

**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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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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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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Thesis Advisor

# APPROVAL SHEET

(II)

This thesis entitled 'The Effects of Students' Generated Questions Before Reading on The Reading Comprehension of The Management Students of Class H' prepared and submitted by Caecilia Maria Hartati / 8212707028 has been approved and examined by the Board of Examiners on March 31, 2009



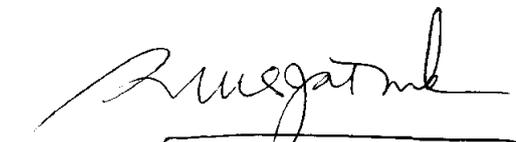
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## STATEMENT OF AUTHENTICITY

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 small arrow pointing to the left below the signature.

Caecilia Maria Hartati

8212707028

# **ACKNOWLEDGEMENTS**

## ACKNOWLEDGEMENTS

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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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