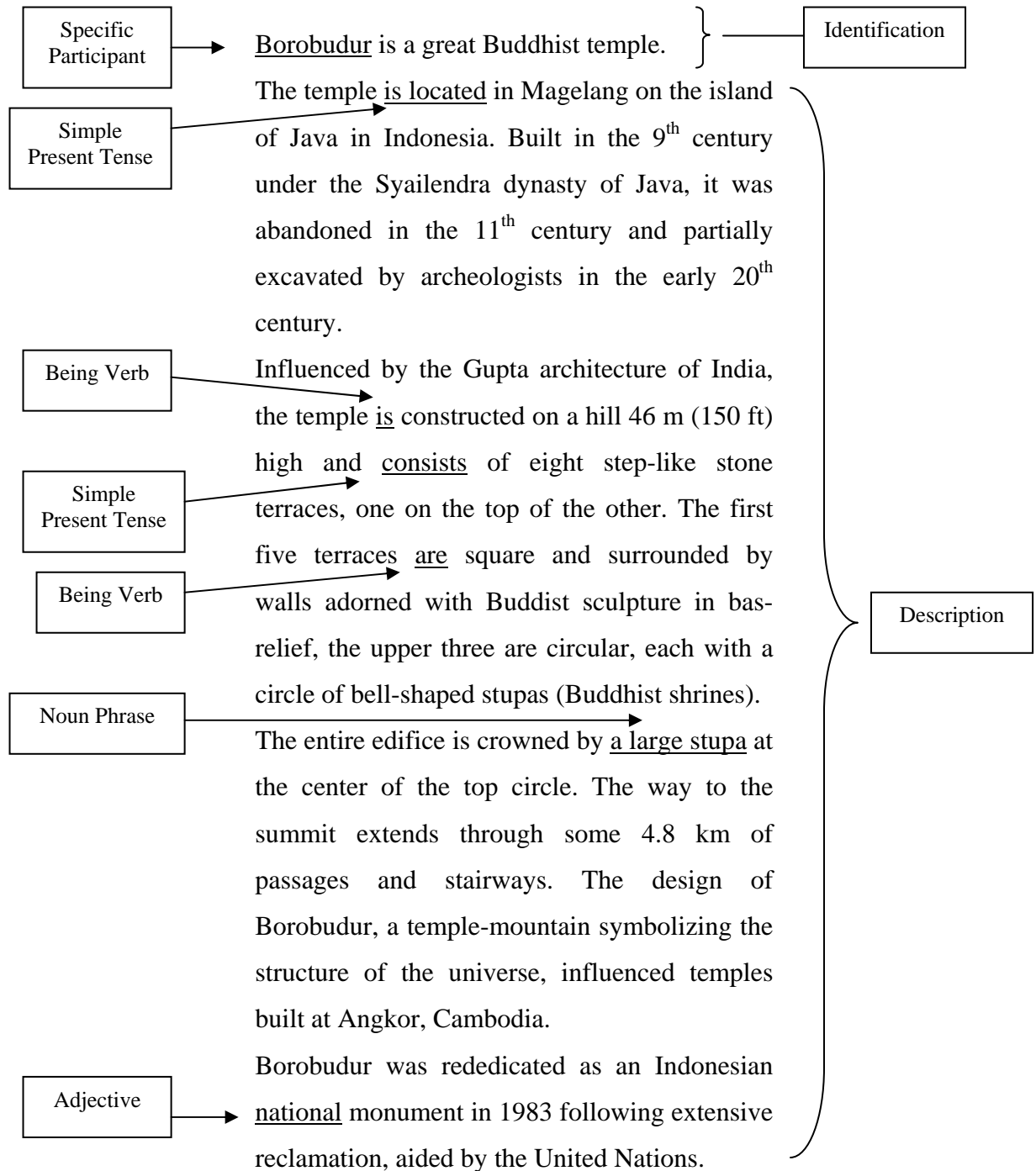
- a. Identification : identifies the person, place or thing to be described
- b. Descriptive : describes parts, qualities and characteristics

Meanwhile, the significant grammatical patterns of descriptive texts are as follows:

- a. Focus on specific rather than generic participants
- b. Simple present tense
- c. Verbs of being and having
- d. Use of descriptive adjective to build up long nominal group

The following is an example of descriptive text:

### Borobudur Temple



(Microsoft .Encarta, Reference. Library 2005, quoted by Hartono, 2005:53)

## **2.4 Pre, Whilst, and Post Strategy (PWPS)**

### **2.4.1 The History of Pre, Whilst, and Post Strategy (PWPS)**

Once the domain and area of construction have been identified, so the facilitator of literacy design a lesson plan. There are some formats of lesson plan. As a good language teacher, they should have good lesson plan which contain three critical components as stated by Rhea A. Ashmore (2001:9) there are domain and area of instruction; intended learning outcome and materials.

Focus on materials, the teacher should have a variety of ways for students to connect their experiences to the lesson. According to Homond J. (1992), the Curriculum Design and Program Planning in School have to based on : theoretical understanding of language and literacy ; initial and ongoing assessment of learners ; analysis of learners' need and goals ; analysis of demands of language content.

Classroom programming is based on four stages in a teaching-learning cycle (adopted from Callaghan and Rothery, 1988) which are aimed at providing support for learners as they move from spoken to written texts. The four stages are: building the context or field of the topic or text type; modeling the genre under focus ; joint construction of the genre ; independent construction of the genre.

John Holt (2002) said that when we better understand the ways, conditions, and spirit in which children do their best learning and are able to make school into a place where they can use and improve the style of thinking and learning natural to them, we may be able to prevent much failure.



Rhea A. Ashmore (2001:12) said that there are steps in teaching reading in order to the students understand the lesson. It's called Pre, Whilst, and Post Strategy (PWPS)

#### **2.4.2 The Rules of Pre, Whilst, and Post Strategy ( PWPS )**

This Strategy consists of three stages. There are Pre-Reading, While-Reading and Post-Reading. That is can help teacher to prepare students for and guide them through the texts so that they will learn from them most effectively.

The first is Pre-Reading, it is the focusing on “hook” that activates prior knowledge and excites the learner to participate. This stage contain of building the context or field of the topic or text type which should involve the learner in as many ways and through as many senses as possible. One of the purpose of pre-reading is to acknowledge the different contexts, experiences, biases, and background knowledge of students that will influence how they read and learn from a text.

According to Hommond J. (1992:19), there are some activities that enable students to :

- (1) explore cultural similarities and differences related to the topic
- (2) build up and extend vocabulary relevant to the topic or text type
- (3) use of visuals to build context
- (4) arrange of communicative activities designed to enable students to share, discuss and argue about aspects of the topic.

The second is While-reading, describes what will be read and how it will be read. As stated by Vicki A. Jacobs (1999) during reading, students need structured means to integrate the knowledge and information that they bring to the text with the “new” that is provided by the text. This stage contain of modeling the genre under focus. This stage should engage students in probing the text beyond its literal meaning for deeper understanding. Students should have the opportunity to revise their preliminary questions, and begin to make generalizations about their new understanding.

According to Hommond J. (1992:20), classroom activities at this stage enable learners to :

- (1) read the model text with the teacher, with other students or alone
- (2) develop an understanding of the social function and purpose of the text
- (3) develop an understanding of the overall organization and development of the text.

The last is Post-reading, that is the closing of the lesson. The teacher should restate, reinforce the important generalizations learned from the lesson, and regarding assessment. This stage contain of joint construction and independent construction.

According to Orlich, Harder, Callahanand Gibson (1998:353)

Assessment, the most general term, includes a broad range of processes by which teachers gather information about student learning. These processes include paper and pencil test, performance and project ratings and observations. Assessment is in part a qualitative description-making a value judgment in response to the question “How will does the student perform?”

It is supported by Hommond J. (1992:22) said that classroom activities might include :

- (1) revision and further discussion of purpose, context and structure of genre
- (2) summarizing in note form (on board or overhead projector) what students know about the topic of the shared text.

According to Rhea A.Ashmore, in Cullinan and Galda (2001:14), some assessment in post-reading are :

- (1) ask students to keep samples of their work in portfolios
- (2) ask students to discuss in small groups what they are learning

### **2.4.3 The Procedure of Using the Strategy**

The general procedure in using the PWPS technique to improve students' reading comprehension are:

- Pre-Reading
  1. The teacher opens the lesson by greeting the students
  2. The teacher gives brainstorm, before looking at the text, think of keywords, terms or phrases about the topic either in the class
  3. The teacher shows some visual aids, for example a picture related to the passage will be given
  4. The teacher does small conversation, and to stimulate students, the teacher could ask some basic questioning which related to the topic will be given

5. As an exercise, the students have to do a discussions in pairs spend enough time before the students begin the assignment to ensure understanding of it ( they discuss the topic that they are going to learn )
- While-Reading
    1. The teacher gives the passage and reads aloud the passage while the students listen carefully to the teacher
    2. The teacher led the students to read individually in silent way
    3. The teacher moves around when the students reading the passage
    4. The students pay attention to teachers' explanation about the definition, social function generic structures and significant grammatical patterns of descriptive text
    5. As an exercise, the teacher asks some volunteers to read the passage and the teacher give the right pronunciation if there are students make some mistake in pronunciation or the students have to find difficult words and the teacher try to help them to find out the meaning by asking leading questions.
  - Post-Reading
    1. The teacher reviews the passage to the students
    2. The teacher gives assignments. There are so many kinds of assignments depend on teachers' creativity, such as True / False

Statements to measure comprehension, WH Question, make a riddle, discuss in small group etc.

## **2.5 Small Group Discussion**

### **2.5.1 The History of Small Group Discussion**

Small group discussion fulfils several important goals of higher education: it encourages students to organize their thinking by comparing ideas and interpretations with each other and give expression, to understand a subject. Cooperative and teamwork have become an essential feature of most teamwork situations, as have skills in listening, drawing out information, and persuading. Small group discussion can or should give students the chance to monitor their own learning and thus a degree of self-direction and independence of the tutors in their students.

According to Baker (1987:159) small group discussion is three or more people interacting face to face, with or without an assigned leader, in such a way that each person influenced by every other person in the group.

In this matter Johnson (1975:78) gives solution that the students' seat should be arranged so that each student can see other members of his group and can be heard without shouting and disturbing the other group. Two opposite tendencies exist with regard to the member of people in a group: the larger the group, the greater is the pool of talent and experience available for solving problems or sharing the effort.

### **2.5.2 The Rule of Small Group Discussion**

The teaching of reading comprehension using the small group learning format means that the class has to be communicative. The students have to communicate directly with each other, rather than exclusively with the teacher. As an activity is carried out in a small group, it is possible to have a greater amount of individual participation than when it is done in the class teaching situation.

Vocabulary is one important causes of poor reading comprehension and faulty reading, so vocabulary mastery is one of factor that influences the students' reading comprehension. For this reason, the teacher should help the students to improve their vocabulary with some ways, for example:

#### **1. Context Clue**

When the students had difficulty in translating word, it will improve expand our vocabulary and improve our understanding of what we read because we will know more of the words.

#### **2. Using a Dictionary**

The students have to bring a dictionary in English class. It is to help the students to determine a meaning of difficult words.

### **2.5.3 The Procedure of Using Small Group Discussion**

David and Roger Johnson (<http://www.cloro.com/cl.html> cited accessed on September 14<sup>th</sup>, 2008) explained that there are many ways to build a communicative class:

#### **1. Jigsaw**

2. Think-Pair-Share
3. Three-Step Interview
4. Round Robin Brainstorming
5. Three-Minutes Review
6. Numbered Head
7. Team, Pair, Solo
8. Cycle The Stage
9. Partners

In this study, the researcher uses the Think-Pair-Share strategy in teaching reading comprehension in control class. Involves a three step cooperative structure:

- The students think silently about a question posed by the teacher
- The students pair up and exchange thoughts
- Pairs share their responses with other pairs, other teams, or the entire group.

This strategy encourages students to think about the context, compare their thoughts with those partners, and share their answer with the whole group.

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

In this chapter is divided into eight sub sections. They are: (1) research design, (2) population and sample, (3) research instrument, (4) procedure of collecting data, (5) data analysis, (6) item analysis and (7) instrument analysis.

#### **3.1 Research Design**

##### **3.1.1. Quantitative Approach**

According to Saifudin Azwar (2005:1), “Research is a series of scientific activity in solving a problem”. Based on the approach analysis, research can be divided into two types, they are: quantitative analysis and qualitative analysis

Quantitative analysis is analysis of quantitative data (numerical data) that can be counted, categorized, and compared in numerous ways. The researcher chose this type of analysis because the sample which the researcher used was too large.

##### **3.1.2 Experimental Design**

In an experimental study, researcher looks at the effect(s) of at least one independent variable on one or more dependent variables. The independent variable in experimental research is also frequently referred to as the experimental, or treatment, variable. The dependent variable, also known as the criterion, or outcome, variable, refers to the results or outcome of the study.



The experimental group typically receives a new or novel treatment, a treatment under investigation, while the control group usually either receives a different treatment or is treated as usual. The control group is needed for comparison purposes to see if the new treatment is more effective than the usual or traditional approach, or to see if one approach is more effective than another. (L.R.Gay 1981:209)

This study used “pre test – post test”. The design of the experiment can be described as follows:

E	t-1	X	t-2
C	t-1	Y	t-2

( **Arikunto**, 2002:79 )

Which :

E : Experimental group

C : Control group

t-1 : Pre test

t-2 : Post test

X : Treatment with Pre, Whilst and Post Strategy as teaching reading comprehension

Y : Treatment with Small Group Discussion as teaching reading comprehension

In the design above, subjects were assigned to the experiment group (top line) and the control group (bottom line). The quality of the subject was first checked by presenting them (t-1), while the control group was taught with Small Group Discussion. The results of which (t-2) were then computed statistically.

### 3.1.3 Variables

According to Arikunto (1998:91), variable by definition is the object of the experiment / the focus on an experiment. Tuckman as quoted by Saleh (2004:58-59) points out that there are two types of variable. They are dependent variable and independent variable.

#### (1) Dependent variable

Dependent variables are the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables (Best, 1981:60). Based on the definition, the dependent variable of the study is a response variable or output. The students' reading achievement is the dependent variable

#### (2) Independent variable

Independent variables are the conditions or characteristics that are manipulated by the researcher in order to explain the relation with the observed phenomena (Narbuko, 2004: 119). Based on the definition, the independent variable is a stimulus variable or input, operates either within a person or within her or his environment to affect behavior. In this study, the use of Pre, Whilst and Post Strategy and Small Group Discussion are the independent variable.

### 3.2 Population and sample

Before the sample was chosen, the writer had to determine the population first. Population is the object research of investigation. According to Arikunto (1996:115) "Population is a set or correlation of all elements possessing one or more attributes of interest". Then Sutrisno Hadi (1980:220) stated that population is a group of people or items about which information is being collected. While Best (1981:8) argued that a population is any group of individuals that have one or more characteristics in common that are interesting to the researcher.

Based on the three definitions of population above it can be conclude that the population of this research was the tenth year students of SMA N I Bobotsari-Purbalingga in the academic year 2008/2009. The total population was 320 students. The writer took the tenth year students based on consideration that English has been taught to them before. In addition, they were chosen as the population of the research based on some reasons, those were:

- (a) The students were all in the same grade.
- (b) The students relatively have the same marks in the reading comprehension.
- (c) The students had been studying English for the same period of time.

Studying a population more effectively, the researcher selected sample. Arikunto (1998:120) states that a sample is a part or the representative of a population that is investigated. In this study, the writer did not take the whole population as sample because of time and financial limitation.

Experimental group as a sample can already represent for the whole population of the study. Therefore, the researcher selected 40 students as the experimental group and 40 students as the control group.

### **3.2.1 Sampling Technique**

Sax (1979:183) states that a sample is selected randomly when every number of populations has equal, no zero chance being included in the sample. In relation with the technique of sampling, Arikunto (1998:20) says that if the total of the subjects is more than 100 people, we may take 10-15 or 20-25 percent out of the population.

Since the population in this research more than one hundred and the head master only permitted the researcher two classes to be sample, so the researcher selected 40 students as the experimental group and 40 students as the control group.

The researcher selected two classes of the students as sample in his study. They were experimental group taught using Pre, Whilst and Post Strategy (X A) and control group which was taught using Small Group Discussion (X B)

### **3.3 Research Instrument**

According Arikunto (1998: 137), instrument is a device used when a researcher is applying a method of a research. He also states that test is a set of

questions that is used to measure the skills, knowledge, intelligence, and the talent of an individual or a group.

Based on the statement above, the researcher applied a test method, so the instrument used here was a reading comprehension test. It was conducted after the teaching learning process by using descriptive as teaching aid of teaching reading comprehension.

### **3.4 Procedures of Collecting Data**

#### **3.4.1 Try Out**

The quality of the data, whether it is good or bad, is based on the instrument used to collect data. In fact, the good quality of instrument depends on two important qualifications. Those are validity and reliability.

Before the students got the pretest, researcher had to give try-out first to the other class. After scoring the result of try-out, the writer had to analyze the data to find out the result of this test that the writer got its validity and reliability. The try-out test was conducted in April 14, 2009.

According to Mouly ( in Nyndiana, 2006:28 ) the try out test is necessary since the result will be used to make sure that the measuring instrument has such characteristics as validity and reliability.

#### **3.4.2 Pre Test**

Pre test was given before doing the experiment. First, the researcher came to the chosen class and then she conditioned herself to class and explained the

students about what they were going to do. The researcher began to distribute the instruments and ask them to do the pre test. The pre test was conducted to measure the students' reading comprehension before get the treatment. It was conducted in April 29, 2009 and April 30, 2009

### **3.4.3 Pre, Whilst and Post Strategy (PWPS) and Small Group Discussion**

A treatment was given to the students before the post-test was conducted. In experimental group (PWPS), the students were given brainstorm, before looking at the text. Then the teacher shows some visual aids and does small conversation, to stimulate students, the teacher could ask some basic questioning which related to the topic will be given. The teacher gave the passage and read aloud the passage while the students listen carefully to the teacher, he / she led the students to read individually in silent way. After that, the students have to pay attention to teachers' explanation about definition, social function, generic structure and significant grammatical pattern. As closing, the teacher gave some assignments. It was held in May 12, 2009 (first meeting), May 14, 2009 (second meeting) and May 19, 2009 (third meeting)

Even though in control group (Small Group Discussion) the students were given the passage, they read silently the reading passages for 10 minutes. During this step, the students thought silently about a question posed by the teacher. Then the students paired up and exchange thoughts for 20 minutes, the last the pairs were given 30 minutes to share their responses with other pairs, other teams or the entire group They were presented the conclusion from the passage in front of

class. After that, students have to pay attention to teachers' explanation about definition, social function, generic structure and significant grammatical pattern. As closing, the teacher asked the students to do the assignment. It was held in May 12, 2009 (first meeting), May 16, 2009 (second meeting) and May 19, 2009 (third meeting)

#### **3.4.4 Post Test**

The test given to the students was the same as the pre test. The pre test was conducted in May 23, 2009 and May 26, 2009.

### **3.5. Data Analysis**

According to Arikunto (2002: 148), a good instrument has two important requirements; they are reliability and validity. In addition, a test must also have other requirements; they are level of difficulty and discriminating power. So the quality of the instruments used in research is very important, for the conclusions researcher draws are based on the information he obtain using these instruments.

### **3.6 Item Analysis**

After administering and scoring the try-out test, an item analysis was made to evaluate the effectiveness of the items. It was meant to check whether each item met the requirement of a good test item. This item analysis concentrated on two vital features, level of difficulty and discriminating power. JB. Heaton (1975:172)

said that all items should be examined from the point of view of their difficulty level of discriminating.

Harris (1969:130) states that all good test possessed three qualities, such as validity, reliability, and practically. That was to say, any test that we use has to be appropriate in terms of our objectives, dependable in the evidence it provides, and applicable to our particular situation. Those characteristics of a good test would be explained further below.

### **3.6.1 Discriminating Power**

It was also essential to determine the discriminating power of the items since it could discriminate between the more and the less able to students.

Heaton ( in Ernawati, 2003:24 ) argues that the discrimination index of an item indicates the extent to which the item discriminates between the testers, separating the more able testers from the less able. The index of discrimination tells us whether those students who perform well on the whole test tends to do well or badly on each item in the test.

The following formula would be used to calculate the discriminating power of the items:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where

D = Discriminating power

B<sub>A</sub> = Number of the students in the upper group who answered correctly



$B_B$  = Number of the students in the lower group who answered correctly

$J_A$  = Number of all students in the upper group

$J_B$  = Number of all students in the lower group

Where the criterion of the computation:

Interval	Criteria
$D \leq 0.20$	Poor
$0.20 < D \leq 0.40$	Satisfactory
$0.40 < D \leq 0.70$	Good
$0.70 < D \leq 1.00$	Exelent

( Arikunto, 2002:210 )

### 3.6.2 Item Difficulty

An item is considered to have difficulty level when it is used to test the students. It is not too easy to the students or examines, so they can answer the items. If a test contains many items that are too difficult or too easy, it cannot function as a good means of evaluation. Therefore, every item should be analyzed first before it is used in a test.

The formula of item difficulty is as follows:

$$P = \frac{B}{JS}$$

Where

$P$  = item difficulty

$B$  = the number of the students who answered correctly

JS = the total number of the students

( Arikunto, 2002:208 )

Where the criterion of computation is :

Item with P 0,00 - 0,30 is difficult

Item with P 0,30 - 0,70 is medium

Item with P 0,70 - 1,00 is easy

The computation above can be modified :

		P	=	0	: Very difficult
0,00	<	P	≤	0,30	: Difficult
0,30	<	P	≤	0,70	: Medium
0,70	<	P	<	1,00	: Easy
		P	=	1,00	: Very Easy

( Arikunto, 2002:210 )

### 3.7 Instrument Analysis

#### 3.7.1 Validity

Validity refers to the precise measurements of the test. There are three kinds of validity, such as content validity, empirical validity, and face validity (Harris, 1969:18).

Harris (1969:18-2) explains: content validity means the test reflected and analysis according to the views of recognized authorities in the skill area. Empirical validity depended in large part on the reliability of the test and criterion

measure. Face validity was the way the test look whether it was irrelevant, silly, inappropriate, etc.

According to Arikunto (1998:161), another kind of validity is item validity. Item validity is the index of validity of each item. In this study the writer used the item validity and calculated it using Pearson Product Moment formula.

The formula is like this:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where

$r_{xy}$  = the validity of item test

$N$  = the number of the students

$X$  = the number of students who answered right

$Y$  = the students' scores

### 3.7.2 Reliability

Reliability is a general quality of stability of scores regardless of what the test measured.

In this study, the researcher decided to use Kuder-Richardson formula 21 in measuring the reliability of the test. This formula uses the number of items in the test, the mean of the set of the scores, and the square of the deviation.

Consulting the Kuder-Richardson formula 21, the computation of the reliability of the test used the following formula:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{M(k-M)}{k V_t} \right)$$

Where

$r_{11}$  = reliability of the test

$k$  = the number of the items

$M$  = The means of the scores

$V_t$  = The total of varians

## **CHAPTER IV**

### **RESULT OF INVESTIGATION**

#### **4.1 Procedure of Experiment**

The researcher conducted the experiment by the following steps:

- (1) Choosing the tenth year students of SMA N I Bobotsari as the population.
- (2) Taking two groups of the students as the samples, one as the experimental group (X A) and the other as the control group (X B).
- (3) After that, conducting real experimental. It concluded pre test, giving treatments, and post test.

##### **4.1.1. The Activities of Pre, Whilst and Post Strategy**

###### ***4.1.1.1 Pre test***

Pre test was given before doing the experiment. First, the researcher came to the chosen class and conditioned herself to class and explained the students what they were going to do. It was begun with distributing the instruments and asking them to do the pre test.

###### ***4.1.1.2 Activities in Conducting the Experiment***

In conducting the experiment, the students were given brainstorm, before looking at the text. Then the teacher shows some visual aids and does small

conversation, to stimulate students, the teacher could ask some basic questioning which related to the topic will be given. The teacher gave the passage and read aloud the passage while the students listen carefully to the teacher, he / she led the students to read individually in silent way. After that, the students have to pay attention to teachers' explanation about definition, social function, generic structure and significant grammatical pattern. As closing, the teacher gave some assignments.

#### **4.1.1.3 Post test**

Post test was given after conducting all the activities above. The test given to the students was the same as the pre test.

Table 4.1  
List of activities experimental group (Pre, Whilst and Post Strategy)

No	Activities	Weeks				
		I	II	III	IV	V
1	Pre test	Thursday, April 30, 2009				
2	First treatment		Tuesday, May 12, 2009			
3	Second treatment			Thursday, May 14, 2009		
4	Third treatment				Tuesday, May 19, 2009	
5	Post test					Tuesday May 26, 2009

## **4.1.2 The Activities of Small Group Discussion**

### ***4.1.2.1 Pre test***

Pre test was given before doing the experiment. First, the teacher came to the chosen class and then she conditioned herself to class and explained the students about what they were going to do. The teacher began to distribute the instruments and ask them to do the pre test.

### ***4.1.2.2 Activities in conducting the experiment***

In the experiment, the students were given the passage, they read silently the reading passages for 10 minutes. During this step, the students thought silently about a question posed by the teacher. Then the students paired up and exchange thoughts for 20 minutes, the last the pairs were given 30 minutes to share their responses with other pairs, other teams or the entire group They were presented the conclusion from the passage in front of class. After that, students have to pay attention to teachers' explanation about definition, social function, generic structure and significant grammatical pattern. As closing, the teacher asked the students to do the assignment.

### ***4.1.2.3 Post test***

Post test was given after conducting all the activities above. The test given the students was the same as the pre test.

Table 3.2  
List of activities control group (Small Group Discussion)

No	Activities	Weeks				
		I	II	III	IV	V
1	Pre test	Wednesday, April 29, 2009				
2	First treatment		Tuesday, May 12, 2009			
3	Second treatment			Saturday, May 16, 2009		
4	Third treatment				Tuesday, May 19, 2009	
5	Post test					Saturday May 23, 2009

## 4.2 Result of Try Out

### 4.2.1 Discriminating Power

The following formula would be used to calculate the discriminating power of the items:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where

D = Discriminating power

B<sub>A</sub> = Number of the students in the upper group who answered correctly

B<sub>B</sub> = Number of the students in the lower group who answered correctly

J<sub>A</sub> = Number of all students in the upper group

J<sub>B</sub> = Number of all students in the lower group



For example is the item number 2

$$D = \frac{20}{20} - \frac{13}{20}$$

$$= 0,35$$

Where the criterion of the computation:

Interval	Criteria
$D \leq 0.20$	Poor
$0.20 < D \leq 0.40$	Satisfactory
$0.40 < D \leq 0.70$	Good
$0.70 < D \leq 1.00$	Exelent

( Arikunto, 2002:210 )

According to the criteria, the item no 2 is satisfactory

#### 4.2.2 Level of Difficulty

The formula of item difficulty is as follows:

$$P = \frac{B}{JS}$$

Where

P = item difficulty

B = the number of the students who answered correctly

JS = the total number of the students

( Arikunto, 2002:208 )

The following is the example of computation of the facility value of item number 2:

$$B = 20 + 13 = 33$$

$$J_s = \frac{33}{40} = 0,83$$

Where the criterion of computation is :

Interval	Criteria
$0.00 < IK \leq 0.30$	Difficult
$0.30 < IK \leq 0.70$	Medium
$0.70 < IK \leq 1.00$	Easy

The computation above can be modified:

	$P = 0$	: Very difficult
0,00	$< P \leq 0,30$	: Difficult
0,30	$< P \leq 0,70$	: Medium
0,70	$< P < 1,00$	: Easy
	$P = 1,00$	: Very Easy

( Arikunto, 2002:210 )

So based on the criteria we can conclude that test item number 2 is easy

As mentioned in the chapter III, there are five categories of level of difficulty: they are very difficult, difficult, medium, easy, and very easy. After computing 60 items of try out test, there was 34 items were easy, 22 items were medium and 4 items were difficult.

### 4.2.3 Validity

As mentioned in chapter III, validity refers to the precise measurements of the test. In this study item validity was used to find out the index validity of the test. After the researcher calculated using Person Product Moment, the index validity of number 2 was 0.510. Then the researcher consulted the table of r product moment with  $N = 40$  and significance level 5% in which then r Product Moment is 0.312. Since the result of the computation was lower than r in the table, the index validity of item number 2 was considered to be valid. The complete data can be seen in Appendix.

To determine the validity of the test, the researcher used the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where

$r_{xy}$  = the validity of item test

$N$  = the number of the students

$X$  = the number of students who answered right

$Y$  = the students' score

Let's take item number 2 as the example:

$$N = 40$$

$$\sum X = 33$$

$$\sum Y = 1646$$

$$r_{xy} = \frac{40(1428) - (33)(1646)}{\sqrt{\{40(33) - (33)^2\} \{40(71004) - (1646)^2\}}}$$

$$= 0,510$$

Because of  $r_{xy} < r_{table}$ , therefore item number 2 was valid. There were 20 items which were invalid on the reading try-out test. Those were the test item number 1, 6, 14, 17, 22, 26, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 47, 54 and 60.

#### 4.2.4 Reliability

A good instrument has to be valid and reliable. Besides the index of validity, the writer also calculated the reliability of the test using Krudder Richardson formula 21 (K-R 21). The result of the computation was  $r_{11} = 0.856$ . Since the result of the computation was higher than  $r$  in the table (0.312), it was considered that the instrument was reliable.

To determine the reliability of the test, the researcher used the following formula:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{M(k-M)}{k Vt} \right)$$

$r_{11}$  = reliability of the test

$k$  = the number of the items

$M$  = The means of the scores

$Vt$  = The total of varians

The computation of item number 2 as an example as follows:

$$V_t = \frac{71004 - \frac{(1646)^2}{40}}{40} = 81,778$$

$$M = \frac{\sum Y}{N} = \frac{1646}{40} = 41,15$$

$$r_{11} = \left( \frac{60}{60-1} \right) \left( 1 - \frac{41,15(60-41,15)}{60 \times 81,778} \right)$$

$$= 0,856$$

For  $\alpha = 5\%$  and number of subject 40,  $r_{table} = 0.312$

Because  $r_{11} > r_{table}$ , then instrument is reliable

Based on the analysis of validity, reliability, difficulty level and discriminating power, finally 40 items were accepted from 60 items of try-out test were used as instrument to make the scoring easy. They are numbers 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18, 19, 20, 21, 23, 24, 25, 27, 28, 29, 30, 31, 32, 44, 45, 46, 48, 49, 50, 51, 52, 53, 55, 56, 57, 58 and 59.

### 4.3 Grade of Achievement

Below is the list of the level of mastery that shows the percentage of the correct answers and grade for the subject sample.

Percentage	Grade	Level of achievement
90-100	A	Excellent
80-89	B	Very Good

70-79	C	Good
60-69	D	Sufficient
-59	E	Insufficient

( Bloom, 1981:105-106 )

## **4.4 Advantage and Disadvantage of Both Group**

### **4.4.1 Pre, Whilst and Post Strategy**

The Advantage:

1. This technique develop the students' initiative in giving opinion to reading passage
2. Give the students motivation when they are reading the passage, so that they have interest and willingness to read
3. This technique full of variety ways for students to connect their experiences to the lesson and make the students interesting, and teaching learning can be fun
4. This technique related to the popular method, which is Communicative Language Teaching (CLT) which is to enable the students to communicate in the target language.

### **4.4.2 Small Group Discussion**

The Advantage:

1. Small Group Discussion can give a lesson about cooperative and teamwork. This strategy encourages students to think about the

context, compare their thoughts with those of their partners and share their answer with the whole group.

2. Using Small Group Discussion teaching technique, a student is able to get the meaning of a passage by getting information from his fellows and teacher. Students can share the difficulties in the reading text with each other and provide themselves with the knowledge.

The Disadvantage:

1. Some students do not always pay enough attention to detail. They may have a good idea of the general meaning of the text, but misunderstanding partial points.
2. Small Group Discussion consumes much time to do or conduct. It needs too much time and makes the teaching learning is not effective and efficient.

#### **4.5 Analysis of Difference between Pre, Whilst and Post Strategy and Small Group Discussion**

Before experiment class and control class got the treatment, there are no significant differences on the reading comprehension pre test, because the students relatively have the same marks in the reading comprehension. To prove that statement, the researcher used *Independent Samples Test Data of Data of Reading Comprehension Pre Test*

Formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

which:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

	<b>Experimental Group</b>	<b>Control Group</b>
Sum	261,85	357,05
n	40	40
x	6,55	6,43
Variance ( $s^2$ )	0,7813	0,6168
Standard deviation (s)	0,88	0,79

$$S = \sqrt{\frac{(40-1)0,7813 + (40-1)0,6168}{40+40-2}} = 0,8361$$

$$t = \frac{6,55 - 6,43}{0,8361 \sqrt{\frac{1}{40} + \frac{1}{40}}} = 0,642$$

For  $\alpha = 5\%$  and  $df = 40 + 40 - 2 = 78$ ,  $t_{(0,975)(78)} = 1,99$

Since  $-t \text{ table} < t \text{ value} < t \text{ table}$ , it means there is a no significant difference between experiment and control class on reading comprehension pre test.



The calculation of pre test and post test between two groups were pre test 6.55 (Pre, Whilst and Post Strategy), 6.43 (Small Group Discussion) and post test 7.89 (Pre, Whilst and Post Strategy), 6.57 (Small Group Discussion). If the researcher compare the two means it is clear that the mean of the post test experiment (Pre, Whilst and Post Strategy), was higher than the control group (Small Group Discussion). It indicated that the treatment was effective. To make analysis more reliable, the writer analyzed it by using *Independent Samples Test Data of Data of Reading Comprehension Post Test*

Formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

which:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

	<b>Experimental Group</b>	<b>Control Group</b>
Sum	315,50	262,85
n	40	40
x	7,89	6,57
Variance ( $s^2$ )	0,4902	0,3328
Standard deviation (s)	0,70	0,58

$$S = \sqrt{\frac{(40-1)0,4902 + (40-1)0,3328}{40 + 40 - 2}} = 0,64149$$

$$t = \frac{7,89 - 6,57}{0,64149 \sqrt{\frac{1}{40} + \frac{1}{40}}} = 9,176$$

For  $\alpha = 5\%$  and  $df = 38 + 39 - 2 = 75$ ,  $t_{(0,95)(75)} = 1,66$

Since  $t$  value  $>$   $t$  table, it means there is a significant difference between experimental and control class on the reading comprehension post test, the experimental is higher than the control one.

#### 4.6 Discussion of the Result

After getting the  $t$ -value, the researcher consulted the critical value on the  $t$ -table to check whether the difference was significant or not. Before the experiment was conducted, the level of significance to be used in the experiment had been divided first. For this experiment the writer used the 5% (0.05) alpha level of significance as usually used in psychological and educational research.

The number of subjects in this experiment was 40 and the control group 40 with degree of freedom (df) 78. For five percent alpha level and 78 degree of freedom there was the  $t$ -table was 1.99. The obtained  $t$ -value for pre test was 0.642 while the  $t$ -value was lower than the critical value (1.99), so there is no different in pre test data between experiment group and control group. In other word, both of those groups were equal in ability.

The objective of this study was to investigate which strategy is effective between Pre, Whilst and post Strategy and Small Group Discussion to improve the students' reading comprehension and the result of t-value for post test was 9.176, t-table was 1.66. It means that there was any significant different between Pre, Whilst and Post Strategy (experimental group) and Small Group Discussion (control group) in post test. In other word it can be said that teaching reading using Pre, Whilst and Post Strategy was more effective than teaching reading using Small Group Discussion.

Donald Martin (1991) assumes that "reading comprehension requires motivation, mental frame works for holding ideas, concentration and good study techniques. And students' motivation can be recognized through their way of reading". In the teaching-learning process, methods and techniques take the biggest part of how the teaching process takes place because it gives link between the thought and action of teaching. It is important for the teachers of foreign language to make their students interested in their teaching learning process. The teacher should be able to create a kind of situation, so his teaching will be more effective. Pre, Whilst and Post Strategy is the one of the best way in teaching method, because in Pre, Whilst and Post Strategy consist of variety ways for students to connect their experiences to the lesson.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

From the experimental research that was done through pre-test, treatment, and post-test, a number a conclusion could be drawn after the data were analyzed and the finding discussed:

1. The use of Pre, Whilst and Post Strategy (PWPS) was more effective to improve the students' reading comprehension than Small Group Discussion. It could be seen from the students' achievement in the Pre, Whilst and Post Strategy (PWPS) class was better than that of the Small Group Discussion class.
2. The students' progress during the teaching and learning activity especially in learning reading using Pre, Whilst and Post Strategy (PWPS) was good and significant. The students' achievement in learning reading comprehension was improved. It could be seen by looking at the improvement of the mark they got in the pre-test and after post-test. The average mark in post test (7.89) was higher than the average mark in pre test (6.55)

## 5.2 Suggestions

After the further discussion and found the result of the study, the researcher would like to offer some suggestions that can be some consideration to the readers. Some suggestions are proposed as follows:

1. The teacher should be able to be a facilitator in creating and building an effective reading class. He/she should be active in teaching-learning process.
2. English teacher should be able to create teaching-learning process more interestingly, enjoyably and educative.
3. English teacher must be able to choose a good reading material for the students, so that the students can improve their reading comprehension.
4. Timed reading activity should be used to improve the students' comprehension especially in the tenth grades of Senior High School in general.
5. Library as a place for students to read books should give benefits. It should have a collection of many supplementary books. It makes the students interested in reading English book.
6. The researcher expects there will be many researchers doing some research about how to use some techniques or media in improving students' reading comprehension.

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