

**THE APPLICATION OF PO3RE (PREDICTING, ORGANIZING,
READING, RECORDING, RECITING, AND EVALUATING)
TECHNIQUE IN IMPROVING THE STUDENTS' READING
COMPREHENSIONAT SMP NEGERI 19 MAKASSAR**

SKRIPSI

By

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERSHIP AND EDUCATIONAL SCIENCE
UNIVERSITY "45" MAKASSAR
2013**

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**Submitted to the Faculty of Teachership and Educational Science
in Partial Fulfillment of the Requirement for the Sarjana Degree**

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “THE APPLICATION OF PO3RE (PREDICTING, ORGANIZING READING, RECORDING, RECITING, AND EVALUATING) TECHNIQUE IN IMPROVING THE STUDENTS’ READING COMPREHENSION AT SMP NEGERI 19 MAKASSAR” beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko / sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, December 2013

Yang membuat pernyataan,

Ahmad Yani

ABSTRAK

Ahmad Yani. 2013. *The Application of PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) Technique in Improving the Students' Reading Comprehension at SMP Negeri 19 Makassar. (Dibimbing oleh Hj. Hanyah Haneng dan Rampeng).*

Penelitian ini bertujuan untuk memperoleh data serta informasi mengenai kemampuan siswa memahami teks bacaan dengan menggunakan teknik PO3RE. Populasi adalah siswa kelas VII SMP Negeri 19 Makassar berjumlah 250 siswa yang dalam penelitian ini terbagi kedalam 8 kelas. Sampel dalam penelitian ini adalah siswa kelas VII – E yang berjumlah 40 siswa.

Hasil analisis data pada pre-test dan post-test menunjukkan bahwa nilai T-test adalah **26.64** dan nilai T-table **2.024**, berarti nilai T-test lebih tinggi dari pada T-table atau (**26.64 > 2.024**). Hal itu menunjukkan bahwa kemampuan siswa dalam memahami teks bacaan meningkat. Hal ini mengindikasikan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test. Dengan demikian, dapat disimpulkan bahwa kemampuan dalam memahami teks bacaan dengan menggunakan teknik PO3RE siswa kelas VII SMP Negeri 19 Makassar memadai dan memuaskan.

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In writing this thesis the writer found many hindrances, so the writer realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for people who gave spirit, advice, suggestion, and helping My highest appreciation and deepest thankful are due to :

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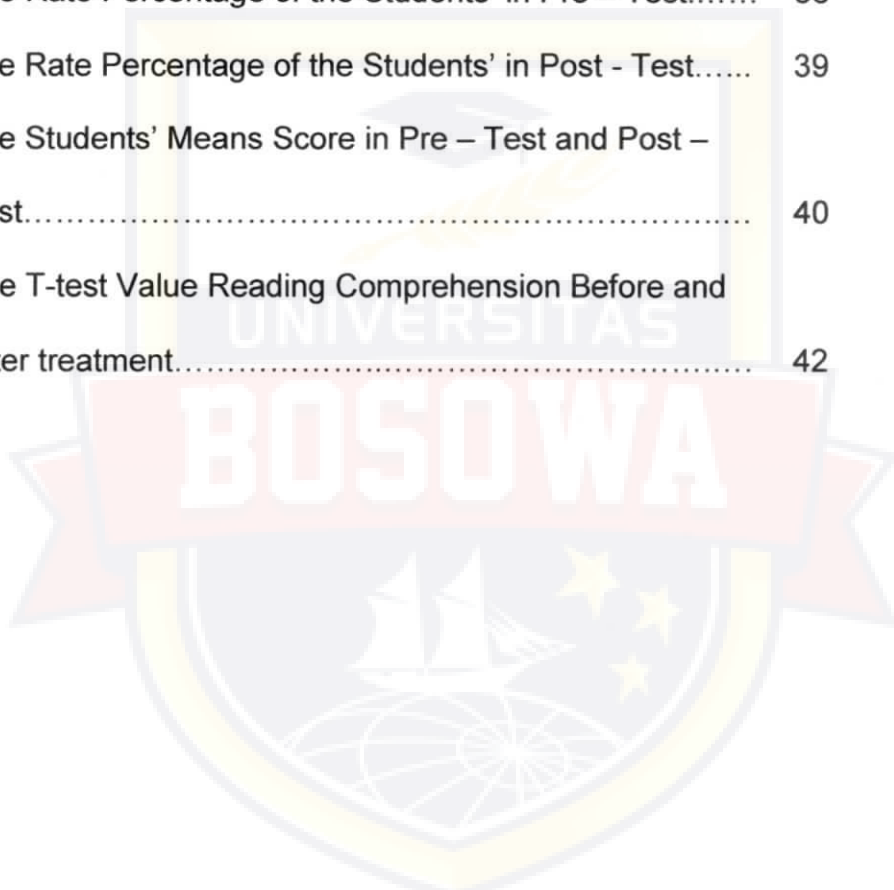
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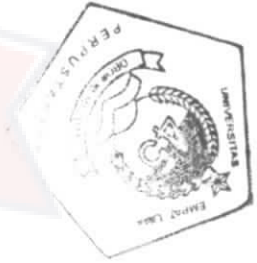
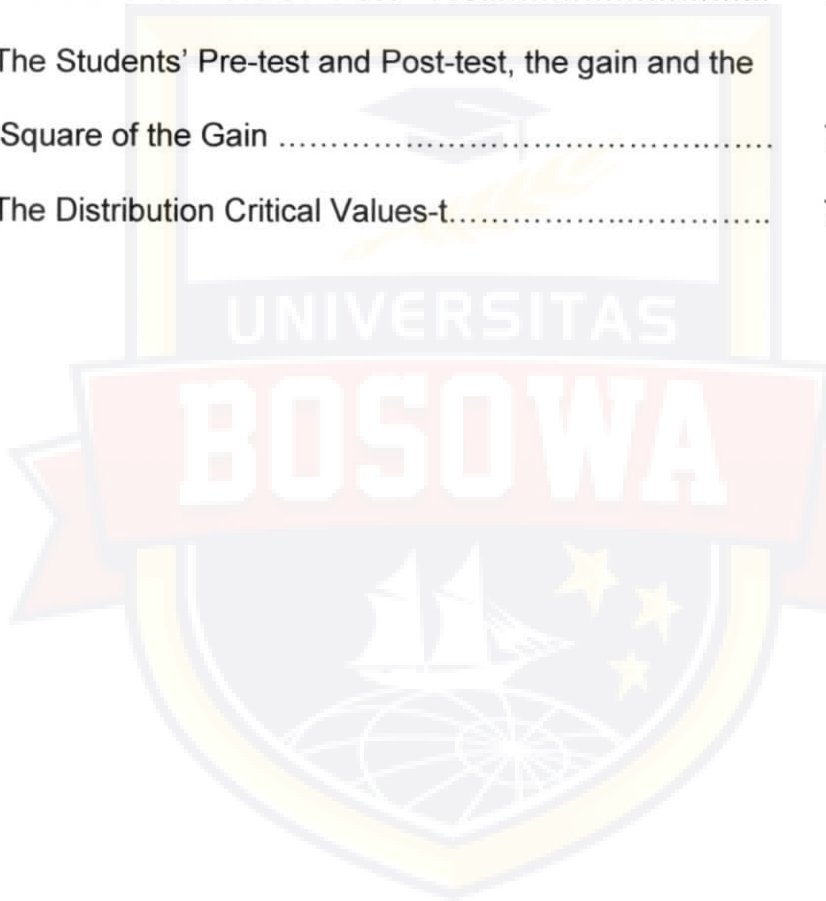
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CHAPTER I

INTRODUCTION

A. Background

Reading comprehension is an essential skill for learners of English. For most of learners it is the most important skill to master in order to ensure success in learning. With strengthened reading skills, learners of English tend to make greater progress in other areas of language learning. Reading should be an active, fluent process that involves the reader and the reading material in building meaning.

Teaching students how to utilize the skills and knowledge they bring from their first language, develop vocabulary skills, improve reading comprehension and rate, and monitor students' improvement are just some of the elements that teachers must consider in preparing for an English language reading class. Learning to read in a second or foreign language is a process that involves learning skills, learning new vocabulary and patterns, and cultivating the ability to transfer skills from the classroom to the real world, where English may be used.

In Indonesia, English has been taught as a foreign language both as local current subject for elementary school students and as compulsory subject for junior and senior high school students. The 2006 School Based Curriculum or Kurikulum Tingkat Satuan Pendidikan, KTSP, gives opportunity for every school to develop their own curriculum that taking account the standards designed by the

E. Scope of the Research

The research focused on the application of PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) Technique In Improving the Students' Reading Comprehension at Smp Negeri 19 Makassar.

F. Operational Definition of the Terms

This research has some important terms that need to be explain in order to give the same perception towards as like below :

1. Improving

In Collins English Dictionary, improve is to intensively or increase in quality, value, power, etc. meanwhile in Longman, improve is defined as to increase something.

2. Reading

Many attempts have been made to define or describe the nature of reading. It is generally agreed taht reading is not primarily a visual proces. Smith and Robinson (1990 : 8) define that reading comprehension means understanding, evaluating, utilizing of information and ideas gained through and interaction between the author and the reader.

Harmer (1991: 190) states that reading is an exercise dominated by the eyes and brain. The eyes receive messages and the brain then has to work out the significance of those messages.

Reading is an activity to extract information which the readers want to derive from the point whether it is on a piece of paper or in many other media. Reading is an activity characterized by the translation of the symbols, letters, words, and sentences that have meaning into individual.

Mansur (2000 : 23) define reading as active cognitive process of interaction with print and monitoring comprehension of establish meaning, the readers from a preliminary expectation about the material, the select, the fewest, most productive cues necessary to confirm or reject this expectation. This is a sampling process in which the reader takes advantage of this knowledge of vocabulary, syntax, and discourse.

3. Comprehension

Burton in Ollah (2007 : 21) stated that comprehension is a deep and full understanding arrived by closed accurate and imaginative reading of a passage set. On other word the verb to comprehend means in group with in mind or to take it.

4. Reading Comprehension

Wilhelm in Ollah (2007 : 16) states reading comprehension is defined as understanding written that is read, or the process of constructing meaning from written material. This process is often complex and can be difficult for some people, especially people with a specific learning disability or intellectual impairment. The main strategies used in understanding written material includes :

- a. Applying the information being read to previous knowledge to gain understanding.
- b. Checking understanding as progressing through the text rather than just reading.
- c. Clarifying information where needed.
- d. Visualizing what is happening in the text to create a picture of context
- e. Identifying word and sentences meaning or decoding the text
Questioning written material by using existing knowledge to predict meaning.

Those are some definition of reading comprehension which has been proposed by some experts. Alexander (1998: 37) defines reading comprehension as interaction between thought and language.

Smith and Robinson (1990: 59) define that reading comprehension means the understanding utilizing of information and gained

through an interaction between reader and author and reader in which the written language becomes the medium. Adam (1992: 83-84) points out reading comprehension is an interactive process between the text and the reader prior knowledge.

G. PO3RE Technique

PO3RE (Predicting, Organizing, Reading, Recording, Reciting, and Evaluation) technique is a writing strategy and learning content that can be developed. By Using this strategy students was learn to synthesize materials from a text and write expository text at higher levels of thinking. PO3RE is broken down into five steps : Predicting, Organizing, Reading, Recording, Reciting, and Evaluating.

1. Predicting

To state, tell about, or make known in advance, especially on the basis of special knowledge.

These verbs mean to tell about something in advance of its occurrence by means of special knowledge or inference: *predict an eclipse; couldn't call the outcome of the game; forecasting the weather; foretold events that would happen; prognosticating a rebellion.*

2. Organizing

Historically, humanity has always tried to organize itself. The organizing of information can be seen since the time humans began

to write. Prior to that, history was passed down through song and word. Be it with religion, books and spoken word, science, through journals and studies, or in many other ways, organizing not only is history, but also helps communicate history. Writing ideas in a book, as opposed to verbally communicating with someone, and more specifically cataloging ideas and thoughts, is also an attempt to organize information.

to form (parts or elements of something) into a structured whole; coordinate. The other meaning of organization :

- a. (*tr*) to arrange methodically or in order
- b. (*tr*) to provide with an organic structure
- c. (*tr*) to enlist (the workers) of (a factory, concern, or industry) in a trade union.
- d. (*intr*) to join or form an organization or trade union
- e. (*tr*) *Informal* to put (oneself) in an alert and responsible frame of mind.

3. Reading

Smoran say during reading strategies teach comprehension by making connection, generating question, and determining importance by guiding the reader to use proficient reader strategies.

Key Ideas. All textbook writing is made up of 3 literary elements : main ideas, supporting details, and transitions. Your job is to



discriminate between main ideas and their supporting detail will help you do that (Dennis H : 18)

Read only a paragraph or short section and then stop to ask your self : what is the min idea ? what are the supporting and explanatory details? Which transitional words separate main ideas from details and details from other details? Finally : “ Do I remember the material in this paragraph well enough so that I could explain it completely and accurately to someone else?”.

To learn and remember, you must be actively involved in reading in the manner described above. That is why reading by stroking words with your eyes alone results in little to no learning. This is normal (Anderson, 1994 : 42).

4. Recording

Recording your understanding. Make marginal notes and underline key words and phases. Better still : summarize main ideas and supporting materials in separate notes such as i=on note cards. Avoid summarizing sentence by sentence, for it's a sure sign you are missing the essential points. Focus on recording idea, not someone else's word (Anderson 1994: 43).

5. Reciting

Reciting because it combats forgetting! Cover the detail, exposing only the jottings in the margins or a main idea in your notes. Then in your own words, reciting aloud the details to that main idea. After

reciting, check for accuracy. Reading, recording and reciting in this manner, paragraph by paragraph or note card by note card, until you cover all the material. Reciting notes aloud in your own words is a good way to move information from short-term memory toward memory (Dennis in Ollah, 2007 : 18)

6. Evaluating

Evaluation is the structured interpretation and giving of meaning to predicted or actual impacts of proposals or results. It looks at original objectives, and at what is either predicted or what was accomplished and how it was accomplished. So evaluation can be **formative**, that is taking place during the development of a concept or proposal, project or organization, with the intention of improving the value or effectiveness of the proposal, project, or organisation. It can also be **summative**, drawing lessons from a completed action or project or an organisation at a later point in time or circumstance. Evaluation is inherently a theoretically informed approach (whether explicitly or not), and consequently any particular definition of evaluation would have to be tailored to its context - the theory, approach, needs, purpose, and methodology of the evaluation process itself.

Rossi in Fatmawati (2009 : 22) define evaluation as "the systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of ...

programs." There are many other similar definitions and explanations of "what evaluation is" in the literature. Our view is that, although each definition, and in fact, each evaluation is slightly different, there are several different steps that are usually followed in any evaluation.

Having said this, evaluation has been defined as:

- a. A systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, improvement, or outcomes of a program. It is a resource-intensive process, frequently requiring resources, such as, evaluator expertise, labour, time, and a sizeable budget.
- b. 'The critical assessment, in as objective a manner as possible, of the degree to which a service or its component parts fulfils stated goals' (St Leger and Walsworth-Bell). The focus of this definition is on attaining objective knowledge, and scientifically or quantitatively measuring predetermined and external concepts.
- c. 'A study designed to assist some audience to assess an object's merit and worth' (Stufflebeam). In this definition the focus is on facts as well as value laden judgements of the programs outcomes and worth.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

1. Reading

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, syntax and context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).

Other types of reading are not speech based writing systems, such as music notation or pictograms. The common link is the interpretation of symbols to extract the meaning from the visual notations.

Cooper (1996 : 12) states that reading is a developmental task : reading change from what primarily considered word recognition, through development of sight and meaning vocabulary and several methods of word attack, through different type of comprehension, to nature acts involving most of the higher mental process.

Currently most reading is either of the printed word from ink or toner on paper, such as in a book, magazine, newspaper, leaflet, or notebook, or of electronic displays, such as computer displays, television, mobile phones or e-readers. Handwritten text may also be produced using a graphite pencil or a pen. Short texts may be written or painted on an object.

Often the text relates to the object, such as an address on an envelope, product info on packaging, or text on a traffic or street sign. A slogan may be painted on a wall. A text may also be produced by arranging stones of a different color in a wall or road. Short texts like these are sometimes referred to as environmental print.

Sometimes text or images are in relief, with or without using a color contrast. Words or images can be carved in stone, wood, or metal; instructions can be printed in relief on the plastic housing of a home appliance, or a myriad of other examples.

A requirement for reading is a good contrast between letters and background (depending on colors of letters and background, any

pattern or image in the background, and lighting) and a suitable font size. In the case of a computer screen, it is important to be able to see an entire line of text without scrolling.

The field of visual word recognition studies how people read individual words. A key technique in studying how individuals read text is eye tracking. This has revealed that reading is performed as a series of eye fixations with saccades between them. Humans also do not appear to fixate on every word in a text, but instead fixate to some words while apparently filling in the missing information using context. This is possible because human languages show certain linguistic regularities.

The process of recording information to be read later is writing. In the case of computer and microfiche storage there is the separate step of displaying the written text. For humans, reading is usually faster and easier than writing.

Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading aloud for one's own use, for better comprehension, is a form of intrapersonal communication. Reading to young children is a recommended way to instill language and expression, and to promote comprehension of text. Before the reintroduction of separated text in the late Middle Ages, the ability to read silently was considered rather remarkable.

Smith and Robinson (1990 : 8) define that reading comprehension means understanding, evaluating, utilizing of information and ideas gained through and interaction between the author and the reader.

Mansur (2000 : 23) define reading as active cognitive process of interaction with print and monitoring comprehension of establish meaning, the readers from a preliminary expectation about the material, the select, the fewest, most productive cues necessary to confirm or reject this expectation. This is a sampling process in which the reader takes adventure of this knowledge of vocabulary, syntax, and discourse.

Smith and Robinson (1990 : 69-70) on Reading define reading as the process of constructing meaning from written texts. Skilled reading is :

- a. **Constructive:** learning to reason about written material using knowledge from everyday life and from disciplined fields of study;
- b. **Fluent:** mastery of basic processes to the point where they are automatic so that attention is freed for the analysis of meaning;
- c. **Strategic:** controlling one's reading in relation to one's purpose, the nature of the material and whether one is comprehending;
- d. **Motivated:** able to sustain attention and learning that written material can be interesting and informative; and

e. **A lifelong pursuit:** continuous practices, development, and refinement.

2. Comprehension

Comprehension as it is currently viewed as a process by which reader construct by interacting with the text (Anderson, 1994: 255 - 291). The understanding a reader achieves during reading comes from the accumulated experience of the reader, experiences that are triggered as the reader decodes the author, words, sentences, paragraph, and ideas. Niles (2001: 60) defines comprehension as a process of integrating new sentences with antecedent information in extra essential structure. From the definition above, the researcher can conclude that comprehension is understood of the content and the idea of that passage. Knowing what the author wants to tell their readers.

3. Definition of Reading Comprehension.

Those are some definition of reading comprehension which has been proposed by some experts. Alexander (1998: 37) defines reading comprehension as interaction between thought and language.

Smith and Robinson (1990: 59) define that reading comprehension means the understanding utilizing of information and gained through an interaction between reader and author and reader

in which the written language becomes the medium. Adam (1992: 83-84) points out reading comprehension is an interactive process between the text and the reader prior knowledge.

Cunningham (2000: 45) states that lack of comprehension of a given passage may be accounted for in at least three ways that are:

- a. The reader does not understand and know how to reading aloud and developing our habit to practice;
- b. The clues provided by the author are not sufficient to suggest the students' how they want to learn and understand the silent reading to find out the meaning of the words;
- c. The reader fined a consistent interpretation to improve speed and comprehension of reading comprehension.

According to Smith and Robinson (1990: 124-125) reading comprehension depends on many factors:

- a. The reader's ability to attend the printed idea ;
- b. The reader's background knowledge to which new information must be added;
- c. The quality to lucidity writing itself;
- d. The reader's purpose of goal in reading material.

Wilhelm in Fatmawati (2009:46) states reading comprehension is defined as understanding written that is read, or the process of constructing meaning from written material. This process is often complex and can be difficult for some people, especially people with

a specific learning disability or intellectual impairment. The main strategies used in understanding written material includes :

- a. Applying the information being read to previous knowledge to gain understanding.
- b. Checking understanding as progressing through the text rather than just reading.
- c. Clarifying information where needed.
- d. Visualizing what is happening in the text to create a picture of context
- e. Identifying word and sentences meaning or decoding the text
- f. Questioning written material by using existing knowledge to predict meaning.

Based on the information above the researcher conclusion of reading comprehension is understand of the text idea where in reading there are some interaction between teacher and students in classroom activity.

B. Types of Reading

Allin (1990: 37) indicates the types of reading are important categories as follows:

1. Skimming

The eyes run quickly, over the text to discover what is about the main idea and the gist.

This skimming occurs when the reader looks quickly at the contents page of a book, or at the chapter headings, subheadings, etc.

This sometimes called previewing. When the reader goes through a particular passage such as a new newspaper article merely to get the gist.

2. Scanning

The reader is to look out for a particular item he believes in the text. The scanning can be done to find name, date, static, or facts in writing. The eyes start quickly at the lines of writing.

3. Intensive Reading

It is also called study reading, this involves close study of the text. As the amount of comprehension should be high, the speed of reading is correspondingly slower.

Based on the quotes above, the researcher concludes that there are three types of reading skill. Those are essential for the students to read story or passage easily.

C. The Reading Principle

Burn in Ufrah (2009 : 12) state twelve principles of teaching reading as follows :

1. Reading is a complex act with many factors that must be considered.
2. Reading is the interpretation of the meaning of printer symbols.
3. There is no correct way to teach reading.
4. Learning to read is continuant process

5. Students should be thought word recognition skill that will allow them to unlock the pronunciation and meaning familiar words independently.
6. The teacher should diagnose each students reading ability and use the diagnosis as a basic for planning instruction
7. Reading and the other language arts are closely interrelated.
8. Reading is integral part of all content area instruction within the education program.
9. The students need to see why reading is important.
10. Enjoyment of reading should be considered of prime importance
11. Readiness for reading should be considered of all of instruction.
12. Reading should be though in a way allows child to experience success.

From the twelve applying principles of learning to read required both teacher and students how to apply them either in the classroom or out of the class.

D. Process of Reading

Wood in Lyznayanti (2005 : 10) the process of reading covers the three processes that is (1) reading is a very complex process, (2), reading is a purposeful process and (3) reading is a thinking process.

Gray in Fatmawati (2009 :12) identifies four reading process there are :

1. Perception is the ability to pronounce the word as a meaningful unit

2. Comprehension is the ability to make individual words construct useful ideas as they are read in context.
3. Reaction is judgments action a feel about what the author has said
4. Integration is the ability assimilates the ideas or concept into one's background experience.

There are five processes in reading according to Carrel (1998: 16) as follows:

1. Recognition-initiation

The brain must recognize a graphic display in the visual fields as written language and initiate reading. Normally this would occur once in each reading activity, through it is possible for reading to be interrupted by other activities. Examining pictures for example and them to be initiated.

2. Prediction

The brain is always anticipating and predicting as it seeks other and significance in sensory inputs.

3. Confirmation

If the brain predict, is much also seeks the variety its prediction. So it monitors to confirm or disconfirm with subsequent input what it expected.

4. The brain processes when it finds inconsistencies or its prediction are disconfirmed.

5. Termination

The brain terminates the reading when the reading text is completed but termination may occur for the reason. The text is not productive in little meaning is being constructed or the meaning is already known, or the story is interesting or the readers finds it inappropriate is already known or the story is interesting or the reader finds it inappropriate for the particular purposes.

So it can be concluded that in reading process, reader must optimize their brain in recognizing, anticipating or predicting, confirm, correcting and gain the message or information as the final result when terminating of a reading text.

E. Level of Reading Comprehension

According to Kemmis (1997: 64) there are three levels of comprehension namely :

1. The first level, literal comprehension is the most obvious. Comprehension at this level involves surface meaning. At this level, teacher can ask the students to find information and ideas that are explicitly stated in the text. In addition, it is also appropriate to test vocabulary. Being able to read for literal meanings ideas is influenced by one's mastery of word meaning.
2. The second level or stand interactive or inferential comprehension. At this level students go beyond what is said and read or deeper meaning. They must be able to read critically and analyze carefully

what they have read. Students head to able to see relationship among ideas.

3. At this level students go beyond what is said and read or deeper meaning. They must be able to read critically and analyze carefully what they have read. Students head to able to see relationship among ideas.

F. Factors Affecting Reading Comprehension.

In reading comprehension there are many factors influences to compared reading test. Smith (1990: 66) divided the factors into five categories namely:

1. Background experience. It refers in previous experiences that the readers have already known before and it relates to the reading materials that they read.
2. Language ability. If refer to the reader's ability in mastering some elements of language. For example : vocabulary, transition, words, grammar, etc.
3. Thinking ability. It refer to the reader's ability to analyze the reading material that they read by considering some comprehension aids to support their achievements in comprehension.
4. Affection. It refers to some psychological factors that can affect the reader's comprehension. The factors are interest, motivation, attitudes, beliefs and feeling.

5. Reading purpose. It refers to the reader's purpose way they read the material .It is usually done by making some question before reading process. The question will be stepping stone to get comprehension.

G. The Concept of PO3RE Technique

In general, the strategy has definition an outline of the how to act in an effort to achieves a predetermined goal. While connected to the learning process. The strategy could be interpreted as a general pattern of activities of teachers and students in the embodiment of learning to achieve the goal outline.

Learning strategies can be interpreted as a plan that contains a series of activities designed to achieve a specific educational goals. Learning strategies is plan of action (a series of activities), including the use of method and utilization of various resources or the power of learning which is structural to achieve certain goal, in this case is the purpose of learning.

PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) Technique is one of part of the strategy elaboration, which is used to help students remember what they read, and can help the process of classroom teaching and learning activities carried out by reading a book. This method was initiated by Thomas and Robinson (1996 : 5 – 135) based on the strategy PQRST and SQ3R strategy Robinson in Fatmawati (2007 : 19).

In general, the strategy has definition an outline of the how to act in an effort to achieves a predetermined goal. While connected to the learning process. The strategy could be interpreted as a general pattern of activities of teachers and students in the embodiment of learning to achieve the goal outline.

Learning strategies can be interpreted as a plan that contains a series of activities designed to achieve a specific educational goals. Learning strategies is planning of action (a series of activities), including the use of method and utilization of various resources or the power of learning which is structural to achieve certain goal, in this case is the purpose of learning.

The PO3RE is an abbreviation of the word predicting, meaning briefly read quickly, organizing, that is compiling a list of organizing that are relevant to the text, Read which mean reading the text actively to seek answer to the questions that have been made, recording, that is to understand the information presented, Recite, ,meant to memorize or recall any answer that have been found, and evaluation, means to evaluate all the answer to questions that made up the second and the third step.

1. Steps PO3RE

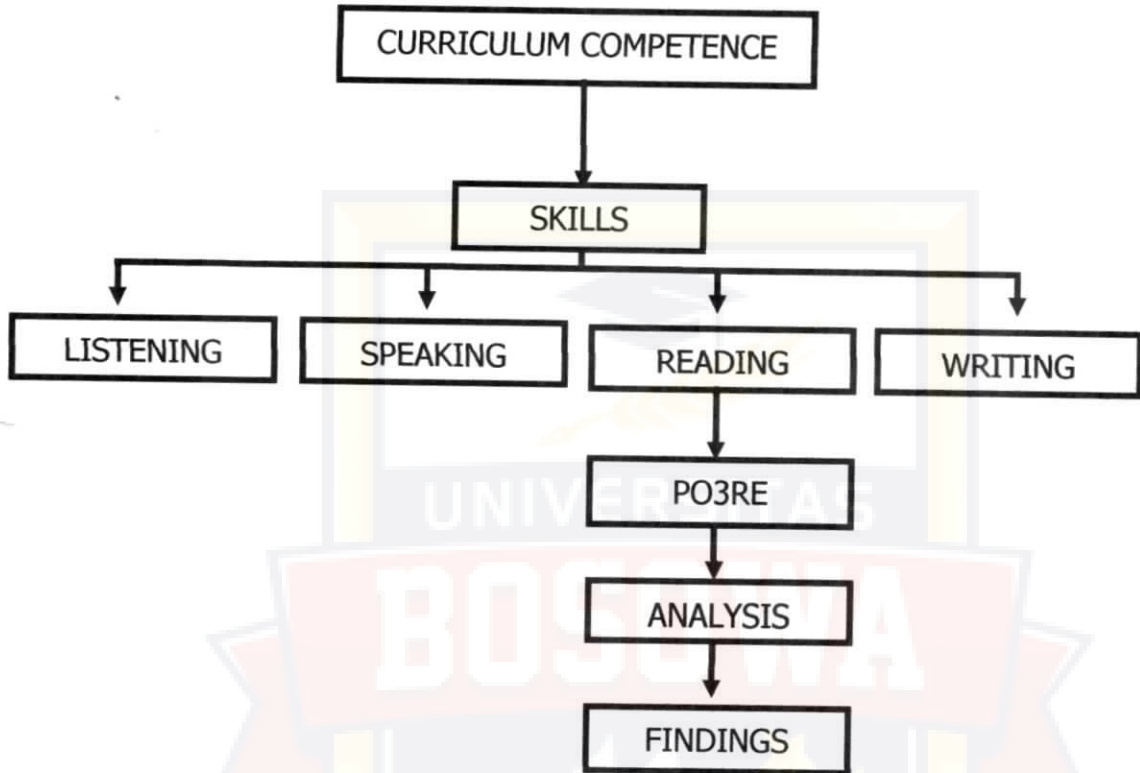
Reading comprehension was improved by using the PO3RE technique . It is a six – step reading approach for facilitating online processing through interpretation of visual aids.



- a. First step is predicting, before the students read the chapter or text, try to get a general view of what lies ahead by looking for the main point which will be covered.
- b. Second step, organizing is making up organize about the thing the students found in the preview by information in the text. These can be factual but should also include critical and evaluative questions e.g. what is purpose of this text.
- c. Third step, read to answer the question as develop. Makes notes as you read. Understand the vocabulary. It is extremely important that any notes you make are in your own words and not merely duplicating the exact wording used in the text.
- d. Fourth step, recording to memorize about material you have just read. Can you think of examples from your own life? Can you relate it to things you already know about?.
- e. Fifth step, recite without looking at the print of the text, recite yourself (in a low or out loud) the main points and important secondary points.
- f. And last step, is how to evaluate, try to recall the material and test yourself. Study partner can help here making up a quiz for yourself as part of evaluate and then taking it as review is a good way to study.

H. Theoretical Framework

The theoretical framework of this researcher is illustrated below:



I. Hypothesis

In this research, the writer applies the hypothesis as Teaching using PO3RE Technique can improve the students' reading comprehension SMPN 19 Makassar.

CHAPTER III

RESEARCH METHOD

This chapter deals with the research and design, variable of the research, population and sample, location of the research , procedure of collecting data, instrument of the research and technique of data analysis.

A. Research and Design

In this research, the writer applied pre-experimental design which involved in one group. The success of pre-test (O1) was determined by treatment (X) and after giving post-test (O2).

The design can be illustrated as follows :

Pre-test	Treatment	Post-test
O	X	O

(Gay, 2006 : 26)

B. Variable of the Research

There are two variables in this research. The first was independent variable and the second is dependent variables. Independent variables are teaching reading by using PO3RE method and dependent variable was the students' comprehension in reading.

C. Population and Sample

1. Population

The population of this research was the students of SMP Negeri 19 Makassar 2013/2014 academic year. The total of population are 160 students which consist of eight classes. Each class consist of 40 students.

2. Sample

This research applied total sampling technique. Total of samples are 40 students of class VII - E.

D. Location of the Research

The location of the research at SMP Negeri 19 Makassar 2013/2014 academic year. The research was held on November until December 2013.

E. Procedure of Collecting Data

1. Pre-Test

Before doing treatment, pre –test administrated to the students by spending one hour.

2. Treatment

After doing pre- test, the writer gave treatment. The students was treated by using PO3RE technique. The writer explained about the PO3RE technique. All of the students were listen the writer explanation.

3. Post-Test

After doing treatment, the writer gave the post –test which the same with pre-test. It aims to know the score of each item. The total number of the test divided by the total of sample.

F. Instrument of the Research

The writer gave the students some questions about event in the reading comprehension text and students answer them orally by using PO3RE technique.

G. Technique of Data Analysis

The collecting data through the test used inferential statistic percentage score also used to know the students' ability. The steps undertaken in quantitative analysis employing the following formulas :

1. Scoring the students' correct answer of pre-test and post-test

$$\text{Score} = \frac{\text{students correst answer}}{\text{total number of item}} \times 100$$

(Sudjana: 2008 : 44).

2. Classifying the score of the students' answer into the following scale :

- a. 9.6 to 10 is classified as excellent.
- b. 8.6 to 9.5 is classified as good
- c. 7.6 to 8.5 is classified as good.
- d. 6.6 to 7.5 is classified as fairly good.
- e. 5.6 to 6.5 is classified as fair.
- f. 3.6 to 5.55 is classified as poor.

g. 0 to 3.5 is classified as very poor.

(Depdikbud, 2000 : 22)

Classifying the score of the students' answer :

Classification	Score	Indicator
(1)	(2)	(3)
Excellent	9.6 – 10	Makes few (if any) able errors of reading
Very good	8.6 – 9.5	The way to read rather the same with native speaker
Good	7.6 – 8.5	Understand most of what is read
Fairly good	6.6 – 7.5	Understand of what is read but at lowers than normal understand of what is read
Fair	5.6 – 6.5	Little understand of what is read
Poor	3.6 – 5.5	Has great difficulty following what is read, understand with frequent repetition
Very poor	0.0 – 3.5	Cannot be read event in simple reading

(Rusdi, 2005: 286)

3. Findings the improvement of the students, the writer compared in this research by using the following way :

The formula of mean score :

$$X = \frac{\sum X}{N}$$

Where : X = Mean score

$\sum X$ = The sum of all the score

N = The number of sample

(Gay, 2006: 28)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts. They are the presentations of the result that was found in field and discussion that explain and interprets the finding in the second section. Include the explanation of problem faced by students to change the students' reading comprehension as a result observation.

A. Findings

In this section, the writer described the result of data analysis based on the problem statement in the pre - test and post – test. The result of data analysis was found that teaching reading trough thought application of PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique could be seen in the following table.

Table 1. The Students' Score and Classification in Pre – Test

No	Name of Students	Score	Classification
(1)	(2)	(3)	(4)
1	A. Muh. Nurul Taslim	4	Poor
2	Ade Krisna Mukti	5	Poor
3	Agustinus Belawa Maran	4	Poor
4	Ahmad Yadi	5	Poor
5	Akbar B.	4	Poor
6	Almun Alwi	4	Poor

to be continued

continuation

(1)	(2)	(3)	(4)
7	Andi Supriyadi	5	Poor
8	Andini Farhah I. P.	4	Poor
9	Baso Sultan A. I. M.	4	Poor
10	Dimas Febrian P.	4	Poor
11	Fani	5	Poor
12	Fikram	2	Very Poor
13	Gilang Ramadan	2	Very Poor
14	Herlangga Septian	3	Very Poor
15	Idham Amri	3	Very Poor
16	Indah Ernawati	4	Poor
17	Jostian J. R.	4	Poor
18	Maimuna L.	4	Poor
19	Muh. Alfian Asri	3	Very Poor
20	Muh. Arham Arfan	3	Very Poor
21	Muh. Fajrin	5	Poor
22	Muh. Faldi Ismah	4	Poor
23	Muh. Rafli Basri	4	Poor
24	Muh. Syawal A. P.	4	Poor
25	Muh. Ikram	4	Poor
26	Muh. Naufal S.	3	Very Poor
27	Mutiara Rezky A.	5	Poor
28	Nur Alifah	5	Poor
29	Nur Aulia K.	5	Poor
30	Nur Fatiha	4	Poor
31	Nur Maghrifah	5	Poor

to be continued

continuation

(1)	(2)	(6)	(7)
32	Rifqah S. R.	5	Poor
33	Shofiyah	4	Poor
34	Siti Balqis	5	Poor
35	St. Nadia Adriani	5	Poor
36	Valencia Dwi P.	4	Poor
37	Syamsuar Fina	4	Poor
38	Vivie Rahayu F.	4	Poor
39	Annisa	5	Poor
40	Muh. Taufiq Ahmad	5	Poor
Total		165	
Mean Score		4.125	Very Poor

Source : SMP Negeri 19 Makassar

Based on the table 1 above in pre-test there are 33 students classified as poor and 7 students were classified as very poor. The table 1 above shows that the classification of the students based on the pre-test of experiment class is 165 and their mean score is 4.125. It show that students' reading comprehension is very poor before applying PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique. To know the mean score analysis for reading comprehension test, the writer was calculated all score by used formula as follows :

1. Pre – Test

$$X_1 = 165$$

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{165}{40}$$

$$\bar{X} = 4.125$$

Table 2. The Students Score and Classification in Post – Test

No	Name of Students	Score	Classification
(1)	(2)	(3)	(4)
1	A. Muh. Nurul Taslim	7	Fairly Good
2	Ade Krisna Mukti	8	Good
3	Agustinus Belawa Maran	7	Fairly Good
4	Ahmad Yadi	8	Good
5	Akbar B.	6	Fair
6	Almun Alwi	6	Fair
7	Andi Supriyadi	7	Fairly Good
8	Andini Farhah I. P.	7	Fairly Good
9	Baso Sultan A. I. M.	7	Fairly Good
10	Dimas Febrian P.	7	Fairly Good
11	Fani	8	Good
12	Fikram	5	Poor
13	Gilang Ramadan	5	Poor
14	Herlangga Septian	6	Fair
15	Idham Amri	6	Fair
16	Indah Ernawati	8	Good
17	Jostian J. R.	7	Fairly Good
18	Maimuna L.	6	Fair
19	Muh. Alfian Asri	6	Fair
20	Muh. Arham Arfan	6	Fair
21	Muh. Fajrin	8	Good

to be continued

continuation

(1)	(2)	(3)	(4)
22	Muh. Faldi Ismah	8	Good
23	Muh. Rafli Basri	6	Fair
24	Muh. Syawal A. P.	7	Fairly Good
25	Muh. Ikram	7	Fairly Good
26	Muh. Naufal S.	6	Fair
27	Mutiara Rezky A.	9	Very Good
28	Nur Alifah	9	Very Good
29	Nur Aulia K.	8	Good
30	Nur Fatiha	9	Very Good
31	Nur Maghrifah	7	Fairly Good
32	Rifqah S. R.	7	Fairly Good
33	Shofiyah	7	Fairly Good
34	Siti Balqis	8	Good
35	St. Nadia Adriani	8	Good
36	Valencia Dwi P.	6	Fair
37	Syamsuar Fina	6	Fair
38	Vivie Rahayu F.	7	Fairly Good
39	Annisa	9	Very Good
40	Muh. Taufiq Ahmad	8	Good
Total		283	
Mean Score		7.075	Fairly Good

Source : SMP Negeri 19 Makassar

Based on the table 2 above in post - test, there were 4 students classified as very good, 10 student classified as good, 13 students classified as fairly good, 11 students were classified as fair, and 2 students were classified as poor. The table above show that the

classification of the students based on the post –test of experiment class was 283 and their mean score is 7.075. It show that students' reading comprehension after applying PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique, and it was effective to improve students' reading comprehension at SMP Negeri 19 Makassar.

To know the mean score for reading comprehension in post - test, the writer was calculated all score by using formula as follows :

2. Post – Test

$$X2 = 283$$

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{283}{40}$$

$$\bar{X} = 7.075$$

Table 3 : The Rate Percentage of the Students' in Pre - Test

No	Classification	Pre - test	
		X1	%
1	Excellent	-	-
2	Very Good	-	-
3	Good	-	-
4	Fairly Good	-	-
5	Fair	-	-
6	Poor	7	17.5%
7	Very Poor	33	82.5%
Total		40	100%

Source : SMP Negeri 19 Makassar

Based on table 3 above, before the students were treated by PO3RE (Predicting, Organizing Reading, Recording, Reciting, and

Evaluating) technique. There are 7 students classified as poor (82.5%), and 33 students classified as very poor (17,5%). The writer made conclusion based on the table 4 above most of the students at SMP Negeri 19 Makassar are classified as very poor in comprehending the reading comprehension text.

Table 4. The Rate Percentage of Students' in Post - Test

No	Classification	Post – test	
		X2	%
1	Excellent	-	-
2	Very Good	4	10%
3	Good	10	25%
4	Fairly Good	13	32.5%
5	Fair	11	27.5%
6	Poor	2	5%
7	Very Poor	-	-
Total		40	100%

Source : SMP Negeri 19 Makassar

Based on the table 4, after applied PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique, there were 4 students classified as very good (10%), 10 students classified as good (25%), 13 students classified as fairly good (32.5%), 11 students classified as fair (27.5%), 2 students classified as poor (5%), and none of the students classified as very poor. The writer concluded that this strategy is effective to improve students' readings comprehension at SMPN 19 Makassar.

Students' rate percentages in post - test is higher than pre - test. It proved that after applying PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique in reading

comprehension the students' percentage is improve. It means that by applied the PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique in teaching and learning reading comprehension was effective.

Table 5. The Students' Means Score in Pre – Test and Post - Test

Pre - test (X1)	Post - test (X2)	Improvement
4.125	7.075	71.5%

Based on the table 5 above, it indicates that the students' improvement of the second year students who taught through PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique was success because the result of the mean score of the students' pre - test 4.125 and post - test 7.075 is increasing. The students' improvement of reading comprehension by using PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique was **71.5%**.

3. To know the students improvement score analysis for reading test, the writer used formula are as follows :

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

$$\% = \frac{7.075 - 4.125}{4.125} \times 100$$

$$= \mathbf{71.5\%}$$

4. To know the significant between t-test and t-table for analysis for reading comprehension test, the writer was calculated by used formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$X_1 = 165$$

$$X_2 = 283$$

$$\sum D = 117$$

$$\sum D^2 = 361$$

$$\bar{D} = \frac{\sum D}{N} = \frac{117}{40} = 2.93$$

$$t = \frac{2.93}{\sqrt{\frac{361 - \frac{(117)^2}{40}}{40(40-1)}}$$

$$t = \frac{2.93}{\sqrt{\frac{361 - \frac{13689}{40}}{40(39)}}$$

$$t = \frac{2.93}{\sqrt{\frac{361 - 342.225}{1560}}}$$

$$t = \frac{2.93}{\sqrt{\frac{18.775}{1560}}}$$

$$t = \frac{2.93}{\sqrt{0.012}}$$

$$t = \frac{2.93}{0.11}$$

$$t = \mathbf{26.64}$$

Table 6. The T-test Value in Students' Reading Comprehension Before and After Treatment

t - test	t-table	Comprehension	Different
26.64	2.024	t-test>t-table	Significant

The result of t - test value students' reading comprehension before and after treatment in reading test indicated that the t-test value of reading were greater than t-table value ($26.64 > 2.024$). This finding used to determine the hypothesis that occurred in this research as it stated that null hypothesis (H_0) is rejected when the value t-test was greater than the value of t-test, and alternative hypothesis (H_1) was accepted. It means that, in this research, automatically the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Based on the table 6 above there was a significant result

between t – table and t – test after applied PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique at SMP Negeri 19 Makassar.

B. Discussions

The data collected through PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique described in the previous section show that the students' reading comprehension improved. It was support by the frequency and the post – test the student's score after attending in teaching reading through PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique was better than before giving to the students' treatment.

As the explanation above, the observation result when the writer conducted teaching practice in SMP Negeri 19 Makassar, the student reading comprehension skill still poor. Only a few of student can comprehend or can understand what they have read especially English text. It because many factors such as the student consider that English is a subject that very difficult, bored and scare because meaning and letters are different. The other factor is the teacher always uses the same method to teach English subject like the direct method. It is also make the students more bore to study English.

As value of observation is the class room the student has score 2 until 5. This score is a very poor category. In this research the aim is to solve this problem until the student have a good score. While the

standard curriculum is 6.5. The writer wants to achieve the score at 7.0 target in learning reading comprehension. The writer also discussed the title and method which applied in the observation activity. English teacher at SMP Negeri 19 Makassar received this method as a new method as a new method to applied in the classroom. It also makes the lesson plan variety in teaching and learning reading comprehension. The writer conducted this research in class E which almost of their students' in this class has a low ability in comprehending a reading text material. The writer also gave some reading text to know the students ability before conducted the research.

The statistical analysis from the result of the students' in reading comprehension of the second years students at SMP Negeri 19 Makassar in this research show that the students' reading comprehension before teaching by using PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique was still low. It was approved by the result of the post – test that after applied PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique, there were 4 students classified as very good (10%), 10 students classified as good (25%), 13 students classified as fairly good (32.5%), 11 students classified as fair (27.5%), 2 students classified as poor (5%), and none of the students classified as very poor. The writer concluded that this strategy is effective to improve students' readings comprehension at SMPN 19 Makassar.

The description of the data collected through PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique described in the previous section showed that the students' reading comprehension has improved. It was supported by the frequency and the rate percentage on the result of the students' score in pre – test and post – test. The students' score after presenting in teaching reading through PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique was better than before. The students were also very interested in learning reading through PO3RE (Predicting, Organizing, Reading, Recording, Reciting, and Evaluating) technique as shown on the table. This was because learned by using an interesting strategy could enlarge their new experience and knowledge.

Besides that, to be familiar with the new vocabulary through PO3RE (Predicting, Organizing, Reading, Recording, Reciting, and Evaluating) technique. Relating to the data collected through the pre-test and post-test, it shows that the students' reading comprehension of the eight grade students at SMP Negeri 19 Makassar was good. The mean score of the result of the students' pre-test was 4.125 and the mean score of the students' post-test was 7.075. It means that the mean score of the post-test was higher than the mean score of pre-test. The students' improvement of reading comprehension by using PO3RE (Predicting, Organizing Reading, Recording, Reciting, and Evaluating) technique was 71.5%.

The writer assumes that teaching reading through PO3RE (Predicting, Organizing, Reading, Recording, Reciting, and Evaluating) technique is really helpful to improve students' reading comprehension because it was supported by the frequency and the rate percentage of the result of the students' score in pre-test and post-test. The students score after presenting teaching reading through PO3RE (Predicting, Organizing, Reading, Recording, Reciting, and Evaluating) technique was better than before the treatment was given to the students. The result of the test show that there was a significance different between t-table (2.024) and t-test (26.64). Its mean that t-table was lower than t-test.

Students ability in comprehending reading comprehension text are :

- a. Students finding the main idea in the text
- b. Students usually try to identifying and predicting the faced problem
- c. Students try to inferencing the message of each of the text
- d. Students can identify the best answer after treat by this method

Based on the discussion above, the writer concluded that the application of PO3RE (Predicting, Organizing, Reading, Recording, Reciting, and Evaluating) technique in teaching reading could improve the students' reading comprehension at SMP Negeri 19 Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusion and suggestion based on the data presentation and discussion of the previous chapter.

A. Conclusions

Based on the finding on the discussion, the writer concludes that the teaching reading comprehension through PO3RE technique is more effective in teaching reading comprehension than conventional way. By using this strategy, the students became easy to understand a reading material.

The mean score that they got in the pre-test experiment proved in the classroom was 4.125 and in post-test was 7.075. It means that there was a progress score after the students got treatment through PO3RE technique. Based on the writer's observation when this research had been done at SMP Negeri 19 Makassar, the writer also concluded that the application of PO3RE technique in teaching and learning process at SMP Negeri 19 Makassar could change perception that learning English was difficult and boring.

The score of t-test analysis at level of significance 0.05 and df (39) it was found that t-test was higher than t-table ($26.64 > 2.024$). It means that the students' reading comprehension that had got treatment using

PO3RE technique was different with the students reading comprehension that got treatment without PO3RE technique.

The writer found that there was a significant difference result of students was 2.024 (t- test) and the level of significance was 26.64. The value of t- Table was 2. 024 while the value of t-test was 26.64. It means that (H0) was rejected and alternative hypothesis (H1) was accepted. In other word, PO3RE technique could improve the students' reading comprehension.

B. Suggestions

1. Based on the conclusion, the writer will gave the following suggestion
 1. It is suggested to English teacher in Junior High School use PO3RE technique in teaching English to their students, because after applying this strategy there is an improvement to the students' reading skill.
 2. It is suggested to school to carry out professional development such as to increase the teachers' knowledge of the teaching methods, because it is very important in teaching learning process.
 3. It is suggested to school to support as effectiveness learning in the school for example equipped with the good facilities, such as English laboratory.

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Appendix 1. INSTRUMEN PENELITIAN

JUDUL: The Application of PO3RE (Predicting, Organizing Reading, Recording, Reciting, And Evaluating) Technique in Improving the Students' Reading Comprehension at SMP Negeri 19 Makassar

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :

Nis :

Kelas :

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar!

Read the text and then answer the following question !

Helicopters

Helicopters are very different from airplanes. They can do three things that airplanes cannot do. First, when airplanes move upward, they must also move forward, but helicopters can move straight up without moving ahead. Second, helicopters can fly backward, which airplanes cannot do. Third, helicopters can use their rotors to **hover** in the air (stay in one place) which is impossible for planes.

Because helicopters can **perform** actions that airplanes cannot, they are used for different tasks. Since helicopters can take off without moving forward, they do not need a runway for takeoff. They are used in **congested** areas where there is no room for airplanes or in **isolated** areas which do not have airports. Because they can hover, they are used in firefighting missions to drop water on fires. They are used in logging operations to lift trees out of forests. Helicopters are used as air ambulances to airlift patients out of situations which are difficult to reach for **conventional** ambulances. The police use helicopters to follow suspects on the ground or to search for cars on the ground. Of course, helicopters have military uses because of their design and capabilities.

1. Helicopters are able to ...
 - a. move straight up.
 - b. fly backward.
 - c. hover.
 - d. All of the above
2. When airplanes move upward.....
 - a. they must move forward
 - b. they must move sideways
 - c. they must move backwards
 - d. Both A and B are correct.
3. Helicopters are used in fire fighting because...
 - a. they can reach difficult spots
 - b. they can hover above the fire
 - c. their rotors can put out the fire
 - d. Both A and B are correct.

How are helicopters used as ambulances ?

- a. They chase suspects on the ground
- b. They airlift people out of accidents
- c. They can drop water on fires
- d. They lift trees out of forests.

Why don't helicopters need runways ?

- a. They can take off without moving forward.
- b. They can hover in the air
- c. They can fly backward
- d. They are small.

hover means....

- a. stay in one place in the air
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- c. go backwards in the air
- d. fly sideways.

7. The best synonym for perform is....

- a. fly
- b. do
- c. lift
- d. can.

8. If an area is congested it is....

- a. crowded. B.
- b. popular
- c. cut off
- d. in the city.

9. If an area isolated it is...

- a. Crowded
- b. Popular
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10. Conventional means....

- a. for a large group of people
- b. created for the first time
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6. Transmitted means....
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 - sent over wires
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- Another ways to say transmitted is.....
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- Rotating means....
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 - None of the above
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penelitian . The Students' Result in Pre - Test
TUGAS PENELITIAN

JUDUL The Application of PO3RE (Predicting, Organizing Reading, Recording, Reciting, And Evaluating) Technique in Improving Students' Reading Comprehension at SMP Negeri 19 Makassar

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Nama

.....

Nis

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Petunjuk Pengisian

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- Why do they chase suspects on the ground ?
- Why do they airlift people out of accidents ?
- Why can they drop water on fires ?
- Why do they lift trees out of forests ?
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Table 7. The Students' Pre-test and Post-test, the gain and the Square of the Gain

No	Name of Students'	Pre – test	Post – test	Gain D	D ²
(1)	(2)	(3)	(4)	(5)	(6)
1	A. Muh. Nurul Taslim	4	7	3	9
2	Ade Krisna Mukti	5	8	3	9
3	Agustinus B. Maran	4	7	3	9
4	Ahmad Yadi	5	8	3	9
5	Akbar B.	4	6	2	4
6	Almun Alwi	4	6	2	4
7	Andi Supriyadi	5	7	2	4
8	Andini Farhah I. P.	4	7	3	9
9	Baso Sultan A. I. M.	4	7	3	9
10	Dimas Febrian P.	4	7	3	9
11	Fani	5	8	3	9
12	Fikram	2	5	2	4
13	Gilang Ramadan	2	5	3	9
14	Herlangga Septian	3	6	3	9
15	Idham Amri	3	6	3	9
16	Indah Ernawati	4	8	4	16
17	Jostian J. R.	4	7	3	9
18	Maimuna L.	4	6	2	4
19	Muh. Alfian Asri	3	6	3	9
20	Muh. Arham Arfan	3	6	3	9
21	Muh. Fajrin	5	8	3	9
22	Muh. Faldi Ismah	4	8	4	16
23	Muh. Rafli Basri	4	6	2	4
24	Muh. Syawal A. P.	4	7	3	9
25	Muh. Ikram	4	7	3	9
26	Muh. Naufal S.	3	6	3	9
27	Mutiara Rezky A.	5	9	4	16
28	Nur Alifah	5	9	4	16
29	Nur Aulia K.	5	8	3	9
30	Nur Fatiha	4	9	5	25
31	Nur Maghrifah	5	7	2	4
32	Rifqah S. R.	5	7	2	4
33	Shofiyah	4	7	3	9
34	Siti Balqis	5	8	3	9
35	St. Nadia Adriani	5	8	3	9
36	Valencia Dwi P.	4	6	2	4

to be continued

Continuation

(1)	(2)	(3)	(4)	(5)	(6)
37	Syamsuar Fina	4	6	2	4
38	Vivie Rahayu F.	4	7	3	9
39	Annisa	5	9	4	16
40	Muh. Taufiq Ahmad	5	8	3	9
Total		165	283	117	361
Mean Score		4.125	7.075	2.93	9.025

Table 8. The Distribution of Critical Values-t

df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015

To be continued

Continuation

17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31.	1.309	1.695	2.039	2.455	2.746	3.640
32.	1.308	1.693	2.036	2.450	2.740	3.638
33.	1.307	1.691	2.033	2.449	2.736	3.635
34.	1.306	1.659	2.030	2.447	2.730	3.630
35.	1.305	1.658	2.029	2.445	2.726	3.625
36.	1.304	1.657	2.028	2.440	2.720	3.599
37.	1.303	1.656	2.027	2.439	2.718	3.588
38.	1.302	1.655	2.025	2.435	2.714	3.576
39.	1.301	1.654	2.024	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

<http://www.westga.edu/distributioncriticalvalue-t/tsid001.htm>).

CURRICULUM VITAE



Ahmad Yani. was born on July 14th 1992 in Tosewo Wajo, south east Sulawesi from the marriage of his parents Baharuddin and Mahyani. He has three brothers (Andi Akbar, Dandi Amramuliadi and Akram) and one sister (Fera Ferial Oktaviani). He is the third child in his family.

He start his first education in 1999 at SDN 111 Botto and he continue his study at MTS as. adiyah. He graduated from MTS as. adiyah in 2007. In 2007 he continue his study at SMAN 1 Takkalalla, and finished in 2010.

In 2010 he decided to continue his study for Sarjana degree (S1) at English Education Department of Faculty of Teachership and Educational Science University of 45 Makassar, and finished in 2013.