

**THE EFFECTS OF STUDENTS' GENERATED  
QUESTIONS BEFORE READING ON THE READING  
COMPREHENSION ACHIEVEMENT OF  
THE MANAGEMENT STUDENTS OF CLASS H**

**A THESIS**

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**ENGLISH EDUCATION DEPARTMENT  
GRADUATE SCHOOL  
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA  
MARCH 2009**

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**A THESIS**

Presented to Widya Mandala Catholic University Surabaya  
in partial fulfillment of the requirement for  
the Degree of  
Magister in Teaching English as a Foreign Language



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WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA  
March 2009**

# APPROVAL SHEET

(I)

This thesis entitled 'The Effects of Students' Generated Questions Before Reading on The Reading Comprehension Achievement of The Management Students Class H' prepared and submitted by Caecilia Maria Hartati / 8212707028 has been approved to be examined by the Board of Examiners.



Dr. Bartholdmeus Budiyono

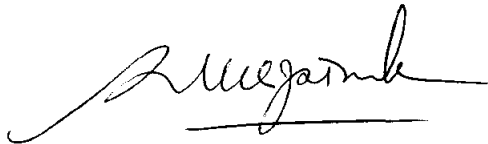
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## (II)

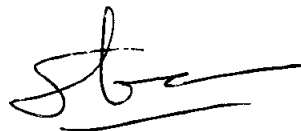
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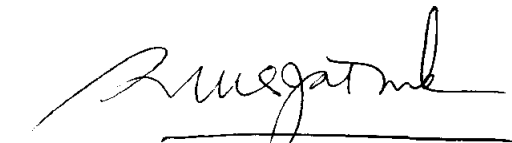
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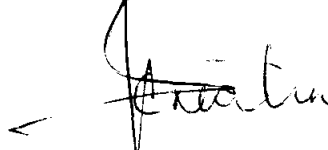


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## STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, March 31, 2009

A handwritten signature in black ink, appearing to read 'Caecilia Maria Hartati', with a long vertical stroke extending downwards from the end of the signature.

Caecilia Maria Hartati

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# **ACKNOWLEDGEMENTS**

## ACKNOWLEDGEMENTS

The writer would like to express her gratitude to the following people who helped her in carrying out the research and writing this thesis.

First, the writer would like to thank Prof.Dr. J.S. Ami Soewandi, the Rector of Widya Mandala Catholic University Surabaya, and Prof.Dr.Wuri Soedjatmiko, the Director of Graduate School of Widya Mandala Catholic University Surabaya for giving the writer an opportunity to further her study at the English Department of Graduate School of Widya Mandala Catholic University Surabaya.

Secondly, the writer would like to thank Dr. Bartholomeus Budiyono, her thesis advisor, who has made a great deal of contribution to the development and refinement of this thesis. His expert assistance, help, guidance, and patience throughout this thesis writing is much appreciated.

Thirdly, her thanks are also extended to Prof.Dr. Agustinus Ngadiman, her lecturer, for his advice, counsel and guidance. His specialized knowledge has really been a great help to the writer.

Fourthly, the writer's deep gratitude is expressed to all of her lecturers who taught the writer during her study at the Graduate School and The Director of Widya Mandala Language Centre, R. Nugraheni, M.Pd who gave the writer a chance to conduct her research at the Language Centre.

Finally, the writer would also like to extend her special thanks and warmest appreciation to her family for their love, spirit, support and understanding during the process of writing this thesis.

Without their invaluable help, this thesis can not be finished at the time due and appear in its present form.

CMH

## **ABSTRACT**

## ABSTRACT

Hartati, Caecilia Maria, 2009. *The Effects of Students' Generated Questions Before Reading on The Reading Comprehension Achievement of The Management Students of Class H*. S-2 Thesis, The English Department of Widya Mandala Catholic University Surabaya.

Most Management students had reading problems that hindered their comprehension so they need to apply a reading strategy that would help them understand texts and become good and independent readers. Questioning is one reading strategy based on the schemata theory that states a reader's prior knowledge is important in the comprehension process. It means that through questioning a reader activates his prior knowledge that will help him make sense of the text.

The previous studies on questioning showed that questioning before reading or pre-questioning is useful for students to increase their comprehension on texts. This is indicated by the fact that the students got better scores in their reading tests after they were given questions in the pre-reading stage.

As the writer wanted to prove whether questioning before reading, especially questions generated by students themselves help the Management students of class H in understanding passages, she conducted a study on this class. The class was given students' generated questions before reading. The class did the pre-test and got the treatment for seven weeks and at the end of the treatment it did the post-test to measure the effectiveness of the treatment.

The results of the study showed that students' generated questions before reading proved to be effective in increasing students' comprehension on texts. Students who got the treatment of students' generated questions before reading scored better in their post-test than in their pre-test for each question type in the reading test, that is, literal comprehension, reorganization, inference, evaluation and personal response. It can be concluded that using students' generated questions before reading students understand the given texts by activating their prior knowledge and match it with the incoming information from the texts.

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