

ABSTRACT

Oktafiona, Sellania. 2013. "Using Problem Posing in Improving Students' Reading Comprehension (A Pre-Experimental Study among the First Semester Students of The English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University in Academic Year 2012/2013). Thesis. Language and Arts Department. English Education Program. Tanjungpura University. Pontianak. Supervisor:
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Understanding the information that contain in the reading text is the key and certainly the main point of teaching reading in a class. However, understanding a text is not an easy task for the students. Therefore this research is conducted to find out the effectiveness of using problem posing in improving student's reading comprehension. The writer used Problem Posing Technique as a strategy in teaching reading comprehension to the first semester students of the English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University Pontianak because posing the problem to students for discussion can be an effective tool for curriculum renewal. Students in this grade already gain enough knowledge in learning English but for some reasons, they still fail to understand how sentence relate to one another, how the information fits together and lack of interest or concentration.

Since the purpose of this research is to investigate the effectiveness of using problem posing technique in improving students' reading comprehension, thus the appropriate method applied was pre-experimental research. To obtain the data, the writer used measurement technique in form of multiple choice tests consisting of 20 items which was applied in Pre-Test and Post-Test.

In this research, the writer took the first semester students of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University Pontianak in academic year 2012/2013 as the sample consisting of 25 students. Then, the treatments were given three times. In the data analysis, the writer calculated the students mean score in Pre-Test was 60,4 meaning their ability in comprehending the text qualified average to good. After the treatment was given, the students' mean score of

Post-Test was 72,6 meaning their ability in comprehending the text increased but in the same qualification that is average to good.

The finding of this research showed that Problem Posing Technique was effective to teach reading comprehension. The t-test (3,18) is higher than the t-table (2,06) on the level of significance 5%. As the result, the alternative hypothesis "The use of problem posing is effective to improve students' reading comprehension among the first semester students of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University Pontianak in academic year 2012/2013" is accepted.

The writer used the formula of "effect size" to calculated the effectiveness of teaching reading comprehension through Problem Posing Technique. An effect size estimate can place an easily interpretable value on the direction and magnitude of an effect of a treatment. Its a measure of the degree of association between an effect and the dependent variable. Based on the computation, the use of Problem Posing Technique was effective to increase the student ability in comprehending the text, the score of $ES > 0,9$ and categorized as high.