

**THE EFFECTIVENESS OF READ, THINK AND RECITE METHOD ON  
READING COMPREHENSION AT SMP NEGERI 17 MAKASSAR**

**SKRIPSI**

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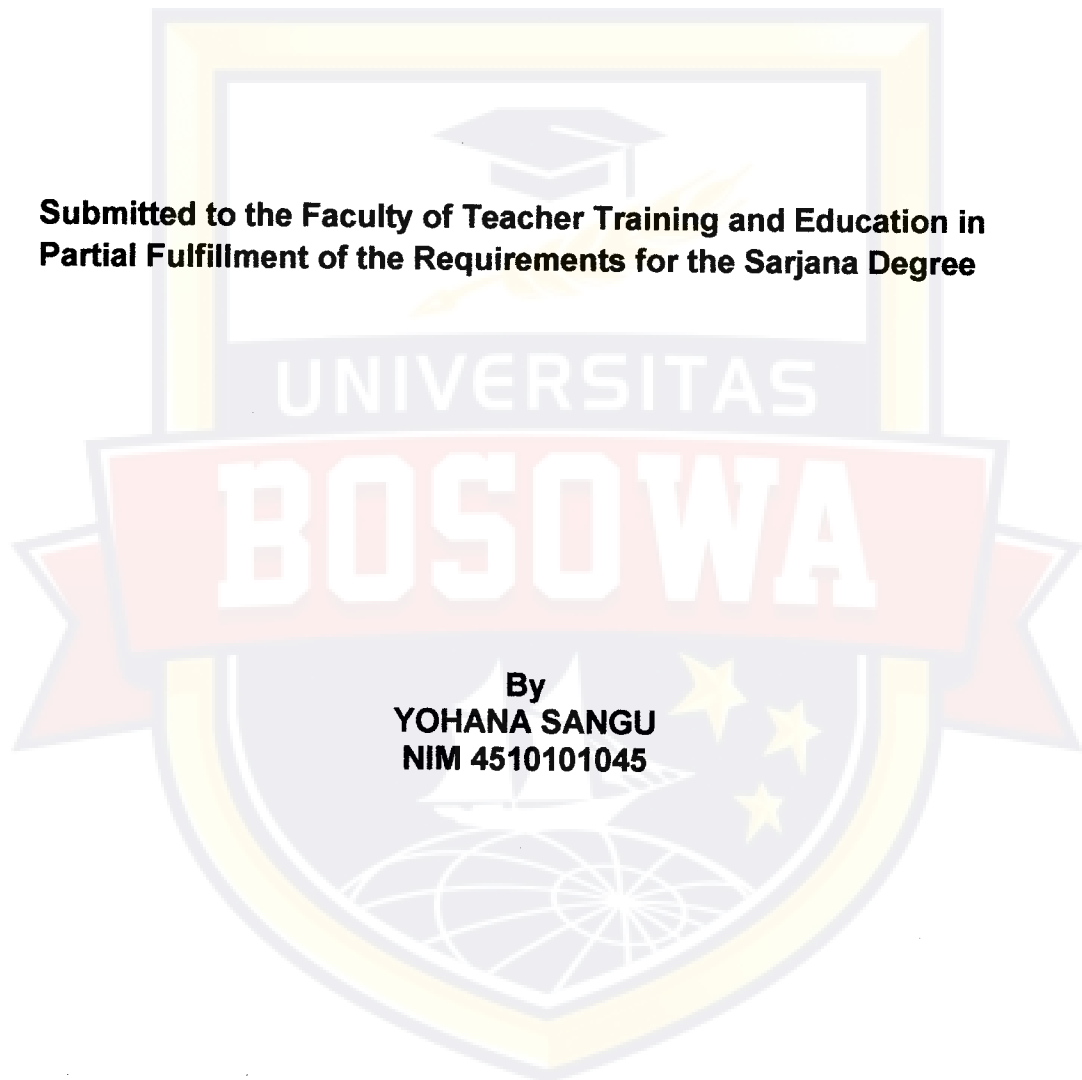


**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY "45" MAKASSAR  
2014**

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**Submitted to the Faculty of Teacher Training and Education in  
Partial Fulfillment of the Requirements for the Sarjana Degree**



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Arranged and Submitted by

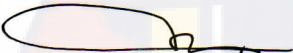
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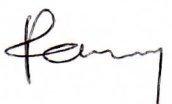
  
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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **“THE EFFECTIVENESS OF READ, THINK AND RECITE METHOD ON READING COMPREHENSION AT SMP NEGERI 17 MAKASSAR”** beserta seluruh isinya adalah benar- benar karya saya sendiri, bukan karya plagiat. Saya siap menanggung resiko/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,

Yang membuat pernyataan,

**YOHANA SANGU**

## ACKNOWLEDGEMENTS

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4. Drs. La Subede. M, MPd as the head master of SMP Negeri 17 makassar who has done on the English test.

The writer would like to express the most appreciation to her big family especially her beloved father Heribertus Sangu and her beloved mother Theresia N. Bulu, who always prepare and give a lot of sacrifices and pray for her save and successful. Mom and dad, the writer could



never repay for all you have done for her, your love and supports is priceless. The writer really appreciate all of your help and and hopefully daughter, the writer owe everything to you.

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Finally, the writer realizes that there is nothing perfect in the world and this skripsi is not an exception. The writer wishes that this skripsi will be usefull for reader.

Makassar,mei 2014

## ABSTRAK

Yohana sanga 2014. *The Effectivenees Of Read, Think And Recite Method On Reading Comprehension At SMP Negeri 17 Makassar* (Dibimbing oleh Drs, Herman Mustafa M.pd dan Hj. St Haliah Batau ss,.M.Hum

Penelitian ini bertujuan untuk mengetahui apakah penggunaan read, think and recite method dapat meningkatkan kemampuan siswa dalam memahami isi bacaan atau wacana.

Penelitian ini adalah penelitian eksperimen dengan subjek penelitiannya adalah siswa SMP Negeri 17 Makassar kelas VIII yang berjumlah 270 siswa. Sampel penelitian ini adalah siswa kelas VIII-3. Yang berjumlah 35 siswa.

Hasil penelitian ini menunjukkan bahwa penggunaan read, think and recite method yang diujicobakan di SMP Negeri 17 Makassar ternyata cukup berhasil. Hal ini dapat dilihat dengan meningkatnya kemampuan memahami isi bacaan siswa yang semula masih rendah menjadi lebih baik.



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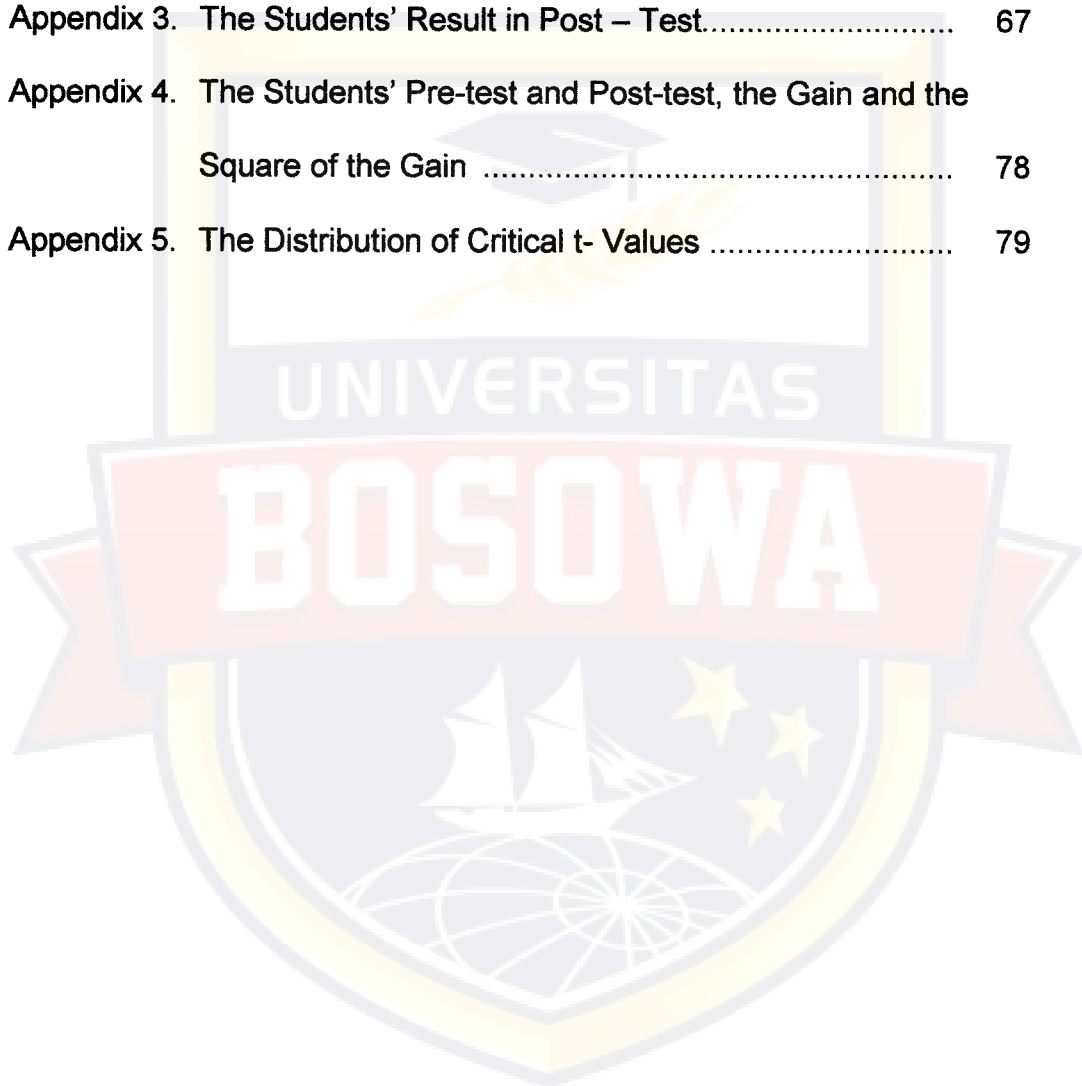
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# CHAPTER I

## INTRODUCTION

This chapter deals with depiction on background, problem statement, object of the study, significance of study, scope of the study, and operational of the study.

### A. Background

Reading is the one of the basic communication skills. But it has a very complex process. It can be said that reading is process in which reader finds information given by the written form.

Reading is important skill of English. It is source to get information and the student can increase their vocabulary. No one can get information without reading. Reading comprehension understands a text is read or the process of "construction meaning" from text.

Comprehension is a" construction process" because it involves all of the elements of the reading process working together as a text in readers mind. Thinker and cullough (1973:23) stated that reading as a form of communication such as television radio and motion picture have their value along with certain information. It has distinct advantage over than the other means of communications as follow.

1. The thought of the printed material provides the clear and most varied records of human experience attainment available.
2. In searching for clear understanding and sound conclusion a reader wish. Reader can weight deliberate at will.

- 2
3. Simply by running to other books we may obtain the variety of information and find out what the judgment of expert on difficult problem are.
  4. Reading tends to be more efficient method of securing information the other means of communication at least two respect;
    - a. Even on average and certainly one who is better than average, can pause printed material three to four times as fast as a person can talk intelligibly.
    - b. Most creative mind in human history are there for any reader who is willing to go in research of them. So it is wise decision that reading has distinct advantages over than. The other means of communication, since reading is the easiest and fastest way to access science and technology.

By reading student will get or gain new experience exploring beyond space and time fact. Knowledge information and desires can be revealed. The purpose of reading in many language in to inform ourselves about something the student are interested in, or challenge certain our method in the other word, to extend our experience of the word in which they live.

A person must read well if she wants to broad her experience and solve challenge problems. At junior high school, English is taught as one of the compulsory subjects and even up to the university. The

student are expected to be able to get skill in reading, speaking, listening and writing. So that they can communicate with the other people from different countries.

The nature of the reading is not merely reading the text to comprehend what is read. Cooper (1986:4) stated that to comprehend the written word a reader must be able:

1. Understand what an author has structure of organized the ideas and information presented in the text
2. Relate the ideas in information from the text to ideas information stored in his or her mind.

**B. Problem statement**

Based on the description above, the researcher formulates the problem statements is how to improve the literal comprehension through reading, thinking and reciting at SMP Negeri 17 Makassar.

**C. Objective of the study**

In relation to the problem statement above, the objective of the research is to find out whether or not the use read, think and recite improve the literal comprehension at the second grade students' of SMP Negeri 17 MAKASSAR.

**D. Significance of the study**

In relation to the problem statement above, the significance of the research are:

1. To make the teaching and learning process specially in reading comprehension more effective
2. To be used by the teachers in improving reading comprehension.
3. To make the students easy to understand and enjoy in reading comprehension class.

**E. Scope of the study**

The scope of the research is the application of read, think and recite at the second grade of the SMP Negeri 17 MAKASSAR that focuses on the main idea and summarizing the text.

**F. Operational definition**

Reading comprehension will be proved by using the read, think and recite method. There are three-steps reading approach for facilitating online processing through interpretation of visual aids:

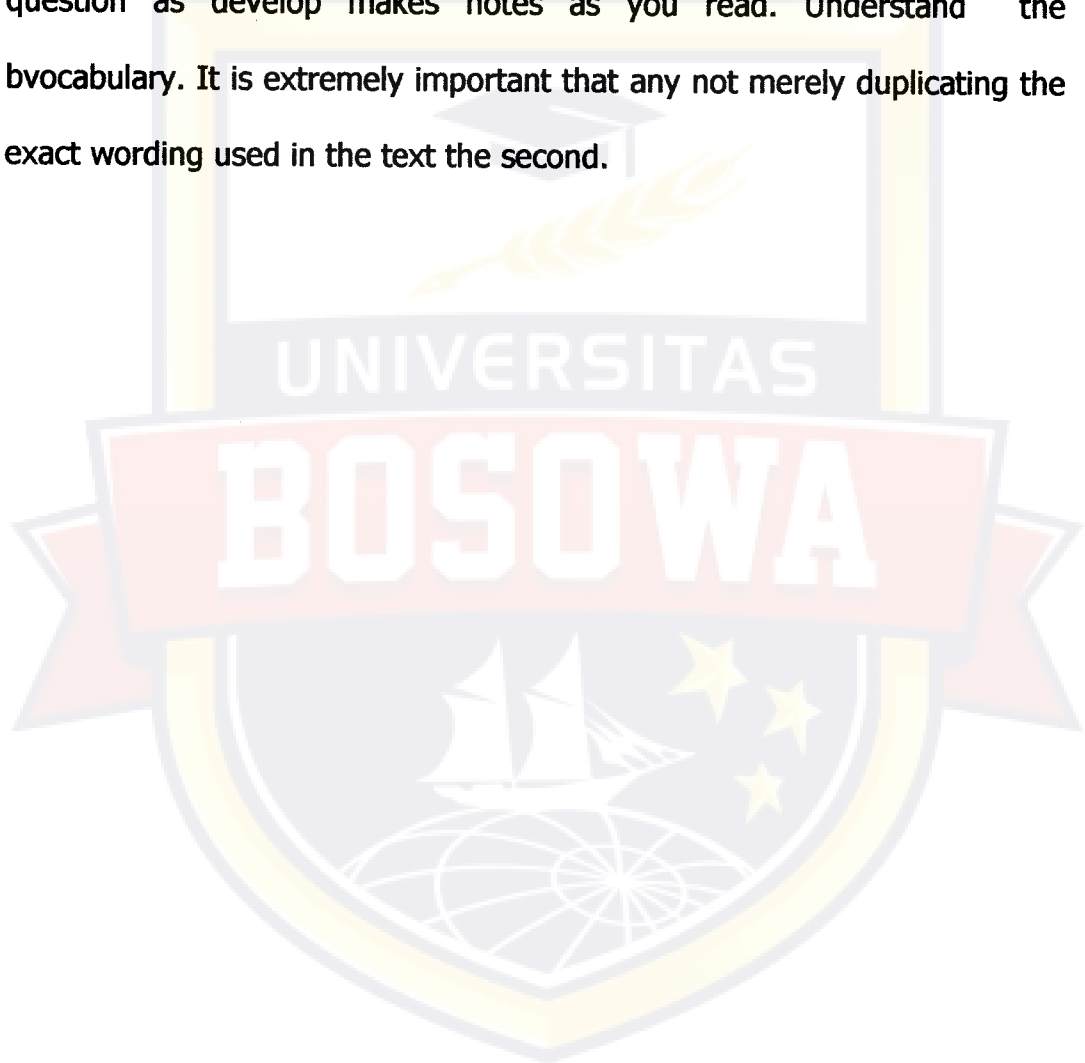
***In the first steps*** is read

Now that you have prepared, go ahead and read the selection, read straight thorough. At this point you don't need to look up anything that you trouble , just get a feel for the outhors tone and style and main idea

***In the second steps*** is think, teacher ask the questions or issue related to the lesson, then student are densely for some time stage.

***In the last step*** is recite.

Recite is same meaning of answer the question, read to answer the question as develop makes notes as you read. Understand the vocabulary. It is extremely important that any not merely duplicating the exact wording used in the text the second.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the writer presents review of the research, the concept of reading, the concept of reading comprehension, the concept of read, think and recite, theoretical framework and hypothesis.

#### A. Review of The Previous Research

It was presented some research findings about reading comprehension as follows:

1. Nursam (2009 : 12) stated the ability of the second year student of SMP Negeri 17 MAKASSAR to comprehend short reading text. It means their reading ability still needs improvements he found the problem faced by the students in :
  - a. The teaching their materials were difficult for the students
  - b. The student had insufficient knowledge of vocabulary and sentence structure
  - c. The student lacked of the reading exercise and practice.

This research, the researcher used an objective test to know the reading comprehension ability of the student. The research above had had a similiary with this research because both of them had the same objective that has is improve students' reading comprehension. But their difference is both of them used different procedure.

2. Jemma (2000 : 45) concluded that the SQ3R (survey, question, read, recite and review) technique and three-phrase technique have significant difference in improving the student achievement in reading authentic materials, but the SQ3R technique could improve the students achievement better than three-phrase technique did. Although these technique could improve the students achievement. But the student could not reach at least to the fairly good or achievement.

a. The achievement of the student taught authentic reading material with SQ3R technique was far from satisfaction because most of their scores were classified to be poor (43,33 %)

b. The achievement of the student taught authentic reading material with three-phrase technic was also in low level because most of their scores were classified to be poor (46:33%)

The research above had similarly with this research because both of them had same objective that is to improve student reading comprehension.

3. Qadriana (2009 : 48) reported that developing ability through reading aloud was unique program that will write and display text word by word and sentence, it could help pupil speed up their recognition of word, by using the independent t-test. It was found

that improving reading aloud was significant for the student ability, they had standart English. So that, the teacher was very easy to teach how to reading aloud for the student.

Both of them had a different and a similarly as they had the same of objective while the difference was they used different strategies, the researcher used reading aloud and this research used read,think and recite.

## **B. The Concept of Reading**

### **1. Definition of reading**

According to Richard (2009 : 5) the reading are perceiving a written text aloud (oral reading) this can be done with or without an Reading is a complex process, every writer gives reason in his or her establish meaning. Charles (2009 : 7) stated that reading is a transmitting of information process where are author is regarded as the informant and reader interact with the author directly.

understanding of the contents. For the defenition above reading are included in two types they are: reading comprehension and oral comprehension. Reading comprehension is know through the written text by understanding is lexical meaning. Beside that, oral reading is reading without the written text about.

According to burns (1987 : 7) reading is product us the consequenceof utilizing a certain aspect of process in appropriate sequence. The product of reading is the communication of through



and emotion by the reader and writer through printed material. And by the then Jeremy (1992) defines reading exercise which is dominated by the eyes and the brain. The eyes receive the message in the printed page and the brain then has to work out or process the significance of the message

Robert, (1982 : 8) state that normally reading is a silent and individually activity, since the writer's expectation was what the text would be reading aloud activity.

According to law (1982:34) says that reading is ability to recognize and understand words, phrase, sentence and paragraphs.

Williams (1984:22) stated that definition of reading is that it is a process where by one looks at and understand what has been writing.

## **2. Kinds of Reading**

Nar, (1984:37) clasifies reading in three kinds namely silent reading, oral reading and reason reading.

### **a. Silent reading**

The main aim in silent reading understand. We can do oral reading faster than silent reading these are not oral expression.

To develop the student understanding in silent reading we may give them short reading passage in the beginning and ask questions after words.

**b. Oral reading ( reading aloud )**

Someone has firstly good pronoun to do oral reading well. In oral reading the student will get experience in producing the sound which should be practced as many as possible

**c. Reason reading**

According to Harmer, (1991:44) there reason for reading, there are:

**a. Reading in Language Learning**

Reading in exercise by the eyes and the brain. The eyes receives massage and the brain has to work out the significance of these massage

**b. Reading For Information**

In most cases reading for information is relevant to accurate study of the reader. They read to find out information to reduce their uncertain

**c. Reading For Pleasure**

Reading for pleasure is done without other people order but according to an individual reader wish and test.

**3. Aspect of Reading**

The follow are aspect of reading which have been suggested by well known authorities:

**a. Thinking aspect of reading.**

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Reading without involving thinking process is useless.

Therefore when reading, someone must involve thinking process. Alexander (1998:31) stated that reading cannot be occur without thinking. Furthermore, he explain that when reading, a reader relates the message potential meaning to what is already known in order to comprehend the message.

b. Learning aspect of reading

A person who wants to know and understand a written message, he will take the material and read it. He reads words by words, sentence by sentence, paragraph by paragraph and so on.

During the process, he relates the meaning of words being read with his background. Hence, the meaning or information obtained through reading increase his knowledge.

Finally, the knowledge influence his behavior and action.

## **C. The Concept of Reading Comprehension**

### **1. The Definition of Reading Comprehension**

Before dealing with the definition of reading comprehension it is necessary to define the word reading and comprehension.

Hornby (1974 : 711) state that reading is the act of the one who read knowledge of books the ways in which something is interpreted, while comprehension is the act of understanding, the ability of the mind to understand.

Turner in Alexander et.al (1998 :159-160) stated that reading comprehension involves taking meaning from that text. Comprehension is a special thinking process.

The readers comprehend by actively constructing meaning internally for interacting with the material that is read.

By looking over those definition above, it can be concluded that reading is an active process where the readers try to gain the information given by the author and understand what actually the purpose of the author is.

Thinker (2007:91) stated that the reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence and paragraph sense the relationship among the ideas. As it is, if a student just read loudly, but cannot understand the content of the passage. It means he/she fails in comprehending the passage.

Opehelia (1986 : 118) stated that reading comprehension is understanding evaluating and utilizing of information between author and reader. It sound like the author and reader can communicate one other. It means that the reader in this case, tries to understand what he is saying.

There have been many other definition of reading comprehension according to Smith (1973 : 118 ) it depends on many factors As follows :

- a. The reader's ability to attend the ideas
- b. The reader's background knowledge to which new information must be added
- c. The quality of the purpose or goals in reading the material.

Prevalent view is that communication is the act of understanding of the meaning of printed or spoken language as contracted the ability to perceive and pronounce word without reference to their meaning (Harris, 1990 : 479) states that successful comprehension involves the reader's discovering the meaning needed to achieve the particular piece of information solving problem through reading working to understand idea.

Burn (1984 : 177) there are four clasifies levels of comprehension, but in this thesis the researcher will only focus word, main idea and make conclusion use literal and interpretive :

#### 1. Literal Comprehension

Reading means take in ideas that are directly stated main ideas, detail, causes and affect and sequences in the basis of literal comprehension, and a thorough understanding of vocabulary, sentence meaning, unknown words and paragraph meaning is important.

#### 2. Interpretive

Interpretive reading means read between the lines are making inferences. It is the process of driving ideas that are



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implied rather than directly stated. This category demands a higher level of thinking ability because the question of interpretation are concerned with answer that are not directly stated in the text but they are suggested or implied to answer question at the interpretive level. The reader must have ability and able to work at various levels of abstraction.

The interpretation/interpretive level is the is one at which the most confusion exists. The confusion concerns the term inference.

Inference may by defined as something that is not directly stated but suggested in the statement, a logical conclusion that is draw from the statement a deduction and induction.

### 3. Critical Reading

Critical reading means evaluating written material comparing the ideas discovered in the material with known standart and writing conclusion about their appropriateness, accuray and timeliness

### 4. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does ,and also require them to their imagination.

## 2. Types of Reading

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

### 1. Skimming

The eyes run quickly, over the text to discover what ia about the main idea and the gist. This skimming accours when the reader looks quickly at the contents page of the book, or at the chapter headings, 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 fine name, date, static or fact in writing. The eyes start quickly at the lines of writing.

### 3. 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.

### 4. Reading comprehension process

reading comprehension involves two process, the first is the reader establishes what the writer had said and the second he must follow what the writer mean. Harris (1990 : 52) said that reading comprehension can be viewed into two stages, They are

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the mechanical process includes that the language competence, interest, motivation and reading ability and comprehension of reading process is the element of reading materials.

#### 5. The Ability of Reading Comprehension

The process of reading comprehension can be viewed into two stages, i.e, the mechanical process and comprehension process which deals with the reader activity is followed by the eye movement of the text. And comprehension process is a competent of the reader to interpret of the materials

As the student want to improve their reading abilities for comprehension, they have to read rapidly. First in the order to assimilate any aspect of subject of general information about aspect of the subject that may special interest to the subject and they have to seek or observe and continue the material if they are stream of the new ideas. Among the ability for comprehension ability, William (1983 : 132) states are the ability:

- a. Select important point
- b. Interpret information and ideas
- c. Make deduction and judgment

In conclusion, to have the skill of the students must practice to interpret and to understand the material as well add to exercises in reading as much as possible. The writer believes

that, reading comprehension is the important ability to the student to understand what has been read.

#### **D. The Concept of Read, Think and Recite**

Read, think and recite method is one of part of the elaboration, which is used help student remember what they read, and can help process of classroom teaching and learning activities carried out by reading book. This method was initiated by thomas and robinson (1996 :12-65)

In general, the strategi has defenition on outline of the how to act in effort to achieves a predetermined goal. While connected to the learning process. The strategi could be interpreted as a general pattern of activities of teacher and student in the embodiment of learnig to achieve the dual outline.

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

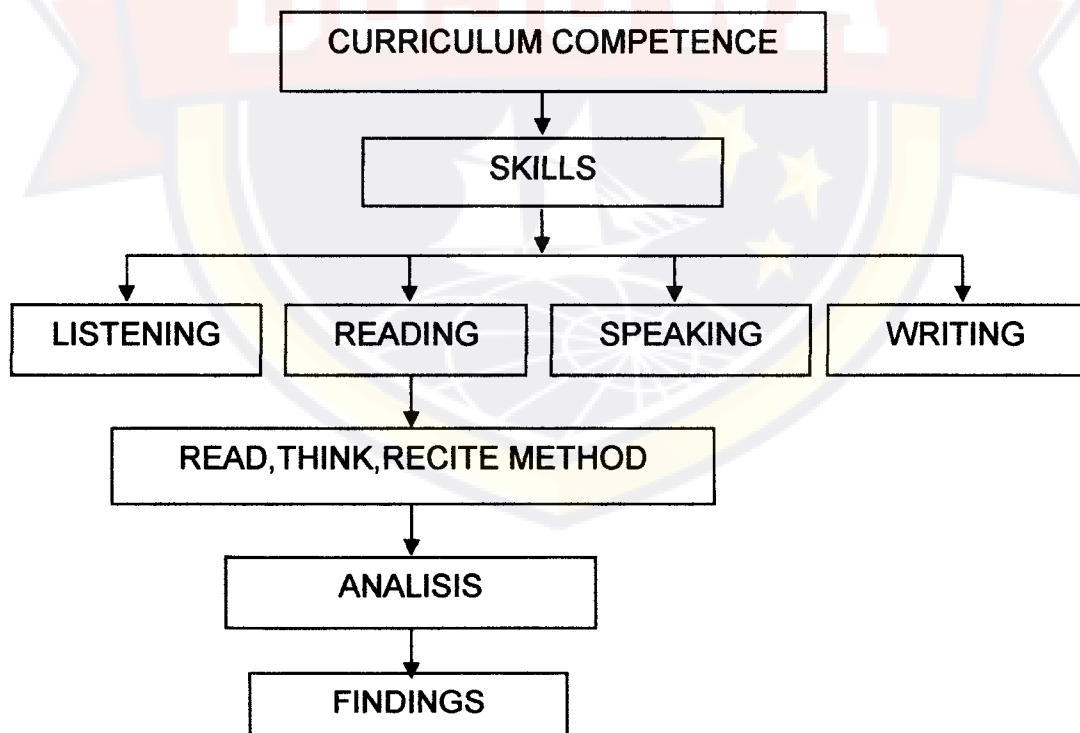
##### **1. Steps of read, think and recite**

Readding comprehension will be improved by using the read,think and recite method. It is third-steps reading approach for facilitating online processing through interpretation of visual aids.

- 10
- a. The first step is read. You have prepared, go ahead and read the selection. Read through. At this point, you don't need to stop to look anything that gives you trouble. Just get a feel for the author's tone, style and main idea.
  - b. The second step is think, teacher ask question or issue related to the lesson, the student are asked to consider question or issue independently for sometime.
  - c. The last step is recite, read to answer the question as develop makes notes as you read. Understand the vocabulary. It is extremely duplicating the exact wording used in the text

#### E. Theoretical Framework

The theoretical framework of this research is illustrated in following:



## **F. Hypothesis**

In this research, the research will apply the hypothesis that by using read, think and recite method can improve the students' reading comprehension of SMP Negeri 17 MAKASSAR.



## CHAPTER III

### RESEARCH METHOD

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

#### A. Research and Design

In this research, the writer applied pre-experimental design which is involve one group. The succes of pre-test (01) is determined by treatment (x) after giving post-test (s02). The design can be illustrated as follows:

| Pre-test | treatment | Post-test |
|----------|-----------|-----------|
| 01       | X         | 02        |

#### B. Variable of the Research

There are two variables in this research. The first is independent variable is teaching reading by using read, think and recite method and dependent variable is students reading comprehension

#### C. Variable and Sample

##### 1. Population

The population of the research is the students of the second grade of SMP Negeri 17 Makassar 2013/2014 academic year. The total of populations are 270 student which consist of nine classes.



## 2. Sample

This research applied total sampling technique. The researcher chose one class as the sample. The total of samples are 35 students.

## D. Location

The location of research is at SMP Negeri 17 Makassar 2013/2014 academic year. The research on March 2014 until April 2014.

## E. Research Instruments

The instrument of this research is reading text, which taken from an English book text. The test formulated in multiple choice form with four option to know whether or not the students can understand the text, beside that, the researcher will use interview test whether or not the students used the method that has been given.

## F. Procedure of Collecting Data

### 1. Pre-test

Before doing treatment, the researcher will administrate pre-test to the students by spending one hour.

### 2. Treatment

The students are treated by using read, think, and recite method.

All of the students asked for to listen to the writer explanation.



- 22
- a. The first step is read. Now you've prepared, go and read the selection, read straight through, at this point you don't need to stop to look up anything that gives you trouble, just get a feel for the author's tone, style and main idea.
  - b. In the second step is think, the writer gave questions or issues related at the lesson. Then the students are asked to consider questions or issue independently for some time stage.
  - c. In the last step is recite, the recite is the same meaning of answer the question. 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 nor merely duplicating the exact wording used in the text.

### 3. Post-test

After treatment the writer a give the post-test which the same material with the pretest it aims to know the score of students after giving treatment.

## G. Technique of Data Analysis

The colecting data through the testued inferential statistic presentage. The steps under taken in quantitative analysis employing the following formulas.

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

$$\text{Score} = \frac{\text{students correct answer}}{\text{Total number of item}} \times 10$$

2. Classifying the score of the students' answer

| Classification | Score   |
|----------------|---------|
| Excellent      | 9,6-10  |
| Very good      | 8,6-9,6 |
| Good           | 7,6-8,5 |
| Fairly good    | 6,6-7,5 |
| Fair           | 5,6-6,5 |
| Poor           | 3,6-5,5 |
| Very poor      | 0,0-3,5 |

(Heaton, 1988: 186)

3. Findings the improvement of the students the writer will compare the result of pre-test by using the following way:

The formula of means score

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

Where :

X= mean score

∑x= the sum of all the score

N= the number of sample

(Gay, 1978: 29)

4. Finding out the significant between the pre-test by calculating the value of the t-test, the following formula is employed:

The formula of t- test

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

Where :

t = Test of significance

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

$\sum D$  = the sum of difference

N = Total number of samples

I = Constant number

( Gay, 1981 : 31)

## CHAPTER IV

### FINDINGS AND DISCUSSION

The chapter consist of two parts. They are the presentation of finding in the second section that explained and interprets the finding in the second section.

#### 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. After presented the student's achievement of class VIII in a table, the writer analysis the data by comparing the change that the students made during the this research.

Table 1. the students' score and classification in pre-test

| No  | Initial of students' | Score of Test 1 | Score of Test 2 | Total | Score | Classification |
|-----|----------------------|-----------------|-----------------|-------|-------|----------------|
| (1) | (2)                  | (3)             | (4)             | (5)   | (6)   | (7)            |
| 1   | SN                   | 5               | 5               | 10    | 5     | Poor           |
| 2   | RYA                  | 4               | 7               | 11    | 5.5   | Poor           |
| 3   | ASR.                 | 5               | 7               | 12    | 6     | Fair           |
| 4   | MS                   | 7               | 7               | 14    | 7     | Fairly good    |
| 5   | AS                   | 4               | 5               | 9     | 4.5   | Poor           |
| 6   | SR                   | 4               | 6               | 10    | 5     | Poor           |
| 7   | NI                   | 4               | 8               | 12    | 6     | Fair           |
| 8   | NS                   | 4               | 4               | 8     | 4     | Poor           |
| 9   | TR                   | 4               | 4               | 8     | 4     | Poor           |
| 10  | SA                   | 5               | 6               | 11    | 5.5   | Poor           |
| 11  | DD                   | 6               | 8               | 14    | 7     | Fairly good    |
| 12  | MSD                  | 6               | 6               | 12    | 6     | Fair           |
| 13  | NW                   | 5               | 5               | 10    | 5     | Poor           |
| 14  | AZ                   | 3               | 7               | 10    | 5     | Poor           |
| 15  | RA                   | 5               | 10              | 15    | 7.5   | Fairly good    |

To Be Continue

| (1)        | (2) | (3) | (4) | (5) | (6) | (7)         |
|------------|-----|-----|-----|-----|-----|-------------|
| 16         | NK  | 5   | 5   | 8   | 4   | Poor        |
| 17         | MND | 3   | 7   | 10  | 5   | Poor        |
| 18         | MAD | 7   | 4   | 11  | 5.5 | Poor        |
| 19         | SH  | 4   | 4   | 8   | 4   | Poor        |
| 20         | MIH | 3   | 7   | 10  | 5   | Poor        |
| 21         | AI  | 4   | 4   | 8   | 4   | Poor        |
| 22         | RDA | 4   | 4   | 8   | 4   | Poor        |
| 23         | AM  | 5   | 5   | 10  | 5   | Poor        |
| 24         | MSL | 6   | 6   | 12  | 6   | Fair        |
| 25         | IDW | 6   | 7   | 13  | 6.5 | Fairly good |
| 26         | NID | 4   | 6   | 10  | 5   | Poor        |
| 27         | MY  | 3   | 7   | 12  | 6   | Fair        |
| 28         | WP  | 7   | 5   | 12  | 6   | Fair        |
| 29         | UH  | 4   | 7   | 11  | 5.5 | Poor        |
| 30         | MAZ | 5   | 9   | 14  | 7   | Fairly good |
| 31         | DNS | 4   | 6   | 10  | 5   | Poor        |
| 32         | FP  | 5   | 7   | 12  | 6   | Fair        |
| 33         | SYK | 5   | 7   | 12  | 6   | Fair        |
| 34         | DN  | 4   | 8   | 12  | 6   | Fair        |
| 35         | NM  | 5   | 6   | 11  | 5.5 | Fair        |
| Total      |     |     |     |     | 190 |             |
| Mean score |     |     |     |     | 5.4 | Poor        |

Source: SMP Negeri 17 makassar

Based on the table 1 above in pre-test there are 5 students classified as fairly good, 12 students classified as fair, and 19 students were classified as poor. The table above shows that in pre-test the total value was 190 and the mean score is 5.4 students reading comprehension is low before applied read, think and recite method. The students are classified as fair after pre-test was given.

The mean score shows that 5.4 and it means the result of students' in was poor

Table 2. The students' score and classification in post-test

| No         | Initial of students' | Score of Test 1 | Score of Test 2 | Total | Score | Classification |
|------------|----------------------|-----------------|-----------------|-------|-------|----------------|
| (1)        | (2)                  | (3)             | (4)             | (5)   | (6)   | (7)            |
| 1          | SN                   | 9               | 7               | 16    | 8     | Good           |
| 2          | RYA                  | 8               | 8               | 16    | 8     | Good           |
| 3          | ASR                  | 9               | 9               | 18    | 9     | Very good      |
| 4          | MS                   | 10              | 10              | 20    | 10    | Excellent      |
| 5          | AS                   | 9               | 9               | 18    | 9     | Very good      |
| 6          | SR                   | 6               | 8               | 14    | 7     | Fairly good    |
| 7          | NI                   | 9               | 5               | 14    | 7     | Fairly good    |
| 8          | NS                   | 9               | 7               | 16    | 8     | Good           |
| 9          | TR                   | 8               | 8               | 16    | 8     | Good           |
| 10         | SA                   | 8               | 8               | 16    | 8     | Good           |
| 11         | DD                   | 10              | 10              | 20    | 10    | Excellent      |
| 12         | MSD                  | 8               | 10              | 18    | 9     | Very good      |
| 13         | NW                   | 7               | 10              | 14    | 7     | Fairly good    |
| 14         | AZ                   | 8               | 10              | 18    | 8     | Good           |
| 15         | RA                   | 10              | 10              | 20    | 10    | Excellent      |
| 16         | NK                   | 6               | 8               | 14    | 7     | Fairly good    |
| 17         | MND                  | 9               | 9               | 18    | 9     | Very good      |
| 18         | MAD                  | 8               | 8               | 16    | 8     | Good           |
| 19         | SH                   | 8               | 8               | 16    | 8     | Good           |
| 20         | MIH                  | 9               | 9               | 18    | 9     | Very good      |
| 21         | AI                   | 4               | 10              | 14    | 7     | Fairly good    |
| 22         | RA                   | 9               | 9               | 18    | 9     | Very good      |
| 23         | AM                   | 7               | 7               | 14    | 7     | Fairly good    |
| 24         | MSL                  | 9               | 9               | 18    | 9     | Very good      |
| 25         | IDW                  | 8               | 8               | 16    | 8     | Good           |
| 26         | NID                  | 7               | 7               | 14    | 7     | Fairly good    |
| 27         | MY                   | 8               | 8               | 16    | 8     | Good           |
| 28         | WP                   | 9               | 9               | 18    | 9     | Very good      |
| 29         | UH                   | 8               | 8               | 16    | 8     | Good           |
| 30         | MAZ                  | 10              | 10              | 20    | 10    | Excellent      |
| 31         | DNS                  | 8               | 8               | 16    | 8     | Good           |
| 32         | FP                   | 10              | 10              | 20    | 10    | Excellent      |
| 33         | SYK                  | 10              | 10              | 20    | 10    | Excellent      |
| 34         | DN                   | 8               | 8               | 16    | 8     | Good           |
| 35         | NM                   | 9               | 9               | 18    | 9     | Very good      |
| Total      |                      |                 |                 |       | 294   |                |
| Mean Score |                      |                 |                 |       | 8.4   | Good           |

Source: SMP Negeri 17 makassar

Based on the table 2 in post-test, there are 6 students classified as excellent, 9 students classified as very good, 13 students classified as good, and 7 students classified as fairly good. That table shows that the total value of in the post-test is 294 and the mean score was 8.4 . it can be seen that students' reading comprehension after increase in applied read, think and recite method is that there was a slight and classified as very good.

The mean score shows that 8.4 and it mean the result of student of students' in was good.

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    | 4        | 12%   |
| 5     | Fair           | 12       | 34%   |
| 6     | Poor           | 19       | 54%   |
| 7     | Very poor      | -        |       |
| Total |                | 35       | 100 % |

Source: SMP Negeri 17 Makassar

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

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

$$X_1 = 190$$

$$X_2 = 294$$

$$\sum D = 101$$

$$\sum D^2 = 307$$

$$\bar{d} = \frac{\sum D}{N} = \frac{101}{35} = 2,9$$

$$t = \frac{2,9}{\frac{\sqrt{307 - \frac{(101)^2}{35}}}{35(35-1)}}$$

$$t = \frac{2,9}{\frac{\sqrt{307 - \frac{10201}{35}}}{35(34)}}$$

$$t = \frac{2,9}{\frac{\sqrt{307 - 294}}{1190}}$$

$$t = \frac{2,9}{\frac{\sqrt{13}}{1190}}$$

$$t = \frac{2,9}{\sqrt{0,0109}}$$



$$t = \frac{2,9}{0,1044}$$

$$t = 27.77$$

Table 6. The t-test value in reading comprehension before and after treatment

| t-tes | t-table | Comprehension  | different   |
|-------|---------|----------------|-------------|
| 27.77 | 2.030   | t-test>t-table | significant |

The result of t-table value in reading test indicated that the t-test value of reading comprehension through vocabulary exercise was greater than table value ( $27.77 > 2.030$ ). This finding used to determine the hypothesis that occurred in this research as stated that null hypothesis ( $H_0$ ) is rejected when the value t-test was accepted. It means that, in this research automatically the alternative hypothesis ( $H_1$ ) was accepted. It means that, this research automatically the alternative hypothesis ( $H_0$ ) was rejected.

Based on the result above, finally writer concluded that teaching and learning process by using read, think and recite method at SMP Negeri 17 Makassar was effective to improve students' reading comprehension.

## B. Discussion

The description of data collected through read, think and recite method at SMP Negeri 17 Makassar described after the writer sharing

the opinion with English teacher at SMP Negeri 17 Makassar about this method. English teacher at SMP Negeri 17 Makassar received this method as a new method in teaching and learning reading comprehension and it also was a good method as a reference to conducted in other class to achieved the students reading comprehensuion.

The first part, the writer discussed the result of the student's reading comprehension. The data that have been analyzed above can be discussed in the scope of this research. The result of data analysis show that there was a significance different between pre-test and post-test. It can based on the fact that the average scores of students in the pre-test and post-test were different .post-test greater than pre-test in the post in creased 8.4 then, the t-value was 27.77. while the t-table was only 2.030 and the hypotesis was proved. The treatment that is given was sucessfull. It can be concluded that the application of contextual teaching and learning read, think and recite method at SMP Negeri 17 Makassar can increase the students' reading comprehension.

Based on the data at table 4 above ,after applied read, think and recite method at SMP Negeri 17 Makassar, there were 6 student classified as excellent (17%), 9 students classified as very good (26%), 13 students classified as good (37%), 7 students classified as fairly

good (20%) and none of the students' classified as fair, poor and very poor.

The result of the post-test was higher than pre-test after the writer gave the treatment to all of the sample of the research. The writer concluded that by teaching using read, think and recite method was effective to improve students' reading comprehension of SMP Negeri 17 Makassar.

The mean score of the students' obtained had high achievement in learning reading by using read, think and recite.

Thus, based the mean score, it can be inferred that the hypothesis that is stated in chapter I that read, think and recite method was effective to increasing reading comprehension of SMP Negeri 17 Makassar. Based on the table 5. It indicateds that the students' improvement of the second year student who taught through generative learning strategy at SMP Negeri 17 Makassar was sucess. The students' improvement of reading comprehension by using learning strategy at SMP Negeri 17 Makassar was 55,6%

In the matter of increase the students' reading through read, think and recite method at SMP Negeri 17 makassar was effective to increase the students' reading comprehension. This was proved by that read, think and recite method was given to the students' were interested in learning reading comprehension.

## **BAB V**

### **CONCLUSION and SUGGESTION**

This chapter consists of two sections. The first section deals with the conclusion and the second one deals with suggestion.

#### **A. Conclusion**

In English Foreign Language (EFL) reading comprehension, efficient reading comprehension requires the ability to relate the textual material to one's own knowledge considering the importance of reading process. The teacher should improve the teaching of reading comprehension, in this attempt to find out the teaching reading comprehension technique. The writer has conducted a study to reveal the difference in reading comprehension proficiency between the students who are taught using the read, think and recite method. The technique used in analyzing the data was one tailed t-test in the level of significance alpha 0.05.

The read, think and recite method applied in reading comprehension in English Foreign Language (EFL) students could be an effective method, it is proper since there was significance different between pre-test and post-test. When the study was conducted in addition. The data showed that the means of student's proficiency in reading comprehension of the pre-test was 5,4 and the mean score of the student proficiency in the post-test was 8,4

By having strategy in this research, the situation in this class was very enjoyable, the student freely communicated with each other and they were more enthusiastic when they were joining this class. The writer had observed that the comprehension scores of research class. Students were higher than those of the students enjoyed the lesson. They were focusing on the what teacher gave to them and of course because of this they comprehended better than before.

## **B. Suggestions**

On the basis of the results, some suggestions are presented in an effort to improve the EFL (English Foreign Language) students' reading comprehension.

1. The writer suggests to English teacher should use the read, think and recite method as an alternative in teaching reading comprehension class. This study shows that post-test was higher than pre-test after they got read, think and recite strategy. The students using the reading passengers from the fun book material. So it means that the read, think and recite method can motivated students because the students interest sometime in stimulated by classroom "give and take" process.
2. In conducting teaching technique the teacher should know the student well so that he can divide the students' property. Interaction process will work and of course there will be a competition in the class.

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# Appendices



## Appendix 1: Instrumen penelitian

JUDUL : The effectiveness of read, think and recite method on reading comprehension at SMP Negeri 17 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 seksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar.



## PICASSO

Picasso was one of the most outstanding and important artist of the 1900's. He is best known for his paintings. Almost every style in modern arts is represented in picasso's works.

Picasso was born in 1881 in malaga, spain as the son of an art teacher. He studied painting with his father and also in madrid.

From about 1895 to 1907 he painted realistic works in a traditional style. Then he entered what was called the blue period. During this time he only used shades of blue in his painting to show poverty he saw in barcelona.

After 1907, he entered into she style of cubbism.

Among his well known cubbist paintings are " the three musician" and " the man with a guitar " which depict the destruction of a spanish town.

Picasso died in france in 1973.

1. Who was picasso ?
  - a. Picasso was one of the writer
  - b. Picasso was one of the most outstanding and tailor
  - c. Picasso was one of the outstanding and artist
  - d. Picasso was one of the kyper
2. Where was he born ?
  - a. Spanish
  - b. Barcelona
  - c. France
  - d. Malaga
3. When was he born?
  - a. 1900's
  - b. 1985
  - c. 1881
  - d. 2014
4. What tense is mostly used in the text ?
  - a. Present tense
  - b. Past tense
  - c. Future tense
  - d. Past continous tense

5. How many events are mentioned in the text ?
  - a. 3
  - b. 2
  - c. 4
  - d. 6
6. Where was he died ?
  - a. France
  - b. Barcelona
  - c. Malaga
  - d. Indonesia
7. When was he dead ?
  - a. 1973
  - b. 1874
  - c. 1907
  - d. 1881
8. Among his well-known cubbist painting are..."the three mucisians"  
The underlined word same meaning with....
  - a. Famous
  - b. Unfamous
  - c. Familiar
  - d. Unfamiliar
9. Picasso died in france 1973. The underlined word close meaning to...
  - a. Alive
  - b. Sick
  - c. Bad
  - d. Nice
10. Where was picasso studied painting ?
  - a. Malaga
  - b. Spanish
  - c. France
  - d. Madrid.



Among pets, i like dogs the best because they are tame animals and they can be trained as a man's friend. I have a wonderfull dog. I named him Volvo.

You know, Volvo is a male dog. He is a pomeranian dog and is about....uhmm..two years old. That's right, two years old.

My dog is great. He has grayish-white fur,small ears and coneshaped mounth. His paws are strong

Well, my dear Volvo is a clever dog. He always barks loudly and noisly when there is a stranger coming to my house. You know what?? He also can do many things such as sitting down quintly, bringing the newspaper to me, standing on his two hind feet, and shaking my hand.

I always take him to agrooming salon twice a month to have him bathed and to trim his fur neatly. Volvo eats dog's food, fresh meal and humm.... drinks fresh milk. I don't let him eat bones because they are not good for him.

1. What is the subject of of description in the text above ?
  - a. The dog
  - b. The cat
  - c. The rabbit
  - d. The lion
2. What is volvo?
  - a. A clever dog
  - b. A male dog
  - c. A famale dog
  - d. A cute dog
3. What is volvo is ears look like ?
  - a. Big ears
  - b. Thin ears
  - c. Fat ears
  - d. Small ears
4. What does volvos's fur look like ?
  - a. Smooth fur
  - b. Gentle fur
  - c. Grayish-white fur
  - d. Thick fur

5. What is volvo eats ?
  - a. Bones
  - b. Bread
  - c. Fish
  - d. Dog's food
6. How old volvo years ?
  - a. Three years old
  - b. Two years old
  - c. One years old
  - d. Four years old
7. What does volvo's eyes look like ?
  - a. Black eyes
  - b. Blue eyes
  - c. Brown eyes
  - d. Grey eyes
8. Well, my dear volvo is a clever dog.  
The underline word same meaning with...
  - a. Dilligent
  - b. Stupid
  - c. Smart
  - d. Kind
9. Volvo is a male....  
The underlined word opposite with...
  - a. Famale
  - b. Maskulin
  - c. Feminine
  - d. Girl
10. What is meals that volvo don't eat ?
  - a. Fresh milk
  - b. Fresh meal
  - c. Bone
  - d. Bread



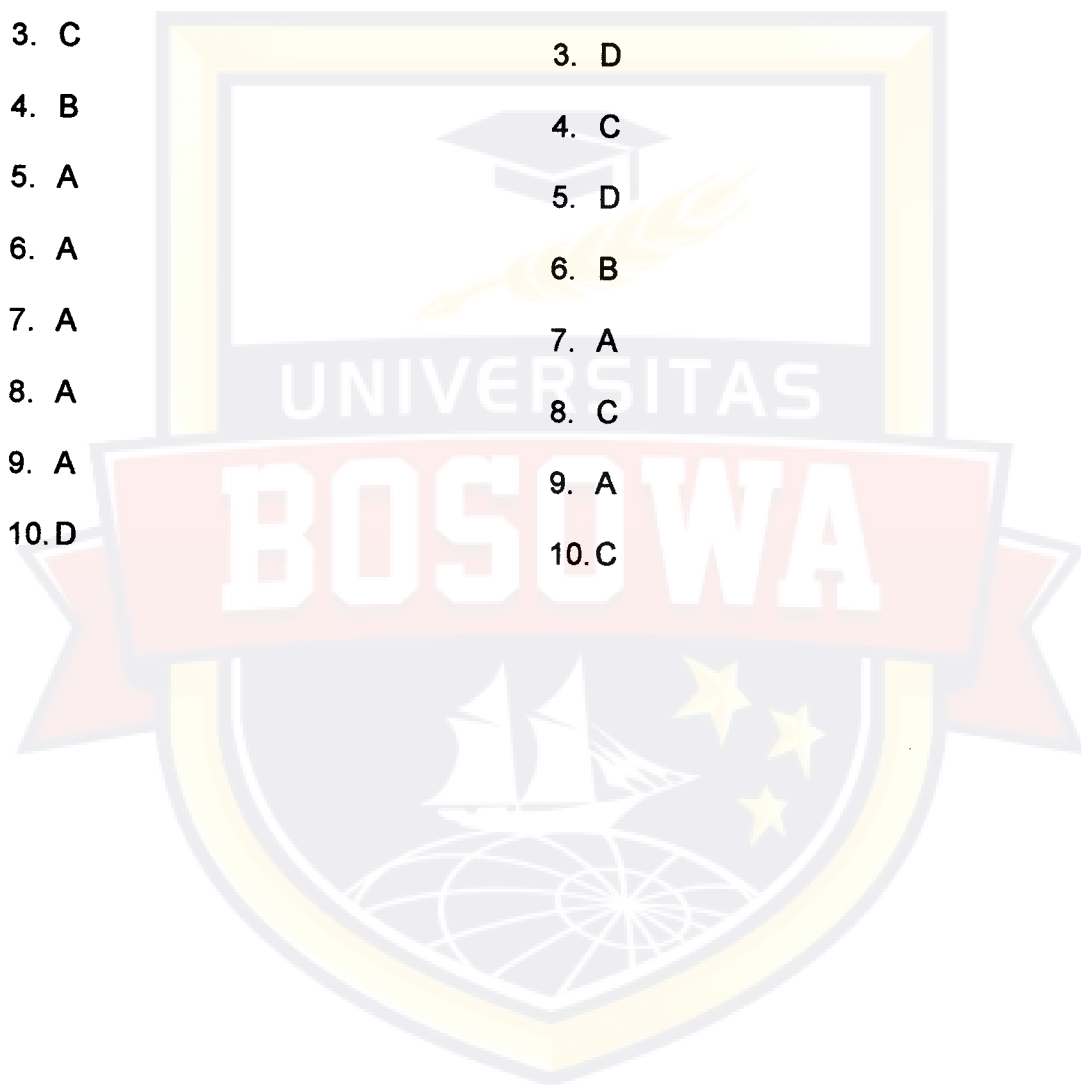
## Answer Key

### TASK 1 : "picasso"

1. C
2. D
3. C
4. B
5. A
6. A
7. A
8. A
9. A
10. D

### TASK 2 : "the dog"

1. A
2. B
3. D
4. C
5. D
6. B
7. A
8. C
9. A
10. C



## Appendix 2 : Students Result in Pre – Test

JUDUL : The effectiveness of read, think and recite method on reading comprehension at SMP Negeri 17 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 di ucapkan terima kasih

6 Salah  
4/4 benar  
score 7

Nama : Rusli Ardiangyah

Nis : .....

Kelas : VIII 3

**Petunjuk pengisian**

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

## PICASSO

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  - c. 4
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  - b. Sick
  - c. Bad
  - d. Nice
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  - c. France
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(sudarwati, : 2009:26)





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I always take him to agrooming salon twice a month to have him bathed and to trim his fur neatly. Volvo eats dog's food, fresh meal and humm.... drinks fresh milk. I don't let him eat bones because they are not good for him.

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  - a. Smooth fur
  - b. Gentle fur
  - c. Grayish-white fur
  - d. Thick fur

5. What is volvo eats ?

a. Bones

b. Bread

c. Fish

d. Dog's food

6. How old volvo years ?

a. Three years old

b. Two years old

c. One years old

d. Four years old

7. What does volvo's eyes look like ?

a. Black eyes

b. Blue eyes

c. Brown eyes

d. Grey eyes

8. Well, my dear volvo is a clever dog.

The underline word same meaning with...

a. Dilligent

b. Stupid

c. Smart

d. Kind

9. Volvo is a male....

The underlined word opposite with...

a. Famale

b. Maskulin

c. Feminine

d. Girl

10. What is meals that volvo don't eat ?

a. Fresh milk

b. Fresh meal

c. Bone

d. Bread

## Instrumen penelitian

JUDUL : The effectiveness of Read, Think and Recite method on reading comprehension at SMP Negeri 17 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 di ucapkan terima kasih

8 salah

12 benar

Score (6)

Nama : Nurkaila Alafudha

Nis : .....

Kelas : VIII 3

## Petunjuk pengisian

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

# PICASSO

Picasso was one of the most outstanding and important artist of the 1900's. He is best known for his paintings. Almost every style in modern arts is represented in picasso's works.

Picasso was born in 1881 in malaga, spain as the son of an art teacher. He studied painting with his father and also in madrid.

From about 1895 to 1907 he painted realistic works in a traditional style. Then he entered what was called the blue period. During this time he only used shades of blue in his painting to show poverty he saw in barcelona.

After 1907, he entered into she style of cubbism.

Among his well known cubbist paintings are " the three musician" and " the man with a guitar " which depict the destruction of a spanish town.

Picasso died in france in 1973.

1. Who was picasso ?
  - a. Picasso was one of the writer
  - b. Picasso was one of the most outstanding and tailor
  - c. Picasso was one of the outstanding and artist
  - d. Picasso was one of the kyper
2. Where was he born ?
  - a. Spanish
  - b. Barcelona
  - c. France
  - d. Malaga
3. When was he born?
  - a. 1900's
  - b. 1885
  - c. 1881
  - d. 2014
4. What tense is mostly used in the text ?
  - a. Present tense
  - b. Past tense
  - c. Future tense
  - d. Past continous tense

5. How many events are mentioned in the text ?
- a. 3
  - b. 2
  - c. 4
  - d. 6
6. Where was he died ?
- a. France
  - b. Barcelona
  - c. Malaga
  - d. Indonesia
7. When was he dead ?
- a. 1973
  - b. 1874
  - c. 1907
  - d. 1881
8. Among his well-known cubbist painting are..."the three mucisians"  
The underlined word same meaning with....
- a. Famous
  - b. Unfamous
  - c. Familiar
  - d. Unfamiliar
9. Picasso died in france 1973. The underlined word close meaning to...
- a. Alive
  - b. Sick
  - c. Bad
  - d. Nice
10. Where was picasso studied painting ?
- a. Malaga
  - b. Spanish
  - c. France
  - d. Madrid.

(sudarwati, : 2009:26)



Among pets, i like dogs the best because they are tame animals and they can be trained as a man's friend. I have a wonderfull dog. I named him Volvo.

You know, Volvo is a male dog. He is a pomeranian dog and is about....uhmm..two years old. That's right, two years old.

My dog is great. He has grayish-white fur, small ears and coneshaped mounth. His paws are strong

Well, my dear Volvo is a clever dog. He always barks loudly and noisly when there is a stranger coming to my house. You know what?? He also can do many things such as sitting down quintly, bringing the newspaper to me, standing on his two hind feet, and shaking my hand.

I always take him to agrooming salon twice a month to have him bathed and to trim his fur neatly. Volvo eats dog's food, fresh meal and humm.... drinks fresh milk. I don't let him eat bones because they are not good for him.

1. What is the subject of of description in the text above ?
  - a. The dog
  - b. The cat
  - c. The rabbit
  - d. The lion
2. What is volvo?
  - a. A clever dog
  - b. A male dog
  - c. A famale dog
  - d. A cute dog
3. What is volvo is ears look like ?
  - a. Big ears
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  - c. Fat ears
  - d. Small ears
4. What does volvos's fur look like ?
  - a. Smooth fur
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- a. Bones
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- a. Three years old
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- a. Black eyes
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8. Well, my dear volvo is a clever dog.  
The underline word same meaning with...
- a. Dilligent
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  - c. Smart
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9. Volvo is a male....  
The underlined word opposite with...
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  - c. Feminine
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10. What is meals that volvo don't eat ?
- a. Fresh milk
  - b. Fresh meal
  - c. Bone
  - d. Bread

### Appendix3 : Students Result in Post – Test

JUDUL : The effectiveness of read, think and recite method on reading comprehension at SMP Negeri 17 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 di ucapkan terima kasih

1 salah  
19 benar  
score 10

Nama : Ruseli Andriansyah

Nis : .....

Kelas : VIII 3

**Petunjuk pengisian**

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



## PICASSO

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Picasso was born in 1881 in malaga, spain as the son of an art teacher. He studied painting with his father and also in madrid.

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Picasso died in france in 1973.

1. Who was picasso ?
  - a. Picasso was one of the writer
  - b. Picasso was one of the most outstanding and tailor
  - c. Picasso was one of the outstanding and artist
  - d. Picasso was one of the kyper
2. Where was he born ?
  - a. Spanish
  - b. Barcelona
  - c. France
  - d. Malaga
3. When was he born?
  - a. 1900's
  - b. 1985
  - c. 1881
  - d. 2014
4. What tense is mostly used in the text ?
  - a. Present tense
  - b. Past tense
  - c. Future tense
  - d. Past continous tense

5. How many events are mentioned in the text ?

- a. 3
- b. 2
- c. 4
- d. 6

6. Where was he died ?

- a. France
- b. Barcelona
- c. Malaga
- d. Indonesia

7. When was he dead ?

- a. 1973
- b. 1874
- c. 1907
- d. 1881

8. Among his well-known cubbist painting are..."the three mucisians"  
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## Instrumen penelitian

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2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa di ucapkan terima kasih

17 benar  
3 Salah

Nama : Murtala Maffucha

Nis : .....

Kelas : VIII 3

## Petunjuk pengisian

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

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Picasso was one of the most outstanding and important artist of the 1900's. He is best known for his paintings. Almost every style in modern arts is represented in picasso's works.

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- b. Fresh mea
- c. Bone
- d. Bread

Appendix 4. The students' pre-test and post-test, the gain and the square of the Gain

| No<br>(1) | Initial of student's<br>(2) | Pre-test<br>(3) | Post-test<br>(4) | Gain<br>(5) | D2<br>(6) |
|-----------|-----------------------------|-----------------|------------------|-------------|-----------|
| 1         | NS                          | 5               | 8                | 3           | 9         |
| 2         | RYA                         | 5.5             | 8                | 2.5         | 6.25      |
| 3         | ASR                         | 6               | 9                | 3           | 9         |
| 4         | MS                          | 7               | 10               | 3           | 9         |
| 5         | AS                          | 4.5             | 9                | 4.5         | 20.25     |
| 6         | SR                          | 5               | 7                | 2           | 4         |
| 7         | NI                          | 4               | 7                | 3           | 9         |
| 8         | NS                          | 6               | 8                | 2           | 4         |
| 9         | TR                          | 4               | 8                | 4           | 16        |
| 10        | SA                          | 5.5             | 8                | 3           | 6.25      |
| 11        | DD                          | 7               | 10               | 3           | 9         |
| 12        | MSD                         | 6               | 9                | 3           | 9         |
| 13        | NW                          | 5               | 7                | 2           | 4         |
| 14        | AZ                          | 5               | 8                | 2           | 4         |
| 15        | RA                          | 7.5             | 10               | 2.5         | 6.25      |
| 16        | NK                          | 4               | 7                | 3           | 9         |
| 17        | MND                         | 5               | 9                | 4           | 14        |
| 18        | MAD                         | 5.5             | 8                | 2.5         | 6.25      |
| 19        | SH                          | 4               | 8                | 4           | 16        |
| 20        | MIH                         | 6               | 9                | 3           | 9         |
| 21        | AI                          | 5               | 7                | 2           | 4         |
| 22        | RDA                         | 5               | 9                | 4           | 14        |
| 23        | AM                          | 4               | 7                | 3           | 9         |
| 24        | MSL                         | 6               | 9                | 3           | 9         |
| 25        | IDW                         | 6.5             | 8                | 1.25        | 2.25      |
| 26        | NID                         | 5               | 7                | 2           | 4         |
| 27        | MY                          | 6               | 8                | 2           | 4         |
| 28        | WP                          | 6               | 9                | 3           | 9         |
| 29        | UM                          | 5.5             | 8                | 2.5         | 6.25      |
| 30        | MAZ                         | 5               | 10               | 5           | 25        |
| 31        | DNS                         | 6               | 8                | 2           | 4         |
| 32        | FP                          | 7               | 10               | 3           | 9         |
| 33        | SYK                         | 6               | 10               | 4           | 16        |
| 34        | DN                          | 6               | 8                | 2           | 4         |
| 35        | NM                          | 5.5             | 9                | 3.5         | 12.25     |
|           | Total                       | 190             | 294              | 101         | 307       |
|           | Mean score                  | 5.42            | 8,4              | 2,9         | 8.8       |



Appendix 5. 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 | 3.821 | 6.657 | 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 | 3.587   |
| 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 | 4.037   |
| 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                 | 1.728 | 2.093  | 2.539 | 2.861 | 3.883   |
| 20  | 1.325                 | 1.729 | 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 | 3.735   |
| 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 | 2.764 | 3.673   |
| 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  | 2.499 | 2.736 | 3.635   |
| 34  | 1.306                 | 1.659 | 2.030  | 2.447 | 2.730 | 2.630   |
| 35  | 1.305                 | 1.658 | 2.029  | 2.445 | 2.726 | 3.625   |
| 36  | 1.304                 | 1.657 | 2.028  | 2.440 | 2.720 | 3.577   |
| 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 | 3.650   |
| 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   |

## BIOGRAPHY



Yohana Sangu was born on August 05<sup>th</sup>, 1991 in Waikabubak, Sumba Barat Daya (NTT). She is the second daughter in her family. Her father is Heribertus Sangu and her beloved mother is Theresia N. Bulu She has a brother named Martin Sangu and a sister named Veronika Sangu.

She started her study in 1999 at SDM Walla Ndimu and she graduated in 2003. In the same year she continued to SMP Negeri 1 Waikabubak and she finished in 2007. She continued her study to SMA Negeri 1 Wewewa Selatan and finished her study in 2010.

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

PEMERINTAH PROVINSI SULAWESI SELATAN  
**BADAN KOORDINASI PENANAMAN MODAL DAERAH**  
Unit Pelaksana Teknis – Pelayanan Perizinan Terpadu  
Jln. Bougenville No. 5 Telp (0411) 441077 Fax. (0411) 448936  
**MAKASSAR 90222**

Makassar, 27 Februari 2014

Kepada

Nomor : 2462/P2T-BKPM/19.36P/02/VII/2014  
Lampiran : -  
Perihal : Izin Penelitian

Yth. Walikota Makassar

di-  
Makassar

Berdasarkan surat Dekan FKIP Univ. 45 Makassar Nomor : B.015/FKIP/U-45/II/2014 tanggal 26 Februari 2014 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : Yohana Sangu  
Nomor Pokok : 45 10101054  
Program Studi : Pend. Bahasa dan Sastra Inggris  
Pekerjaan : Mahasiswa  
Alamat : Jl. Urip Sumoharjo Km. 04, Makassar



Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

**"IMPROVING STUDENTS' READING COMPREHENSION BY USING READ, THINK AND RECITE METHOD AT SMP NEGERI 17 MAKASSAR"**

Yang akan dilaksanakan dari : Tgl. 03 Maret s/d 03 April 2014

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

A.n. GUBERNUR SULAWESI SELATAN  
KEPALA BADAN KOORDINASI PENANAMAN MODAL DAERAH  
PROVINSI SULAWESI SELATAN

Selaku Administrator Pelayanan Perizinan Terpadu



Ir. MUHAMMAD ARIFIN DAUD, M.Si

Pangkat : Pembina Utama Madya

Nip : 19540404 198503 1 001

REMBUSAN : Kepada Yth :

1. Dekan FKIP Univ. 45 Makassar di Makassar;
2. Pertinggal

website : [www.p2tprov Sulsel.com](http://www.p2tprov Sulsel.com), email : [p2t\\_prov Sulsel@yahoo.com](mailto:p2t_prov Sulsel@yahoo.com)





Makassar, 03 Maret 2014

Kepada

Yth. KEPALA DINAS PENDIDIKAN  
KOTA MAKASSAR

Di -

MAKASSAR

nomor : 070 / *LSB* -II/BKBP/III/2014  
tanggal :  
perihal : Rekomendasi Penelitian

Dengan Hormat,

Menunjuk Surat dari Kepala Badan Koordinasi Penanaman Modal Daerah Provinsi Sulawesi Selatan Nomor : 2494/P2T-BKPM/19.36P/02/VII/2014, Tanggal 28 Februari 2014, Perihal tersebut di atas, maka bersama ini disampaikan kepada Bapak bahwa :

Nama : Yohana Sangu  
NIM / Jurusan : 45 10101054/ Pen.Bahasa dan sastra Inggris  
Instansi / Pekerjaan : Mahasiswa  
Alamat : Jl. Urip Sumoharjo Km.04 , Makassar  
Judul : *"IMPROVING STUDENTS' READING COMPREHENSION BY USING READ, THINK AND RECITE METHOD AT SMP NEGERI 17 MAKASSAR)"*

Bermaksud mengadakan *Penelitian* pada Instansi / Wilayah Bapak, dalam rangka *Penyusunan Skripsi* sesuai dengan judul di atas, yang akan dilaksanakan mulai tanggal 03 Maret s/d 03 April 2014.

Sehubungan dengan hal tersebut, pada prinsipnya kami dapat *menyetujui* dan harap diberikan bantuan dan fasilitas seperlunya.

Demikian disampaikan kepada Bapak untuk dimaklumi dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota Makassar Cq. Kepala Badan Kesatuan Bangsa dan Politik.

an, WAKIL WALIKOTA MAKASSAR  
BADAN KESATUAN BANGSA DAN POLITIK  
**Dr. H. FERDY AMIN, M.Si**  
Rangkat Pembina Tk I  
19660909 198603 1 006

nbusan :  
Kepala Badan Kesatuan Bangsa dan Linmas Prop. Sul – Sel. di Makassar;  
Kepala Unit Pelaksana Teknis P2T Badan Koordinasi Penanaman Modal Daerah Prop. Sul Sel di Makassar;  
Dekan FKIP Univ.45 Makassar di Makassar;  
Mahasiswa yang bersangkutan;  
Arsip



# DINAS PENDIDIKAN DAN KEBUDAYAAN

Jl. Letjen Hertasning No. Telp. (0411) 868073, 864521, 458233,  
Fax 869256 Makassar 90222

## IZIN PENELITIAN

**NOMOR : 070 /320/DPK/II/2014**

Dasar : Surat Kantor Kesatuan Bangsa Dan Perlindungan Masyarakat kota Makassar

Nomor: 070/158-II/BKBP/II/ 2014 Tanggal 03 Maret 2014

Maka Kepala Dinas Pendidikan Kota Makassar

### MENGIZINKAN

Kepada :

NAMA : **Yohana Sangu**  
STAMBUK : 45 10101054  
JURUSAN : Pend. Bhasa dan Sastra Inggris  
PEKERJAAN : Mahasiswa  
ALAMAT : Jl. Urip Sumoharjo Km.04, Makassar

Untuk : Mengadakan Penelitian di SMP Negeri 17 Makassar dalam rangka penyusunan Skripsi di FKIP Univ.45 Makassar , mulai tanggal 03 s/d 31 Maret 2014.

### **DENGAN JUDUL PENELITIAN:**

***"IMPROVING STUDENTS READING COMPREHENSION BY USING READ,THINK AND RECITE METHOD AT SMP NEGERI 17 MAKASSAR"***

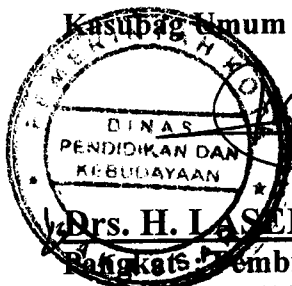
### **Dengan ketentuan sebagai berikut :**

1. Harus melapor pada Kepala Sekolah yang bersangkutan
2. Tidak mengganggu proses belajar mengajar di sekolah
3. Harus mematuhi peraturan dan tata tertib yang ada di Sekolah
4. Hasil penelitian 1 ( Satu ) exemplar dilaporkan kepada Kepala Dinas Pendidikan Kota Makassar

Demikian Izin Penelitian ini diberikan untuk digunakan sebagaimana mestinya.

Dikeluarkan di : Makassar  
Pada tanggal : 03 Maret 2014

A.n Kepala Dinas Pendidikan  
Kota Makassar  
Kasubag Umum & Kepegawaian



**Drs. H. LASLANGUDDIN**

**Pangkat Pembina**

**NIP : 19600422 198203 1 009**

### **Tembusan :**

1. Walikota Makassar (Sebagai Laporan).
2. Kepala sekolah Yang Bersangkutan.
3. Pertinggal.



PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH PERTAMA NEGERI 17  
Alamat : Jl. Tamangapa Raya V no. 5 ☎ (492973) Makassar 90235

SURAT KETERANGAN  
No: 897/060/SMP.17/IV/2014

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 17 Makassar menerangkan bahwa :

Nama : YOHANA SANGU  
NIM : 45 10101054  
FAK/PROG./JURUSAN : Pend. Bhs. Dan Sastra Inggris  
Lembaga / Pendidikan : Univ.ersitas 45 Makassar

Benar telah mengadakan Penelitian Pada SMP Negeri 17 Makassar mulai tanggal 03 Maret 2014 sampai dengan 31 Maret 2014. atas dasar Surat Izin Dinas Pendidikan Kota Makassar. Nomor : 070/320/DP/II/2014 Tanggal 03 Maret 2014

dengan judul :

“ *IMPROVING STUDENTS READING COMPREHENSION BY USING READ, THIK AND RECITE METHOD AT SMP NEG. 17 MAKASSAR*”

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Makassar, 2 April 2014

Kepala SMP Negeri 17 Makassar,



Drs. SUBEDE M.MPd

Wakil : Pembina Utama Muda

NIP. 19581231 198103 1 193