THE APPLICATION OF RECIPROCAL METHOD OF STUDENTS' READING COMPREHENSION AT NINTH YEAR STUDENTS OF SMP NEGERI 19 MAKASSAR

SKRIPSI

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SURAT PERNYATAAN KEORISINILAN SKRIPSI

Dengan ini saya menyatakan bahwa skripsi dengan judul "Improving Students' Reading Comprehension Through Reciprocal Method at the Ninth Year Students of 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.

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Yang membuat pernyataan,

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ABSTRAK

Adelina. 2014. *The Application of Reciprocal Method of Students' Reading Comprehension at the Ninth Year Students of SMP Negeri 19 Makassar.* (Dibimbing oleh H. Herman Mustafa dan Rampeng).

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan metode *reciprocal* dapat meningkatkan kemampuan siswa dalam memahami isi bacaan, memprediksi, membuat ringkasan pada setiap paragraf dan mampu mengatasi kesulitan yang dihadapi siswa dalam memahami isi bacaan atau wacana..

Penelitian ini adalah penelitian eksperimen yang dilakukan pada siswa SMP Negeri 19 Makassar. Dalam penelitian ini jumlah populasi adalah siswa kelas IX yang berjumlah 172 siswa yang terbagi.ke dalam 5 kelas. Peneliti memilih sampel kelas IX.M yang berjumlah 26 siswa. Tujuan peneliti memilih siswa kelas IX.M sebagai subjek penelitian karena rata – rata siswa pada kelas ini masih kurang mampu dalam memahami teks bacaan bahasa Inggris dengan baik.

Hasil analisis data pada pre - test dan post-test menunjukkan bahwa nilai T-test adalah **9.65** dan nilai T-table **2.060**. Berarti nilai T-test lebih bagus dari pada T-table atau (**9.65 > 2.060**). Hal itu menunjukkan bahwa kemampuan siswa dalam memahami teks bacaan pada akhir penelitian meningkat. Hal ini dapat teridentifikasi dengan adanya hasil perbedaan yang signifikan antara pre-test (**4.7**) dan post-test (**7.3**). Hasil penelitian ini menunjukkan bahwa penggunaan metode *reciprocal* yang diujicobakan di SMP Negeri 19 Makassar ternyata cukup berhasil. Tampak bahwa kemampuan bahasa Inggris siswa dalam memamahi teks bacaan yang semula masih rendah menjadi baik setelah metode ini diujicobakan pada siswa kelas IX.M di SMP Negeri 19 Makassar.

Kata Kunci: The Application of Reciprocal Method, of Students' Reading Comprehension, at the Ninth Year Students of SMP Negeri 19 Makassar

ABSTRAC

Adelina. 2014. *The Application of Reciprocal Method of Students' Reading Comprehension at the Ninth Year Students of SMP Negeri 19 Makassar.* (Guided by H. Herman Mustafa and Rampeng).

The purpose of this research is to find out whether the use of reciprocal method can improve the students ability in comprehending the reading task, prediction, summary every paragraph, and solved the students problem in comprehending the reading task.

The research conducted at SMP Negeri 19 Makassar and used experiment design. the population of the research in class XI was 172 students and separate into 5 classes. Sample of the research was class XI.M consisted of 26 students. The writer took this class as a sample because most of them still poor in comprehend the reading text.

After conducted the research and analyze all data, the writer found that the value of t – test was 9.65 and t table was 2.060. It indicates that t – test higher than t – table (9.65 > 2.060). The result show that in the end of the test the student reading comprehension was increased. It support by the different value between pre – test (4.7) and post –test (7.3). From the result which described previously it show that the used of reciprocal can improve the students reading comprehension at SMP Negeri 19 Makassar.

Keyword: The Application of Reciprocal Method, of Students' Reading Comprehension, at the Ninth Year Students of SMP Negeri 19 Makassar

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CHAPTER I

INTRODUCTION

This chapter describes background, problem statement, objective, significance, and scope of the research.

A. Background

Language is a tool of communication to make human interaction. People communicate and interact with others using language. In some community English has become an international language. Most of the community in the whole world use English to communicate with others who have different languages. Because of that English is very important to be taught and learned by the students.

In Indonesia English learning is taught as one of the compulsory subjects from elementary school for fifth and sixth level, junior to senior high school up to the universities. In learning English there are four skills namely: speaking, writing, listening and reading. In this sense the writer especially discuss about reading because it can cover the three other skills. Taylor in Fatmawati (2009 :2) states that reading is very closely allied to other language processes such as listening, speaking and writing.

Reading skills should be thought earlier to the children (Tessero in Simanjuntak, 2008 : 12). Reading habits can increase the students' achievement. Most Indonesian learner are acknowledge that reading a low will support them reaching their goals of studying, but categories

low for years. Many efforts have been performed to socialize reading as a burden for most school ages. This phenomena effects them to be creative readers, that finally will influence their comprehension towards their achievement is categories low.

The purpose of reading in many languages is to inform ourselves about something we are interested, or to challenge certain our methods. In other words, to extend our experience of the world in which we live. A person may read to get information. He may also read for enjoyment, or to enhance knowledge of the language being read. Although every student knows how to read, many have never learned good reading skills. (Niles, 2001: 127).

The purpose for reading is to guide the reader to select the appropriate texts, to determine the appropriate to reading comprehension.

The nature of reading is not merely read the text trough line, a reader has to bring his mind into the text to comprehend what is read. Cooper (2000 : 4) states that to comprehend the written words the reader must able to: understand what an author has to structure of organized the ideas and information presented in the text and relate the ideas and information from text to ideas information stored in his or her mind.

Furthermore, comprehension is a really important either in reading and other skills. The ability of someone to comprehend is closely related to one's background knowledge. Gephar (1990 :12)

states that the interest and background knowledge would enable the students to comprehend at reasonable rate and keep him involved in the spite of synthetic difficulty.

The technique of teaching English is to develop especially to improving reading comprehension, because the technique of teaching influences the students' success. So, the teacher of English should select the suitable method or technique to teach and material to teach. There are many approaches or techniques have been applied in the English curriculum. In general the techniques in reading found at High School are comprehension question answering exercises, therefore can improve the teaching of reading in order that the students' activity involves in reading class particularly in the given tasks.

Based on teacher's information is required that such problem above faced by the first grade students of SMP Negeri 19 Makassar. They are very difficult to reading text material. It also indicated from result of the student's reading pre-test that the mean score is 6.1 from 37 students. Thus, we draw conclusion that is low category from the minimum target which will be achieved is 7.5. Therefore the English teacher are expected to always think and effort in helping to increase the students interesting in reading skill and presenting reading material. That's way the teacher should find new strategy which make the student interested in reading. One strategy in teaching reading especially for reading achievement through Reciprocal. It can be done easily in class reading activity, in small group, or by individual students.

Based on the previous statement, the writer used conduct a research under the title *"The Application of Reciprocal Method of The Students' Reading Comprehension At ninth year Students of SMP Negeri 19 Makassar."*

B. Problem Statement

Based on the description above, the writer formulates the problem statements as follows:

"How does the reciprocal method can improve the students' reading comprehension at the ninth year students at *SMP Negeri 19 Makassar*?

C. Objective of the Research

The objective of the research is to find out the improvement of students' literal reading comprehension through reciprocal teaching.

D. Significance of the Research

The result of the study is expected to be useful information and a reference for the English learners in general, particularly for the English teachers, and also it will be expected to give a new insight in improving English reading comprehension.

E. Scope of the Research

The research is under the discipline of applied linguistics. By content, it is restricted to the reading comprehension at first years of

SMP Negeri 19 Makassar, that is used to improve the teaching reading skill through Reciprocal. This research focused on literal comprehension, literal is the main idea and fact in a text when the students are commanded to answer a question based on the fact in the text to find a main idea of the text. Which covers: content and main idea.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

This chapter presents the literature review which deals with the previous related research findings at pertinent ideas. Kustaryo (1998 : 2) states that reading is the instantaneous recognition of various writing symbol with existing knowledge and comprehension of information and ideas communicated. From this point of new some expert formulated definition of reading comprehension.

Steinberg (2002 : 192) states that reading is a form of communication the goal of which is the reception of information through written forms. It means a teaching program, consequently, should direct itself to the realization of that goal. Thomas in Fatmawati (2009 : 9) define reading as the perception of written symbols as meaningful, involving recognition of words, fluency, and comprehension.

Gephar (1990 : 15) defines reading is an interaction by which meaning encoded in visual stimuli by an author becomes meaning in the main of the reader.

Buzan (1995 : 25) gives three definition of reading that, reading understands what the author intended, reading is taking in the written words, reading is the assimilation of printed information.

From some findings of the research above, the researcher can concluded that reading is very important to be improved because with

reading, the students can get much information, so there are many strategies can be used to improve the students' reading comprehension. Concerning with that, this research will try out the use of reciprocal teaching to teach reading will use classroom action research.

B. Some Pertinent Ideas

1. Definition of reading

Many students said that they have read a book but then when they were asked about the main idea of the book, they said nothing. It is not reading of all, expect parroting.In the dictionary of reading and delighted terms present some definition of reading as follows :

Goodman, (1996 : 6) states that reading is interaction between the writer and written language, through which the reader takes to construct the message from the writer.

Gephar, (1990 : 53) defines reading is an interaction by which meaning encoded in visual stimuli by an author becomes meaning in the main of the reader.

Buzan, (1995 : 21) gives three definitions of reading they are: reading is understanding what the author intended, reading is taking in the written words, and reading is assimilation of printed informations.

Reading is an interactive between what the readers already know about given topic or subject and what the writer writes. Reading must be recognized as a complex skill that is to say and involve a whole series of lesser skill. First of this is ability to recognize stylized shapes with is figures on a ground, curves, lines, and dots in patterned relationship. The second of the skill involved in the complex is the ability to correlate the black marks on the paper-the patterned shapes with language.The third skill, this is the ability to correlate black marks on the paper by way of the formal elements of language, let us say the word as sound with language.

From the definition above, the research can conclude that reading is information between the reader and the writer where the reader tackles what the writer means.The reader expresses it by giving attention, encodeng,and retrieval with eyes and brain.

2. What is comprehension?

Comprehension as it is currently viewed is a process by which the reader constructs meaning by interacting with the text (Anderson in Fatmawati 2009 : 12). The understanding the reader achieves during reading comes from the accumulated experiences of the reader, experiences that are triggered as the reader decodes the authors: words, sentences, paragraph, and ideas.

Niles (2001 : 16) defines comprehension as a process of integrating new sentences with antecedent information in extra sentential structure.

From the definition of comprehension above, the researcher can concludes that comprehension is understands of the content and idea of that passage. Knowing what the author wants to tell their readers.

3. Definition of reading comprehension

The following some definition of reading comprehension which have been proposed by some experts:

a) Smith (1990 : 34) reading comprehension means that the understanding, utilizing of information and gained through an interaction between reader and author. Reading comprehension in such a kind of dialogue between an author and reader in which the written language becomes the medium.

b) Good in Mc. Whorther (1993 : 24) defines reading comprehension as interaction between thought and language.

c) Comperell in Goodman (1996 : 164-165) states that lack of comprehension of a given passage may be accounted for in at least three ways:

1) The reader does not have appropriate schemata

2) The clues provided by the author are not sufficient to suggest the appropriate schemata

3) The reader find a consistent interpretation that is not intended by the author

d) According to Smith and Jhonson (1990 : 28) reading comprehension depends on many factors:

1) The reader's ability to attend the printed idea

2) The reader's background knowledge to which new information must be added

3) The quality or lucidity writing itself

4) The reader's purpose or goal in reading material

4. Reading Process

   Wiryodijoyo (1999) put forward some stages of reading process as follows:

   a) Perception

   The perception here indicates the ability to read words as significant units

   b) Comprehension

   The comprehension refers to the ability to make the author's or writer's word conductive to useful through as read in context.

   c) Reaction

   The reaction is the action that requires consideration in connection with what has been said by the author or writer.

   d) Integration

   The integration reveals to the ability to comprehend or understand the concept towards the experiences background of the writer that can be useful as a part of the reader's experiences.

5. Types of reading

Wood in Nanna (2006 : 7) indicated the types of reading are important categories as follow:

a) Skimming

The eyes run quickly, over the text to discover what is about the main idea and the gist. Thus skimming occurs when the reader looks quickly at the contents page of a book, or at the chapter headings, subheadings, etc. this is sometimes called previewing. When the reader glances quickly through a newspaper to see what the main items of the day are, this will often mean just glancing at headlines. What the reader goes through a particular passage such as a newspaper article merely to get the gist.

b) 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.

c) Intensive reading

It 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.

6. Level of Comprehension

The three levels of comprehension, or sophistication of thinking, are presented in the following hierarchy from the least to the most sophistication levels of reading.

a. Literals.

Literal is the ability being the basic or usual meaning of word in reading comprehension.-what is actually stated

1) Facts and details

2) Rote learning and memorization

3) Surface understanding only

Test in this category are objective test dealing with true / false, multiple choice and fill –in-the black question. Common question used to illicit this type of thinking are who, what, when, and where questions.

b. Interpretive-what is implied or mean, rather than what is actually stated.

1) Drawing inferences

2) Tapping into prior knowledge/experience

3) Attaching new learning to old information

4) Making logical leaps and educate guesses

5) Reading between the lines to determine what is meant by what is stated

Test in this category are subjective, and the types of question asked are opened, thought-provoking question like why, what, if, and how.

c. Applied-taking what was said (literal) and then what was said (interpretive) and then extend (apply)the concepts or ideas beyond the situation.

1) Analyzing

2) Synthesizing

3) Applying

In this level we are analyzing or synthesizing information and applying it to other information.

C. The Concept of Reciprocal Teaching

1. Some concept of Reciprocal Teaching

Teaching is the art of transmitting knowledge in a way that ensures the learner receives it. This is accomplished by the careful manipulation of the circumstances of learning and by the essential simplification of complex procedures of the subject (subject-matter knowledge) and which aspects of the concepts and procedures are subtle or difficult to grasp (students-learning knowledge). By building on these two knowledge bases, the successful teacher can explain new material to students in a way that enhance students' knowledge acquisition (Leihardi in Juniari, 2005 : 6)

Brown (1994 : 34) developed a technique called reciprocal teaching that taught students to predict, summarize, clarify, and answer questions for sections of a text. The technique had positive outcomes. Since then, the use of strategies like summarizing after each paragraph have come to be seen as effective strategies for building students' comprehension. The idea is that students will develop stronger reading comprehension skills on their own if the

teacher gives them explicit mental tools for unpacking text (Pressley in Nanna, 2006 : 12).

Palinscar (1994 : 13) states that, students not only improved their comprehension skills almost immediately, but they also maintained the improved comprehension skills when tested a year later. This powerful teaching technique especially effective when incorporated as part of an intervention for struggling readers (Carter, 1997 : 24).

Lubliner in Juniari (2005 : 9) points out that reciprocal teaching is an effective teaching technique that can improve on the kind of reading comprehension that is necessary not only for improved test scores but also for an information age. A growing need exist for students to learn sophisticated reading skills that they can employ in the workforce and in a world that is bursting with print materials and data. Students should be prepared to comprehend and evaluate a wide variety of complicated texts from books to electronic sources, and the reciprocal teaching can help them achieve that goal.

The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. Each strategy was selected for the following purpose:

a) **Predicting**

Predicting occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

b) **Clarifying**

Clarifying is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to

take the necessary measures to restore meaning (e.g., reread, ask for help).

c) **Question generating**

Question generating reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels.

d) **Summarizing**

Summarizing provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole.

(Oczkus, 2003 : 34 -40)

2. Basic Stage of reciprocal Teaching

a) Stage I. Teacher demonstration

Teacher models and explains the use of four reading strategies: predicting, clarifying, questioning, and summarizing.

b) Stage II. Students learning and practicing

The teacher instructs the students on the four strategies and the use. Students are lead into a guided practice and receive feedback from the teacher.

c) Stage III. Teacher students group

The teacher leads discussion about the text in small groups, repeatedly modeling the strategies. Students takes turns reading discussions and getting feedback from the teacher.

d) Stage IV. Students group

Students take turns leading the discussion using the four strategies is small groups with other students. Students take responsibility for giving feedback on the strategy use. The teacher moves from group to group observing the progress and giving assistance as needed.

e) Stage V. Students self-regulation

Students use the four reading strategies by their own and provide their own feedback.

(Hartman in Nanna, 2006: 23 - 34)

3. The principles of reciprocal teaching

a) Improve reading comprehension by teaching students various strategies needed to monitor comprehension and construct meaning.

b) Teacher and students equally share responsibility for acquiring strategies for reading. The teacher usually assumes the major

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responsibility for teaching these strategies and then slowly shifts

responsibility to the students.

c) Every student is expected to participate in the group discussion.

The teacher will provide assistance to support student

participation

d) The teacher regularly attempt to turn control of the dialogue over

the students.

D. Conceptual Framework

The conceptual frameworks underlying this research presented in

the following diagram:

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┌─────────────────────────────┐
│      English Learning        │
└─────────────────────────────┘
              ⇓
┌─────────────────────────────┐
│         Reciprocal           │
└─────────────────────────────┘
              ⇓
┌─────────────────────────────────────────────────────┐
│  -  Explicit instruction and practice of predicting, │
│     clarifying, generation questions and summarizing.│
│  -  Apprenticeships where students assume the role of│
│     the teacher in supporting their peers construct  │
│     meaning from text.                               │
└─────────────────────────────────────────────────────┘
              ⇓
┌─────────────────────────────────────────────────┐
│  The Improvement of the students' reading ability │
└─────────────────────────────────────────────────┘
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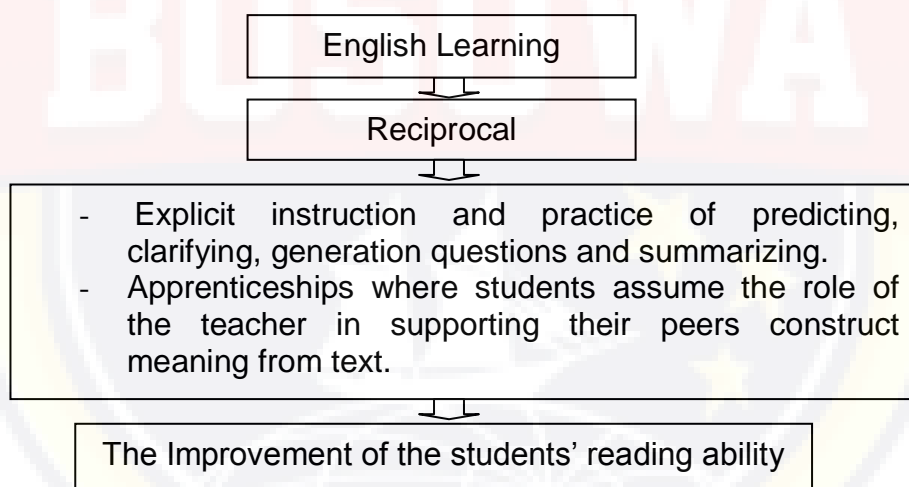
Figure 2.1. conceptual of Framework

The writer applied Reciprocal method in this research to find out

the students improvement after conducted the research. Based on the

conceptual framework above shows that there was two main aspect in

teaching reading comprehension through reciprocal method. Finally in

the end of the test there was a significant improvement between pre –

test and post – test.

E. Hypothesis

In this research, the writer applied the hypothesis as teaching

reading through Reciprocal method described are as follows:

The hypotheses of this study can be mastered in alternative and

null hypotheses. The hypotheses are, as follows :

1. Ho: There is a significant improvement teaching reading
   comprehension through Reciprocal method at the ninth year
   students of SMP Negeri 19 Makassar

2. H1: There is no significant improvement teaching reading
   comprehension through Reciprocal method at the ninth year
   students of SMP Negeri 19 Makassar

CHAPTER III

RESEARCH METHOD

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

A. Research Design

The research employed a pre-experimental method with one group pre-test and post-test design. The treatment conducted after the pre-test and before the post-test. The design was presented in the following table:

Pre-test	Treatment	Post-test
X1	0	X2

Where   : Pre-test   = X1

          : Treatment   = 0

          : Post-test   = X2

(Gay, 2006: 28)

B. Variable of the Research

The variables of this research was reading comprehension ability as the dependent variable and teaching Reciprocal method as the independent variable.

C. Population and Sample

1. Population

The population of this research was the students of SMP Negeri 19 Makassar academic year 2013/2014. The total of populations are 172 students which consist of five classes and 26 - 30 students for each class.

2. Sample

The sampling in this research was total sampling technique. The writer took one class of four classes at SMP Negeri 19 Makassar, namely class IX - M. The total samples are 26 students. The lesson plan based on the syllabus, reading text and evaluation sheet.

D. Instrument of the Research

The writer gave the question to the students both in pre – test and post – test. There was a reading text which consist of 10 questions for each topic. Instrument of the research consist of 20 question totally.

E. Procedure of Collecting Data

In order to implicate the pre – experimental design, the writer collaborator discuss some preparations such as; preparing the suitable

strategy, designing the lesson plan, preparing instructional materials and media and preparing the measurement of students' success for outcomes. The writer described the lesson plan which illustrated are as follows :

1. Pre-Test

   Before doing treatment, pre –test was administrated to the students by spending one hour. In this activity, the scenario learning process was illustrated as follows :

   1. The writer opened the class
   2. The writer choose a text and gave to the students to answered it
   3. The writer gave the reading material and asked the students to read it to help them understand the text.
   4. Writer gave an oppurtunity to the other students for answer the question.
   5. Finally the writer collected the student copy passage.
   6. Then the writer gave score using scoring rubric.

2. Treatment

   The writer made some activity was illustrated as follows :

   a. The writer opened the class
   b. The lesson plan by applied Reciprocal method
   c. The writer gave the reading materials and asked the student to read it to help them understand the text.
   d. The writer devided the student into small group.

e. The writer asked the student to answer question related types of pre - questioning and sharen.

f. Finally the researcher collected the student copy passage.

g. The researcher gave on oppurtinity to each group for answer the question.

h. The researcher gave the question related the information of the text,(main idea). It built the students' interaction and activeness in teaching and learning process

i. Then the research gave score using scoring rubric.

3. Post-Test

   After treatment, the writer gave post –test which the same with the pre-test. It aimed to know the score of each item after giving treatment. The activity in post – test was illustrated as follows :

   a. The writer opened the class

   b. The writer choose a text which same as the writer gave to the students in pre – test.

   c. The writer gave the reading material and asked the students to read it to help them understand the text.

   d. Writer gave an oppurtunity to the other students for answer the question.

   e. Finally the writer collected the student copy passage.

   f. Then the writer gave score using scoring rubric.

F. Techniques of Data Analysis

The collecting data through the test used inferential statistic. The 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

$$Score = \frac{students\ \ corrext\ \ answer}{total\ \ number\ \ of\ item} X\ 100$$

(Sudjana: 2008 : 144).

2. In giving score of the students' improving reading comprehension used are as follows:

Classification	Score	Criteria
Excellent	9-10	No or one error of exercise
Very good	7-8	Two-three errors of exercise
Good	5-6	Four-five errors of exercise
Poor	3-4	Six-seven errors of exercise
Very poor	1-2	Almost all errors of exercise

Layman (1972 :36)

3. Findings the improvement of the students, the writer compared of pre-test and post-test by used the following way :

The formula of mean score :

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

Where :   X   = Mean score

          ∑X   = The sum of all the score

          N   = The number of sample

(Gay, 2006: 29)

4. Finding out the significant between the pre – test and post -test by calculating the value of the t- test. The formula illustrated as follows:

The formula of t- test

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 \, (\sum D)^2}{N}} \Big/ N(N-1)}$$

Where:

  t   = Test of significance

  $\overline{D}$ = The difference of mean score

  ∑D = The sum of difference

  N   = Total number of samples

  1   = constant number

(Gay, 2006 : 31)

CHAPTHER 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 Reciprocal method could be seen in the following table.

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

No	Name of Students	Test I	Test II	Total	Score	Classification
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	A. F. A. I.	8	2	10	5	Good
2	T. B.	5	5	10	5	Good
3	St. M. A.	6	4	10	5	Good
4	C. A. P.	6	2	8	4	Poor
5	D. P. P.	6	4	10	5	Good
6	R.	4	4	8	4	Poor

(1)	(2)	(3)	(4)	(5)	(6)	(7)
7	W.	8	2	10	5	Good
8	N. P.	4	4	8	4	Poor
9	W. H. L.	5	3	8	4	Poor
10	P. A. A. D.	6	4	10	5	Good
11	F. K. S.	4	4	8	4	Poor
12	W. T. P.	5	3	8	4	Poor
13	R. L.	3	3	6	3	Poor
14	N. E. P.	6	4	10	5	Good
15	A. G.	5	5	10	5	Good
16	M. F. E. S.	6	2	8	4	Poor
17	M. F.	5	3	8	4	Poor
18	M.. Al-A.	5	5	10	5	Good
19	S. S.	4	4	8	4	Poor
20	B.	4	2	6	3	Poor
21	A. A. N.	5	5	10	5	Good
22	M.. I. K.	5	5	10	5	Good
23	A. H.	6	4	10	5	Good
24	M. I. T. R.	6	2	8	4	Poor
25	A. A.	8	2	10	5	Good
26	M. A. A. P.	6	4	10	5	Good
	Total			116		
	Mean Score			4.7		Poor

Source : SMP Negeri 19 Makassar

Based on the table 1 above in pre-test there are 14 students classified as good and 12 students were classified as poor. The table 1 above shows that the classification of the students based on the pre-test of experiment class is 116 and their mean score is 4.7. This result

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in the pre – test show that the mean score are in the middle of the all the students achievement between good and poor classification. It show that students' reading comprehension is poor before applying Reciprocal method. To know the mean score analysis for reading comprehension test, the writer was calculated all score by used formula as follows :

1. Pre – Test

   X1 = 116

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

   $$\bar{X} = \frac{116}{26}$$

   $$\bar{X} = \textbf{4.7}$$

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

No	Name of Students	Test I	Test II	Total	Score	Classification
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	A. F. A. I.	9	9	18	9	Excellent
2	T. B.	8	6	14	7	Very Good
3	St. M. A.	9	7	16	8	Very Good
4	C. A. P.	8	4	12	6	Good
5	D. P. P.	10	8	18	9	Excellent
6	R.	8	6	14	7	Very Good
7	W	10	4	14	7	Very Good
8	N. P.	8	4	12	6	Good

(1)	(2)	(3)	(4)	(5)	(6)	(7)
9	W. H. L.	7	7	14	7	Very Good
10	P. A. A. D.	9	7	16	8	Very Good
11	F. K. S.	8	6	14	7	Very Good
12	W. T. P.	8	6	14	7	Very Good
13	R. L.	7	5	12	6	Good
14	N. E. P.	8	6	14	7	Very Good
15	A. G.	9	7	16	8	Very Good
16	M. F. E. S.	10	6	16	8	Very Good
17	M. F.	9	7	12	6	Good
18	M.. Al-A.	9	5	14	7	Very Good
19	S. S.	8	6	14	7	Very Good
20	B.	8	4	12	6	Good
21	A. A. N.	8	8	16	8	Very Good
22	M.. I. K.	10	6	16	8	Very Good
23	B. H.	9	7	16	8	Very Good
24	M. I. T. R.	10	8	18	9	Excellent
25	A. A.	8	6	14	7	Very Good
26	M. A. A. P.	8	6	14	7	Very Good
Total				190		
Mean Score				7.3		Very Good

Source : SMP Negeri 19 Makassar

Based on the table 2 above in post - test, there are 3 students classified as excellent, 18 student classified as very good, 5 students classified as good, and none of students classified as poor and very poor. The table above show that the classification of the students based on the post –test of experiment class was 190 and their mean score is 7.3. It show that students' reading comprehension after

applying Reciprocal method technique, and it is effective to improve students' reading comprehension at SMP Negeri 19 Makassar because the students got treated by this method .

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 = 190

    $$\overline{X} = \frac{\Sigma X}{N}$$

    $$\overline{X} = \frac{190}{26}$$

    $$\overline{X} = \textbf{7.3}$$

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

No	Classification	Pre - test	
		X1	%
1	Excellent	-	-
2	Very Good	-	-
3	Good	14	53.8%
4	Poor	12	46.2%
5	Very Poor	-	-
	Total	26	100%

Source : SMP Negeri 19 Makassar

Based on table 3 above, before the students were treated by Reciprocal method. There are 14 students classified as good (53.8%), and 12 students classified as very poor (46.2%). After the writer gave the pre –test in the first research, the writer found that the students' got some difficulties in answering several of the question. Several of them lack in understanding the test and they have low in vocabulary

achievement. The writer made conclusion based on the table 3 above most of the students at SMP Negeri 19 Makassar are classified as poor in comprehending the reading comprehension text.

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

No	Classification	Post – test	
		X2	%
1	Excellent	3	11.6%
2	Very Good	18	69.2%
3	Good	5	19.2%
4	Poor	-	-
5	Very Poor	-	-
	Total	40	100%

Source : SMP Negeri 19 Makassar

Based on the table 4, after applied Reciprocal method, there are 3 students (11.%) classified as excellent, 18 students (69.2%) classified as very good, 5 students (19.2%) classified as good, and none of the students classified as poor and very poor. The writer concluded that this strategy is effective to improve students' readings comprehension at SMP Negeri 19 Makassar. In the end of the post – test several of the students can answer the question very well because they are taught by used Reciprocal method and know how to find a good answer by the technique.

Students' rate percentages in post - test is higher than pre - test. It proved that after applying Reciprocal method in reading comprehension the students' percentage is improve. It means that by applied the pre – questioning technique in teaching and learning reading comprehension was effective.

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

Pre - test (XI)	Post - test (X2)	Improvement
4.7	7.3	**55.3%**

Based on the table 5 above, it indicates that the students' improvement of the second year students who taught through Reciprocal method was success because the result of the mean score of the students' pre - test 4.5 and post - test 7.3 is increasing. The students' improvement of reading comprehension by Reciprocal method was **55.3**%. The gap between pre – test and – post test (55.3 %) showed that this method can increased the students proficiency in comprehend the test which are given to them. Several question may be difficult for the students to answer it but in the end of the test all of them gained the good result.

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

$$\% \quad = \frac{X2 - X1}{X1} \quad \text{X 100}$$

$$\% \quad = \frac{7.3 - 4.7}{4.7} \quad \text{X 100}$$

$$= 53.3\%$$

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:

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

X1　= 116

X2　= 190

$\sum D$　= 74

$\sum D^2$　= 266

$$\overline{D} = \frac{\sum D}{N} = \frac{74}{26} = 2.75$$

$$t = \frac{2.8}{\sqrt{\dfrac{266 - \dfrac{(74)^2}{26}}{26(26-1)}}}$$

$$t = \frac{2.8}{\sqrt{\dfrac{266 - \dfrac{5476}{26}}{26(25)}}}$$

$$t = \frac{2.8}{\sqrt{\dfrac{266 - 210.6}{650}}}$$

$$t = \frac{2.8}{\sqrt{\dfrac{55.4}{650}}}$$

$$t = \dfrac{2.8}{\sqrt{0.0862}}$$

$$t = \dfrac{2.8}{0.2919}$$

t = **9.65**

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

t – test	t-table	Comprehension	Different
9.65	**2.060**	t-test>t-table	Significant

Based on the table 6 after the writer calculated all scores used t – test formula 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 (9.65 > 2.060). This finding used to determine the hypothesis that occurred in this research as it stated that null hypothesis (Ho) is rejected when the value t-test was greater than the value of t-test, and alternative hypothesis (H1) was accepted. It means that, in this research, automatically the alternative hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. Based on the table 6 above there was a significant result between t – table and t – test after applied Reciprocal method at SMP Negeri 19 Makassar.

B. Discussions

The writer described that data collected through Reciprocal method which 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 pre – questioning technique was better than before giving to the students' treatment. The writer used lesson plan to made the research have a direction and more focus to data collection.

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 reading comprehension 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. 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 make the lesson plan variety in teaching and learning reading comprehension. The writer conducted this research in

class IX.M 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 description of the data collected in class IX.M through Reciprocal method described in the previous section showed that the students' reading comprehension has improved. It was support 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 Reciprocal method was better than before. The students were also very interested in learning reading through pre – questioning technique as shown on the table. This was because learned by using an interesting strategy could enlarge their new experience and knowledge.

Besides that, through Reciprocal method would be familiar with the new vocabularies. Relating to the data collected through the pre-test and post-test, it show that the students' reading comprehension of the nine grade students at SMP Negeri 19 Makassar was good. The mean score of the result of the students' pre-test was 4.7 and the mean score of the students' post-test was 7.3. It means that the mean score of the post-test was higher than the mean score of pre-test. The students improved of reading comprehension. By using Reciprocal method was 53.3% it means that the students improved the reading comprehension well.

The writer assumes that teaching reading through Reciprocal method 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 Reciprocal method was better than before the treatment was given to the students. Although the writer found several problems in this research but in the end the writer can done the research. The result of the test show that there was a significance different between t- table (2. 060) and t-test (9.65). Its mean that t-table was lower than t-test. The writer concluded that the application of Reciprocal method in teaching reading could improved and show a good achievement in the end of the test.

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 what the writer described in chapter IV until finding and discussion, the writer concludes that the teaching reading comprehension through pre – questioning technique is more effective in teaching reading comprehension than conventional way. By using this strategy, the students became easy to understand a reading material. After applied this technique the students' learn how to answer the question in easy way especially in reading comprehension test. This technique bring several benefit in teaching and learning in the classroom.

The mean score that they got in the pre-test experiment proved in the classroom was 4.7 and in post-test was 7.3. It means that there was a progress score after the students got treatment through Reciprocal method. The sore of t-test analysis at level of significance 0.05 and df (25) it was found that t-test was higher than t-table (9.65 > 2.060). It means that the students' reading comprehension that had got treatment using Reciprocal method was pre – questioning technique.

The writer found that there was a significant difference result of students was 2.060 (t- test) and the level of significance was 9.65. It means that (H0) was rejected and alternative hypothesis (H1) was accepted. In other word, Reciprocal method could improve the students' reading comprehension.

B. Suggestions

Based on the conclusion, the writer will give the following suggestion

1. 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.
2. It is suggested to English teacher to used this method in teaching and learning activity in the classroom.
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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APPENDICES

Appendix 1 : INSTRUMEN PENELITIAN

JUDUL: IMPROVING STUDENT'S COMPREHENSION READING THROUGH RECIPROCAL METHOD AT NINTH YEARS STUDENT OF 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!

Directions: Read the story. Then answer the questions below

Spiders

Did you know that spiders are not insects? They are actually called arachnids, a group of animals related to insects that have eight legs and that have venom. There are many different kinds of spiders. They live all over the world and can be found in just about every habitat. Most like dark places, which may include your home, closets, or basement!

Spiders are very interesting. Some spin silk webs to catch and eat prey, while others attack their prey. Some spiders, like tarantulas, are large enough to eat lizards and mice! Many people are afraid of spiders because they bite. Most spiders, however, will only bite if they think they are danger and most are harmless. Spiders are actually helpful to people because many eat insect pests like cockroaches and mosquitoes.

1. Spiders have _____ legs.
   a. the passage doesn't say
   b. four
   c. eight
   d. six
2. Which is NOT true about spiders?
   a. All spiders are dangerous.
   b. Spiders are actually helpful to people.
   c. Spiders like dark places.
   d. Some spiders attack their prey.
3. Spiders are....
   a. related to insects
   b. all harmful

    c. insects

    d. tarantulas

4. Why are spiders helpful to people?

    a. Some eat lizards.

    b. They have eight legs.

    c. They live all over the world.

    d. Some eat insect pests.

5. Which question is NOT answered in the passage?

    a. How long do spiders live?

    b. What do spiders eat?

    c. Where would I find a spider?

    d. How many legs do spiders have?

6. …, a group of animals <u>related</u>…(paragraph 1)

The underlined word close meaning with …..

    a. Eye contact

    b. Get in touch

    c. Participation

    d. Brings

7. There are many different <u>kinds</u> of spiders …."(paragraph 1)

The underlined word synonym with….

    a. Utilize

    b. Variety

    c. Formation

    d. Predictable

8. <u>They</u> live all over the world and can be found in just about every habitat …." (paragraph 1)

The underlined word refer to…..

    a. Everybody

    b. Legs

    c. Spiders

    d. Venom

9. Many people are <u>afraid</u> of spiders……. The underlined word same meaning with..
    a. Crime
    b. Catch
    c. Scare
    d. Attention
10. Why Spiders are actually helpful to people?..
    a. Because it will bite human
    b. Because they useful
    c. because many eat insect pests like cockroaches and mosquitoes.
    d. Because it bring many benefit

Directions: Read the story. Then answer the questions below

Rainbows

Rainbows are often seen when the sun comes out after or during a rainstorm. Rainbows are caused when sunlight shines through drops of water in the sky at specific angles. When white sunlight enters a raindrop, it exits the raindrop a different color. When light exits lots of different raindrops at different angles, it produces the red, orange, yellow, green, blue, indigo, and violet that you see in a rainbow. Together, these colors are known as the spectrum. These colors can sometimes be seen in waterfalls and fountains as well.

Did you know that there are double rainbows? In a double rainbow, light reflects twice inside water droplets and forms two arcs. In most double rainbows, the colors of the top arc are opposite from those bottom arc. In other words, the order of colors starts with purple and ends with the red on bottom. In addition, rainbows sometimes appear as white arcs at night. These rainbows are called moonbows and are so rare that very few people will ever see one. Moonbows are caused by moonlight (rather than sunlight) shining through drops of water.

1. Rainbows are often seen _____.

a. before a rainstorm

b. after a rainstorm

c. when it snows

d. after the sun sets at night

2. Rainbows are produced when _____

   a. the spectrum causes a rainstorm.

   b. light exits many raindrops at different angles.

   c. the sun comes out after a storm.

   d. the sun causes a rainstorm.

3. What color is NOT in a rainbow?

   a. yellow

   b. orange

   c. pink

   d. indigo

4. Which of the following IS NOT true?

   a. Spectrum colors sometimes appear in fountains and waterfalls.

   b. Moonbows are caused by moonlight.

   c. Double rainbows are two rainbows that are exactly the same.

   d. Rainbows are usually seen after or during a storm.

5. What question is answered in the last paragraph?

   a. How long do rainbows last?

   b. How to double rainbows form?

   c. What colors appear in a rainbow?

   d. Why do waterfalls produce rainbow-like spectrums?

6. What would be a good title for this passage?

   a. Moonbows!

   b. Differences Between Normal Rainbows and Double Rainbows

   c. The History of Rainbows

   d. The Basics About Rainbows

7. The author describes moonbows as "so rare that very few people will ever see one." Which of the following might also be described as very rare?

a. A ruler

b. A fireman

c. A pink diamond

d. A squirrel

8. What color is a moonbow?
   a. the passage doesn't say
   b. yellow
   c. white
   d. green

9. Rainbows are often seen when the sun comes out after or <u>during</u> a rainstorm ……. The underlined word same meaning with..
   a. Sometimes

   b. Several

   c. As long as

   d. All correct

10. Did you know that there are <u>double</u> rainbows ?The underlined word same meaning with..
    a. Much

    b. Twice

    c. Price

    d. To many

(Heasley 2003, 30-45)

Appendix 4. The Students' Score and Classification in Pre – Test and Post - Test

No	Name of Students'	Pre – Test	Classification	Post - test	Classification
(1)	(2)	(3)	(4)	9	Excellent
1	Azizah Fauziah A. I.	5	Good	7	Very Good
2	Triseptiani Bulan	5	Good	8	Very Good
3	St. Marwah Akrama	5	Good	6	Good
4	Cindy Annisa Putri	4	Poor	9	Excellent
5	Dhea Pratiwi P.	5	Good	7	Very Good
6	Raniwati	4	Poor	7	Very Good
7	Wahida	5	Good	6	Good
8	Nur Pratiwi	4	Poor	9	Excellent
9	Wanda Hamidah L.	4	Poor	7	Very Good
10	Putri Ajeng A. Datu	5	Good	8	Very Good
11	Fitria Karmila S.	4	Poor	7	Very Good
12	Wiraksini Tri Putri	4	Poor	7	Very Good
13	Rahayu Lestari	3	Poor	6	Good
14	Nur Eka Pratiwi	5	Good	7	Very Good
15	Abdul Gapur	5	Good	8	Very Good

1)	(2)	(3)	(4)	(5)	(6)
16	M. Fiqri Eka Sakti	4	Poor	8	Very Good
17	Muh. Fahri	4	Poor	6	Good
18	Muh. Al-Adiem	5	Good	7	Very Good
19	Sugiatman Said	4	Poor	7	Very Good
20	Bisma	3	Poor	6	Good
21	Andi Akbar N.	5	Good	8	Very Good
22	Muh. Irsan Khalish	5	Good	8	Very Good
23	Andriangga Haidir	5	Good	8	Very Good
24	Muh. Ikbal Tri Riska	4	Poor	9	Excellent
25	Ahmad Akib	5	Good	7	Very Good
26	Muh. Aslam A. P.	5	Good	7	Very Good
Total		116		190	
Mean Score		4.7	Good	7.3	Very Good

Source : SMP Negeri 19

Makassar

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	Azizah Fauziah A. Imbo	5	9	4	16
2	Triseptiani Bulan	5	7	2	4
3	St. Marwah Akrama	5	8	3	9
4	Cindy Annisa Putri	4	6	2	4
5	Dhea Pratiwi Polapa	5	9	4	16
6	Raniwati	4	7	3	9
7	Wahida	5	7	2	4
8	Nur Pratiwi	4	6	2	4
9	Wanda Hamidah Ludia	4	7	3	9
10	Putri Ajeng A. Datu	5	8	3	9
11	Fitria Karmila Salsabila	4	7	3	9
12	Wiraksini Tri Putri	4	7	3	9
13	Rahayu Lestari	3	6	3	9
14	Nur Eka Pratiwi	5	7	2	4
15	Abdul Gapur	5	8	3	9
16	M. Fiqri Eka Sakti	4	8	4	16
17	Muh. Fahri	4	6	2	4
18	Muh. Al-Adiem	5	7	2	4
19	Sugiatman Said	4	7	3	9
20	Bisma	3	6	3	9
21	Andi Akbar N.	5	8	3	9
22	Muh. Irsan Khalish	5	8	3	9
23	Andriangga Haidir	5	8	3	9
24	Muh. Ikbal Tri Riska	4	9	5	25
25	Ahmad Akib	5	7	2	4
26	Muh. Aslam Amrin P.	5	7	2	4
	Total	116	190	74	266
	Mean Score	4.7	7.3	2.8	8.6

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
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

To be continued

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
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).

BIOGRAPHY

Adelina Hamzah was born on March 07th, 1992 in Bonto Tala. She is the first daughter in her family. Her father is Hamzah and her beloved mother is Muriaty. She has a brother named Aditya.

She started her study in 1998 at SD Madrasah Ibtidaiyah and she graduated in 2004. In the same year she continued to SMP Negeri 1 Bangkala and she finished her study in 2007. She continued her study to SMAN 1 Bangkala and finished her study in 2010.

In 2010 she decided to continue her study to English Education Department Faculty of Teacher Training and Education University 45 Makassar, S1 program.