

**THE EFFECTIVENESS OF USING PROBLEM POSING IN
IMPROVING STUDENTS' READING COMPREHENSION**

A JOURNAL

BY

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THE EFFECTIVENESS OF USING PROBLEM POSING IN IMPROVING STUDENTS' READING COMPREHENSION

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan teknik *Problem Posing* dalam meningkatkan pemahaman membaca siswa kepada mahasiswa semester pertama dari Pendidikan Bahasa Inggris Program Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Tanjungpura Pontianak, sehingga metode yang tepat adalah dengan menggunakan teknik penelitian eksperimental. Data diperoleh dengan menggunakan teknik pengukuran berupa tes pilihan ganda yang terdiri dari 20 soal dan diterapkan dalam Pre-Test dan Post-Test. Sampel terdiri dari 25 siswa. Hasil dari penelitian ini menunjukkan bahwa teknik *Problem Posing* efektif untuk mengajarkan pemahaman membaca. T-test (3,18) lebih tinggi dari t-tabel (2,06) pada tingkat signifikansi 5%. Berdasarkan perhitungan ukuran efek, penggunaan teknik *Problem Posing* efektif untuk meningkatkan kemampuan siswa dalam memahami teks, dengan skor $ES > 0,9$ yang dikategorikan tinggi.

Kata Kunci: *Problem Posing, Pre-Experimental, Keefektivitasan*

Abstract: The purpose of this research is to investigate the effectiveness of using problem posing technique in improving students' reading comprehension to the first semester students of the English Education Program Students of Teacher Training and Education Faculty of Tanjungpura University Pontianak, thus the appropriate method applied was pre-experimental research. The data was obtained by using measurement technique in form of multiple choice tests consisted of 20 items which was applied in Pre-Test and Post-Test. The sample consisted of 25 students. 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%. Based on the computation of effect size, 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.

Keywords: *Problem Posing, Pre-Experimental, Effectiveness*

English has become an important language in education field, not only in the universities, but also in primary and secondary schools in Indonesia and other developing countries. Because of this situation, people realize that teaching English becomes very important and needs much concern. As English teachers, especially in the university, they need to explore effective techniques, methods, and approaches to improve their students' ability in learning English.

In the English education field, there are four important skills in learning the language. They are listening, speaking, reading, and writing. Among those four skills, reading is one of the important skills in learning the language besides speaking, writing, and listening. Reading is an interaction process between the reader and the text. In reading activity, the reader has to be active in reading process to catch the point and construct the meaning from the written text. Reading gives many advantages because they can receive more information, pleasure, and general understanding after reading.

A process of reading can not be separated from comprehension because the goal of reading is to understand the meaning of the text. This goal is absolutely necessary, as it is the most important part of reading ability. Reading would be successful if the readers comprehend the text well. Therefore, comprehension becomes really important for the reader to be mastered.

The purpose for reading also determines the appropriate approach to reading comprehension. Elley (1991) reported that the students developed "very positive attitudes toward books as they raised their literacy levels in English." A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizers listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses.

The first semester students of English Education Study Program of Tanjungpura University had problem in comprehending text. They had limited prior knowledge about the content being read or limited vocabulary mastery. They also were not aware of how the reading material is structured as in the elements of story structure, the organization of the material in a text book, or the characteristics of the genre of literature being read. Moreover, they had difficulty in determining what information is important in written passages. All those problems lead to confusion during reading and in class discussion about what is being read.

Effectively addressing these factors affecting comprehension may require the use of various teaching techniques. One technique can be used is problem posing. Problem posing is one of the technique that is used to help the students in reading comprehension with the way that the students are given a reading text and asked to make some questions from the text paragraph to paragraph by reading the text, the students ask to answer those question again. Problem posing most often takes place in university settings. Posing the problem to students for discussion can be an effective tool for curriculum renewal, especially in difficult teaching

learning circumstance (M.J. Schleppegrell and Brenda Bowman, 2008). Problem posing technique can be a method to support the application of teaching reading.

In problem posing technique, the students should do these following steps, they are: surveying, reading, questioning, and reciting. Surveying is done before reading in order to know what topic they are going to read. After surveying the text, the students should read the text given in order to understand the content of the text as a whole. After that, the students have to make some questions and provide the answer by themselves related to the text. By making questions, it is hoped that the students can build their idea and improve their comprehension. The questions that are made should involve asking about the main idea, specific information, and vocabulary. Next is reciting, it is usually known as restate which means speaking out by using reader's own words to express the ideas of reading passage. It is also a system of feedback to examine how well the students catch the main idea of each paragraph they have read.

Based on the phenomena above, the writer conducted the research to investigate the effectiveness of using Problem Posing technique in improving students' reading comprehension especially 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.

METHODOLOGY

The appropriate method used in this research was pre experimental design or single group pre-test and post-test design. This design is written $X^1 \times X^2$ which indicates a pre-test is given to all participants; experimental treatment and the pre-test. Pre-experimental design was used in order to investigate the teaching English learning through problem posing to improve students' achievement. The research design is described as follows:

Pre-test	Treatment	Pos-test
X1	T	X2

The population of this research was students of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University Pontianak in academic year 2012/2013. This research used random sampling. The sample was the students in class A of the first semester students in English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University Pontianak in academic year 2012/2013. The sample consisted of 25 students. The data was obtained by using measurement technique in form of multiple choice tests consisted of 20 items which require the students to find the main idea, specific information and vocabulary from the text which was applied in Pre-Test and Post-Test. The time provided for doing the test is 60 minutes.

To know the content validity of the test, this research constructed the table of specification as follows:

Table 1. The Table of Pre-Test and Post-Test Specification

Material (Comprehension)	Pre-Test		Post-Test	
	Number of Items	Total Number of Item	Number of Items	Total Number of Item
Getting main idea	1,2,3,4	4	1,6,11,15	4
Specific Information	9,10,11,12,13,14,15,16,	12	2,3,7,8,9,12,13,14,	12
Vocabulary	17,18,19,20		16,17,18,19	
	5,6,7,8	4	4,5,10,20	4
	Total	20		20

Heaton (1988:159)

Item analysis identifies the qualification of the test into easy item, moderate item, difficult item, and which item has to be revised and discarded. The item analysis can be done by computing the level of difficulty (LD) = $\frac{U+L}{N}$ and

$$\text{the discriminating power (DP)} = \frac{U-L}{\frac{1}{2}N} .$$

Table 2. The Table of Specification

Level of Difficulty	Item Qualification
Minus – 0,29	Revised/discarded (R)
0,30 – 0,49	Difficult (D)
0,50 – 0,79	Moderate (M)
0,80 – 0,92	Easy (E)

Best (1981: 260)

The result of Post-test was analyzed using Problem Posing, they are :
1) Analysis on the students' individual score of pre-test and post-test;

Table 3. The Student's Score Test

Range	Qualification
80 to 100	Good to Excellent
60 to 79	Average to Good
50 to 59	Poor to Average
0 to 49	Poor

Harris (1969)

- 2) Analysis on the students' means score of pre-test and post-test;
- 3) Analysis on the students' interval score of pre-test and post-test;
- 4) Analysis on the students' significance score of pre-test and post-test;
- 5) Analysis on the effect of the treatment; and
- 6) Effect of Treatment. This research used the "Effect Size" formula to analyze the *t-test* score of the treatment to see how effective the use of Problem Posing in teaching reading comprehension. The result of the effect size is categorized as follow : $ES \leq 0,2$ is categorized as low; $0,2 < ES < 0,8$ is categorized as moderate; and $ES > 0,8$ is categorized as high.

The procedure in this research was divided into three steps, they are:

First step (15 minutes)

- a. The lecture asks the students to focus their attention on what they are going to read by showing a picture related to the reading text.
- b. The lecture asks the students' opinion about the reading topic related to the picture given.
- c. The lecture sharing information about the topic.
- d. The lecture tells the students about the objectives of teaching learning activity.

Second step (50 minutes)

- a. The lecture distributes the reading text to the students.
- b. The lecture asks the students to read the text silently.
- c. The lecture gives an example of how to make a question and answer it.
- d. The students make some questions based on the reading text involves asking for main idea, specific information and vocabulary.
- e. The students provide the answer for the questions.

Third step (15 minutes)

- a. Review the content of the reading text classically.
- b. The leacture asks the students to complete a summary text by using the word from the text.

RESEARCH FINDING AND DISCUSSION

Research Finding

This research got the substantial data for the sake of hypothesis testing and research problems findings and testing hypothesis after doing the treatment 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.

It is important to analyze the data which are used in a research. The data are obtained by some formulas. The computation formula used in this research are: mean score, student's interval score of Pre-Test and Post-Test, test significance of the different score of Pre-Test and Post-Test (*t-test*) and the effectiveness of the treatment (ES).

1. Test item analysis identifies the qualification of the test into easy item, moderate item, difficult item, and which item has to be revised and discarded. The level of difficulty relates to how easy or difficult the item is, from the point of view the students who took the test while discriminating power showed the discriminating power between upper and lower level of the students on the test. The test's result of Pre-Test can be seen in table 4:

Table 4. The Level of Difficulty (LD) and Discriminating Power (DP) of Pre-Test and Post-Test

Question Number	Pre-Test					IQ	Post-Test					IQ
	High Group	Low Group	HG+LG	LD	DP		High Group	Low Group	HG+LG	LD	DP	
1	10	4	14	0,56	1,12	M	11	2	13	0,52	1,04	M
2	6	2	8	0,32	0,64	D	12	1	13	0,52	1,04	M
3	11	8	19	0,76	1,52	M	15	3	18	0,72	1,44	M
4	12	7	19	0,76	1,52	M	13	4	17	0,68	1,36	M
5	11	4	15	0,6	1,2	M	18	3	21	0,84	1,68	E
6	12	11	23	0,92	1,84	E	16	4	20	0,8	1,6	E
7	13	4	17	0,68	1,36	M	19	5	24	0,96	1,92	E
8	14	9	23	0,92	1,84	E	9	1	10	0,4	0,8	D
9	8	5	13	0,52	1,04	M	12	1	13	0,52	1,04	M
10	14	8	22	0,88	1,76	E	9	3	12	0,48	0,96	D
11	2	0	2	0,08	0,16	R	8	1	9	0,36	0,72	D
12	4	0	4	0,16	0,32	R	18	3	21	0,84	1,68	E
13	10	4	14	0,56	1,12	M	19	3	22	0,88	1,76	E
14	2	0	2	0,08	0,16	R	15	6	21	0,84	1,68	E
15	10	4	14	0,56	1,12	M	18	4	22	0,88	1,76	E
16	14	11	25	1	2	E	19	6	25	1	2	E
17	8	4	12	0,48	0,96	D	17	4	21	0,84	1,68	E
18	12	5	17	0,68	1,36	M	15	3	18	0,72	1,44	M
19	14	6	20	0,8	1,6	E	19	5	24	0,96	1,92	E
20	9	10	19	0,76	1,52	M	18	3	21	0,84	1,68	E

2. The students' significance score of pre-test and post-test

Table 5. The Students' Significance Score of Pre-Test and Post-Test

No	Students' Initial Name	Score		Difference	
		Pre-Test	Post-Test	D	D2
1.	S1	45	95	50	2500
2.	S2	55	55	0	0
3.	S3	85	80	-5	25
4.	S4	70	85	15	225
5.	S5	50	70	20	400
6.	S6	65	90	25	625
7.	S7	60	90	30	900
8.	S8	60	90	30	900
9.	S9	75	55	-20	400
10.	S10	45	70	25	625
11.	S11	55	80	25	625

12.	S12	70	60	-10	100
13.	S13	45	65	20	400
14.	S14	60	65	5	25
15.	S15	75	90	15	225
16.	S16	70	50	-20	400
17.	S17	75	90	15	225
18.	S18	55	90	35	1225
19.	S19	65	75	10	100
20.	S20	55	60	5	25
21.	S21	70	70	0	0
22.	S22	40	55	15	225
23.	S23	40	55	15	225
24.	S24	80	50	-30	900
25.	S25	45	80	35	1225
Total		1510	1815	305	12525

From the result of computation of t-test, it is obtained that the *t-test* is higher than the *t-table*. It means that the mean score of Post-Test and Pre-Test have a significant difference. The calculation of *t-test* indicates “3,18” which is higher than *t-table* at 5% degree of freedom N-1 (25-1 = 24) that is “2,06”. In conclusion, there is a significant difference between the mean score of Pre-Test and Post-Test.

- The students' interval score between the students Pre-Test and Post-Test results as follows:

Table 6. The Students' Qualification Score of Post-Test and Pre-Test

Test	Mean Score	Qualification
Post-Test	72,6	Average to Good
Pre-Test	60,4	Average to Good
Interval	12,2	

- To analyzed the effect of treatment, this researcher used the “Effect Size” formula. The tabulation is presented in the table below:

Table 7. Students' Significant Effect Score of The Treatment

No.	Students' Initial Name	PreTest (X ₁)	$\frac{X_1 - \bar{X}_1}{s_1}$	$(X_1 - \bar{X}_1)^2$	PostTest (X ₂)	$\frac{X_2 - \bar{X}_2}{s_2}$	$(X_2 - \bar{X}_2)^2$
1.	S1	45	-15,4	237,16	95	22,4	501,76
2.	S2	55	-5,4	29,16	55	-17,6	309,76
3.	S3	85	24,6	605,16	80	7,4	54,76
4.	S4	70	9,6	92,16	85	12,4	153,76
5.	S5	50	-10,4	108,16	70	-2,6	6,76
6.	S6	65	4,6	21,16	90	17,4	302,76
7.	S7	60	-0,4	0,16	90	17,4	302,76
8.	S8	60	-0,4	0,16	90	17,4	302,76
9.	S9	75	14,6	213,16	55	-17,6	309,76
10.	S10	45	-15,4	237,16	70	-2,6	6,76

11.	S11	55	-5,4	29,16	80	7,4	54,76
12.	S12	70	9,6	92,16	60	-12,6	158,76
13.	S13	45	-15,4	237,16	65	-7,6	57,76
14.	S14	60	-0,4	0,16	65	-7,6	57,76
15.	S15	75	14,6	213,16	90	17,4	302,76
16.	S16	70	9,6	92,16	50	-22,6	510,76
17.	S17	75	14,6	213,16	90	17,4	302,76
18.	S18	55	-5,4	29,16	90	17,4	302,76
19.	S19	65	4,6	21,16	75	2,4	5,76
20.	S20	55	-5,4	29,16	60	-12,6	158,76
21.	S21	70	9,6	92,16	70	-2,6	6,76
22.	S22	40	-20,4	416,16	55	-17,6	309,76
23.	S23	40	-20,4	416,16	55	-17,6	309,76
24.	S24	80	19,6	384,16	50	-22,6	510,76
25.	S25	45	-15,4	237,16	80	7,4	54,76
				$\sum(X_1 - \bar{X}_1)^2$			$\sum(X_2 - \bar{X}_2)^2$
				4046			5356

In this process, effect size of the independent variable on the dependent variable, the standard deviation of Pre-Test and standard deviation of Post-Test are computed by using the formula of “Effect Size”. The result was:

Table 8. The Result of Effect Size

SC (Standard Deviation of pre-test score)	12,72
SE (Standard Deviation of post-test)	14,64
SP (The Standard Deviation)	13,71
ES (Effect Size)	0,9

From this result, the significant score of effect size is categorized as high with $ES > 0,8$. In other words, Problem Posing Technique has proved by the measurement techniques of data collecting as a good activity in reading comprehension.

As has been explained before, the testing hypothesis in this research uses *t-test*. Based on the result of data computation, it is obtained that the test of significance has indicated a significant difference. Based on significance has indicated a significant difference. Based on the level of significance at 5% with degree of freedom $(df) = N - 1 (25 - 1) = 24$ it can prove that *t-test* (3,18) is higher than *t-table* (2,06). Therefore, the Null Hypothesis which said “The use of problem posing is not effective to improve students’ reading comprehension among the first semester students of English Education Program Students of Teacher Training and Education Faculty of Tanjungpura University Pontianak in academic year 2012/2013” is rejected. Reversely, the Alternative Hypothesis which said “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.

Discussion

This research found some quantitative data that concerned with the effectiveness of using Problem Posing Technique in teaching reading comprehension. The score of Pre-Test has indicated 85 as the highest score and 40 as the lowest score with the total score is 1510. The next step was calculating the mean score of Pre-Test by dividing the total score of Pre-Test with the whole number of research sample (25). The mean score of Pre-Test is 60,4 which based on Harris' criteria, the mean score of the students Pre-Test is qualified average to good.

After conducting Pre-Test, the writer conducted the treatments to the research sample as a part of the experiment. The treatments were given based on the lesson plan the writer prepared. In this research, the writer took three times treatments. In the first treatment the writer found the students felt uncomfortable with the teaching learning atmosphere since they were not familiar with the teacher. The teaching and learning process was passive, all the students paid attention to the teacher's explanation about the reading strategy. The students' anxiety was so high that they did not want to share their prediction of the text to the teacher and to the other class member.

In second treatment, the writer found the students started to enjoy the reading class. They can follow teacher's instruction and understand step by step of Problem Posing Technique. Then the teacher explain how to find the main idea through the following ways: 1) The main ideas can be stated in the beginning of the paragraph. 2) The main idea can be found in the middle of the paragraph. 3) The main idea can be found at the end of the paragraph. 4) The central idea can be summarized with our own words accurately. The students also looked like enthusiastic to read. But the students still did not want to write down the difficult words or phrases they found in the text. They preferred to ask it to the teacher or their friends, so that they did not need to write down it all and did not want to make their own question based on the reading text. When the teacher asked the students to answer the question that they already made it, most of the students could do it well although there were some students still made some mistakes in answering the questions.

In the third treatment, the students enjoyed their reading class. It seemed that all of the students were ready for reading class. When the teacher came to the class, the students seemed like very conscious and ready to make their own question from the reading text that they were going to study. When the teacher asked the students to share their prediction and their answer of the text, most of the students participated actively in making their own question based on the reading text. At the end of the treatment, the writer asked about students opinion about Problem Posing Technique. The students said that Problem Posing Technique really helped them to comprehend the text easier. They also stated that this strategy is easy, useful, and interesting because they could read and write at the same time.

The writer thought that three times treatments were enough for the students, so the writer decided to give Post-Test and measure the effectiveness of

the use of Problem Posing Technique. Post-Test was conducted after the writer gave the treatment. The score of Post-Test ranges from The range of students' score in Post-Test is from 50 as the lowest score and 95 as the highest score with the total score 1815. The mean score of Post-Test 72,6. Based on Harris criteria, this result of the student' Post-Test is categorized as average to good.

The result of Post-Test in table 4.5 in fourth column indicated a better result than the Pre-Test in the third column. Thus different result also indicated the students' interval score of Pre-Test and Post-Test as 12,2. This result showed that the treatment in teaching reading comprehension through Problem Posing Technique improves the students' reading comprehension.

To determine the significance of the research, the writer needed to compare the result of *t-test* with the table of *t-test*. Based on the computation, the result showed that the *t-test* score (3,18) is higher than *t-table* (2,06) at 5% with the degree of freedom (df) = N – 1 (25 – 1). It means the use of Problem Posing Technique in teaching reading comprehension to the first semester students of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University Pontianak in academic year 2012/2013 indicate a significance different result between Pre-Test and Post-Test. The calculation of the effectiveness of treatment is by using the formula of "Effect Size". As calculated above, the effect size score of the treatment is at 0,9 and categorized as highly effective.

In short, it can be concluded that the teaching and learning orientation is based on the communicative approach. In this approach, the language form (word, sentence, language style) that is used is always linked with the context and the situation of the language used. To make some questions the teacher asks the students to use Problem Posing Technique to read the reading text with some steps like: survey, read, question, and recite. In teaching reading process in the classroom the teacher used Problem Posing Technique by following the method of problem posing.

Problem Posing Technique has some steps to ease students in comprehending the reading text. By surveying, the students find out the general supporting idea of what they want to read. Read of all the material to know deeply the content. While reading, the students get the answer of the question before, and find out the main idea of the specific information from the reading text. Then make some questions by themselves with hopes it can help them to comprehend the text. Recite here the students attempts to answer themselves that they have posted without referring to their notes or other aids, and what they have read with the summary in note book by using their own words, try to describe the main idea can make them easy to remember text for a long time.

However the writer noticed that the Problem Posing Technique also have some weaknesses, they are:

1. The students face difficulty to make question that is related to word order.
2. The students often do mistake in making sentence, specially about structure and grammar.
3. Sometimes the students do error of writing about spelling.
4. The students face difficulty to make question about asking the reference question.

Finally, related to this, to develop the students in reading skill the teacher can improve by giving the encouragement to the students to improve their comprehension.

CONCLUSION AND SUGGESTION

Conclusion

Based on the previous chapter, the conclusion can be drawn as follows:

1. The students' achievement on Pre-Test range from 85 as the highest score and 40 as the lowest score with the total score is 1510. The mean score of Pre-Test is 60,4 which based on Harris' criteria, the mean score of the students Pre-Test is qualified average to good.
2. The students' achievement on Post-Test range from 50 as the lowest score and 95 as the highest score with the total score is 1815. The mean score of Post-Test 72,6 which based on Harris criteria, this result of the student' Post-Test is categorized as average to good.
3. The students' achievement in increasing with the interval score of Pre-Test and Post-Test is 12,2. The significance difference of this achievement can also proved by the *t-test* score (3,18) is higher than *t-table* (2,06) at 5%. Therefore Null Hypothesis is rejected and the Alternative Hypothesis is accepted.
4. The effectiveness of Problem Posing technique in teaching reading comprehension is categorized as high with the effect size value is 0,9.

Suggestion

After finding the fact that teaching reading comprehension through Problem Posing Technique had changed students achievement, some suggestions are need to be given:

1. After finding that the Problem Posing technique is highly effective, the writer would like to invite the English teachers to use this strategy in their reading class because this strategy can provide an interesting activity in teaching learning process. Besides the students have to make their own questions of what the text is going to be about and answer their own questions based on what they have learned from the text, they also have to map out of what they read in the text.
2. For knowing whether or not the students can understand all the vocabulary in the text, it is suggested that the teacher should not tell about the meaning of the words when the students ask about it. Have them to write the unknown or difficult words or sentences in their note and put the question mark next to them.
3. Since finding the main idea of a paragraph is one of the most important specific comprehension skills and most of the students have difficulties to state it, it is essential for the teacher to explain how to find the main idea.
4. It is suggested that the students should improve the reading habits to develop reading ability outside the classroom, for example: choose some interesting reading texts then make a group work to share the topic according to the steps of the Problem Posing Technique. And at the end each students should make the summary from the text by their own words.

5. To solve the weaknesses of Problem Posing Technique, the teacher have to explain about grammar, word order, spelling and give some example about question that is asking for reference and inference before asking the students to make some question by using Problem Posing Technique. And the teacher always have to control and guide the students activities in making question, if the students face difficulty.

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