

**TEACHER'S USE OF PRE-QUESTIONING TECHNIQUE TO READING  
COMPREHENSION ACHIEVEMENT OF DESCRIPTIVE TEXT AT SECOND  
YEAR STUDENTS SMPN 2 PASAMAN**

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**ABSTRACT**

The objective of this research is to identify the teacher's use of pre-questioning technique to reading comprehension achievement of descriptive text at second year students SMPN 2 Pasaman. This study was particularly aimed at: 1. Identifying the way in which teacher use pre-questioning technique to reading class, 2. Identifying the students' ability of reading comprehension of descriptive text, 3. Identifying the students' opinion about the teachers use pre-questioning technique to reading class. The design of this research was descriptive. Total number of population of this research was 174 students of the eighth grade students at SMPN 2 Pasaman. The data were collected from interview, reading test and questionnaire. Interview was used to identify the way in which teacher's use of pre-questioning technique to reading class, reading test was used to identify students' comprehension achievement of descriptive text and questionnaire used to identify the students' opinion about the teachers use pre-questioning technique to reading class. This study concluded that almost all the teachers agreed with using pre-questioning technique. The researcher found that three teachers use pre-questioning technique to reading class. The students' ability in comprehending descriptive text of main ideas and supporting details using pre-questioning technique was moderate and more than half of the students (57.69%) had positive opinion on the teacher's use of pre-questioning technique to reading class, caused students failed to activate schemata as Brown opinion if the reader lacks appropriate schemata or fails to activate them, comprehension may be impaired, so students' ability in comprehending of descriptive text was moderate

**Key words :** *Pre-questioning Technique, Reading Comprehension and Descriptive Text.*

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**Introduction**

In teaching and learning English, students are expected to master four integrated skills; such as listening, speaking, reading and writing (Susanti: 2008, p. 3). From the four skills, reading is still regarded as the prime focus in higher

education because reading is a window to the world. Without reading, people in the world will not have knowledge (Goodman: 2006, p. 2).

According to Kim (2006, p. 128) reading is a very complicated process involving a variety of factors that interact

one to another, it should be developed in graded and sequential phases. The factors involved in reading include sub-reading skills (such as word recognition, skimming, scanning, sentence comprehension, getting the topic, etc.) and background knowledge.

Reading is not an easy task. There are some problems that are faced by readers in comprehending a reading text. They can deal with using technique of reading, prior knowledge, lack of reading engagement, lack of practicing, and other factor like eye movement problem (Goodman, 2006, p. 56).

Cole (2013, p. 1) said that a key reading process in comprehending text is ability to deal with unknown vocabulary. It is a vital skill because you are almost certain to find unknown or unfamiliar words in reading. The skill is not necessarily to “know” the words but understanding about them, so that you can read and understand the whole text.

Based on 2013 curriculum system where junior high school students should master five kinds of texts such as narrative, descriptive, recount, report, and procedure. The second year students of junior high school learn four kinds of texts (narrative, descriptive, recount, and procedure). One of them is descriptive text

which aims to describe and reveal a particular person, thing and place (Adams.Mc, 2004, p. 5).

The researcher was interested in doing a research on students’ reading comprehension at SMP N 2 Pasaman. This is based on the interview was done by the researcher towards an English teacher YetniS.Pd at SMP N 2 Pasaman on May 19, 2014. Most of students have a problem in comprehending descriptive text, especially in comprehension meaning of text.

According to Sukowati (2012, p. 1) reading comprehension for the students is crucially needed teacher’s creativity to select the appropriate technique in teaching reading is important. It is the teacher’s role to create enjoyable classroom environment and build students’ interest and motivation in learning reading. So that, students’ boredom during the teaching- learning process can be avoided. In achieving this goal, teachers have to leave the traditional way in teaching reading that is by asking the students to answer the questions based on the text. This is not a good way in teaching comprehension since it will arise to boredom for the students. Besides, it does not guarantee that they get point of what the text is about (Brown, 2007, p. 4).

Discussing about the appropriate technique which is important to attract students' interest in learning reading, pre-questioning is supposed to be an appropriate technique to teach reading comprehension. Pre-questioning includes some questions related to the text given by teacher to students before they read whole of the text. The questions provided will help students to build acknowledge and a view of what the text is going to discuss about defined pre-questioning implicitly as some questions are provided before the students read the whole text, in order to build the students' interest and motivation (Brown, 2007, p. 5). Furthermore, their cognitive factors and pre-questioning are very useful to activate the schemata. Thus the students can predict what will be faced by them in the reading text.

However, Brown (2006, p. 45) states that if the reader lacks appropriate schemata or fails to activate them, comprehension may be impaired. Successful reading comprehension, therefore, depends on readers' ability to access such schemata (Casanova, 2009, p. 23) which influence how we understand what we read.

Based on the explanation above, the researcher is interested in conducting the research which entitles "Teacher's Use of Pre-Questioning to Reading

Comprehension Achievement of Descriptive Text".

The writer would like to state the problem as follows:

1. In what way do teachers use the pre-questioning technique to reading class?
2. How is students' ability in comprehending of descriptive text?
3. What is students' opinion about the teachers' use of pre-questioning technique?

The purposes of this research were the researcher wants:

1. To identify the teachers way in using pre-questioning technique to the reading class.
2. To identify students' ability in comprehending of descriptive text.
3. To identify the students' opinion about the teachers use the pre-questioning technique.

## **RESEARCH METHOD**

Design of this research was descriptive method. Gay (2009, p. 189) said that typical descriptive research is concerned with the assessment of attitudes, opinions, demographic information, condition and procedure. In this research, the researcher described the pre-

questioning technique use by teacher in teaching reading process.

The population of this research was all of English teachers and all second year students at SMPN 2 Pasaman. All the English teachers used pre-questioning technique to make enjoyable class situation in the teaching learning process.

**Table 3.1**

**The Total Number of the Population**

No	Classes	Number of Students
1.	VIII. 1	26
2.	VIII. 2	25
3.	VIII. 3	26
4.	VIII. 4	25
5.	VIII. 5	22
6	VIII. 6	25
7	VIII. 7	25
Total		174

Based on Table 3.1 above the population of the research are all of the VIII class students of SMPN 2 Pasaman. The population is distributed into seven classes: class VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6 and VIII 7. The total number of member of the population is 174 students.

In this research, the researcher used cluster random sampling technique to select the sample of the research. Gay (2009, p. 129) stated that cluster random sampling may be the only feasible method of selecting of sample when the researcher

is unable to obtain a list of all member of the population.

Gay (2009, p. 129) said cluster random sampling is technique in which samples is in group, not individuals, is randomly selected, and all members of selected groups have similar characteristics, because the population is homogenous. The members of population have the same curriculum, syllabus, materials and lesson plan. In choosing the sample, the researcher chosen the class randomly. The researcher wrote the name of each class on seven pieces of papers and put them in the box. Then the researcher took a piece of paper that is mixed up with closing eyes. The selected class VIII 3 became class sample and all member of the VIII 3 class become sample of this research.

The instruments used to collect the data in this research are presented in the table 3.2 below:

**Table 3.2**

**Instrument specification**

No	Instruments	Purpose of the research
1	Interview	To identify teachers use the pre-questioning technique to reading class.
2	Reading Test	To identify students' ability in comprehending of descriptive text.
3	Questionare	To identify students' opinion about the teacher's use of pre-questioning technique.

The interview was used to collect the data about the quality of the pre-

questioning technique has given. The items of interview give, containing the questions about the students' responding and difficulty faced when the students do reading activity using pre-questioning technique.

**Table 3.3**  
**Interview specification**

No	Indicator	Total of number
1	Reading difficulties: <ul style="list-style-type: none"> <li>Teacher's opinion about students' difficulties of reading activity through Pre-questioning technique.</li> </ul>	1
2	Reading Comprehension: <ul style="list-style-type: none"> <li>Teacher's opinion about students' difficulties of reading comprehension through Pre-questioning technique.</li> </ul>	1
3	Pre-questioning technique in reading class: <ul style="list-style-type: none"> <li>Teachers' way about formatting of appropriate questions.</li> <li>The effect of pre-questioning technique.</li> <li>Teachers' way about the using of pre-questioning technique.</li> <li>Students' motivation about the use of the pre-questioning technique.</li> <li>Students' interest about the use of the pre-questioning technique.</li> <li>The level of pre-questioning difficulties to the students.</li> <li>Teacher guidelines on pre-questioning technique class.</li> <li>The rules of questioning.</li> </ul>	8

The researcher used the mother tongue or Indonesian language in order to avoid misunderstanding and misinterpreting between the researcher and the teachers.

Besides having interview the researcher also used questionnaire to collect the data. According to Gay (2009, p. 132), there are three reasons to choose questionnaire in collecting data. The first reason is that a structured item of questionnaire consist of question and list of alternative responses from which the respondent select. The second is that it permits the collection of data from a much

larger sample. The third reason is that it give the opportunities to establish rapport with respondent and explain unclear items. It is questionnaire, the respondents are asked to give toward the statement to show their reaction to the pre-questioning technique used by teacher. The questionnaire consisted of 12 items. The questionnaire covered of Pre-questioning time allocation, knowledge, and duration, Pre-questioning before reading to extract specific information, Pre-questioning before reading to general comprehension.

**Table 3.4**  
**Questionnaire Specifications**

Components	Numbers of Items
Pre-questioning time allocation, knowledge, and duration.	1,2,3,4
Pre-questioning before reading to extract specific information	5,6,7,8
Pre-questioning before reading to general comprehension	9,10,11,12

Furthermore, responses to the questionnaire scored by using Likert Scale where the interval between each point of the scale is to extend agreement and disagreement toward particular statement of an attitude, belief or judgment (Arikunto, 2012: 195). For each item there

are five options that were weight as follows:

**Table 3.5**  
**Score Value for Statements**

Responses	Abbreviation	Score
Always	SL	5
Often	SR	4
Sometimes	KD	3
Hardly Never	JR	2
Never	TP	1

According to Arikunto (2012, p. 168) validity refers to whether the questionnaire or survey measures what it is intended to be measured. In this case, in order to have valid questionnaire, the researcher follows several steps elaborated by Sukardi (2013, p. 78) as follows:

1. Questionnaire deals with the significant topic
2. Questionnaire is as short as possible
3. Questionnaire is attractive in appearance. Nearly in arrangement and clearly duplicated or printed.
4. Directions are clear and complete.
5. The statements are object, with no leading suggestions as to responses desired.
6. Statements are presented in good physical order.
7. It is easy to tabulate and interpret.

**Table 3.6**  
**Classification of the result of pre-questioning technique**

No	Score	Level
1	81% - 100%	High
2	61% - 80%	Middle
3	≤ 50%	Low

Reading test is constructed in multiple choice form. The goal of the test is to find out the ability in comprehending descriptive text. The test consists of 30 items based on 5 descriptive texts. The researcher gave one point for each correct answer, the correct answer will get 1, and the wrong answer will get 0. The researcher allocates 60 minutes for students to do the test. The test was developed by main ideas and supporting details. The following Table shows the specification of the test:

**Table 3.7**  
**Reading Test Specification**

No	Content of Test	Number of Test Items	Number of Items
1	Main Ideas	13	1, 2, 5, 8, 13, 17,18,19,20,21, 22,26,27
2	Supporting Details	17	3, 4, 6, 7, 9, 10, 11, 12, 14, 15, 16, 20, 23, 23, 25, 28, 29
	<b>Total</b>	<b>30 items</b>	<b>30 items</b>

Before the researcher gave the real test to VIII 3, he did try out to VIII 1 because the test is not standard test. Other reason are to know whether the students understand the instruction of the test, the time affectivity to do test is enough or not and to identify the validity and reliability of the test. Besides that, the result of try out test will be used to analyze item difficulties, item discrimination.

To find out item difficulties and item discrimination of the test, the researcher uses the following formula:

1. Item difficulties

According to Brown (2010, p. 70), Item difficulty is the extent to which an item is easy or difficult for the proposed group of test-takers. To find out the index of item difficulty, the researcher follows the following formula (Arikunto, 2012, p. 223).

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

Where :

P : item difficulties

B : the total of the students who answer correctly

JS : the total of students who follow the test

The item difficulties range between 0.00 – 1.00 and it is symbolized as “P” that refers to “Proportion”. The result of difficulty index is classified into the

following categories (Arikunto, 2012, p. 225)

P: 0.00 – 0.29 = difficult

P: 0.30 – 0.69 = moderate

P: 0.70 – 1.00 = easy

2. Item discrimination

As Brown (2010:71) stated that Item discrimination (ID) is the extent to which an item differentiates between high- and low ability test-takers. If the test item can or cannot be answered correctly by both smart and poor students was considered as a bad item because it does not have item discrimination.

The item discrimination would be measured by separating the students into high and low group. Because the number of sample was quite small, the researcher divided the students into high and low groups. The researcher would use the following formula (Arikunto, 2012: 228) as follows:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where :

D : item discrimination

BA : number of the students in the high group who answer correctly

BB : number of the students in the low group who answer correctly

JA : number of students in the high group

JB : number of the students in the low group

Item discrimination was symbolized as ‘D’ that refers to ‘discrimination’. The result of item discrimination was classified into the following classification (Arikunto, 2012 p. 232)

D : 0.19 – 0.20 = poor

D : 0.20 – 0.39 = satisfactory

D : 0.40 – 0.69 = good

D : 0.70 – 1.00 = excellent

The calculation of item discrimination was aimed to see the discrimination of each item in the test. The researcher discarded and revised the items which were in *poor and satisfactory category* (the item which its value of discrimination was under 0.39). From the whole items, there were only twenty items which were discarded and revised for their value of discrimination was under 0.39 (*poor and satisfactory category*), they were the items number 1, 3, 5, 9, 14, 15, 16, 17, 18, 24, 25, 26, 27, 28, 29, 30, 31,33, 39 and 40. After that researcher riveded 10 So there were 30 items left which would be included in the real test.

To find out the reliability of the test, the researcher used split half method. The researcher uses this method by divided the items of test into odd group and even group. Then, the researcher found the correlation of the scores by

using product moment formula in Arikunto (2012, p. 87).

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

$r_{xy}$  = the correlation coefficient variable x and y variable

N = the numbers of the students

$\sum x$  = the odd item scores

$\sum y$  = the even item scores

$\sum xy$  = the score of cross product xy

According to Gay (1987:139), to know coefficient of correlation of the test, the result would be analyzed by using Spearman Brown formula:

$$r_{ii} = \frac{2r_{xy}}{(1 + r_{xy})}$$

Where:

$r_{ii}$  = the coefficient of reliability of the test

$r_{xy}$  = the coefficient of correlation between two halves of the test

Finally, the researcher used coefficient of correlation of the test based on Arikunto’s idea (2012, p. 89):

0.81 – 1.00 = very high correlation

0.61 – 0.80 = high correlation



0.41 – 0.60 = moderate correlation

0.21 – 0.40 = low correlation

0.00 – 0.20 = very low correlation

According to the data calculation, it found that the reliability coefficient of the reading test was 0.90, while the R-table was 0.80. It means that the test was reliable for its reliability coefficient was bigger than R-table.

### Findings

Based on the research, the researcher found several findings related to research questions. They are the teachers' way in using Pre-questioning technique to reading class, students' ability in comprehending descriptive text of main ideas and supporting details, students' opinion about teachers' use of pre-questioning technique to reading class. Therefore, the researcher presented the findings of the research as follow:

## The Teachers Way in using Pre-questioning Technique to Reading Class.

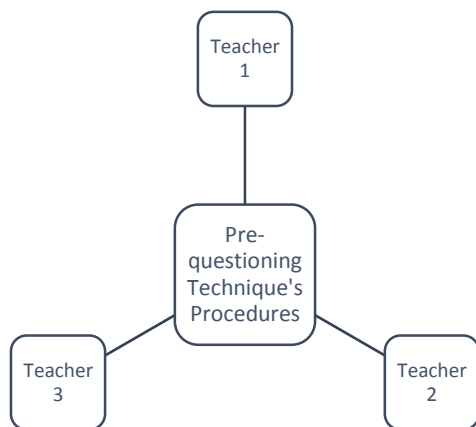
**Table 4.1**

### Result of interview transcript

No	Questions About	Teachers' Comment	Conclusions
1	Pre-questioning is appropriate technique to reading class.	Teacher 1, 2, 3 said that Pre-questioning is good.	The used of pre-questioning is good for the learners.
2	Students' problem to Pre-questioning.	Teacher 1 and 2 said that the problem come from internal and external factor, teacher 3 said that only a part of students who has problem.	The problems of implication pre-questioning come from internal and external problem.
3	Time allocation of Pre-questioning.	Teacher 1 and 3 said that time allocation to Pre-questioning technique is between 5-10 minutes and teacher 2 said that 10-20 minutes.	The used of pre-questioning spend the time about 5-20 minutes.
4	The rules of Pre-questioning.	Teacher 1 and 3 said that the form of Pre-questioning is appropriate to the students and teacher 2 said that the form of pre-questioning in some cases make students confuse.	The rule's of pre-questioning is good.
5	The way of Teacher in Pre-questioning technique.	Teacher 1, 2 and 3 said that pre-questioning technique was implemented by its procedures.	Teachers used pre-questioning by following its procedures.

Based on interview above the researcher had done, the result of the interview showed that all teachers use pre-questioning technique in English exercises of reading comprehension. We can see this fact from the result of interview above. All of teacher agreed that pre-questioning technique is an appropriate technique in reading comprehension in course of study English. It can be seen on the following diagram 4.1:

**Figure 4.1**  
**Teachers' Way in Using Pre-questioning**  
**Technique to Reading Class**



From the explanation above, the teacher's way about the use of pre-questioning technique of reading comprehension. The researcher found that three teachers use of Pre-questioning technique to reading class.

The conclusion of interview on English teachers at Second Year Students SMPN 2 Pasaman about implementation of pre-questioning technique to reading comprehension achievement of descriptive text was good. Almost all teachers used pre-questioning technique in high level.

**The Students' Ability in Comprehending of Descriptive Text as The effect Teacher Teaching.**

The test was found that Mean 20.15, Standard Deviation 5.07, After calculating M and SD, the writer classified the students' ability and calculated the percentages of the students who got high,

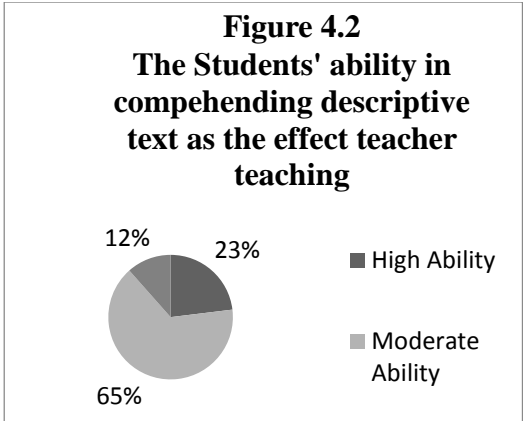
moderate and low ability. The following formula is used based on Arikunto's formula (Arikunto, 2012: 298) into criteria below:

- High ability = 6 students (23.07%)
- Moderate ability = 17 students (65.38%)
- Low ability = 3 students (11.53%)

**Table 4.2**  
**Students' ability in comprehending**  
**descriptive text**

Quality	Number of Students	Percentage (%)
High	6	23,07
Moderate	17	65,38
Low	3	11,53
Total	26	100

The researcher found the highest score of the students to comprehend the reading test of descriptive text was 29 and the lowest score was 13. Then, the researcher calculated the Mean and Standard Deviation. The result of Mean was 20.15 and Standard Deviation was 5.07. The result showed that 6 students (23.07%) had high ability, 17 students (65.38%) had moderate ability and 3 students (11.53%) had low ability. It means that the ability of the second year students of SMPN 2 Pasaman Kabupaten Pasaman Barat to comprehend the reading test of descriptive text was moderate. It can be seen on the following figure 4.2 below:



**The Students' Opinion about the Teacher's Use of Pre-questioning Technique to Reading Class.**

**Students' Score from Questionnaire**

Respondents	Total of Score
1	42
2	29
3	44
4	43
5	37
6	34
7	37
8	37
9	34
10	32
11	33
12	46
13	50
14	43
15	46
16	44
17	29
18	45
19	33
20	32
21	41
22	46
23	44
24	30
25	30
26	32
<b>Total</b>	<b>993</b>

**Table 4.6**  
**Percentage of students' Opinion**  
**on Pre-Questioning Technique**

No	Students' Categories	Mean	Frequenc y	%
1	Positive Opinion	>38	15	57.69 %
2	Negative Opnion	<38	11	42.30 %

In this section, researcher found that there were 15 students (57.69%) from 26 students who had positive opinion about the teacher's use of Pre-questioning technique in reading. Meanwhile 11 students (42.30%) had negative opinion about the teacher's use of Pre-questioning technique in reading.

The conclusion of questionnaire on students' opinion about the teacher's use of Pre-questioning technique in Reading. Almost all of the questions had positive answer from the students.

**CONCLUSION AND SUGGESTIONS**

**Conclusion**

Reading is not an easy task. There are some problems that are faced by readers in comprehending a reading text. They can deal with using technique of reading, prior knowledge, lack of reading engagement, lack of practicing, and other factor like eye movement problem. Discussing about technique, pre-questioning technique is one of technique that teacher use in SMPN 2 Pasaman in reading class.

Pre-questioning is an appropriate technique to teach reading comprehension. Pre-questioning includes some questions related to the text given by teacher to students before they read whole of the text. The questions provided will help students to build acknowledge and a view of what

the text is going to discuss about defined pre-questioning implicitly as some questions are provided before the students read the whole text, in order to build the students' interest and motivation. So that, researcher conducted this research with entitles "Teacher's Use of Pre-Questioning to Reading Comprehension Achievement of Descriptive Text".

Therefore the objectives of this study are: to identify the teachers way in using of the pre-questioning technique to the reading class, to identify students' ability in comprehending of descriptive text and to identify the students' opinion about the teachers' use of the pre-questioning technique.

This research used descriptive research design. It described teachers' use of pre-questioning technique to reading comprehension achievement at second year students of SMPN 2 PASAMAN.

There are some findings studies of this research:

1. Implementation of pre-questioning technique to reading comprehension achievement of descriptive text was good. Almost all teachers used pre-questioning technique in high level.
2. The students' ability in comprehending of descriptive text of main ideas and supporting details

using pre-questioning technique was moderate.

3. The data analysis showed that more than half of the students had positive opinion on the teacher's use of pre-questioning technique to reading class.

In other side, based on the result of interview and questionnaire which the use of Pre-questioning technique is good. Logically, students' comprehension achievement must be good. However, in this research students' opinion and the teachers way in using pre-questioning technique did not make students' comprehension increasing.

This case caused by students failed to activate schemata as Brown opinion if the reader lacks appropriate schemata or fails to activate them, comprehension may be impaired. Successful reading comprehension, therefore, depends on readers' ability to access such schemata (Casanova, 2009, p. 23) which influence how we understand what we read.

### **Suggestions**

There are some findings studies of this research:

1. Implementation of pre-questioning technique to reading comprehension achievement of descriptive text was good. Almost

all teachers used pre-questioning technique in high level.

2. The students' ability in comprehending text of descriptive of main ideas and supporting details using pre-questioning technique was moderate.
3. The data analysis showed that more than half of the students had positive opinion on the teacher's use of pre-questioning technique to reading class.

Dealing with conclusions, researcher suggested some suggestions for future action:

1. For English teacher, since the students' ability in comprehending descriptive text was moderate, the teachers should give more explanations about learning through pre-questioning technique and the teacher also asks students to read a lot, to add their vocabulary, how to read a text with some technique. And teacher also remind students how to comprehend main ideas and supporting details. The last, teacher asks students to add their knowledge.
2. For students, they are suggested to learn more about reading comprehension of descriptive text of main ideas and supporting details especially, to add their

knowledge about the science, culture, world.

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