

**THE EFFECT OF COURSE REVIEW METHOD TOWARD READING
ABILITY OF THE FIRST YEAR STUDENT AT SMAN 1 PANGKALAN**

KERINCI

THESIS

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree
at Teachers' Training and Education Faculty Islamic University of Riau*



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2019

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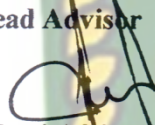
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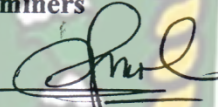
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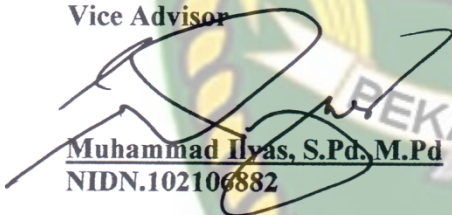
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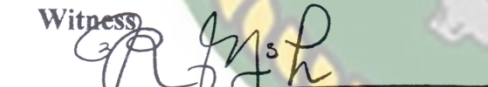


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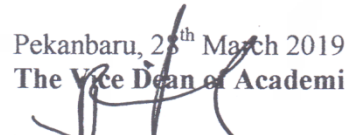
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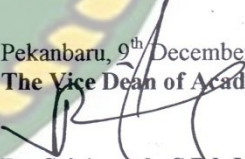

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



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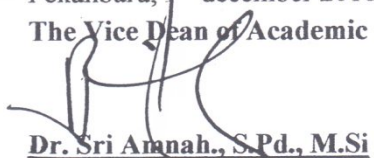
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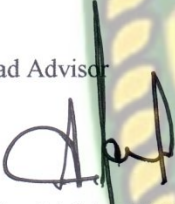
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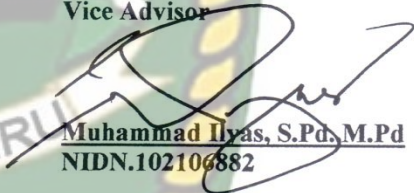
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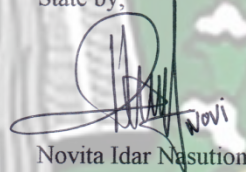

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I acknowledge that the Thesis/Scientific work is the result of own-work, except for summary and quotation (either direct or indirect) that took from various sources and mentioned its source scientifically and I am responsible for data and facts contained in the thesis/work these scientific.

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All praise is devoted to Allah SWT, the only praise working and universal god Who always gives a peace with the blessing to the writer. Therefore, I could finish of my duty as a student of Islamic University of Riau. In addition, peace and blessing of Allah is devoted to last messenger a great prophet Muhammad SAW because he carried out mankind from stupidity to the sciences as nowadays. Then the writer would like to express my gratitude and special thanks to all people below who have given the meaningful advice and helped to finish this thesis, as in the following:

1. **Johari Afrizal, S.Pd., M.Ed.**, as a sponsor and my an advisor 1, provide his time in guiding, suggesting, and giving direction to the writer in finishing this thesis.
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5. This thesis dedicated for my beloved parents, **Mr. Muhammad Idris Nasution and Mrs. Ari Muharti** they have keeping me, care, effort and prays to me, also love to me as long as my life and support material and anything I wanted.
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ABSTRAK

Novita Idar Nasution, (2018): “Pengaruh Metode Tinjauan Kursus Terhadap Kemampuan Membaca Siswa Kelas Dua di SMAN 1 Pangkalan Kerinci”

Membaca adalah salah satu keterampilan bahasa yang harus dikuasai oleh pelajar bahasa Inggris. Keahlian mereka dalam membaca teks akan membantu mereka untuk memperkaya pengetahuan mereka. Namun, banyak siswa selalu memiliki masalah dan kesulitan untuk memahami bacaan teks. Jadi, penelitian ini dilakukan untuk mengetahui ada pengaruh yang signifikan dari Metode Ulasan Kursus terhadap Kemampuan Membaca Siswa Tahun Pertama di SMAN 1 Pangkalan Kerinci.

Penelitian ini dilaksanakan di SMAN 1 Pangkalan Kerinci. Subjek penelitian ini adalah siswa kelas X SMAN 1 Pangkalan Kerinci. Penelitian ini adalah penelitian eksperimental semu. Ini diukur kelompok pada variabel dependen dan proses untuk memperhitungkan perbedaan antara pre-test dan post-test. Sementara itu, populasi penelitian ini adalah semua siswa kelas dan jumlah populasi adalah 144 siswa. Peneliti menggunakan sampel eksperimental dengan mengambil satu kelas sebagai sampel; X IPA5 terdiri dari 27 siswa sebagai kelas eksperimen.

Dalam melakukan penelitian, peneliti melakukan beberapa langkah sebelum mengambil data. Peneliti memberikan pre-test untuk mengetahui skor dasar siswa sebelum mendapatkan perawatan. Dalam perawatan, peneliti memperlakukan siswa melalui Metode Ulasan Kursus. Perawatan terdiri dari 3 pertemuan. Setelah memberikan perawatan, peneliti memberikan post-test. Setelah menganalisis data dari pre-test dan post-test, ada perbedaan yang signifikan antara hasil pre-test dan post-test; 37.77 dan 91.29. Peneliti menyimpulkan bahwa H_0 ditolak dan H_a diterima. Dengan kata lain, ada pengaruh yang signifikan terhadap pemahaman membaca siswa tahun pertama di SMAN 1 Pangkalan Kerinci.

Kata kunci: *Metode Tinjauan Kursus, Kemampuan Membaca, Teks Deskriptif*

ABSTRACT

Novita Idar Nasution, (2018): “The Effect of Course Review Method Toward Student Reading Ability of The Second Years at SMAN 1 Pangkalan Kerinci”

Reading is one of language skills that must be mastered by English learners. Their skill in reading text will help them to enrich their knowledge. However, many students always have problems and difficulties to comprehend reading texts. So, this research was done to find out there is significant effect of Course Review Method toward Students' Reading Ability of The first Years at SMAN 1 Pangkalan Kerinci.

The research was administered at SMAN 1 Pangkalan Kerinci. The subject of the research was the eighth grade students of SMAN 1 Pangkalan Kerinci. This research was quasi experimental research. It measured group on dependent variable and process to account for differences between pre-test and post-test. Meanwhile, the population of this research was all of grade students and total number of population was 144 students. The researcher used experimental sampling by taking one class as the sample; X IPA5 consisted of 27 students as an experimental class.

In conducting the research, the researcher did some steps before taking the data. The researcher gave pre-test to find out the students' basic score before getting treatment. In the treatment, the researcher treated the students through Course Review Method. The treatment consisted of 3 meetings. After giving the treatments, the researcher gave post-test. After analyzing the data from pre-test and post-test, there was significant difference between the result of pre-test and post-test; 37.77 and 91.29. The researcher concludes that H_0 is rejected and H_a is accepted. In other words, there is a significant effect on students' reading comprehension of the first year students at SMAN 1 Pangkalan Kerinci.

Keywords: Course Review Method, Reading Ability, Descriptive Text

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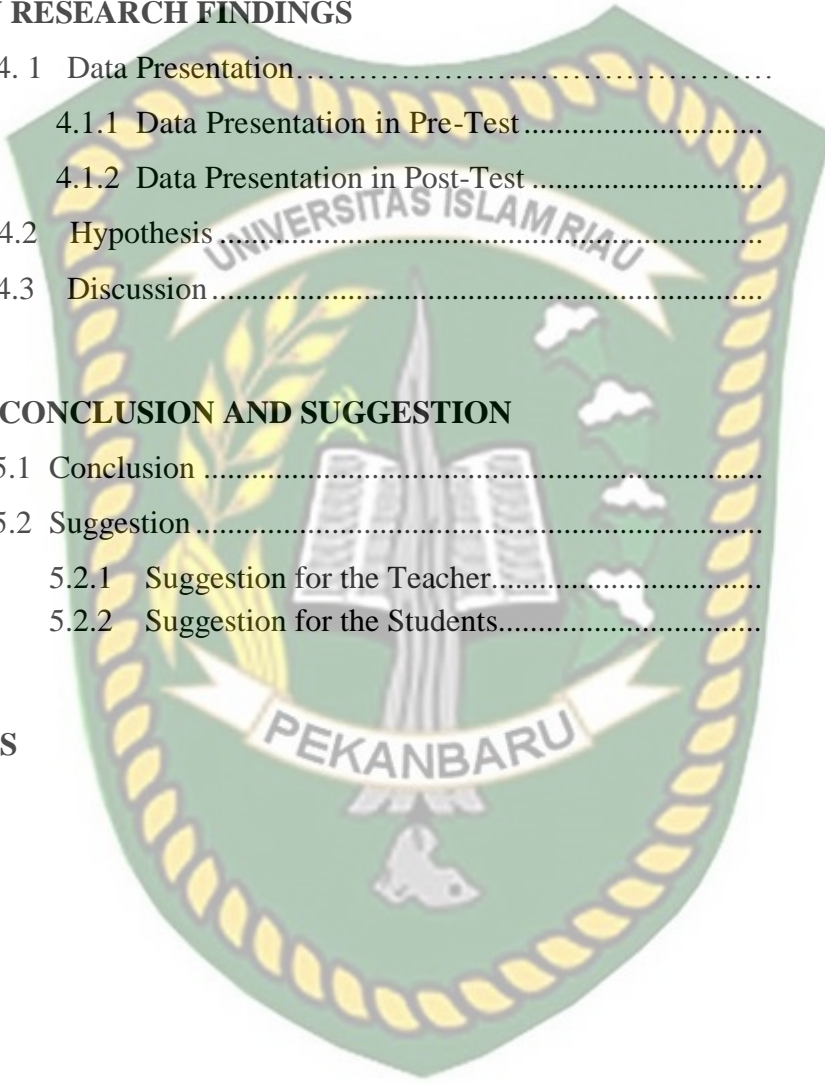
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CHAPTER I

INTRODUCTION

1.1 Background of The Problem

English, is as an international language, is used in many countries as a meaning of communication and it has a great function in many aspect of life such as in politics, business, trade, and diplomatic relationship. Furthermore, English also cannot be separated from the development of technology, science, economics, and education. Considering the importance of English, Indonesian government has chosen English as the first foreign language and fundamental subject in our educational system. English is taught as one of the main compulsory subjects in junior and senior high school.

In educational system in Indonesia, English is included in curriculum for elementary school, junior high school, senior high school level, vocational school or university. Based Competence Curriculum, the teaching learning of English has the purpose to develop four language skills: listening, speaking, reading and writing.

LG (1975) said that all of four basic language skills are Listening, Speaking, Reading and Writing. In his book he also said that the most important of all basic language skills are speaking and reading. "Speaking and reading are the most important of these skills, since to some extent they presuppose the other two".

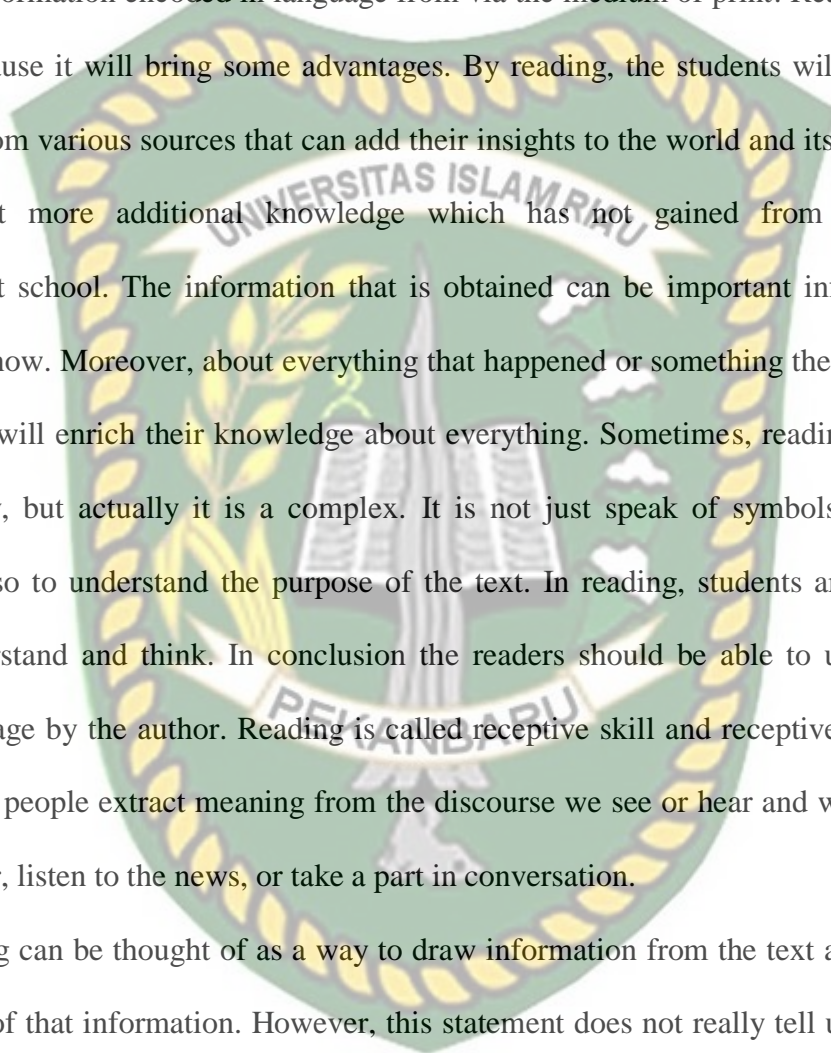
In this section, the writer focuses on reading skill. Reading is called receptive skill and receptive skills are the ways in which people extract meaning from the discourse it can be seen or heard and read a story or a newspaper, listen to the news, or take a part in conversation. Reading can be thought of as a way to draw information from the text and to form an interpretation of that information. However, this statement does not really tell us much about what happens when reading and how to comprehend a text. Sometimes, students

may know most of the vocabulary and understand the main concept of a text, but they may not follow the specific development of the text, the new information being presented or the arguments being made.

Urquhart & Weir in Grabe (1998: 22) defines reading as the process of receiving and interpreting information encoded in language from via the medium of print. Reading becomes important because it will bring some advantages. By reading, the students will gain a lot of information from various sources that can add their insights to the world and its development. They also get more additional knowledge which has not gained from the teacher's explanations at school. The information that is obtained can be important information that they need to know. Moreover, about everything that happened or something they do not know before, which will enrich their knowledge about everything. Sometimes, reading is seen as a simple activity, but actually it is a complex. It is not just speak of symbols that form of reading but also to understand the purpose of the text. In reading, students are expected to observe, understand and think. In conclusion the readers should be able to understand the indented message by the author. Reading is called receptive skill and receptive skills are the ways in which people extract meaning from the discourse we see or hear and we read a story or a newspaper, listen to the news, or take a part in conversation.

Reading can be thought of as a way to draw information from the text and to form an interpretation of that information. However, this statement does not really tell us much about what happens when reading and how to comprehend a text. Sometimes, students may know most of the vocabulary and understand the main concept of a text, but they may not follow the specific development of the text, the new information being presented or the arguments being made.

Based on the explanation above, there are many problems faced by students in developing reading skill especially in reading descriptive text. Student think that reading is a



boring activity. They have problems in developing ideas into good reading and they also have problem in grammar. They cannot write a sentence into a good order, and then teachers do not understand their reading. The other factor is teacher's factor. The teachers do not give variation in teaching English especially in teaching descriptive text. The teachers just teach reading descriptive text by using textbook and do the exercises in that book. So, students do not understand about the subject and not interested in studying.

In the current curriculum School-Based Curriculum (SBC) – Kurikulum Tingkat Satuan Pendidikan (KTSP) stated that in teaching reading, students should be able to write all kinds of text. It means that an English teacher should find a good strategy to make the students be able in reading. And the strategy is hoped to solve students problems in reading like; low motivation, lack of grammar, ideas etc.

Based on the research observation, the researcher found similar problems discussed previously also happen in this school. The ability of the first year students of SMAN 1 Pangkalan Kerinci in reading paragraphs is not satisfied yet. This happens because most of the students face some difficulties in composing sentences into good paragraphs. The difficulties are classified into four categories; the difficulty in term of content, organization, grammar and vocabulary. But in this section the writer only focus one problem, the first category is the difficulty found in term of grammar in reading ability. Another difficulty found is related to the grammar mastery. Inability to use correct tense and pronouns are two major difficulties found in relation to grammar mastery. As conclusion, it is true that reading is considered as the difficult skill to master but there are some efforts that can be done to overcome this problem.

Teaching method becomes one of the important points on the teaching learning activities. Basically, teaching method refers to the teaching learning approach, design and procedures. Teaching learning covers many aspects, they are the goal of teaching learning

process, syllabus, teaching learning procedures, and student and teacher's roles. Teaching method being used by the teacher in the teaching learning activities. Actually, there are many ways that teachers can do to improve students' reading comprehension. One of the ways is using Course Review Method. Course Review is one of innovative technique of cooperative learning model. In this technique the make groups, then conveys the competence that will be achieved, then demonstrates the material. After dividing the class into groups, the teacher distributes material learning. This technique is expected to make the class condition become fun and examine the students' understanding and cooperation in accomplishing their work.

The researcher chooses this topic due to the following reason: First, the reading is the skill that is required in written communication to learn by English learners. Second, some English learners faced difficulties to understand about reading skill especially in order to write a sentence into a good order by their ideas. They felt difficult to write a sentence cause they have lack of grammar.

Based on explanation as state before it can be concluded that there are some problems in reading class at the first year of SMAN 1 Pangkalan Kerinci in learning reading. The researcher will apply Course Review as a method in teaching reading text type in English class to the students. Finally, the researcher is interested in doing a research entitled: **“The Effect of Course Review Method Toward Student Reading Ability of The First Years at SMAN 1 Pangkalan Kerinci”**

1.2 Setting of The Problem

To identify the existing problems, the researcher observed the English teaching and learning process in the second grades of SMA N 1 Pangkalan Kerinci and then interviewed the English teacher. After doing the observation and interview, the researcher gained information about sources of the problem related to the teaching and learning process of

reading in the classroom. The sources of the problem found in the classroom that contribute to the students' low performance in reading are classified into three categories. They are the teacher, students and media.

The Teacher is the first factor contributing performance. Teacher's techniques in providing learning materials and steps in delivering the lesson were the problems affecting the teaching and learning of reading. The second factor contributing to the low students' reading competence is the students. Low motivation, inability in composing story, and lack of vocabulary are problems related to the students found in the observation. Motivation is one of important factors that contribute to the success of learning reading coming from the students' intrinsic aspects. Being motivated in learning.

1.3 Limitation of The Problem

In this research, the researcher focus on the process of teaching reading that is enjoyable and interesting for students. By conducting that kind of teaching and learning process, students would be stimulated to explore their reading skill. They were also focused on constructing grammar and generating ideas. It will be easier to write if they have already had the basic idea. The researcher focused on the second years students. The text type that would be used in this research was descriptive text using course review method.

1.4 The Formulation of Problem

Is there any significant Effect of Course Review Method Toward Student Reading Ability of The First Years at SMAN 1 Pangkalan Kerinci ?

1.5 Objectives of the Research

The researcher carried out the research for an objective stated below:

To find out whether there is significant effect Course Review or not toward students' reading the first years at SMA N 1 Pangkalan Kerinci.

1.6 Needs of the research

By the result of the study, the researcher expects that:

1. The students

To help the students in solving their problems in reading and improving their reading skill ability.

2. The Teacher

To help the teacher to make teaching learning processes are more interesting and effective in improving students' reading ability by using course review method at SMA N 1 Pangkalan Kerinci.

1.7 Definition of The Key Terms

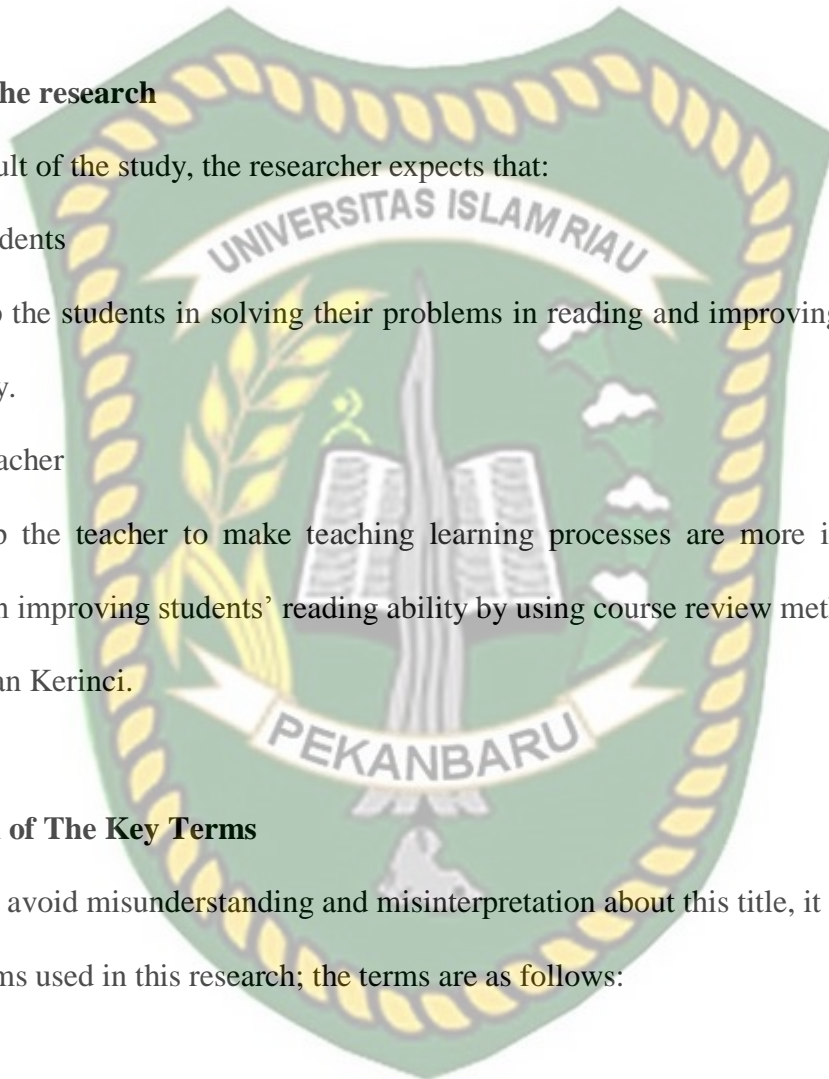
In order to avoid misunderstanding and misinterpretation about this title, it is necessary to explain the terms used in this research; the terms are as follows:

1. Effect

An effect is an impression that someone creates deliberately, for example in a place or in a piece of reading.

2. Course Review (CR)

Course Review is one method of cooperative learning that was developed by Widodo(2009). According to Kurniasih and Sani (2015:80) *Course Review* is one of



innovative method of cooperative learning model. In addition, According to Huda (2013:231) said that *Course Review* have several excesses, they are;

1. This method has interest structure in the learning process
2. It makes students more enthusiasm because the atmosphere of classroom does not monotonous when learning process
3. It can improve students' skill in play along with the others.

3. Reading

Reading is a complex process that requires the analysis, coordination, and interpretation (Scanlon, 2010: 8).



CHAPTER II

THEORETICAL FRAMEWORK

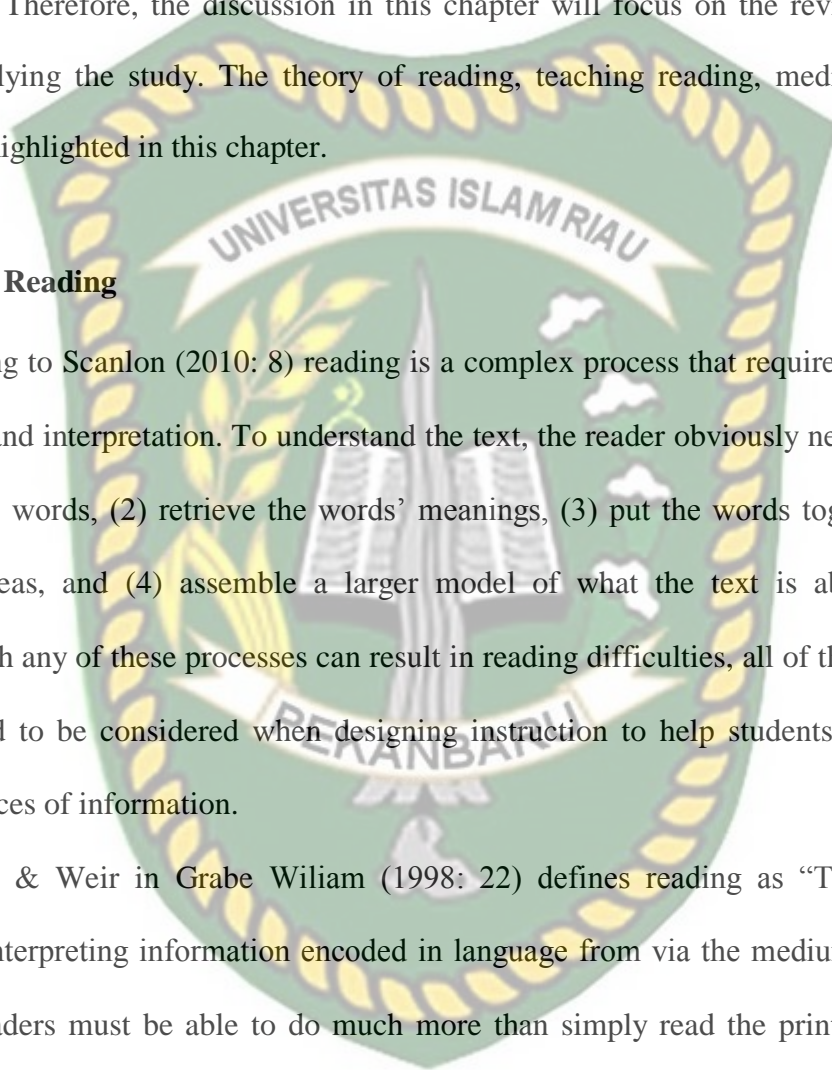
As stated in the previous section, the aim of this research study is to improve students' reading skills. Therefore, the discussion in this chapter will focus on the review of related theories underlying the study. The theory of reading, teaching reading, media and picture series will be highlighted in this chapter.

2.1 Nature of Reading

According to Scanlon (2010: 8) reading is a complex process that requires the analysis, coordination, and interpretation. To understand the text, the reader obviously needs to be able to (1) read the words, (2) retrieve the words' meanings, (3) put the words together to form meaningful ideas, and (4) assemble a larger model of what the text is about. Because difficulties with any of these processes can result in reading difficulties, all of these important processes need to be considered when designing instruction to help students learn to read variety of sources of information.

Urquhart & Weir in Grabe Wiliam (1998: 22) defines reading as "The process of receiving and interpreting information encoded in language from via the medium of print". It means that readers must be able to do much more than simply read the print words. They must know the words mean and understand the text. In order to fully understand a text, the readers need to draw on and use their existing knowledge to interpret and construct meaning of the text being read.

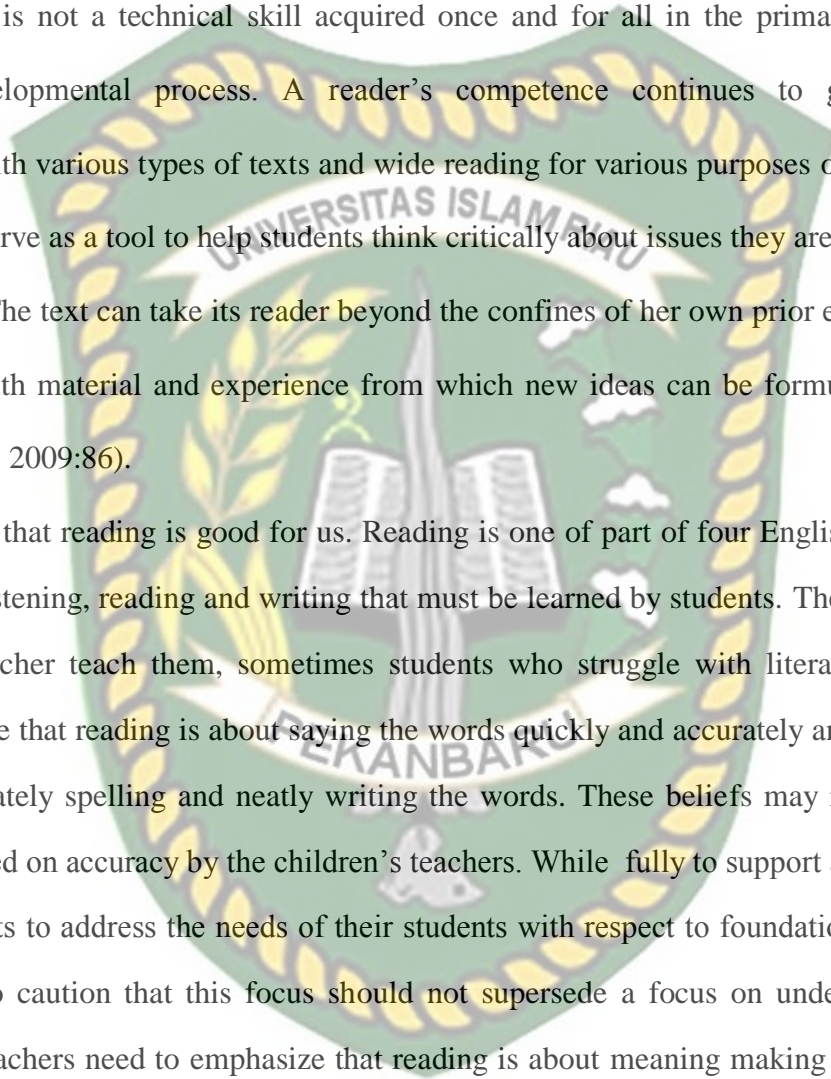
Reading is a process to make comprehension about the text being read. When the readers get information and understand after they read a text, it is called reading comprehension. According to Connelly (2009: 59)., reading comprehension is a dynamic and



interactive process. It means that in understanding the written text, the reader needs to recognize each word and to recover its meaning, puts together this information with syntactic knowledge to make meaningful sentences, and merge the meanings of each sentence to construct a representation of the state of matters described by the text.

Reading is not a technical skill acquired once and for all in the primary grades, but rather a developmental process. A reader's competence continues to grow through engagement with various types of texts and wide reading for various purposes over a lifetime. The text can serve as a tool to help students think critically about issues they are faced with on a daily basis. The text can take its reader beyond the confines of her own prior experience and provide her with material and experience from which new ideas can be formulated (Probst, 2004, in Stone, 2009:86).

It means that reading is good for us. Reading is one of part of four English skills. Such as speaking, listening, reading and writing that must be learned by students. They also tend to learn what teacher teach them, sometimes students who struggle with literacy acquisition come to believe that reading is about saying the words quickly and accurately and that writing is about accurately spelling and neatly writing the words. These beliefs may result from an emphasis placed on accuracy by the children's teachers. While fully to support and encourage teachers' efforts to address the needs of their students with respect to foundational skills, the researcher also caution that this focus should not supersede a focus on understanding and enjoyment. Teachers need to emphasize that reading is about meaning making and the writer should be find new way to teach students to focus on meaning. The researcher concluded that reading is a way to students get information from any media that they have to read.



2.1.3 Types of reading

According to Brown (2003:189) there are some types of reading :

- a. *Perceptive* reading tasks involved attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.
- b. *Selective* .in order to as certain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true-false, multiple-choice, etc.
- c. *Interactive*. Including among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text.
- d. *Extensive*. Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

Brown (2001: 312) states reading performance as follows

1) Oral Reading

Occasionally, a teacher will have reason to ask a student to read orally. This reason in line with the advantages of oral reading. At the beginning and intermediate level, oral reading can

- 1) serve as an evaluation check on bottom-up processing skills,
- 2) double as pronunciation check, and
- 3) serve to add some extra student participation if she/he wants to highlight a certain short segment of reading passage.

However, doing this oral reading a lot may make some disadvantages in the learning process. Brown (2001: 311) states that oral reading is not a very authentic language activity. In reality, people often read silently. Then, while one student is reading, others can easily lose attention. Moreover, shy students will read slowly in the class. Finally, it decreases students' participation in reading activity.

2) Silent Reading

Silent reading may be sub categorized into intensive and extensive reading. According to Brown (2001: 311), intensive reading is classroom-oriented activity that focuses on the linguistic or semantic detail of a passage. The students analyze the text from words, grammatical form, and structure details. It is also called bottom-up processing. Meanwhile, extensive reading is top-down processing. Extensive reading is reading for general understanding of a longer text. In top-down processing, the students read the whole text first and then try to check the micro skills later.

Types of reading by G.E. Tompkins

1. Independent Reading

Students read silently by themselves and at their own pace Taylor (1993). The selections must be at students' reading level in order for them to comprehend what they're reading.

2. Reading Aloud to Students

Teachers use the interactive read-aloud procedure to share selections that are appropriate for students' interest level but too difficult for them to read by themselves, Barries (1996).

3. Guided Reading

Teachers scaffold students' reading to teach reading strategies, Fountas & Pinnell, (1996, 2001). Guided reading is conducted with small groups of students who read at the same level.

4. Shared Reading

Students follow along as the teacher reads a selection aloud, Fisher & Medvic, (2000). Primary-grade teachers often use big books-enlarged versions of the selection-for shared reading, Holdaway (1979).

Then, the researcher can concluded from explanation above, selective reading type from Brown (2003:189) is which one kinds of reading that will match for model lead test strategy in this research. It can be match with model lead test strategy that have 3 phase teaching learning, SMA N 1 Pangkalan Kerinci obviously supports the English teachers to implement the curriculum. The supports given by the school are from many aspects.

In SMA N 1 Pangkalan Kerinci, the curriculum that is used is called *Kurikulum K-13* or 2013 Curriculum. Therefore, a school has right to formulate the material that is suitable with the condition in the school according to the guidance of the standard competence and the basic competence. In the implementation of 2013 curriculum, there are three related dimensions. They cannot be separated. They are planning, teaching learning process, and learning evaluation. The planning will establish the materials will be taught, the media will be chosen, and the methods will be used in teaching learning process. In such away, the evaluation procedures will be used to know the product of teaching learning process and students' achievement.

The main objective of teaching reading is to enable the students to get meaning from the written language. For junior high school students, they are expected to have standard ability to comprehend and to find information from reading text as stated in K-13 Curriculum. Based on that statement, the students must be able to get information and understand the messages from the written text or oral text in any situation. Students have to analyze and use information from some materials. Based on the researcher's teaching experience at SMA N 1

Pangkalan Kerinci. Most students were not able to answer comprehension questions which were usually based on the scanning and skimming strategies or to read the text quickly. For example, when they were asked some questions related to the text, they could not even finish answering the questions given. The students often spent much time to read reading text word by word or sentence by sentence just to answer questions. They also waste their time to open dictionary to find out meaning of difficult words. Moreover, English teacher frequently applied the teaching and learning activities which emphasized on individual work.

2.1.4 Indicators of Reading

King and Stanly in Darlis (2004:8) state that reading has five components or indicators in reading text which are appropriate with the junior high school curriculum. They are:

1. Finding factual information.

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are may types of question; reason, purpose, result, time, comparison, etching which of the answer can be found in the text.

2. Finding main ideas

Recognizing of the main idea of paragraph is very important because it helps you not only understand the paragraph on the first reading, but also help you to remember the content later. The main idea of paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understand no only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as super ordinate while other

subordinate.

3. Finding the meaning of vocabulary in the context

It means that the reader could develop his or her guessing ability to the words which is not unfamiliar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text being read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

4. Identifying reference

In English, as in other language. It would be clumsy and bring to have and repeat the same words or phrases every time you used it. Instead of repeating the same words or phrases several time, the researcher can use reference words. Recognizing reference words and being able to identifying the words to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun such as; it, she, he, they, this, etc.

5. Making inferences

Inference is a skill where the reader has to be able to read between lines. As a result, the indicators of reading it can help the researcher to do a research in that school based on curriculum. So, Based on the writer's interview with an English teacher at SMA N 1 Pangkalan Kerinci., she found that most of the students at that school had passed their final examinations with a good mean score for English of 75. The students also reached the passing score when the teacher gave them a test for reading comprehension. In that interview, the researcher also learnt that the teacher used many strategies for teaching reading. This School has implemented the 2013 curriculum as the new curriculum mandated by the government since 2017. Based on the above, strategies for teaching reading are the processes used for transferring knowledge in order to get good reading comprehension and understanding of a text to achieve the goals of the learning process.

Teachers need to use appropriate strategies based on the materials and the purpose of learning. In this study, the research focuses on the strategies used by the English teachers at SMA N 1 Pangkalan Kerinci.

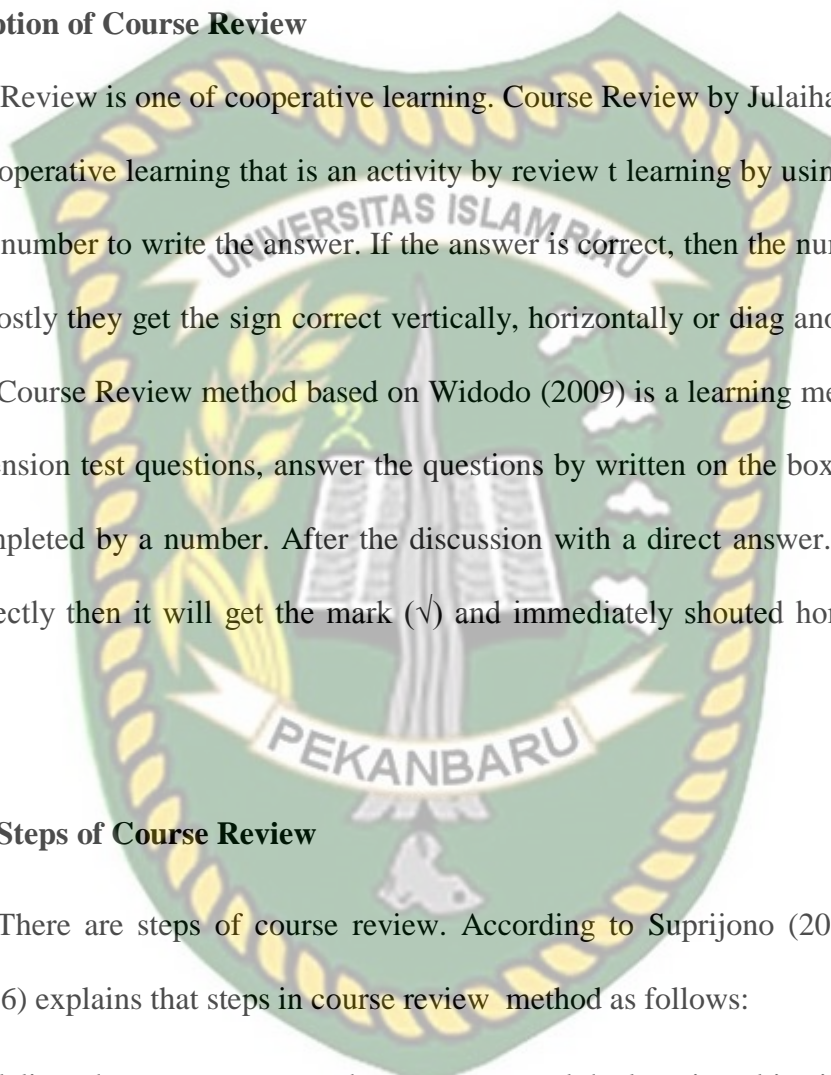
2.2 Description of Course Review

Course Review is one of cooperative learning. Course Review by Julaiha (2011) is one method of cooperative learning that is an activity by review t learning by using the contents of the box in number to write the answer. If the answer is correct, then the number in te box is marked, mostly they get the sign correct vertically, horizontally or diag another yell. The definition of Course Review method based on Widodo (2009) is a learning method by using the comprehension test questions, answer the questions by written on the box (table) which has been completed by a number. After the discussion with a direct answer. If the student answers correctly then it will get the mark (\checkmark) and immediately shouted horay or another yell.

2.2.1 Steps of Course Review

There are steps of course review. According to Suprijono (2009) in Julaiha (2011:46) explains that steps in course review method as follows:

1. Teachers deliver the competency, so that more targeted the learning objectives.
2. Teachers demonstrate or present appropriate material topic that is being taught.
3. To test comprehension, students were told to make the answers. Here the place answer shaped table (box) which contains nine places , sixteen or twenty- five boxes box . The number of boxes where answers tailored to the needs and response of each box is filled with a number that corresponds' tastes of each student.
4. Teachers read about at random in question with pre-defined number. Students write the answer in the box whose number is mentioned teachers. A question which has been read out directly discussed, if properly filled correctly mark (\checkmark) and one filled with a cross (x)



.Here takes the honesty of the students who had answered incorrectly or correctly.

5. Students who have got marks or diagonally(√)must vertical immediately yell “horay” or other. Yell
6. Values calculated from the students’ correct and the number answer of Obtained.
7. Concluding the discussion. Closing of this discussion can be inferred from the teacher or by the students.

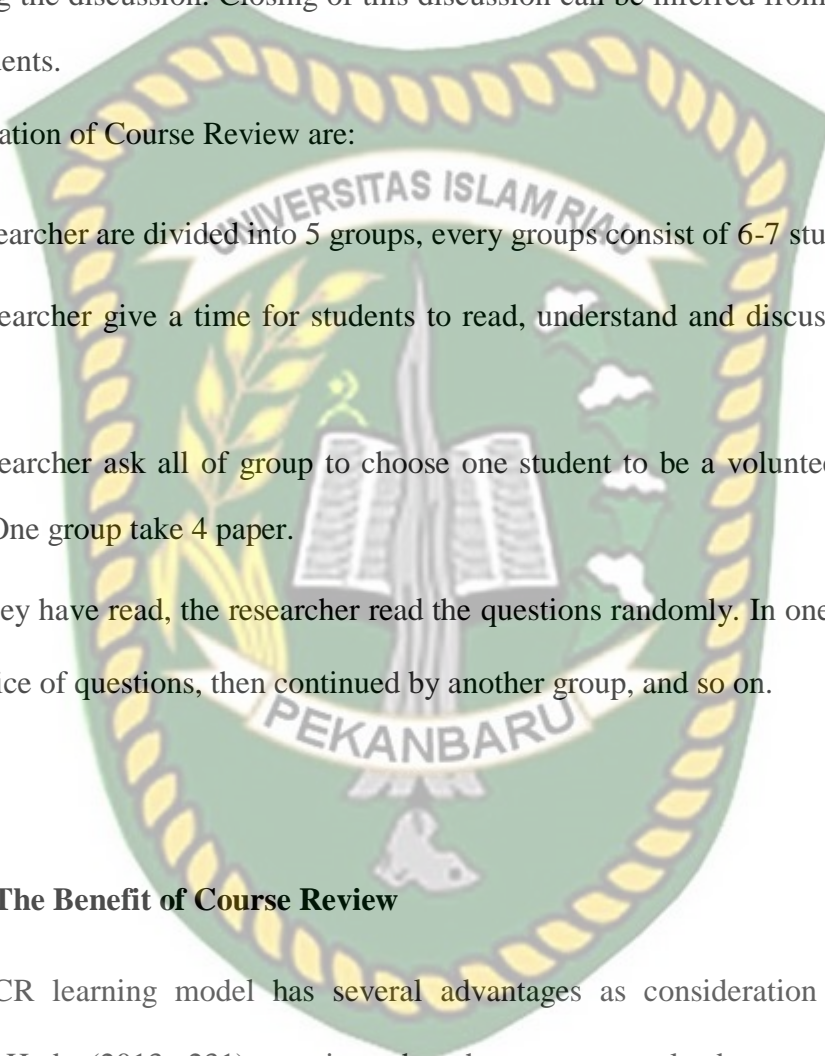
The implementation of Course Review are:

- a) The researcher are divided into 5 groups, every groups consist of 6-7 students.
- b) The researcher give a time for students to read, understand and discussion about the text.
- c) The researcher ask all of group to choose one student to be a volunteer for take the paper. One group take 4 paper.
- d) After they have read, the researcher read the questions randomly. In one group will be read twice of questions, then continued by another group, and so on.

2.2.2 The Benefit of Course Review

CR learning model has several advantages as consideration of its use in learning. Huda (2013: 231) mentions that there are several advantages CR learning model, here are:

- a. The structure is interesting and can encourage students to get into it
- b. Models are not monotonous because interspersed with entertainment, so the atmosphere is not stressful
- c. The spirit of learning increases because the learning process is fun
- d. Increased skill-coaching skills



2.3 Previous Study

In conducting this research, the researcher took account the study done by Winarsih (2013), Astuti (2011) Aksiwi (2014). Here are:

1. Winarsih (2013), The using of Course Review method to improve the social science learning about the struggle to resist the colonization for the fifth grade students of SD Negeri 1 Karangsari in academic year 2013/201. This research was Classroom Action Research technique and implemented in three cycles. The result of this study demonstrate that: the using of Course Review method can improve the learning with the result that improved continuously at each cycle.
2. Aksiwi (2014), This research was Classroom Action Research which aimed to improve activities and achievement of Adjustment Journal of Students in X Accounting of Moyudan Muhammadiyah Vocational High School 2 in 2013/2014 by implementation of Course Review Learning Method. The result showed that implementation of Course Review Learning Method improved activities and achievement of adjustment journal from Cycle I to Cycle II in series score as high as of visual activities from 36.84% to 85.71%, oral activities from 34.21% to 74.60%, aural activities from 57.89% to 85.71%, writing activities from 39.47% to 60.71%, mental activities from 44.74% to 75.00%, matrix activities from 72.37% to 98.81%, and emotional activities from 40.79% to 78.57%.
3. Astuti (2011), The Effectiveness of Course Review in Improving Students' Simple Past Tense Mastery (An Experimental Study at the Grade XI of SMA Negeri 1 Subah in the Academic Year 2010/2011). The result of the test was analyzed by using t-test formula to know the difference in the students' simple past tense mastery result between the group that was taught by using *Course Review* and the other one that was not. The data collected were analyzed, and the statistical analysis of the result showed that the average scores both the experimental and control groups increased. However, the experimental group has higher differences between the two mean. The difference between two mean of experimental group was 20 point, while the control group was 16.4 point.

Based on the previous finding, the researcher wants to conduct a study about Course Review method with different design research. In this study the researcher wants to test the effect of Course Review in teaching reading at SMA N 1 Pangkalan Kerinci

2.4 Conceptual framework

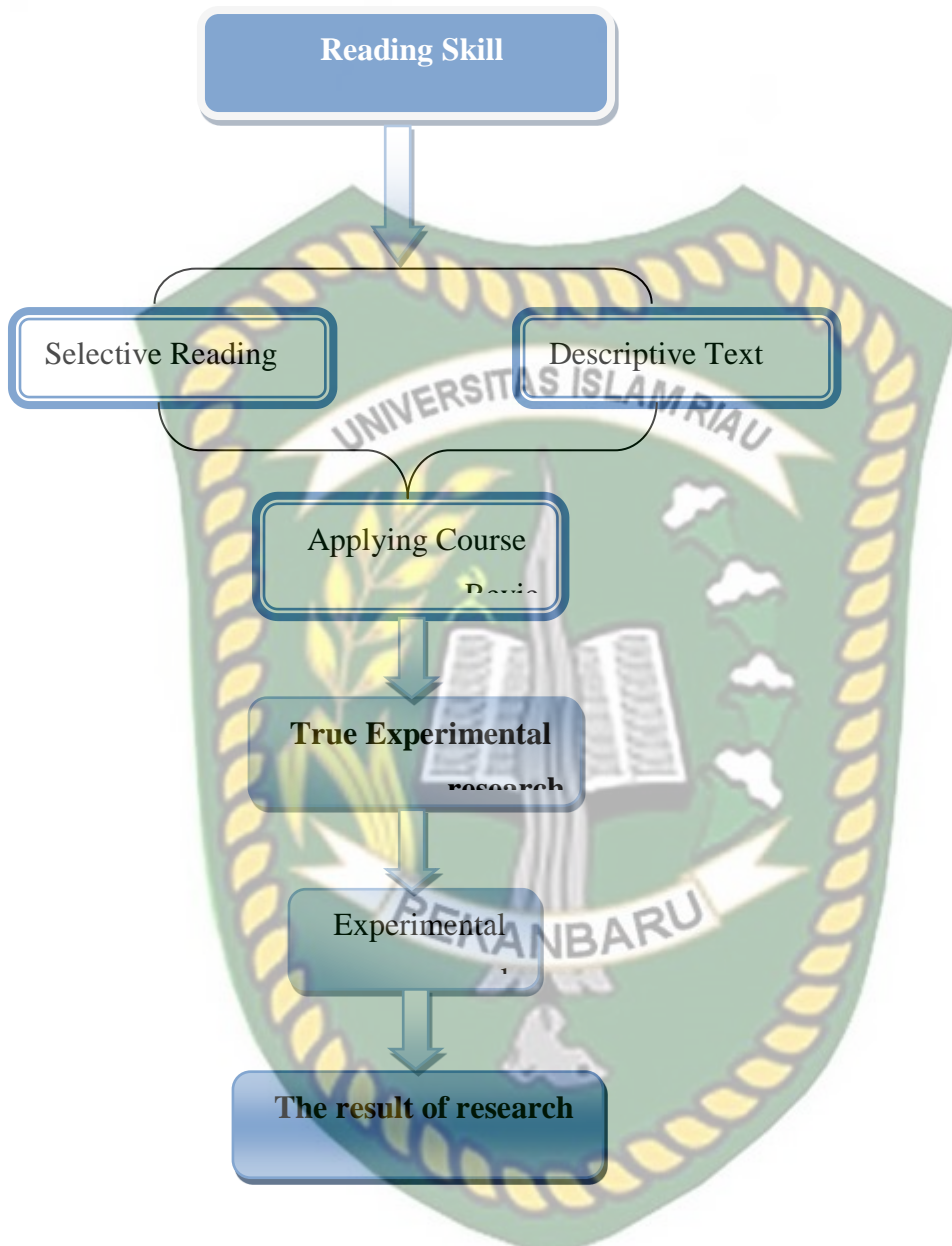


Figure 2.1 Conceptual Framework

From conceptual framework above, this research is done in order to improve students in teaching reading. Reading is a skill used by someone to communicate through message in daily life whether at school or outside the school. Most teachers tried to find strategies in order to make students interested in learning reading. At least, they can read and comprehend the text. In fact, the students of the second grade of SMAN 1 Pangkalan Kerinci have

difficulties in reading descriptive text. It was caused by some factors: students may not be fully familiar with overall genre expectation of certain type of texts.

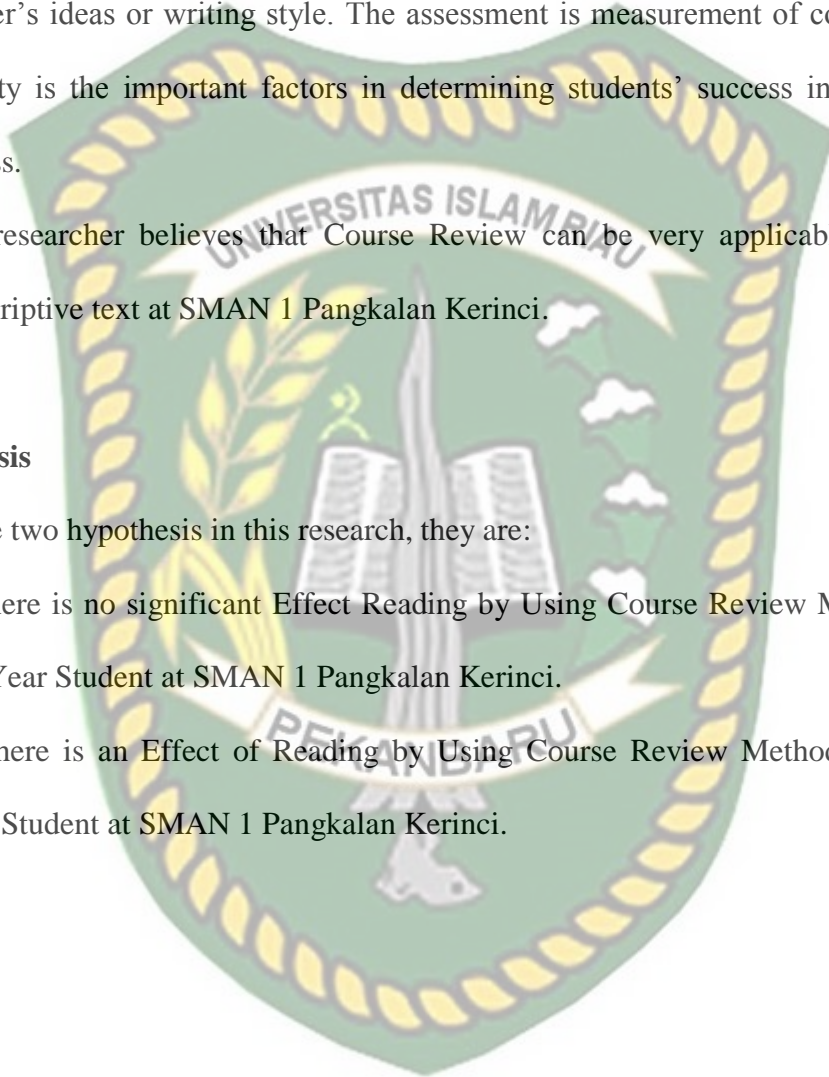
Kalayo and Fauzan (2007: 114) state that reading is an activity with a purposes. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. The assessment is measurement of comprehension. Students' ability is the important factors in determining students' success in teaching and learning process.

So, the researcher believes that Course Review can be very applicable in teaching reading of descriptive text at SMAN 1 Pangkalan Kerinci.

2.2 Hypothesis

There are two hypothesis in this research, they are:

- a. Ho: there is no significant Effect Reading by Using Course Review Method of The First Year Student at SMAN 1 Pangkalan Kerinci.
- b. Ha: there is an Effect of Reading by Using Course Review Method of The First Years Student at SMAN 1 Pangkalan Kerinci.



CHAPTER III
RESEARCH METHOD

3.1 Research Design

This research is quasi experimental research it measured group on dependent variable and process to account for differences between pre-test and post-test.

According to Muijs (2004:27) “quasi-experimental research was especially suited to looking at the effects of an educational invention. Wiersma and Jurs (2009:165) also said that, “quasi-experimental was an approximation of a true experiment that used groups that have not formed randomly. In this research, the researcher used quasi experimental design. There are two variables, they are: independent variable (X) and dependent variable (Y). Independent variable was a category that is influenced by another category or consequent. In this research, the independent variable (X) as using Course Review Method to improve reading ability, and the dependent variable (Y) will be students’ reading ability. This research will be use experimental classroom. Therefore, the experimental class will be treated by using Course Review method and also the experimental class will provide with pre-test, treatment, and post-test. The design could be seen in the following figure:

Table 3.1

Class	Pre-test	Treatment	Post-test
X IPA 5	√	√	√

3.2 Location and time of the Research

This research was carried out at the first grade students of SMA N 1 Pangkalan Kerinci. This research was conducted on October 2018.

3.3 Population and Sample of the Research

3.3.1 Population

Fraenkel and Wallen (1993:79) say that a population is the group to which the result of the study are intended to apply while the sample is a group in a research study on which information is obtained. Tuckman (1978: 227) states that population in educational research as the group about which the researcher is interested in gaining information and drawing conclusion. In addition, Best (1981:8) states that a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. In this study the researcher will be used cluster random sampling. Cluster random sampling was chosen by using techniques or steps in taking the sample. The population of this research is the second year students at SMA N 1 Pangkalan Kerinci. There are tenth classes together that consist about 27 students.

Population of the first year students at SMA N 1 Pangkalan Kerinci

Table 3.2

Class	Number of Students
X IPA 1	30
X IPA 2	27
X IPA 3	27
X IPA 4	28
X IPA 5	27

3.3.2 Sample

The sample of this research was the students in class X IPA 5. There are some reasons for choosing them as a sample. First, the students have problems in reading ability. Second, the researcher want to apply new method that makes students easily in studying writing skill. According to Sugiyono (2003 : 56) sample will "some of amount and characteristic owned by population, as for becoming sample of at this research is all student of X IPA 5".

In addition, Suharsimi (2006) stated that if the subject is less than one hundred it is better to take the entire subject. Furthermore, if the subject is more than one hundred it could be taken between 10-15% or 20-25% or more then it. In this research, the researcher, 27 students have been taken of the subject.

Class	Total of Number
X IPA 5	27

3.4. The Instrument of Research

The instrument in this research was reading test that given in the form of multiple choices.

3.5 Research Procedures

a. Pre-test

Before treatment, the students in experimental group were given a pre-test. The purpose was to know the students' reading ability before treatment. Pre-test was conducted at the first meeting. The test items consisted of 20 items of multiple choices. It last in 90 minutes, with 2 x 45 minutes. Students in the class join the test. The researcher distributed to identify the students' prior knowledge in reading. The table below present the blue print of the test.

Table 3.3
Blue Print of the Test

No.	Text	Indicator of Descriptive Text	Number
	Muara Takus Temple	<ul style="list-style-type: none"> • Identification • Description 	1,2 3,4,
	Soeman Hs Library	<ul style="list-style-type: none"> • Identification • Description 	5,6 7,8
	Iyeth Bustami	<ul style="list-style-type: none"> • Identification • Description 	9,10 11,12
	Borobudur Temple	<ul style="list-style-type: none"> • Identification • Description 	13,14 15,16
			17,18 19,20

The materials given to the student for, the types of material are:

1. Balai Adat
2. The Mayor of Pekanbaru
3. Songket Monument

The list of the reading texts that was used during the research could be seen in the following table:

Table 3.4
Materials for Treatment

No	Meetings	Material	Test
1.	1 st	Balai Adat	Treatment
2.	2 nd	The Mayor of Pekanbaru	Treatment
3.	3 rd	Sheen Songket Monument	Treatment

b. Post-test

After treatment, test was be administered in order to know the students' achievement after teaching by using discussion method that implement in the classroom process. The post-test was conducted at the last meeting.

3.6 The Data Collection Technique

In collecting the data, the researcher give the test in two sessions. Firstly, pre-test will give to the students in order to find out their reading test score before they get treatment. Then, Post-test was be given after all treatments had been done. The Post-test was given in order to know how effective the application of using course review method belongs to students' reading skill.

After the students did their test, the researcher then will process the result of the reading comprehension test. After that, the score will classify into several levels:

Table 3.5

The Clasification of Students' Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Adapted from Arikunto (2009:223)

3.7 The Data Analysis Technique

In this research, the researcher prepare a test as the technique for collecting the data. The test was use to measure students reading ability. The test consisted of 20 items.

There are some formula used in analyzing the data:

1. The first formula is use to find out the means score pre-test and post-test. The mean could be calculated by using the following formula:

$$\text{Mean} = \bar{X} = \frac{\sum X}{n}$$

Where:

\bar{X} = Mean

$\sum X$ = Sum of the raw score

N = Number of students

James Dean Brown (1988: 66)

2. To find out the average differences of all score from the mean used the following formula:

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

SD = Standard Deviation

$\sum(X - \bar{X})^2$ = Sigma of Individual deviation of student's score

N = Number of students

1 = Constant Number

3. In order to check whether or not the scores was significantly different or to find the standard error between means, the following formula was used:

$$S_{(X_1 - X_2)} = \sqrt{\frac{\sum(S_1)^2}{N_1} + \frac{\sum(S_2)^2}{N_2}}$$

Note:

$S_{(X_1 - X_2)}$ = Standard error of two means

S_1 = Standard deviation of pre-test

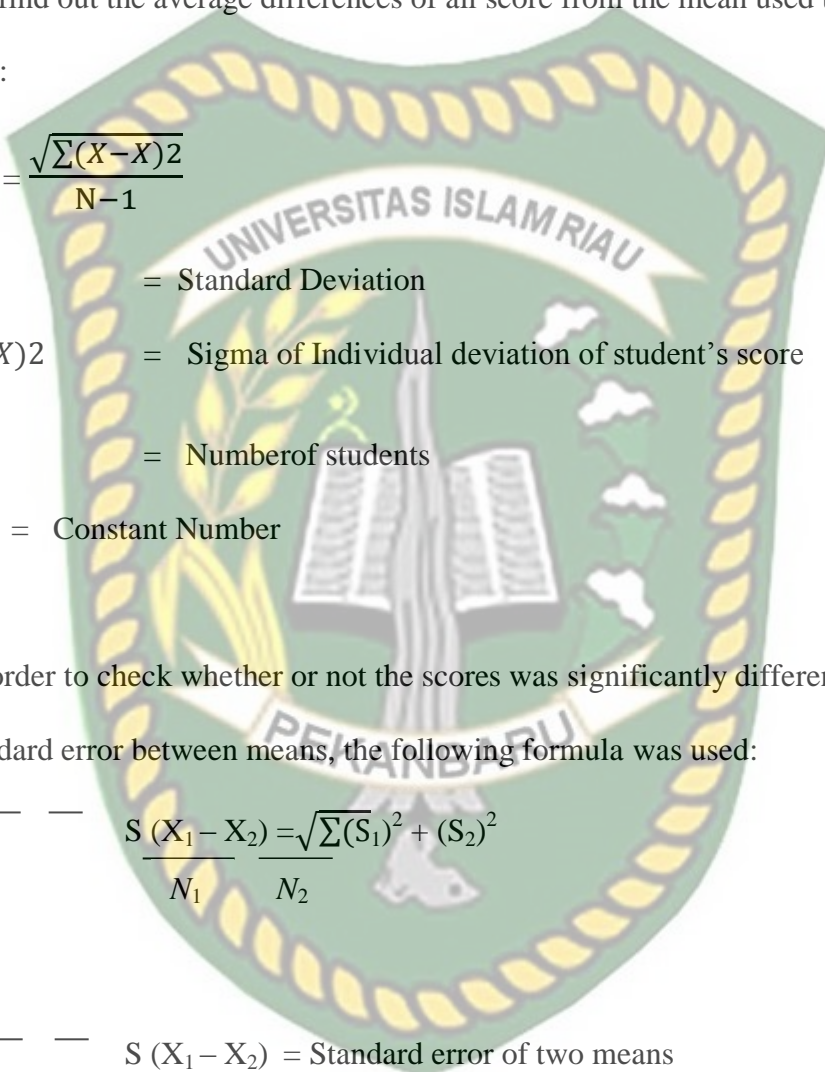
S_2 = Standard deviation of post-test

N_1 = Number of the sample in pre-test

N_2 = Number of the sample in post-test

(Taken from Hatch and Farhady, 1982:105)

4. To find t-test the researcher was used the formula:



$$T_{\text{obs}} = \frac{\bar{X}_1 - \bar{X}_2}{S(\bar{X}_1 - \bar{X}_2)}$$

T = the t-value (t-test)

X₁ = Mean score of pre-test

X₂ = Mean score of post-test

S₁ = Standard deviation of pre-test

S₂ = Standard deviation of post-test

Hatch and Farhady (1982)



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

CHAPTER IV

RESEARCH FINDINGS

The purposes of this research were to obtain the data of students' reading comprehension by using Course Review, and also to find out the significant effect of students' reading comprehension by using Course review. The data were obtained from students' pre and post-test scores of experimental class. To obtain the data from the sample of the research, the researcher used reading comprehension test which constructed based on the indicators of reading comprehension. Then, the test was distributed in pre and post-tests.

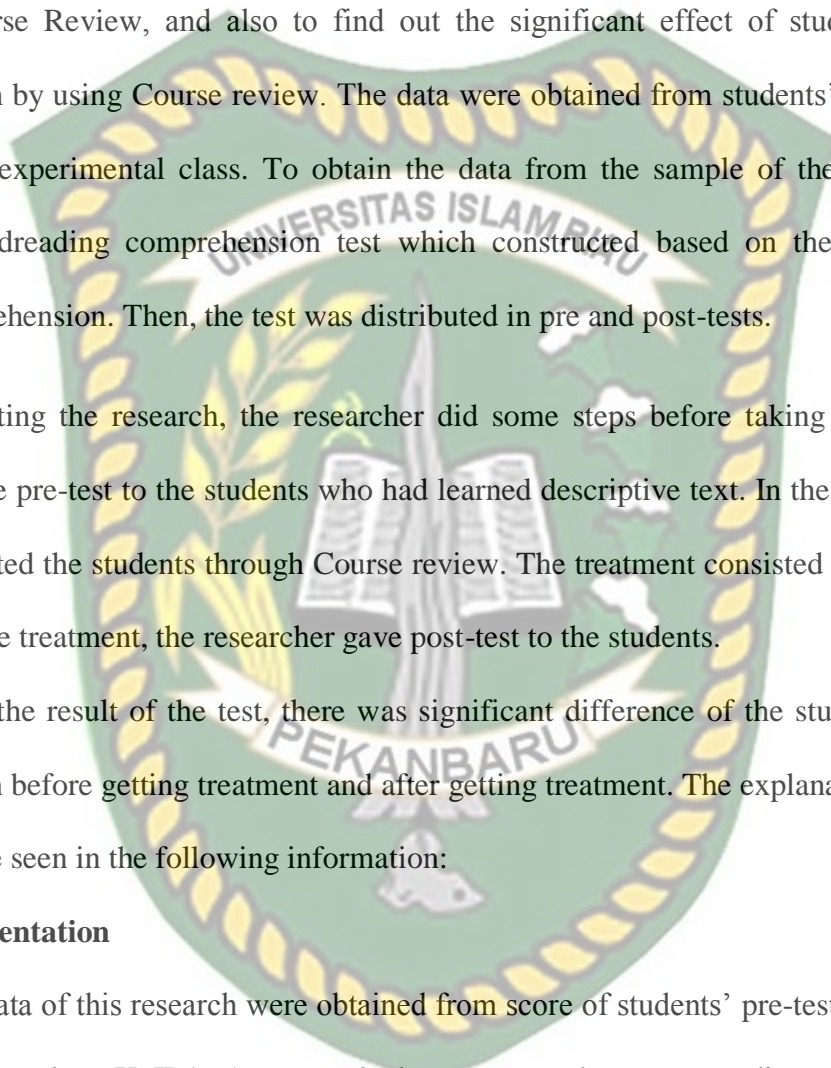
In conducting the research, the researcher did some steps before taking the data. The researcher gave pre-test to the students who had learned descriptive text. In the treatment, the researcher treated the students through Course review. The treatment consisted of 3 meetings. After giving the treatment, the researcher gave post-test to the students.

Based on the result of the test, there was significant difference of the students' reading comprehension before getting treatment and after getting treatment. The explanation about the findings can be seen in the following information:

4.1 Data Presentation

The data of this research were obtained from score of students' pre-test and post-test. The students in class X IPA 5 were asked to answer the some reading comprehension questions about descriptive text.

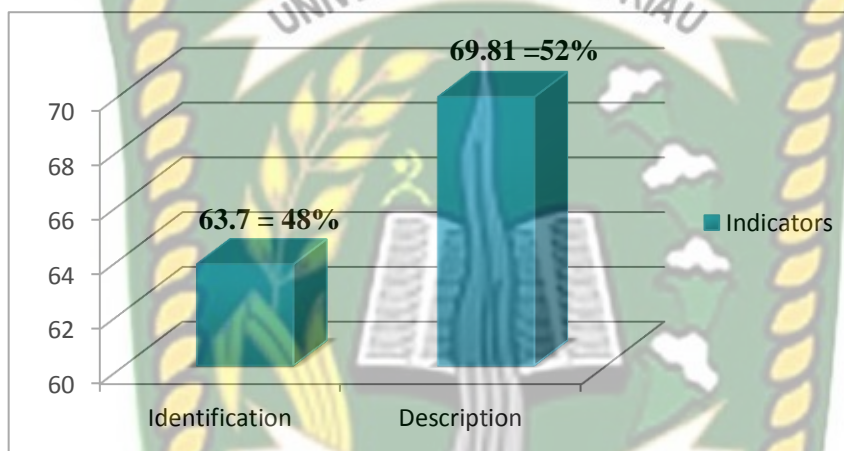
The format of the test was multiple choice with 24 questions and the students' answer sheets were collected in order to evaluate their comprehension.



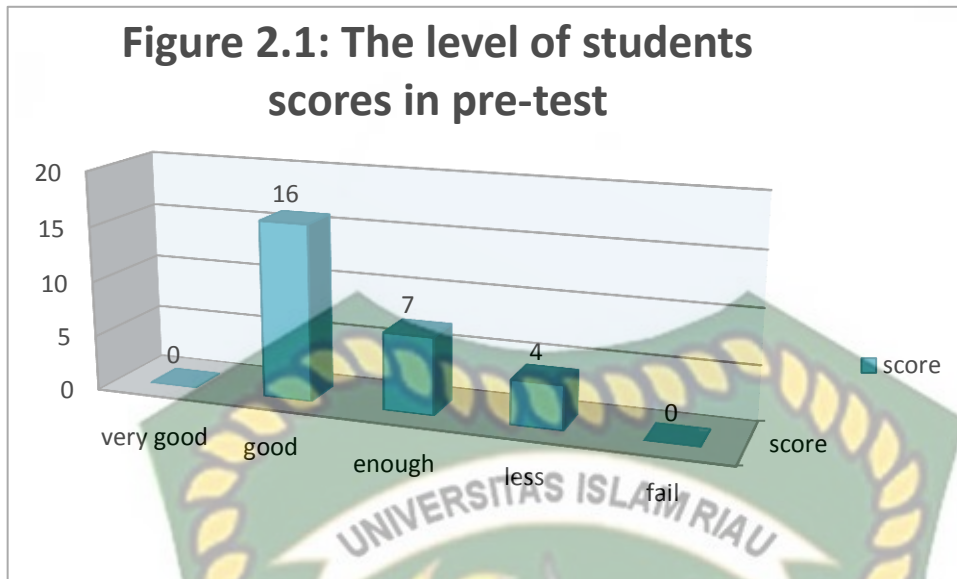
4.1.1 Data Presentation in Pre-Test

Before teaching the students by using Course review, the pre-test was given to the students. Then, the result of students' pre-test was 37.77. It means that the students' reading comprehension ability is very poor. They got serious problems in comprehending the reading texts.

Figure 2: Pre-test; Percentage of Students' Reading Comprehension ability based on the Indicators of Descriptive Text



Based on figure above, it shows the students' average scores based on the indicators of comprehending descriptive text. For identification, the students' average score was only 63.7, it is about 48%. Then, the students' ability in comprehending the texts based on description indicator is 69.81, it is about 52%. In conclusion, the students' ability in comprehending descriptive text based on its indicators still need to be improved. Then, the level of students' score in Pre-test can be seen in the following table:



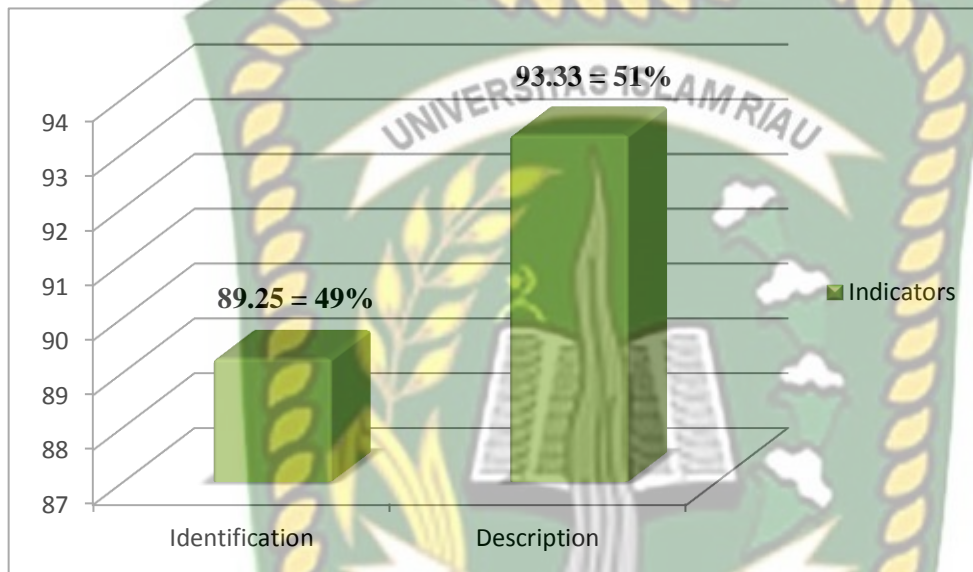
From the figure 2.1 of Pre-testit was found the qualification of students' reading ability that there were 4 students got poor/less, 7 students got enough, and 16 students got good in reading. Based on table above, it can be seen that students' reading in descriptive text indicators pre-test score was categorized into good level. This showed that the majority of students' reading ability was good. Then, the total score of pre-test from the students as sample were 27 students, and total score of pre-test is (1020). From the data, it showed that mean of pre-test is 37.77. It is mean that the mean of pre-test before doing treatment is low. Furthermore, 16 students got "good" level and 7 students got enough, then the rest got less/poor.

Based on the table above, the mean of pre-test of experimental class was 37.77 for pre-test, it means that the students' reading comprehension taught by Course review was categorized into **Good** in pre-test.

4.1.2 Data Presentation of Post-Test

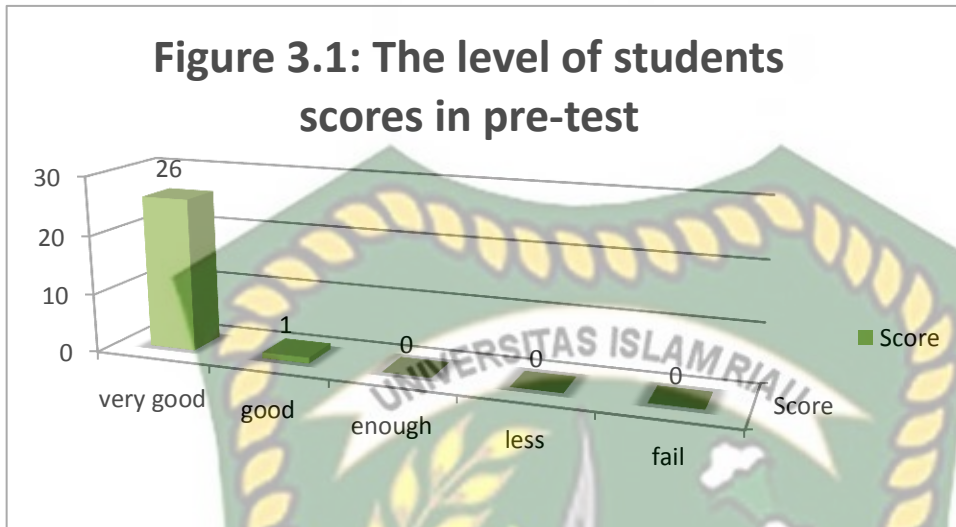
The data of students' reading comprehension taught by using Course review were also taken from post-test of the same class taken from the sample of this class (27Students).

Figure 3: Post-test; Percentage of Students' Reading Comprehension ability based on The Indicators of



Based on figure above, it shows the students' average scores based on the indicators of comprehending descriptive text. For identification, the students' average score was only 89.25, it is about 49%. Then, the students' ability in comprehending the texts based on description indicator is 93.33, it is about 51%. In conclusion, the students' ability in comprehending descriptive text based on its indicators was improved, because there was differences average scores based on the indicators of comprehending descriptive text between Pre-test before treatment and Post-test after getting treatment. So, there is significant effect of students' reading comprehension by using Course review at second year students

of SMA N 1 Pangkalan Kerinci. Furthermore, the level of students' score in Post-test can be seen in the following table:



From the figure 3.1 the researcher found qualification of students' reading ability that were 1 student got good and the rest got very good. It means that the score of students' reading comprehension in post-test was increased the score of students' reading comprehension taught by using Course review. This showed that there was significantly increase of students' reading after applying Course review during the treatment. After being treated by Course review in teaching and learning process, the majority of students' reading increase in the post-test became very good.

Furthermore, the students' reading comprehension being taught by Course review in post-test was categorized into **Very Good**.

4.1.3 The Students' Score of Pre-test and Post-test in Experimental Class

The result of the students' data in reading comprehension by using CourseReview (CR) calculated by SPSS 24 taken from pre-test and post-test can be seen in the figure 4.1.3.

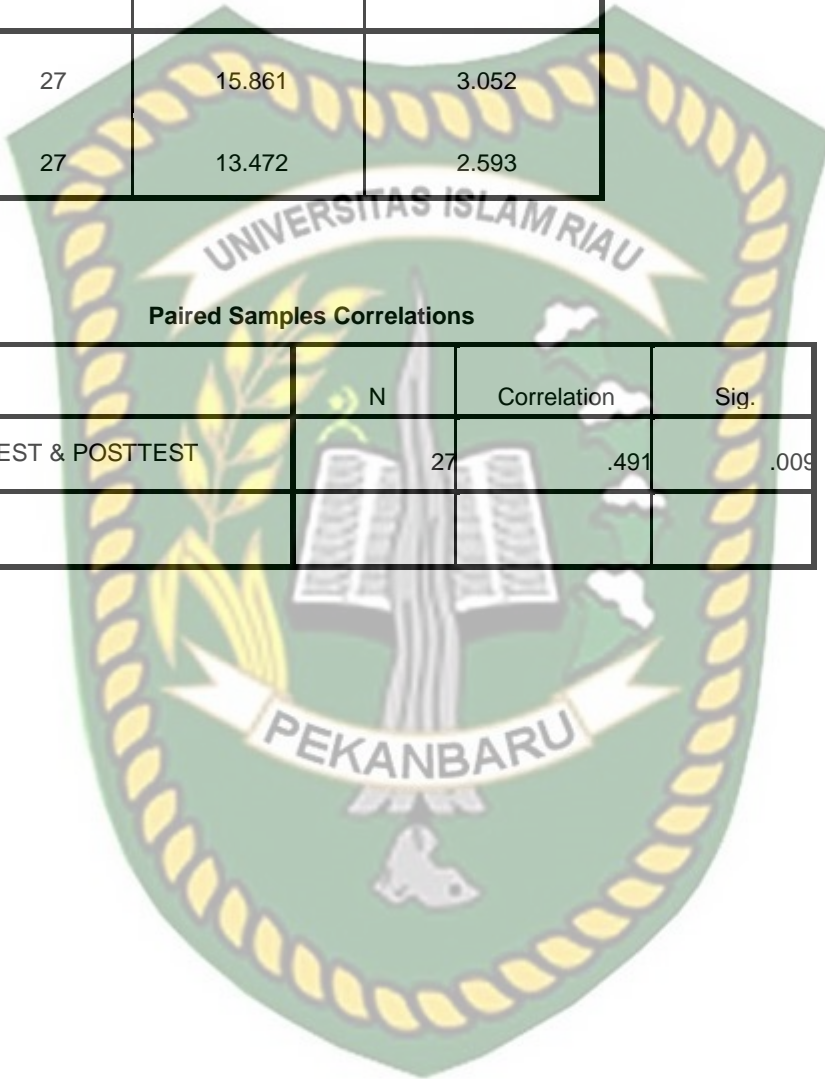
The Students' Statistics and correlation of Pre-test and Post-test in Experimental Class

Paired Samples Statistics

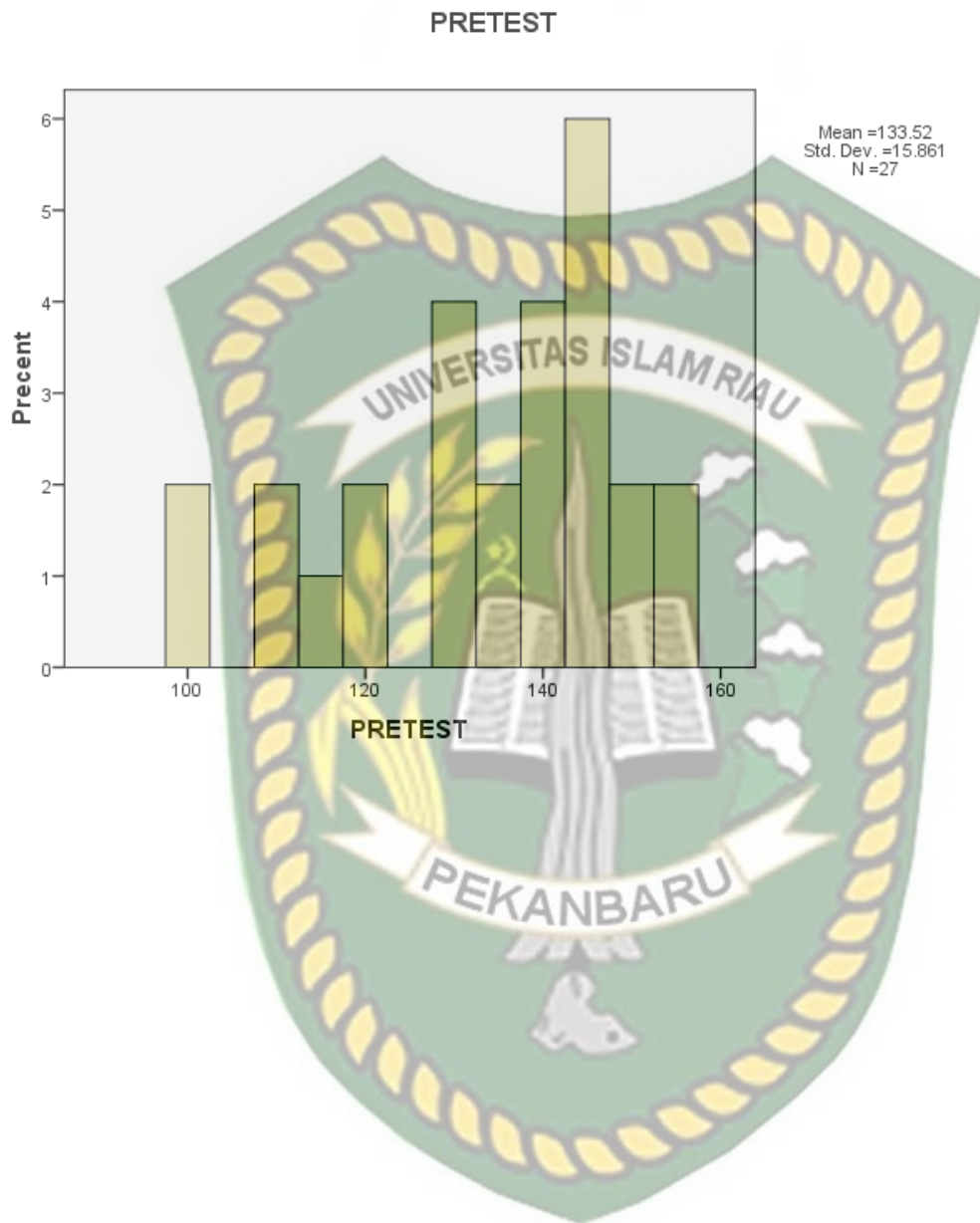
Mean	N	Std. Deviation	Std. Error Mean
133.52	27	15.861	3.052
182.59	27	13.472	2.593

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRETEST & POSTTEST	27	.491	.009

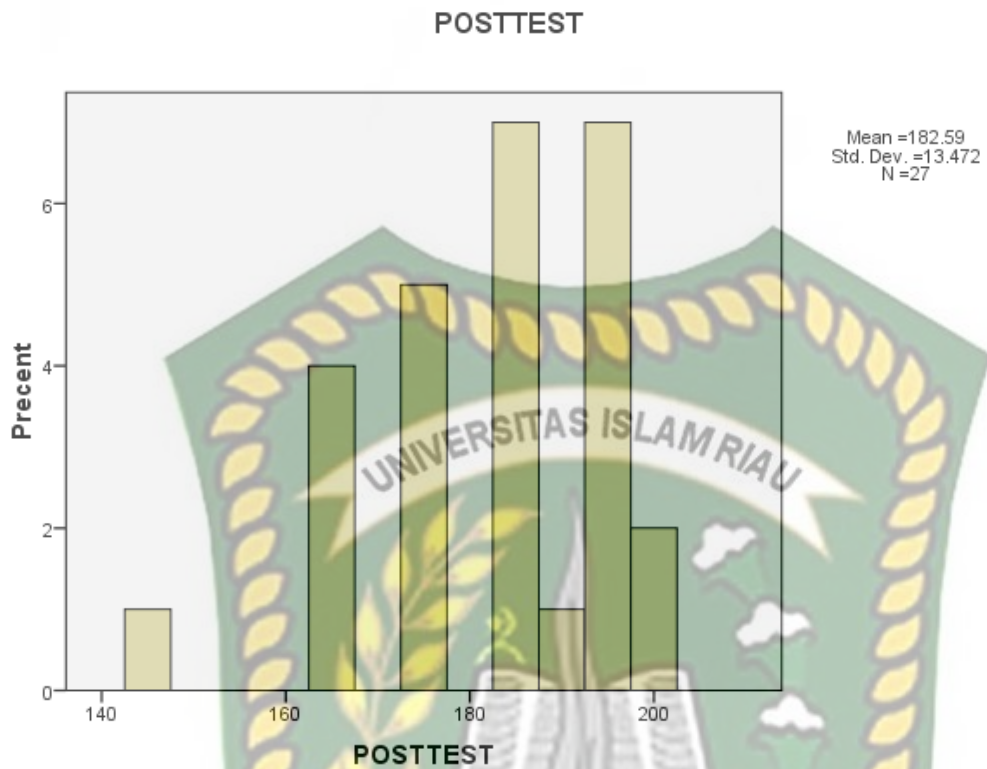


Students' Reading Comprehension on Course Review(CR) of Experimental Class



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4.2 Hypothesis Testing

In order to find out whether the Null Hypothesis or the alternative hypothesis is accepted, firstly we need to find out the t-test.

It makes no difference whether the obtained value is positive or negative. Since the distribution is symmetrical, the minus quantities would be the same (Hatch and Farhady, 1982). So, the T-test result is 15.39. The degree of freedom of the sample could be calculated as follow:

Degree of Freedom (d.f):

$$d.f = N - 1$$

$$= 27 - 1$$

$$= 26$$

Paired Samples Test

	Paired Differences						t	df	Sig. (2-
	Mean	Std.	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 PRETEST -	-49.074	14.938	2.875	-54.983	-43.165	-17.070	26	.000	

Based on T-test, it can be seen that DF (Degree of Freedom) was $27-1=26$, the researcher found that $t_{obs} > t_{table}$ its mean t_{obs} is $15,39 > t_{table}$ at level of significant 5% is 2,056. The conclusion, the null hypothesis is rejected and alternative hypothesis is accepted. So, there is significant different of using Course review in students' reading ability.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research was an experimental research. Experimental research is to test an idea or practice procedures or independent variable to determine whether it influences an outcome or dependent variable. In this research, researcher tested one of teaching reading strategies Course review (independent variable) to determine whether it influences the students' reading comprehension (dependent variable). The problems found in this research in which the students still got difficult to understand the reading text. Such as they had lack of vocabulary mastery that influencetheir ability in comprehending the texts, they also have low motivation in reading. Many students do not like to read the texts because the texts are difficult to be understood especially in descriptive text.

In order to solve those problems, the researcher used Course review. Course review is strategy that makes students deal with one – on – one the first couple of times through exercise. Keep in mind that the goal is to foster an environment for open communication. It means that, course review is the strategy to help the students sharing their ideas in reading with partner in short time. The formulation of this research is to find out the significant effect on students' reading comprehension of using Course review at SMA N 1 Pangkalan Kerinci. Based on the research finding at the previous chapter, finally, conclusions of this research can be stated as follows:

1. The sstudents' reading comprehension on descriptive text taught in pre-test score at the Eighth grade students of SMA N 1 Pangkalan Kerinci is categorized into 'Good' level.

2. The students' reading comprehension on descriptive text in post-test by using Course review at the Eighth grade students of SMA N 1 Pangkalan Kerinci is categorized into 'Very Good' level.
3. There is asinificant effect between the pre-test and post-test score students' reading comprehension on descriptive text.

Based on the result of the research, the use of Course review has given a better effect to the students' reading comprehension on descriptive text. it means Course review can be an alternative strategy that can be implemented in reading classrooms.

5.2 Suggestion

5.2.1 Suggestion for the Teacher

- a. The teacher should be creative in selecting the strategy that can be used in English teaching in order to make the students are interested in the class.
- b. The teacher can use the Course review in order to improve the students' reading comprehension,

5.2.2 Suggestion for the Students

- a. The students should do more practice to improve their reading comprehension.
- b. The students should pay more attention to the lesson explained by the teach
- c. The students should be creative to select kinds of reading text in order to more comprehend the text and to minimize boredom in learning English especially in reading subject.

In addition, teacher at SMA N 1 Pangkalan Kerinci should do more activities in English, such as; an English club, billboard, etc in order to expand the students' knowledge in English. It is hoped that the school facilitate the

students in joining English festival or English competition in order to strengthen the students' motivation in learning English.



Dokumen ini adalah Arsip Miik :

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