THE EFFECTIVENESS OF COURSE REVIEW HORAY (CRH)

TO STUDENTS' READING COMPREHENSION

(A Quasi-Experimental Study in the Eighth Grade Students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018)

THESIS

By

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ABSTRACT

RAHAYU, MUKTI FEBRIANA. 2018. *The Effectiveness of Course Review Horay (CRH) to Students' Reading Comprehension (A Quasi-Experimental Study in the Eighth Grade Students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018).* Thesis, English Education Department, Tarbiyah and Teachers' Training Faculty. The State Institute of Islamic Studies Ponorogo, Advisor Nurul Khasanah, M.Pd.

Key Words: Course Review Horay (CRH) Technique, Reading Comprehension.

Reading is a way to get a solution. Reading will be effective when the readers combine their background knowledge with the information from the text to build meaning. The teachers should apply appropriate technique, so that the purpose of reading is reached. One of those techniques is CRH technique. This technique is used to make the students will not bored, feel happy and excited in the learning process because they can shout up "horay" if they can answer the question. The objective of this research is to find out the significance different score in reading comprehension for students who are taught by using CRH and who aren't taught by using CRH in the eighth grade students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018.

This research applied quantitative approach and used the quasi-experimental design. It assigned two classes which are taught two different techniques. The experimental class was taught by CRH technique and control class was taught by lecturing technique. The population was the eighth grade students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo which consist of 89 students. The sample is 60 students (30 students of experimental class and also 30 students of control class). The sampling technique was use simple random sampling. The data collection was gathered through test and documentation. Moreover, this research was conducted by following procedure: giving the pre-test, applying the treatment and giving the post-test. After getting the score from the test, it was analyzed and processed by using statistic data calculation of T-test formula by using SPSS16.00.

The result showed that the experimental class has higher mean score in the post-test than control class. The mean score of post-test in the experimental class was 83.00, while the control class was 72.83. Besides, the result of T-test calculation showed that the value of t_{test} is higher than the value of t_{table}. The value of t_{test} was 3.66 while the value of t_{table} with db = 58 was 2.01. Based on those result, it can be concluded that Ha is accepted and Ho is rejected.

Based on the explanation above, it can be said that there is significant difference on students' reading comprehension taught by CRH technique. In other word, Course Review Horay (CRH) technique is effective to students' reading comprehension in the eighth grade students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018

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iii

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is the most important activity in any language class. It is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. It is very necessary to widen the mind and gain and also understanding of the foreign culture. It is certainly an important activity for expanding knowledge of a language.

According to M.F Patel and Praveen M. Jain reading habits not only help the student to get knowledge and wisdom from the cultural of heritage, but also very helpful in passing for leisure period. Reading brings us in contact with the minds of great authors, with the written account of their experiences. Their recorded lines and the advancement made by them in various field.[1]

As an important activity in any language class, reading is expected to be a habit of the students in their daily life. They should think that without reading, they will not get knowledge and pleasure. Because one of the keys to get them only by reading. Besides, reading also will make them know about the writer's opinion. Because the writer had been share their experiences through something written that is a discourse.

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[1] M.F Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools and Technique* (Jaipur: Sunrise Publisher and Distributors, 2008), 113-114.

Jeremy Harmer said that reading is one of the four skills that includes as receptive skill besides listening. It is called as a receptive skill because reading is the skill where meaning is extracted from the discourse. Meanwhile, there is also productive skill where the students can produce the language themselves. Speaking and writing include to this skill.[2]

As a receptive skill, reading is expected to be a skill that can give the information to the readers. Then the readers can get knowledge from the discourse that they have read. After that, they can share their knowledge to others. So, it can make their speaking ability increase since they had been reading first. Besides, reading also can increase their writing skill. Because before they write anything, they will read the text or the discourse first. Then they can write the information based on the text or the discourse that they had read first. Reading also can increase their listening ability. For example, the teacher read the text to their students. Automatically, the students will hear the teachers' voice from the discourse that the teacher had read it. Then, they will get the information from the teachers who have read the text or the discourse which can increase the students' listening.

Based on the researcher observation at MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo on 9th January 2018 in the Academic Year 2017/2018 there is no variation technique of teaching about reading comprehension. So it will make

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[2] Jeremy Harmer, *The Practice of English Language Teaching: 3th Edition* (New York: Longman, 2007), 199 and 246.

problems that should be faced the teacher. It has influence to the students never give attention their teacher in reading comprehension class; the students are boring to the lecturing technique and strategy; and the students make noisy in the reading comprehension class because they feel it is not an interesting lesson.[3]

There are many techniques to make English reading class become interesting. One of the techniques which able to used is Course Review Horay (CRH). It is a technique which can improve students' activity and it can make the learning become more fun.[4] It can improve students' activity because this technique is expected to make the students of the English class not only silent or passive if their teacher asked the questions based on the text that they have read before. They are expected to be able to answer the questions from their teacher. In the other word, Course Review Horay (CRH) is expected to make the learning process in the class become more active. It also can make the learning more fun because the students will shout up "horay" or the other yells. So, it can make the class condition will not strain.

Course Review Horay (CRH) is one of cooperative learning which make a small group discussion to the learning process. The students asked to make a small group in order to solve the problems together.[5] It will make the students easy to

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[3] Observation on 9th January 2018 at eighth grade students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018

[4] Dessy Anggraeni, "Peningkatan Kualitas Pembelajaran IPS Melalui Model Pembelajaran Kooperatif Tipe *Course Review Horay* Pada Siswa Kelas VI SD Negeri Sekaran 01 Semarang", *Kreatif: Jurnal Kependidikan Dasar, vol.1 no.2* (Februari, 2011), 196.

[5] *Ibid.* 196 - 197.

solve the problems because they can share their difference opinion about the problems. Then, they take an agreement together through small group discussion.

Agus Suprijono said that cooperative learning as a process of learning which the students have to cooperate to achieve a common goal. They will not achieve the common goal, if they have not cooperating between each members of group.[6] It means that the students should have good relationship in order to make their group success in solving the problem.

Course Review Horay (CRH) is expected to build the students' honesty, discipline, responsibility and respect. Honesty needed in this technique because when the students give a check list (✓) and shout up *"horay"* their teacher maybe has not checked every students' answer to every group directly. Besides, discipline also needed in this technique when the students write down their answers in a piece of paper or a piece of card which the number is mention by the teacher. In this point, students have 60 second to answer the questions, so the students have to do the exercises appropriate to the time given by the teacher not more than that. Responsibility also needed in this technique to give a measurement based on the students' doing their homework or tasks which is given by the teacher. Students will get good score if they are responsible to finish the task that given by their teacher. Respect also needed in this technique. Respect is an attitude to speak up and doing something appropriate to their place, time and an environment

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[6] Agus Suprijono, *Kumpulan Metode Pembelajaran Cooperative Learning: Teori dan Aplikasi* (Surabaya: Blog History Education, 2009), 52.

condition. Students are expected to have that in order to they can speak up and do something to their teacher and their friends well. This point is students have shout up "horay" without disturb the other class.[7]

Theoretically, Course Review Horay (CRH) has purpose to make the students more happy, fun and they will not bored while reading comprehension class. They will make group discussion because this technique is one of the cooperative learning. It can be seen from the research at MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in the eighth grade students that they are more happy, fun and they are not bored while the researcher applied this technique.

Based on the explanation above, the writer will conduct a research the title is **"The Effectiveness of Course Review Horay (CRH) to Students' Reading Comprehension (A Quasi-Experimental Study in the Eighth Grade Students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018)".**

B. Limitations of the Problem

To avoid a far ranging discussion, this study focuses on some concerns identified as follows:

1. The subject of study is the eighth grade students of MTs Ma'arif Al-Mukarrom in Academic Year 2017/2018;

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[7] Rini, Jekti Prihatin and Pujiastuti, "Pengaruh Penerapan Model Pembelajaran *Course Review Horay* Berbasis Pendekatan *Problem-Based Learning* Terhadap Kemampuan Berpikir Kritis dan Hasil Belajar Biologi", *Bioedukasi, vol.XV no.1* (April, 2017), 48.

2. The object of study is the use of course review horay (CRH) technique to students' reading comprehension;

3. Text material is about recount text;

4. The method for collecting data is test;

5. The technique of data analysis is t-test

C. Statement of the Problem

Based on the background of the study above, the problem statement is formulated into:

Is there any significant different score in reading comprehension for students who are taught by using Course Review Horay (CRH) and who aren't taught by using Course Review Horay (CRH) in the eighth grade students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018?

D. Objective of the Study

The objective of this research can be formulated as follow:

To find out the significant difference score in reading comprehension for students who are taught by using Course Review Horay (CRH) and who aren't taught by using Course Review Horay (CRH) at the eighth grade students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018

E. Significances of the Study

The significances of the study based on this research can be formulated into theoretical significances and practical significances as follow:

1. **Theoretical Significances**

There are some benefits theoretically, such as:

a. The result of the research can improve the knowledge about an interest technique to teaching reading by using course review horay (CRH).

b. The result of the research can be used as the references for those who want to conduct a research in teaching reading.

2. **Practical Significances**

The result of this study is expected practically to be beneficial for:

a. Teacher

It is recommended for English teacher especially English teacher of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo to use Course Review Horay (CRH) as an alternative interesting technique in teaching reading comprehension.

b. Students

It is recommended for students especially the eighth grade students of MTs Al-Mukarrom Sumoroto Ponorogo to utilize this technique as their learning in reading comprehension.

c. Readers

It is recommended for the readers especially the students of English Education Department on Faculty of Tarbiyah and Teacher's Training IAIN Ponorogo to use this research to enrich their knowledge.

d. Researcher

The result of the research can help the researcher to make conclusion that Course Review Horay (CRH) is good or not good technique in teaching reading comprehension.

F. Organization of the Thesis

This thesis covers five chapters which the organization of the thesis follows the steps below:

Chapter I : INTRODUCTION

This chapter consists of background of the study, limitations of the problem, statement of the problem, objective of the study, significances of the study and organization of the thesis.

Chaper II : REVIEW OF RELATED LITERATURE

This chapter consists of previous research finding, theoretical background, theoretical framework and hypothesis.

Chapter III : RESEARCH METHOD

This chapter consists of research design, population and sample,

validity and reliability, instrument of data collection, technique of data collection and technique of data analysis.

Chapter IV :   RESEARCH FINDINGS AND RESULT

This chapter contains of general findings, specific findings, data analysis and discussion.

Chapter V :   CLOSING

This chapter contains of conclusion and recommendation about result of research.
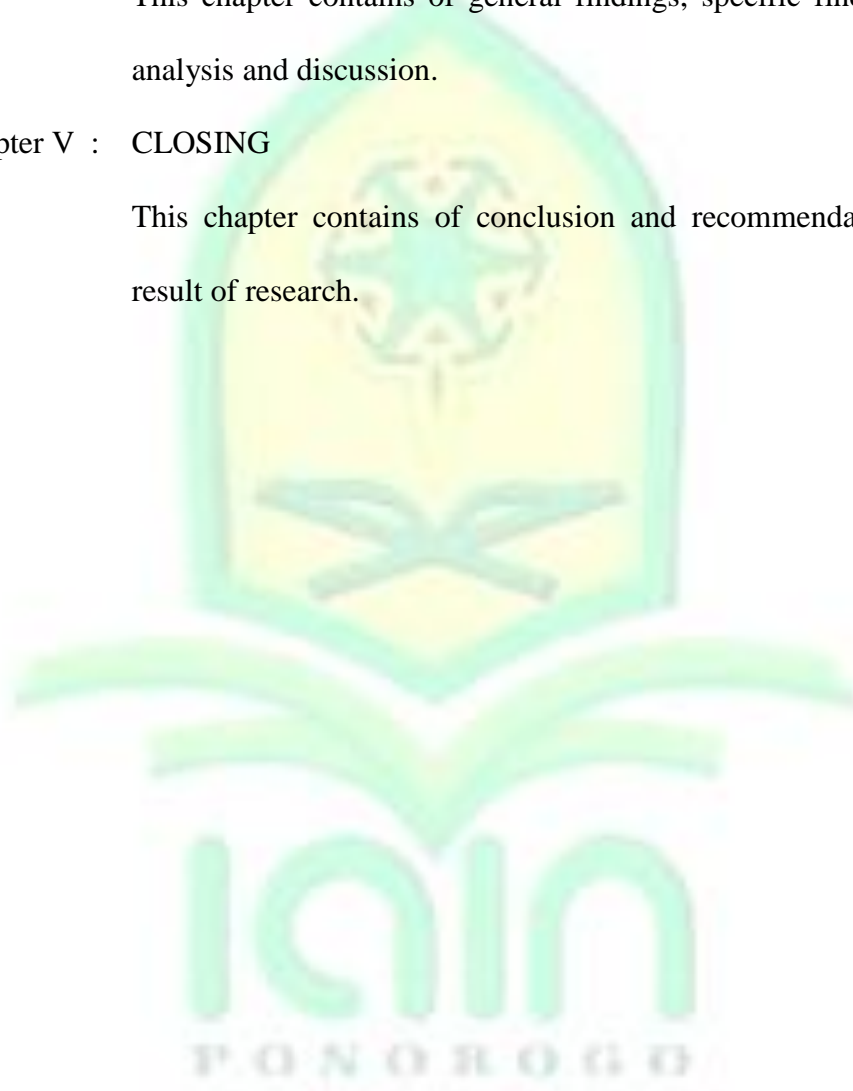
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

This study is necessary to review some previous research as consideration theory in this study. The details are explained as follows:

First previous research is written by Puji Astuti. The title is "The Effectiveness of Course Review Horay (CRH) in Improving Students' Simple Past Tense Mastery (An Experimental Study at Grade XI of SMA Negeri 1 Subah in the Academic Years of 2010/2011)". Based on her research, it has objective to find out whether Course Review Horay (CRH) technique could improve students' mastery of simple past tense especially regular and irregular verbs or not. The design of this research is true experimental (pre-test-post-test control group design).[8] Result of her research is Course Review Horay (CRH) could improve students' simple past tense especially regular and irregular verbs mastery. It can be seen from the computation, for degree of freedom is 68, and $\propto$ is 5% level significance, t-test (3.534) which is higher than t-table (1.669). Since test is higher than t-table, it means that the difference is significant. In addition, the significance is shown that the increasing score between pre-test and post-test is 20. Mean of pre-test score is 61.9 while mean of post-test score is 83.9.

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[8] Puji Astuti, "The Effectiveness of Course Review Horay (CRH) in Improving Students' Simple Past Tense Mastery (An Experimental Study at Grade XI of SMA Negeri 1 Subah in the Academic Years of 2010/2011)" (Thesis, UNNES, Semarang, 2011).

14

Second previous research is written by Sinta Purwatiningsih. The title is "Improving Students' Reading Comprehension through Course Review Horay (CRH) Method (A Classroom Action Research of the Eighth Grade Students of MTs Matholi'ul Ulum Pucakwangi Pati in the Academic Year of 2015/2016)". Based on her research, it has objective to identify the implementation of Course Review Horay (CRH) method for the eighth grade students' reading comprehension and to know the improvement of Course Review Horay (CRH) in improving the students' ability in reading comprehension. The design of this research is classroom action research.[9] There are two cycles in her research. First cycle may become a continuing or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory out comes and feels it is time to stop. Then, second cycle is made a conclusion after analyzing the data. Result of her research is researcher could conclude that the implementation of teaching reading through Course Review Horay (CRH) was successful. Researcher got the information from cycle I and cycle II. From that research, researcher could know that students were still difficult to give understand reading text. Students had limited vocabularies so they got difficult to understand the text. Students got difficult to pronoun difficult words. Researcher needed to find the solution after the study. Researcher analyzed the problem that students faced in the class.

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[9] Sinta Purwatiningsih, "Improving Students' Reading Comprehension through Course Review Horay (CRH) Method (A Classroom Action Research of the Eighth Grade Students of MTs Matholi'ul Ulum Pucakwangi Pati in the Academic Year of 2015/2016)" (Thesis, IAIN Salatiga, 2016).

Researcher asked the students to bring the dictionaries and asked to them to read the text one by one. Finally, they could improve their reading comprehension time to time in every cycle. Based on her finding research, mean score of pre-test show 55.25, where 4.16% students pass the test and 95.83% did not pass the KKM (Minimum Completeness Criteria). Mean of post-test show 72.29, where 50% students pass the test and 50% did not pass the KKM (Minimum Completeness Criteria). The groups' score for the implementation of Course Review Horay (CRH) did not pass the KKM (Minimum Completeness Criteria), it was 50%. In cycle II, mean of pre-test and post-test also increases. Mean of pre-test and post-test in cycle II is 65.45, where 50% students pass the test and 50% did not pass the KKM (Minimum Completeness Criteria). Mean of post-test in cycle II show 76.33, where 87.5% students pass the test and 12.5% did not pass the KKM (Minimum Completeness Criteria) and over than the target. Then, the groups' score for the implementation of Course Review Horay (CRH) passed the KKM (Minimum Completeness Criteria), it was 83%. The result shows that mean of the findings in cycle II is higher than KKM (Minimum Completeness Criteria).

Based on two previous researches above, it can be concluded that research by Puji Astuti and Sinta Purwatiningsih have similarity and difference with this research. The details are explained as follows:

Research conducted by Puji Astuti has similarity and difference with this research. The similarity between her research and this research is about design of the research. It uses experimental research and it use t-test to calculate the data.

Then, it also has difference such as her research uses true experimental research design meanwhile this research uses quasi experimental research design, the object of her research about grammar with material is simple past tense meanwhile the object of this research about reading comprehension with material is recount text and subject of her research is eleventh grade students meanwhile this research is eighth grade students.

Research conducted by Sinta Purwatiningsih also has similarity and difference with this research. The similarity between her research and this research such as the subject of research is students of the eighth grade, the object of research use reading comprehension and material is recount text. Then, the difference between her research and this research is in the design of the research. Her research uses classroom action research meanwhile this research uses quasi experimental research.

B. Theoretical Background

This point presents some theories such as definition of reading, reading comprehension, strategies in reading comprehension, definition of Course Review Horay (CRH), steps of Course Review Horay (CRH), purposes of Course Review Horay (CRH), strength and weakness of Course Review Horay (CRH).

1. Reading

This part discusses about definition of reading, reading comprehension and strategies in reading comprehension that explain below:

a. Definition of Reading

Reading is a fluent process of readers combining information from a text and reader's background knowledge to build meaning. The goal of reading is comprehension.[10] According to Jeremy Harmer, reading as a receptive skill that using reader's background knowledge to understand the meaning of the text.[11] Readers will receive good comprehension if they can understand the meaning of the text. Meanwhile readers will not receive good comprehension if they can not understand the meaning of the text.

According to Mikulecky and Linda Jeffries, reading can help to bring some information from the discourse or text if the readers can read well. Readers expected to being able to read many different materials and being able to understand them to get some information.[12] If readers only read one material, it will make readers only have one point of view. So, readers have not others point of view and they can not increase the knowledge.

In order to readers can increase their knowledge, they should read well. Readers should have an interesting and a motivation to read. Then, they have to respond affectively based on the text or the discourse. If readers have not an interest and a motivation to read, it will make reading more boring learning because readers can not understand the text or the discourse that

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[10] David Nunan, *Practical English Language Teaching: 1ˢᵗ Edition* (Singapore: Mc Graw Hill Companies, 2003), 68.

[11] Jeremy Harmer, *The Practice of English Language Teaching: 3ᵗʰ Edition* (New York: Longman, 2007), 199.

[12] Mikulecky and Linda Jeffries, *More Reading Power* (USA: Addison-Wesley Publishing, 1996), 2.

they read and it will make the readers can not respond affectively. Those explanation can be showed based on Mark Sadoski's statement that having an interest in reading means having the motivation to read and to respond affectively, to seek to enlarge the readers self-understanding and sense of self-worth.[13]

Mark Sadoski also explains that reading is a way to deal with everyday problems where printed language is a feasible or requisite solution. Everyone can deal their everyday problems through reading. Because reading is a way to get a solution that form of printed language which can be done anytime appropriate to readers' need.

b. Reading Comprehension

There are two skills in reading. They are decoding and comprehension. Scott G. Paris and Steven A. Stahl state that decoding is an isolable ability which can be taught and assessed in straightforward ways. Meanwhile, comprehension is a complex skill that depends on a variety of factors, context and reading goals.[14]

Kristi L. Santi and Deborah K. Reed state that reading comprehension is a process in which the reader constructs meaning from the text based on the information. During this process, reader creates a mental representation

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[13] Mark Sadoski, *Conceptual Foundation of Teaching Reading* (New York: Guildford Press, 2004), 50.

[14] Scott G. Paris and Steven A. Stahl, *Children's Reading Comprehension and Assessment* (New Jersey: Lawrence Erlbaum Associates Publisher, 2005), 83.

meaning of the text by using features of the text and the reader's knowledge of the world. Comprehension occurs when the reader integrates text based on the knowledge with prior knowledge.[15]

In addition, Camille Blachowicz and Donna Ogle state that reading comprehension as a constructive process strongly influenced by both social and individual factors. The social factors such as home, school, community, group and work. Furthermore, the individual factors such as an interest, persistence, knowledge and experience, awareness or confidence as a reader, style of interacting with text and style of interacting with others. So, both social and individual factors will create a comprehension process which purposeful, constructive, motivated, skillful and strategic, and also self-monitored.[16]

Based on statement above, it can be concluded that reading comprehension is a complex skill which involve the variety of factors, context and goal of reading. The readers have integrates between their prior knowledge and the text. So, it will make comprehension process successfully. Then, between social and individual factors should have balance in order to the readers be able to understand the meaning and be able to share the information to the others.

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[15] Kristi L. Santi and Deborah K. Reed, *Improving Reading Comprehension of Middle and High School Students* (Switzerland: Springer International Publishing, 2015), 100.

[16] Camille Blachowicz and Donna Ogle, *Reading Comprehension: Strategies for Independent Learners 2nd Edition* (USA: The Guilford Press, 2008), 32.

c. Strategies in Reading Comprehension

Comprehension is a strategy or plans to construct meaning based on the experiences and it is not only can adjust point of view but also it can exchange the mindset about something. According to Peter Westwood there are basic strategies that readers might use to assist with the processing and understanding of text include:

1) Carefully previewing and overviewing what is to be read.[17]

2) Self – questioning.

3) Selectively reading some sections of text deeply and skimming other sections.

4) Identifying the main ideas.

5) Ignoring redundant information.

6) Rehearsing information which recall later.

7) Re-reading difficult or important sections.

8) Reflecting and thinking critically about the information.

9) Summarizing the main points and relevant detail.

d. Purposes for Reading

According to William Grabe and Fredericka L. Stoller there are seven purposes for reading, such as:

1) Reading to search for simple information and reading to skim[18]

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[17] Peter Westwood, *Reading and Learning Difficulties: Approaches to Teaching and Assessment* (Australia: Acer Press, 2001), 22.

Reading to search for simple information is a common reading ability to scan the text for a specific word, specific piece of information or a few representative phrases.

2) Reading to learn from texts

Reading to learn from texts usually carried out a reading rate somewhat slower than general reading comprehension. In addition, it makes stronger inference demands than general comprehension to connect text information with background knowledge.

3) Reading to integrate information, write and critique texts

It requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique texts may be task variants of reading to integrate information.

4) Reading for general comprehension

Reading for general comprehension accomplish by a skilled fluent reader, require rapidly and automatic processing of words, strong skills in forming a general meaning representation of main ideas and efficient coordination of many processes under very limited time constraints.

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[18] William Grabe and Fredericka L. Stoller, *Teaching and Researching Reading: 2nd Edition* (Great Britain: Pearson Education Limited, 2011), 7.

2. Course Review Horay (CRH)

This part discusses about definition of Course Review Horay (CRH), steps of Course Review Horay (CRH), purposes of Course Review Horay (CRH), strengths and weaknesses of Course Review Horay (CRH) that explain below:

a. Definition of Course Review Horay (CRH)

Course Review Horay (CRH) as one of cooperative learning that can be used by teacher in learning process in the class. According to Rini,et.al, Course Review Horay (CRH) is a cooperative learning which can improve the students' activities and motivate the students to active in learning process.[19] Students will not only passive in the class because they are expected to have cooperating with their friends in one group. That explanation can be show based on May Winarsih's statement that Course Review Horay (CRH) will make a verbal interaction in each group discussion to stimulate students to have a sense of community. Beside students will active in the learning process, they will also explore their attitude with others to appreciate and respect the participation between each member in the group.[20]

Every technique in learning process has different purpose in order to the learning becomes success. According to Asih Suryani,et.al Course Review

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[19] *Ibid.* Rini, Jekti Prihatin and Pujiastuti. 2017, 44.

[20] May Winarsih, Setyo Budi and Suripto, "Penggunaan Metode *Course Review Horay (CRH)* untuk Meningkatkan Pembelajaran IPS Tentang Perjuangan Melawan Penjajah Siswa Kelas V SD Negeri 1 Karangjati Tahun Ajaran 2013/2014". (Thesis, Unsemar, Kebumen, 2014), 4.

Horay (CRH) technique has purpose to increase the students' understanding related to the material. It can be proved through doing exercise of the task as a comprehension testing in the learning process which the answer of test has been written on the piece of paper or card.[21]

Based on the statement above, it can be concluded that Course Review Horay (CRH) is a technique that used on teaching and learning process which has purpose to increase the students' understanding related on the material. It usually used in cooperative learning in order to increase the competition between each groups.

b. **Steps of Course Review Horay (CRH)**

Every technique in learning process has steps. Course Review Horay (CRH) also has steps in order the learning process becomes success. According to Widodo, the steps of Course Review Horay (CRH) are:

1) Teacher explains the competence that has to achieve.

2) Teacher demonstrates the lesson appropriate the topic discussion.

3) Students asked to make a group, each group consist of 3-5 students.

4) Students asked to make a table which used to answer the question; the table consists of number needed.

5) Teacher reads the question randomly appropriate with the number mentioned.

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[21] Asih Suryani, Maulana and Julia, "Pengaruh Pendekatan *Course Review Horay (CRH)* Tehadap Pemahaman Matematis dan Motivasi Belajar Matematika Siswa Sekolah Dasar Pada Materi Penjumlahan dan Pengurangan Bilangan Bulat". (Jurnal Pena Ilmiah: Vol.1, No.1, 2016), 84.

6) Students write down the answer they have discussed. If the answer is correct, they should give a check list (✓) then if the answer is wrong, they should give a cross (x).

7) Students who get a check list (✓) vertically, horizontally or diagonally should have shout up "horay" or the others yel.

8) Students' score has counted by the correct answer and it has counted by "horay" which is get it.

9) Students and teacher make a conclusion of learning process.[22]

Meanwhile according to Agus Suprijono, there eight steps of Course Review Horay (CRH), they are:

1) Teacher explains the competence want to be achieved.

2) Teacher demonstrates the material.

3) Teacher gives chance the students to ask the question to the teacher before continuing to the next steps.

4) Students asked to make a group, each group consist of 3-5 students.

5) To examine the students' comprehension, students asked to make a table consist of 9, 16 or 25 tables necessarily and in each table written a number.

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[22] Widodo,2009,1,(http://pustaka.pandani.web.id/2013/10/model-pembelajaran-kooperatif-tipe.html?m=1) accessed on 17th January 2018.

6) Teacher reads the question randomly and students write down the answer they have discussed. If the answer is correct, they should give a check list (✓) then if the answer is wrong, they should give a cross (x).

7) Students who get a check list (✓) vertically, horizontally or diagonally should have shout up "horay" or the others yel.

8) Students' score has counted by the correct answer and it has counted by "horay" which is get it.

9) Students and teacher make a conclusion of learning process.[23]

Because this research has objectives to find out the significant difference score in reading comprehension for students who are taught by using Course Review Horay (CRH) and who aren't taught by using Course Review Horay (CRH) in the eighth grade students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018, so the question will be read by the students then the answer will be read by the teacher. In this rule, the number of question is mentioned randomly by teacher and it will make students be able to concentration. So that the teacher not only know about the students' score in reading comprehension but also know the students' pronunciation, intonation, fluency and accuracy in reading comprehension.

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[23]AgusSuprijono,2009,129, (Online).(http://abdulgopuroke.blogspot.co.id/2017/03/model-pembelajaran-course-review-horay.html?m=1), accessed on 17th January 2018.

c. Purposes of Course Review Horay (CRH)

According to Wayan Sucita, there are many purposes to the technique of Course Review Horay (CRH), such as increase the students' activity to finish their task, students can be active in the learning process and student can accept their friends which have different background knowledge to solve the problems.[24]

Meanwhile, Agus Suprijono in Anas Tohir and Rima Yuni Fridayanti states that students not only learning about skill and academic process but also learning to know, learning to do, learning to be and learning to live together in order to creates togetherness in the learning process.[25]

Course Review Horay (CRH) expected the students to build their knowledge. It will make a positive effect between them. Because the students or the members of group which cooperate each other will be make togetherness to achieve the learning purpose.

d. The Strengths and Weaknesses of Course Review Horay (CRH)

Every technique of learning process always has strength and weakness, however Course Review Horay (CRH) technique. It also has some strengths and weaknesses as follow:

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[24] Wayan Sucita, *Model Pembelajaran CRH (Course Review Horray),* 2014, (Online), (https://sites.google.com/site/personaledukasi/personal-edukasi-blog/modelpembelajarancoursereviewhorray) accessed on 17th January 2018.

[25] Anas Tohir and Rima Yuni Fridayanti, "Penerapan Pembelajaran Aktif (Active Learning) dengan Strategi Course Review Horay (CRH) Pada Materi Operasi Hitung Bilangan Bulat Menggunakan Media Gambar Mantra Bilangan Bulat di Siswa Kelas V MI Islamiyah Daliwangun Tahun Pelajaran 2013/2014". (Jurnal Saintis: Vol. 8, No.2, Oktober 2016), 71.

1) Strengths

The strengths of Course Review Horay (CRH) such as the process of learning more interest because there is game so that increase the students' enthusiasm in the learning process, training the students to speak up critically, creatively and innovatively through communication two directions, it can help the students to comprehending the concept through group discussion well and it can develop the ability to solve the problem so it can lead the students to have critical thinking.

2) Weaknesses

Besides has the strengths, Course Review Horay (CRH) also has the weaknesses, such as teacher difficult to give score to students who active and who aren't active because she only gives score to the group who can shout up "horay" so that the score of group member will be same, it has an opportunity to dishonest in Course Review Horay (CRH) simulation and it will disturb the others class.[26]

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[26] *Ibid.* Rini, Jekti Prihatin and Pujiastuti. 2017, 44.

C. Theoretical Framework

Reading is a process of readers combining information from a text and their own background knowledge to build meaning.[27] In this study, researcher tries to help students to make them give an attention when reading comprehension class through Course Review Horay (CRH) technique. Because it is an interesting technique when apply to the English class, especially on the reading comprehension.

Researcher wants to apply Course Review Horay (CRH) in order students not only get a conventional technique, but also they should get an interesting technique in order the students have enthusiasm when reading comprehension class. The finding of this research is to know there is any significant difference score between using Course Review Horay (CRH) or not.

Researcher must have a theoretical framework to doing research correctly. It will be a framework to doing research. Theoretical framework is a concept in this thesis about how the theories can be related with the factors which are identified as the important problems.

This thesis uses a quasi-experimental research design, which is explains below:

1. Course Review Horay (CRH) as variable *x*

2. Reading comprehension as variable *y*

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[27] Neil J. Anderson and David Nunan, *Practical English Language Teaching Reading* (New York: McGraw-Hill, 2008), 2-3.

D. Hypothesis

     Based on the problem and objective of the study, there are two forms of hypothesis in this research, they are:

1. Nul Hypothesis (H_0) : There is no significant difference score in reading comprehension for students who are taught by using Course Review Horay (CRH) and who aren't taught by using Course Review Horay (CRH) in the eighth grade students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018

2. Alternative Hypothesis (H_a) : There is significant difference score in reading comprehension for students who are taught by using Course Review Horay (CRH) and who aren't taught by using Course Review Horay (CRH) in the eighth grade students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018

CHAPTER III

RESEARCH METHOD

A. Research Design

There are two research approach, they are qualitative approach and quantitative approach. This research is used quantitative research approach. According to Ranjit Kumar, the main function of quantitative approach is to explain how the researcher will find the answers to research question. This research approach set out the specific detail of an enquiry.[28]

Research design is crucial in enabling to arrive at valid findings, comparisons and conclusions.[29] According to Yogesh Kumar, research design is a choice of a researcher about the components of his project and development of certain components of the design.[30] There are many kinds of experimental research design, such as quasi-experimental research, pre-experimental research, true-experimental research. The researcher takes the quasi experimental research for the research design. It has purpose in order to examine the difference between the class that use Course Review Horay (CRH) technique and the class that do not use Course Review Horay (CRH) technique.

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[28] *Ibid*

[29] Ranjit Kumar, *Research Methodology: a Step by Step Guide for Beginners 3ᵗʰ Edition* (New Delhi: Sage Publications, 2011)

[30] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International Publisher, 2006), 77.

According to John W. Creswell, quasi experimental research design is a design which only the experimental class receive the treatment.[31] In addition, David Nunan states quasi experimental research design has two phases. They are pre-test and post-test. It also has control class and experimental class but no random assignment of subject.[32] Meanwhile, according to Louis Cohen, et.al the Quasi-Experimental research design is classified as follows:[33]

E	01	X	02
C	03		04

Notes:

E = Experiment class (the students who are taught use course review horay)

C = Control class (the students who aren't taught use course review horay)

01 = Pre-test for the experiment class

03 = Pre-test for the control class

X = Treatment

02 = Post-test for the experiment class

04 = Post-test for the control class

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[31] John W. Creswell, *Research Design: Fourth Edition* (USA: Sage Publication, 2014)

[32] David Nunan, *Research Methods in Language Learning* (USA: Cambridge University Press, 1992), 41.

[33] Louis Cohen, Lawrence Manion and Keith Morrison, *Research Method in Education 6th Edition* (London: Routledge, 2007), 283.

B. **Population and Sample**

1. **Population**

Population is defined as all members of any well-defined class of people, event or object.[34] Population is the larger group about which the generalization is made. Population is all members in the field of the research. Researcher will find the population when decide the place of the research. According to Yogesh Kumar Singh, population means the entire mass of observations which is the parent group from which a sample is to be formed.[35]

The population of this research included the eighth grade students of MTs Ma'arif Al-Mukkarom Sumoroto Ponorogo in Academic Year 2017/2018 at second semester. The school has three classes of eighth grade with 89 students. Each class consists of different number of students.

Table 3.1 The Number of Eighth Grade Students

Class	Number of Students
A	30
B	30
C	29

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[34] Donald Ary, Lucy Cheser Jacobs and Christine K. Sorensen, *Introduction to Research in Education: Eighth Edition* (Canada: Wadsworth, 2010), 148.
[35] *Ibid,* 82.

2. Sample

Sample is a portion of a population.[36] Sample is the small group that is observed.[37] Sample is used as means to find the information about the population. The result of sample should represent and reflect the characteristics of population. This research used simple random sampling. Nanang Martono states that simple random sampling is a technique that chosen randomly because the population has homogeneous characteristic.[38]

The researcher will choose sample by using a lottery. It is chosen because it taken from the definition about simple random sampling which chosen randomly. There are steps of use lottery as follow:

a) Holding the two rolled paper.

b) Shaking the hand.

c) Deciding first paper taken would be the class taught by using Course Review Horay (CRH) technique (experiment class).

d) Taking one rolled paper. From those steps, first class was taught by using Course Review Horay (CRH) technique meanwhile second class taught by using lecturing technique.

There are two classes that used as a sample in this research, one class for experiment and another class for control. The samples in this research are

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[36] Nanang Martono, *Metode Penelitian Kuantitatif* (Jakarta: Raja Grafindo Persada, 2010), 74.

[37] *Ibid,* 148.

[38] *Ibid,* 75.

VIII A became an experimental class and VIII B became a control class. Meanwhile VIII C was used as a validity class. Validity class was used to measure the validity of test. So, before the data was tested to experiment class and control class, it should be tested for its validity.

C. Instrument of Data Collection

Instrument is a tool or a research facilities used by researcher to collect data intended to make job easier and the results are better in terms of more accurate, complete and systematic so that process of research more easily. There are four ways to collect research data. They are observation, test, questionnaire and documentation.[39]

Researcher used test to collect the data in this research. The form of the test was multiple choice tests which consist of twenty items. The test is divided into two parts, they are pre-test and post-test. The pre-test is given to know the students' condition before getting treatment and post-test is given to know whether any significant effect on students' reading comprehension of recount text by using Course Review Horay (CRH) technique or not. The instruments of data collection can show as the table below:

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[39] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Penelitian*. (Jakarta: PT. Rineka Cipta, 1992) 127-135.

Table 3.2

The Indicator Instruments of Data Collection

Variable	Kind of Text	Indicator	Numbers Item of Indicators
Reading Comprehension	Recount	1. Identify the general information of the recount text	Pre-test: 1, 4, 5, 6, 8, 12, 14, 16, 17, 20
			Post-test: 1, 12, 19
		2. Find the specific information of recount text	Pre-test: 2, 3,7, 10, 11, 13, 19
			Post-test: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17
		3. Find the main idea of the text	Pre-test: 9, 18
			Post-test: 20
		4. Find the similar meaning of word	Pre-test: 15
			Post-test: 18

In scoring students' work, researcher using the criteria as follows:

1. The 1 score was assigned if the students answer the test correctly.

2. The 0 score was assigned if the students answer the test incorrectly.

D. **Technique of Data Collection**

1. **Test**

According to Douglas Brown, test is a method of measuring a person's ability, knowledge or performance in a given domain.[40] It means that test used to know a person's ability, knowledge or performance which can be measured by score that they were get in the test. In addition, Donald Ary, et.al state that test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. Based on a representative sample of the individual's behavior, this score is an indicator of the extent to which the subject has the characteristic being measured.[41]

The researcher used test to collect the data. The kind of test was recount reading questions. The test was objective test in the form of multiple choice which consist of 20 questions. The test was given for getting the objectives data of the students' reading comprehension by using Course Review Horay (CRH) technique in the class. The test was applied twice. Those are pre-test and post-test. Pre-test was given before treatment and post-test was given after treatment.

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[40] H. Douglas Brown, *Language Assessment: Principle and Classroom Practice* (New York: Longman, 2000), 3.
[41] *Ibid,* 201.

Before the test administered, the validity was analyzed to find out whether the test is good to be used or not. The instruments were tested by using following criteria:

a. **Validity**

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure.[42] According to H. Douglas Brown, validity means the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.[43]

To calculate it, researcher used SPSS16. The analysis is used to find out the r_{xy} then consulted with r_{table} with 5% significance level for r product moment with df or db is $n - r$; $29 - 2 = 27$. The r index is 0,367. If the value of r_{xy} is higher than the value of r_{table}, it indicates that the item is valid. If the value of r_{xy} is lower than the value of r_{table}, it indicates that the item is invalid.

Researcher used SPSS16.00 for windows program to measure the validity of research instruments and put twenty nine respondents in class VIII C. Based on the calculation of item validity of pre-test shows that 20 items are valid (2, 6, 7, 9, 10, 11, 12, 13, 15, 17, 18, 19, 20, 21, 23, 24,

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[42] *Ibid,* 225.
[43] *Ibid,* 22.

25, 26, 27, 29) and 10 items are invalid (1, 3, 4, 5, 8, 14, 16, 22, 28, 30). The computation of validity can be seen in appendix 2. Meanwhile the result of calculation of item validity of post-test shows that 20 items are valid (2, 5, 7, 8, 9, 10, 12, 15, 16, 17, 18, 20, 21, 22, 23, 25, 26, 27, 29, 30) and 10 items are invalid (1, 3, 4, 6, 11, 13, 14, 19, 24, 28). The computation of validity can be seen in appendix 4.

b. **Reliability**

A reliable test is consistent and dependable.[44] According to Donald Ary, et.al, reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement. Reliability is concerned with the effect of error on the consistency of scores.[45] Meanwhile according to Sugiyono, an instrument or test called reliable if the data of instrument or test has consistency measurement.[46]

In this research, the reliability of the test was measured by comparing the obtained score with r-score product moment. The calculation of reliability test used SPSS16.00 programs for windows. The result of reliability said if the obtained score is higher than the table r-score, it could be said that the test is reliable. Then, if the obtained score is lower

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[44] *Ibid*. 20.
[45] *Ibid.* 236-237.
[46] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2013), 121.

than the table r-score, it could be said that the test is not reliable. The calculation of reliability shows as follows:

Table 3.3

Reliability of Pre-test

Reliability Statistics

Cronbach's Alpha	N of Items
.894	20

The calculation result of reliability was the value of the students' variable reliability instruments is 0.894. The test is reliable because the index of reliability is 0.894. It is higher than r table that showed 0.367.

Table 3.4

Reliability of Post-test

Reliability Statistics

Cronbach's Alpha	N of Items
.866	20

The calculation result of reliability was the value of the students' variable reliability instruments is 0.866. The test is reliable because the index of reliability is 0.866. It is higher than r table that showed 0.367.

2. Documentation

The documentation refers to the archival data that helps the researcher to collect the needed data.[47] Researcher was functioned the document related to the object research such as students' name list and students' examination score from the tests. Besides that, researcher used it to know the school profile of the research.

E. Technique of Data Analysis

After the test was given to the students in the pre-test and post-test, it will be tested. The test was focused on students' pre-test and post-test. The result from the test will be analyzed first by Assumption Test. They are test of normality and test of homogeneity. Assumption Test in this research is calculated because to know the next step of analyzing the data which whether using parametric or non-parametric test. There are normality test and homogeneity test to this research as follow:

1. Assumption Test

a. Normality Test

According to Retno Widyaningrum, normality means the similarity of variance between groups which is compared, so that researcher faced

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[47] *Ibid, 135.*

the groups that have same condition.[48] Moreover, it used to analyze whether both groups have normal distribution or not. The calculation of normality test is used SPSS 16.00 program for windows. It used to find out the normality of data by followed steps:

1) Open the SPSS program.

2) Input the data to the data view by first fill the variable view with write down the name of classes.

3) Click analyze – non parametric test – sample K-S.

4) Drag the data into test variable.

5) Click OK.

After the process calculation, it determines by the following criteria:

- If t_{value} was lower than t_{table} ($t_{value} < t_{table}$), it means that H_0 is accepted and H_a is rejected.

- If t_{value} was higher than t_{table} ($t_{value} > t_{table}$), it means that H_0 is rejected and H_a is accepted.

Notes:

H_0 : data is normally distributed

H_a : data is not normally distributed

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[48] Retno Widyaningrum, *Statistik Pendidikan,* (Ponorogo: STAIN Ponorogo Press, 2007), 203.

b. **Homogeneity Test**

Homogeneity test is used to know before researcher was compared some of groups. It is useful to test homogeneity of variance in compared two or more groups.[49] Moreover it aims to know whether the groups are taken from population have same variant or not. A test should be given to both classes of students before the experiment to make sure that both classes are really same. Researcher used SPSS 16.00 to calculate the homogeneity test. The steps of calculation explain below:

1) Open the SPSS 16.00 program.

2) Input the data into data view by first the variable view with write down X as the score of pre-test and post-test and Y as the kind of class.

3) Click Analyze – Compare Means – One Way Anova.

4) Drag X into dependent list and Y as factor list.

5) Click option – checklist Homogeneity of variance test – OK.

The criteria of determining of homogeneity test are explains below:

- If F_{value} was lower than F_{table} ($F_{value} < F_{table}$), it means that H_0 is accepted and H_a is rejected.

- If F_{value} was higher than F_{table} ($F_{value} > F_{table}$), it means that H_0 is rejected and H_a is accepted.

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[49] *Ibid,* 212.

2. **Testing Hypothesis**

After testing the normality and homogeneity of the data, the researcher was continued to the analyzing process of t-test calculation. The researcher analyzes the data in t-test by using comparative score between experimental class and control class in pre-test and post-test. The result of this calculation will show whether Course Review Horay (CRH) technique effective in reading comprehension or not. The calculation used SPSS16.00 for windows program. The steps of calculation explain below:

a. Open the SPSS16.00 program.

b. Input data to the data view by first change the value in the variable view by change the Name, Decimals, Value and Measure.

c. Click Analyze – Compare Means – Independent Sample t-test.

d. In the dialog box of Independent Sample t-test, input the variable x in Test Variables and variable y in Grouping Variable.

e. Click Define Groups write down 1 in the Group 1 and write down 2 in the Group 2, then Continue – OK.

After calculation, the researcher proposed the alternative hypothesis (H_a) and null hypothesis (H_0) which is described below:

H_0 : if $t_{test} < t_{table}$ in significant degree 5%

H_a : if $t_{test} > t_{table}$ in significant degree 5%

Meanwhile, the degree of freedom (df) = (N1 + N2) − 2

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Findings

1. The History of MTs Ma'arif Al-Mukkarom Sumoroto Ponorogo

There was an Islamic Educational Institution on 22th January 1969 named PGA or Pendidikan Guru Agama by Nahdlatul Ulama's figures in MWC NU Kauman. Teaching and learning process was held at Madrasah Diniyah Building which located in the south of Jami' Kauman Mosque.

The first chief of PGA was Mr. Sukeni Moh Ridwan. He was leading the PGA in 1969 until 1974. Then, the second chief of PGA was Mr. H. Daroini Umar, BA. He was leading from 1974 until 1978. Because he was moving to MTs Carangrejo, so the name of PGA or Pendidikan Guru Agama had changed to be MTs Al-Mukarrom. The third chief or headmaster of MTs Al-Mukarrom was continued by Mr. H. Abu Amin, BA in 1978 until 2000. Then it was replaced by Mr. H. Soerjadi, BA.

After that, there was a selection of the next headmaster in 2006. Mr. Drs. Mansur was the next of headmaster in MTs Ma'arif Al-Mukarrom since 3rd years. After his leading in that school finished, so on 2009 he was leading as a headmaster of MTs Ma'arif Al-Mukarrom again until 2013. Then, there was held a selection of the new headmaster on 10 October 2013. Mr. Drs. Agus

Yahya was selected to be a new headmaster of MTs Al-Mukarrom after Mr. Drs. Mansur finished to being a headmaster in the second periods.

MTs Ma'arif Al-Mukarrom has been accreditation on 7th September 2015 with the status accreditation is A based on SK Badan Akreditasi Nasional Sekolah/Madrasah Number: 175/BAP-S/M/SK/X/2015.

2. The Profile of MTs Ma'arif Al-Mukkarom Sumoroto Ponorogo

a. General Location

MTs Ma'arif Al-Mukarrom is located at Raden Patah Street No.2, Kauman Village, Sumoroto Ponorogo. This school has a geographical strategic, it is near to a religious affairs office (KUA) of Kauman district, a clicnic of Kauman district, an office of Kauman district and a Jami' Al-Mukarrom Mosque. It is one location with MA Ma'arif Al-Mukarrom.

b. Vision, Mission and Goal

There are vision, mission and goal of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo:

Vision

Students have a faith and a piety to their God, knowledge, a technology competence and an *Akhlakul Karimah*.

Mission

1) It has learning and guidance effectively, so the students can develop optimally.

2) It has developing a total education and Islamic theory, so it can be a source of wisdom to do something.

3) It has developing a high spirit optimally for all members of school.

4) It has developing and it has helping students to know the talents of their self, so it can develop optimally.

5) It has applying a partisipative management with involve all members of school and school committee.

6) It has developing and guidance the students to have praying diligently, the students have an akhlakul karimah and they can do Islamic law which follows *Ahlusunnah Waljama'ah.*

Goal

1) It make students have a faith and a piety to their God, students have good moral and good attitude.

2) It make students can improve their knowledge, technology, social, culture and arts to their future.

3) It make students can improve their ability to logical thinking, creative, innovative and be autonomous.

4) It is make students have knowledge about entrepreneur and students have hard working for develop their self to the future.

5) It has education service priority for students to minimalize a drop out.

c. The Organization Structure

The organization structure of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo as follow:

1) Headmaster : Drs. Agus Yahya

2) Committee Council : Samsul Hadi, S.Pd

3) Head of Administration : Edi Sucipto

4) Staff of Administration : Siti Khotijah

5) Deputy of Curriculum : Yayuk Suprapti, S.Pd

6) Deputy of Student : Marjuni, S.Pd

7) Deputy of Infrastructure : Rudi Kristiono

8) Teacher of Class :

Class VII

- VII A : Imam Mahmud, S.Pd

- VII B : Dian Nur Aini, S.Pd.I

Class VIII

- VIII A : Nurul Hidayati, S.Pd

- VIII B : Muhamad Rokhani

- VIII C : Ary Yuliana

Class IX

- IX A : Dian Rohmawati, SE

- IX B : Rivatul Jamilah, S.Pd.I

- IX C : Umi Sholihatul Hani'ah

3. **The Teachers and the Students of MTs Ma'arif Al-Mukkarom Sumoroto Ponorogo**

The total of the teachers in MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo are 29 teachers. They are consists of 2 PNS teachers and 27 non-PNS teachers. The description of the teachers in MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo is described as follows:

Status	Male	Female	Total
PNS	1	1	2
Non-PNS	16	11	27
Total	**17**	**12**	**29**

The total number of students is about 232 students in Academic Year 2017/2018. It divides into eighth class and three grades.

Class	Gender		Number of Students
	Male	**Female**	
VII A	11	16	27
VII B	10	17	27
Number of Students	**21**	**33**	**54**
VIII A	18	12	30
VIII B	18	12	30
VIII C	19	10	29
Number of Students	**55**	**34**	**89**
IX A	14	16	30

IX B	12	19	31
IX C	14	14	28
Number of Students	**40**	**49**	**89**
TOTAL	**116**	**116**	**232**

4. The Infrastructure of MTs Ma'arif Al-Mukkarom Sumoroto Ponorogo

Infrastructure is needed in an educational institution to facilitate the students and the teachers. It has an important role in the school because infrastructure will help the teaching and learning process. The table below is the list of infrastructure in MTs Ma'arif Al-Mukkarom Sumoroto Ponorogo:

No.	Name of Infrastructure	Total	Condition
1.	Headmaster's room	1	Good
2.	Administration's room	1	Good
3.	Teacher's room	1	Good
4.	Classroom	9	Good
5.	Computer laboratory	1	Good
6.	Library	1	Good
7.	Cooperation (canteen)	1	Good
8.	Students' Organization room (OSIS)	1	Good
9.	Counseling room (BK/BP)	1	Good
10.	Health room	1	Good
11.	Toilet	4	Good
12.	Kitchen	1	Good
13.	Art and Culture room	1	Good
14.	Mosque	1	Good

Moreover, the researcher conducted research in MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo based on the research schedule. The schedule as follow:

Experimental Class Schedule

Date	Activities
23rd April 2018	Pre-Test
26th April 2018	1st treatment using CRH technique
30th April 2018	2nd treatment using CRH technique
3rd May 2018	Post-Test

Control Class Schedule

Date	Activities
24th April 2018	Pre-Test
26th April 2018	1st treatment using lecturing technique
3rd May 2018	2nd treatment using lecturing technique
8th May 2018	Post-Test

B. Specific Findings

The population which used in this research was the eighth grade students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018. The researcher took students of VIII^A experimental class consist of 30 students and students of VIII^B as control class also consist of 30 students.

1. **The Students' Reading Comprehension Score of Experimental Class**

The table below shows the result of students' reading comprehension achievement for the students who taught by using Course Review Horay (CRH) technique (experimental class). In this table shows pre-test and post-test score.

Table 4.1

The Students' Reading Comprehension Score of Experimental Class

No.	NAME	SCORE	
		PRE-TEST	POST-TEST
1.	Ade Ikbal Pradana	65	70
2.	Agus Arya Pradana	70	85
3.	Akbar Bagus Kuncoro	70	85
4.	Alfi Muzayyanatul M.	90	95
5.	Alvian Firmansyah	65	80
6.	Bagas Pradita Wirantama	65	75
7.	Davied Gilang Pradana	65	70
8.	Dea Adetya Prasetyo	50	95
9.	Eva Alfiyatu Zahro'	85	90
10.	Fitroh Assyari Rofiah	85	90
11.	Gilang Sunda Priyatna	85	90
12.	Helmi Wafa Qoid	65	75
13.	Lupi Afidah Nur Liana S.	90	85
14.	Marseleno	65	70
15.	Moh. Akbar Fatoni	50	80
16.	Muh. Aditya Hayyin	50	90
17.	Muhammad Doni	65	75

18.	Muhammad Ilham Rosit	65	85
19.	Muhammad Nur Huda	60	80
20.	Nabila Sayyidatul Habibah	80	85
21.	Noval Dwi Ardana	50	70
22.	Nurul Handayani	60	90
23.	Rakhmah Dewi Safitri	90	95
24.	Rendy Febry Pramana	60	80
25.	Rian Nur Fadkhul Ikhsan	60	70
26.	Santika Agustina	80	90
27.	Sasha Shabila	65	85
28.	Vicky Fara Amlati	90	90
29.	Zainul Abdul Kholik	60	85
30.	Farizul Bagus Saputra	60	85
Total		**2060**	**2490**
Mean		**68.67**	**83.00**

It can be seen that the highest pre-test score of experimental class was 90 while the lowest pre-test was 50, while the highest post-test score was 95 and the lowest post-test score was 70. The mean score of pre-test was 68.67 and mean score of post-test was 83.00. The result of students' test of experimental class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the experimental class.

Table 4.2

Frequency Distribution of Pre-Test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	4	13.3	13.3	13.3
	60	6	20.0	20.0	33.3
	65	9	30.0	30.0	63.3
	70	2	6.7	6.7	70.0
	80	2	6.7	6.7	76.7
	85	3	10.0	10.0	86.7
	90	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

From the table above, it could be seen that the score of students reading comprehension was various. There were 13.3% students or 4 students got score 50, 20.0% students or 6 students got score 60, 30.0% students or 9 students got score 65, 6.7% students or 2 students got score 70, 6.7% students or 2 students got score 80, 10.0% students or 3 students got score 85 and 13.3% students or 4 students got score 90.

Based on the table above, the histogram can be seen as follows:
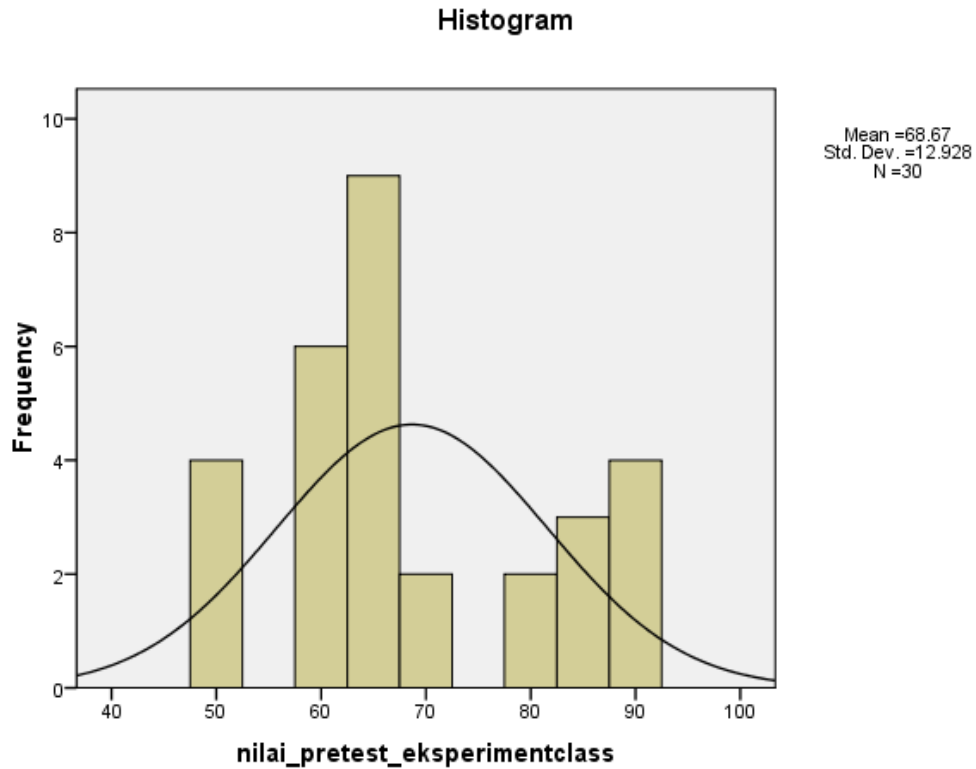
Histogram

Figure 4.1

Histogram for Pre-Test in Experimental Class

From the histogram above, it is stated that M = 68.67 and SD = 12.928. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped score using standard as follows:

a) More than M + 1.SD (68.67 + 12.928 = 81.598) is categorized into good

b) Between M − 1.SD to 1.SDx is categorized into medium

c) Less than M − 1.SD (68.67 - 12.928 = 55.742) is categorized into low

Thus, it can be seen that the scores which are more than 81.598 is categorized into good, the score between 56 – 82 is categorized into medium, meanwhile the score which are less than 55.742 is categorized into low. That categorization can be seen clearly in the following:

Table 4.3

The Categorization of Students' Pre-Test in Experimental Class

No.	Score	Frequency	Percentage	Category
1.	More Than 82	7	23.3%	Good
2.	Between 82 – 56	19	63.4%	Medium
3.	Less Than 56	4	13.3%	Low
	Total	**30**	**100%**	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using Course Review Horay (CRH) technique in pre-test shows that 23.3% in the good category, 63.4% in the medium category and 13.3% in the low category.

Table 4.4

Frequency Distribution of Post-Test in Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	5	16.7	16.7	16.7
75	3	10.0	10.0	26.7
80	4	13.3	13.3	40.0
85	8	26.7	26.7	66.7
90	7	23.3	23.3	90.0
95	3	10.0	10.0	100.0
Total	30	100.0	100.0	

From the table above, it could be seen that the score of students reading comprehension was various. There were 16.7% students or 5 students got score 70, 10.0% students or 3 students got score 75, 13.3% students or 4 students got score 80, 26.7% students or 8 students got score 85, 23.3% students or 7 students got score 90, 10.0% students or 3 students got score 95.

Based on the table above, the histogram can be seen as follows:
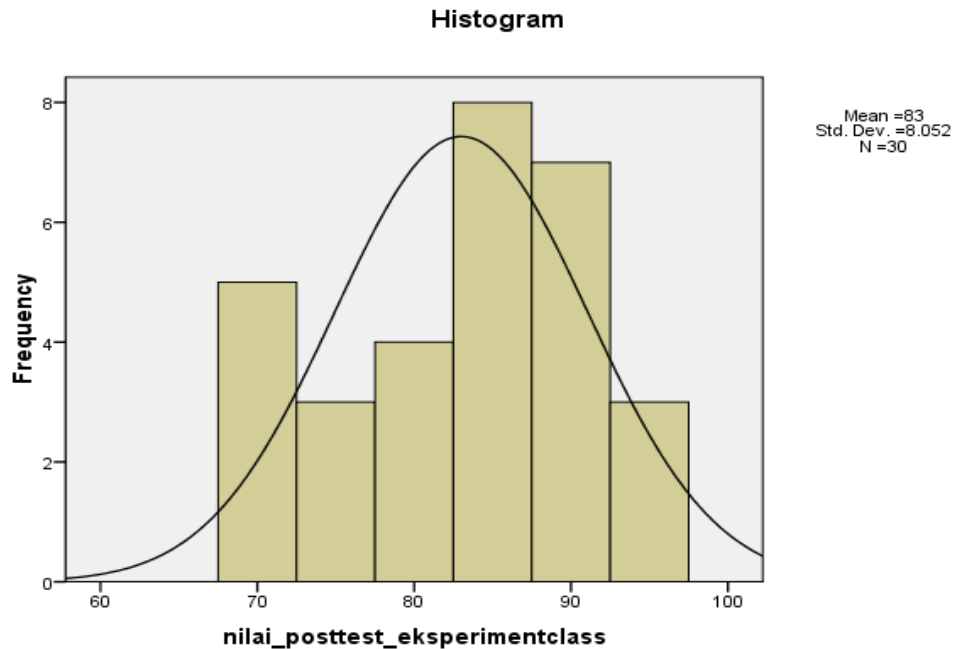
Figure 4.2

Histogram for Post-Test in Experimental Class

From the histogram above, it is stated that M = 83.00 and SD = 8.052. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped score using standard as follows:

a) More than M + 1.SD (83.00 + 8.052 = 91.025) is categorized into good

b) Between M – 1.SD to 1.SDx is categorized into medium

c) Less than M – 1.SD (83.00 - 8.052 = 74.948) is categorized into low

Thus, it can be seen that the scores which are more than 91.052 is categorized into good, the score between 75 – 91 is categorized into medium,

meanwhile the score which are less than 74.948 is categorized into low. That categorization can be seen clearly in the following:

Table 4.5

The Categorization of Students' Post-Test in Experimental Class

No.	Score	Frequency	Percentage	Category
1.	More Than 91	3	10%	Good
2.	Between 91 – 75	22	73.3%	Medium
3.	Less Than 75	5	16.7%	Low
	Total	**30**	**100%**	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using Course Review Horay (CRH) technique in post-test showed that 10% in the good category, 73.3% in the medium category and 16.7% in the low category.

2. The Students' Reading Comprehension Score of Control Class

The table below shows the result of students' reading comprehension achievement for the students who taught by using lecturing technique (control class). In this table showed pre-test and post-test score.

Table 4.6

The Students' Reading Comprehension Score of Control Class

No.	NAME	SCORE	
		PRE-TEST	POST-TEST
1.	Aditya Dwi Prasmadani	65	50
2.	Ahmad Nur Kholis	55	85
3.	Aryudha Aji Pangestu	55	50
4.	Dedy Nur Hayanto	50	50
5.	Devi Ratnasari	70	80
6.	Dilla Purwaningrum	60	85
7.	Dimas Mahayu Nur Azmi	50	50
8.	Dwi Yoga	50	70
9.	Fadila Putri Oktavia	75	80
10.	Faiza Zakiyatul Fariha	70	85
11.	Galuh Indah Sari	75	60
12.	Hanifah Hafidhaturrohmah	70	80
13.	Heni Setyaningsih	80	85
14.	Imarotunnaja	85	80
15.	M. Anshori	50	75
16.	M. Fatih Abdullah	50	75
17.	M. Khamim Asyafa'at	50	75
18.	M. Khoirul Huda	70	80
19.	M. Khoirul Wildan	50	75
20.	M. Mustofa Kamal	50	50
21.	M. Rizky Firmansyah	75	85
22.	M. Waladul Abror	70	80
23.	Nahwul Robastiansyah	50	70
24.	Nur Linda Nian Atmawati	75	80
25.	Nuzulul Karimu Rifa'i	65	70
26.	Rafli Dwi Febrianto	55	50
27.	Rika Fatmawati	75	80
28.	Rizky Kurniawan	75	85

29.	Salsabila Rifda Firdausie	75	80
30.	Septiani Dwi Nur H.	75	85
Total		**1920**	**2185**
Mean		**64.00**	**72.83**

It can be seen that the highest pre-test score of control class was 85 while the lowest pre-test was 50, while the highest post-test score was 85 and the lowest post-test score was 50. The mean score of pre-test was 64.00 and mean score of post-test was 72.83. The result of students' test of control class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the control class.
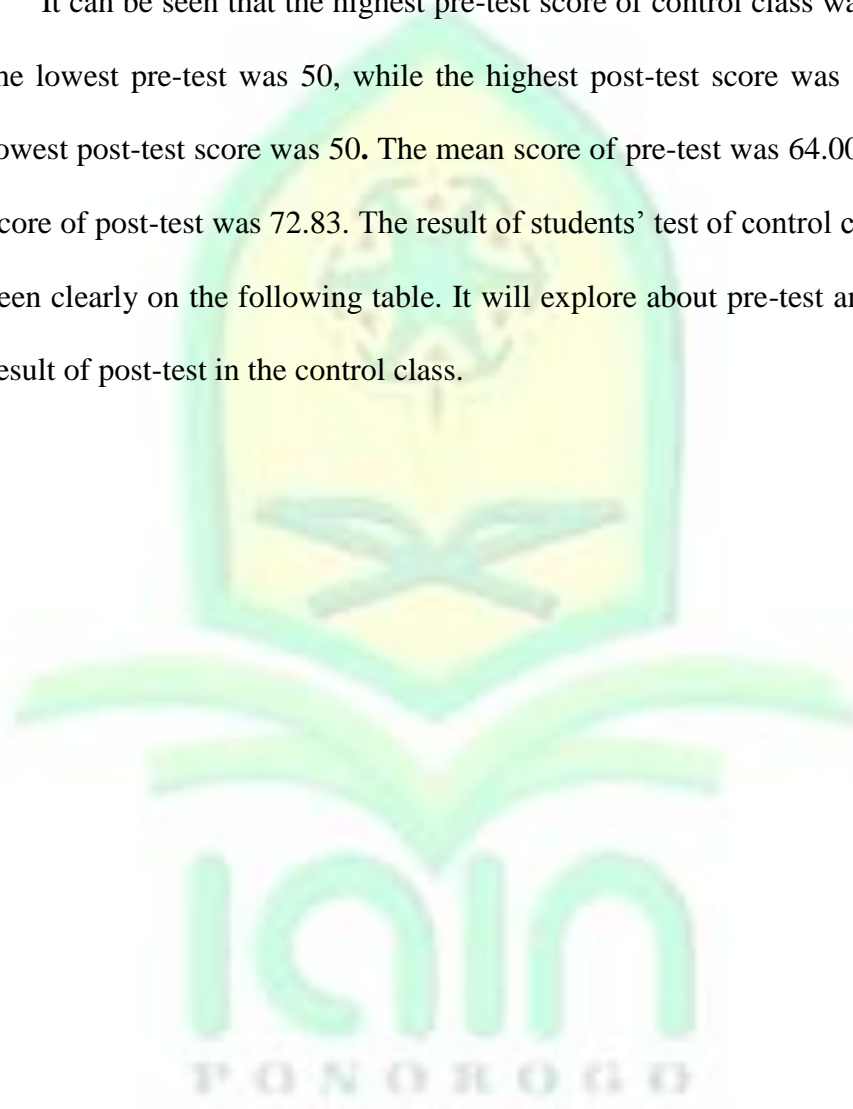
Table 4.7

Frequency Distribution of Pre-Test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	9	30.0	30.0	30.0
	55	3	10.0	10.0	40.0
	60	1	3.3	3.3	43.3
	65	2	6.7	6.7	50.0
	70	5	16.7	16.7	66.7
	75	8	26.7	26.7	93.3
	80	1	3.3	3.3	96.7
	85	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the table above, it could be seen that the score of students reading comprehension was various. There were 30.0% students or 9 students got score 50, 10.0% students or 3 students got score 55, 3.3% students or 1 student got score 60, 6.7% students or 2 students got score 65, 16.7% students or 5 students got score 70, 26.7% students or 8 students got score 75, 3.3% students or 1 student got score 80 and 3.3% students or 1 student got score 85.

Based on the table above, the histogram can be seen as follow:
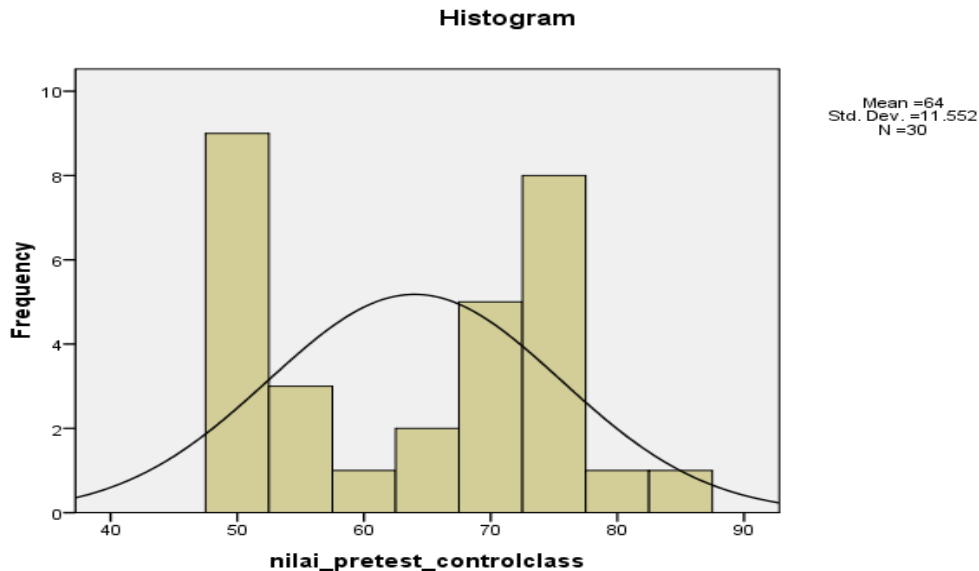
Figure 4.3

Histogram for Pre-Test in Control Class

From the histogram above, it is stated that M = 64.00 and SD = 11.552. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped score using standard as follows:

a) More than M + 1.SD (64.00 + 11.552 = 75.552) is categorized into good

b) Between M – 1SD to 1.SDx is categorized into medium

c) Less than M – 1.SD (64.00 – 11.552) = 52.448 is categorized into low

Thus, it can be seen that the scores which are more than 75.552 is categorized into good, the score between 52 – 76 is categorized into medium, meanwhile the score which are less than 52.448 is categorized into low. That categorization can be seen clearly in the following:

Table 4.8

The Categorization of Students' Pre-Test in Control Class

No.	Score	Frequency	Percentage	Category
1.	More Than 76	2	6.6%	Good
2.	Between 52 – 76	19	63.4%	Medium
3.	Less Than 52	9	30.0%	Low
	Total	**30**	**100%**	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using lecturing technique in pre-test showed that 6.6% in the good category, 63.4% in the medium category and 30.0% in the low category.
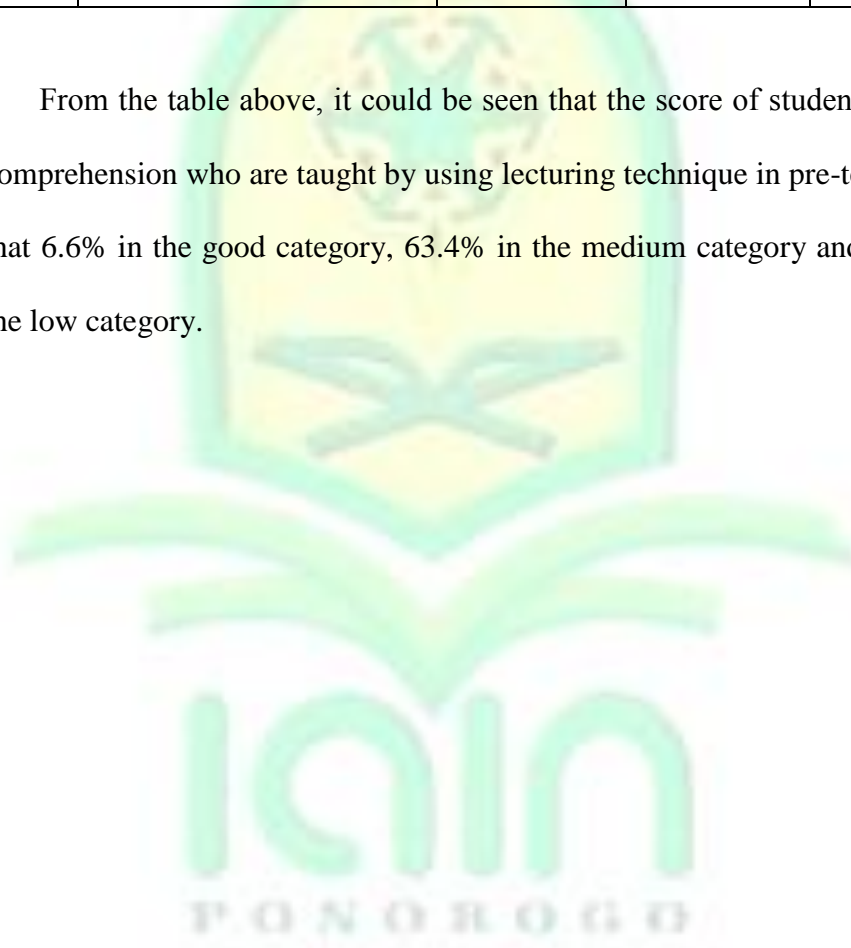
Table 4.9

Frequency Distribution of Post-Test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	6	20.0	20.0	20.0
	60	1	3.3	3.3	23.3
	70	3	10.0	10.0	33.3
	75	4	13.3	13.3	46.7
	80	9	30.0	30.0	76.7
	85	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehension was various. There were 20.0% students or 6 students got score 50, 3.3% students or 1 student got score 60, 10.0% students or 3 students got score 70, 13.3% students or 4 students got score 75, 30% students or 9 students got score 80 and 23.3% students or 7 students got score 85.

Based on the table above, the histogram can be seen as follows:
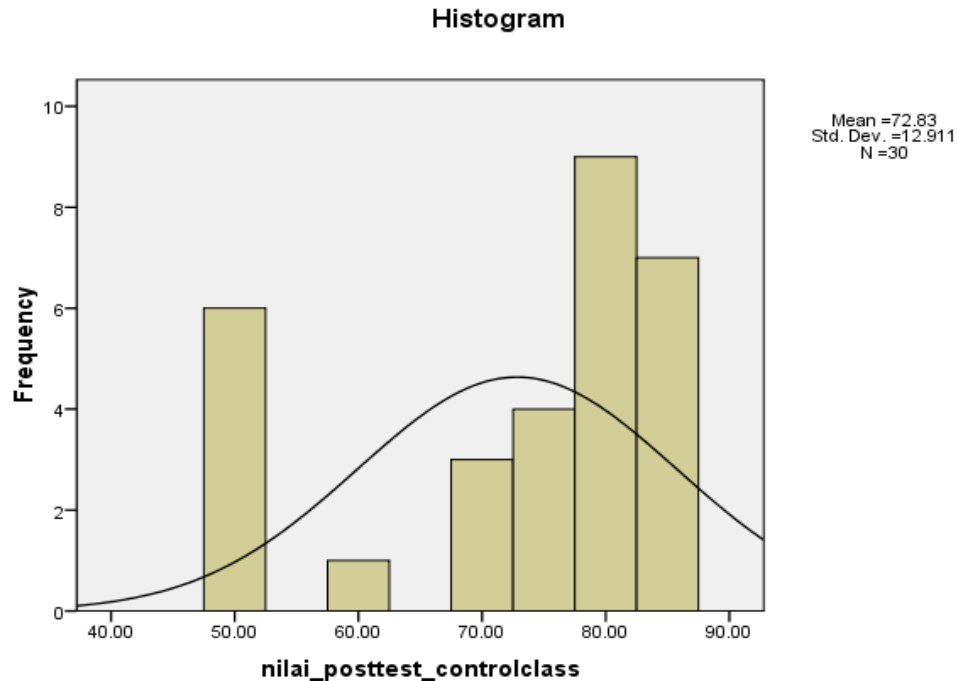
Figure 4.4

Histogram for Post-Test in Control Class

From the histogram above, it is stated that M = 72.83 and SD = 12.911. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using the standard as follows:

a) More than M + 1.SD (72.83 + 12.911 = 85.741) is categorized into good

b) Between M – 1SD to 1.SDx is categorized into medium

c) Less than M – 1.SD (72.83 – 12.911 = 59.919) is categorized into low

Thus, it can be seen that the scores which are more than 85.741 is categorized into good, the score between 60 - 86 is categorized into medium,

meanwhile the score which are less than 59.919 is categorized into low. That categorization can be seen clearly in the following:

Table 4.10

The Categorization of Students' Post-Test in Control Class

No.	Score	Frequency	Percentage	Category
1.	More Than 86	0	0%	Good
2.	Between 60 - 86	24	79.9%	Medium
3.	Less Than 60	6	20. 1%	Low
	Total	**30**	**100%**	

From the table above, it could be seen that the score of students' reading comprehension who are not taught by using lecturing technique in post test showed that 0% in the good category, 79.9% in the medium category and 20.1% in the low category.

C. Data Analysis

This part explains about assumption test and testing hypothesis. There are normality test and homogeneity test in an assumption test.

1. Assumption Test

a. Normality Test

Normality test is used to find out whether the data are normally distributed or not. In deciding the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov

table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5% level of significance, it can be concluded that the data are in normal distribution. On the other hand, if the highest value of statistic is higher than the Kolmogorov-Smirnov table for 5% level of significance, it can be concluded that the data are not in normal distribution. The value of Kolmogorov-Smirnov table for $N = 30$ at 5% level significance is between N= 25 and $N = 35$. In this research, the researcher decided to categorized into $N = 30$. So, the value of Kolmogorov-Smirnov table is 0.24.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS16.00 as follows:
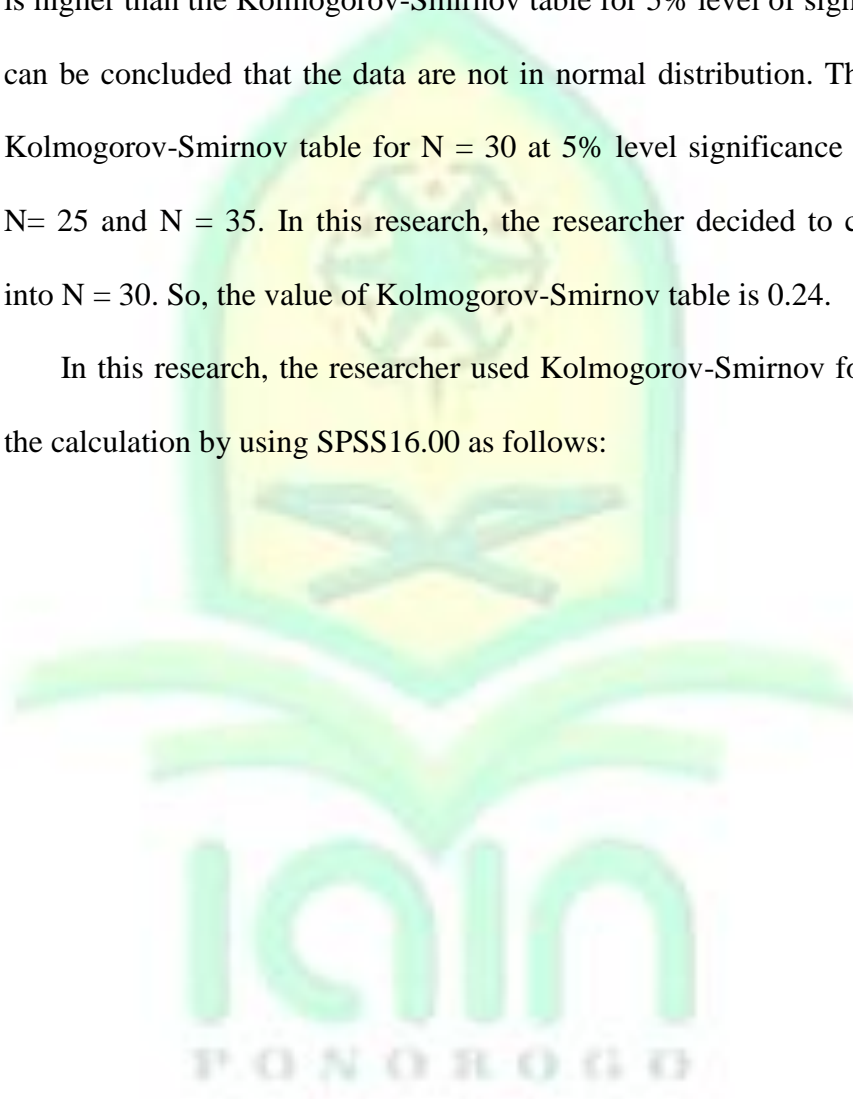
1) **Experimental Class Normality Testing**

Table 4.11

Experimental Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

		experiment class
N		30
Normal Parameters[a]	Mean	83.00
	Std. Deviation	8.052
Most Extreme Differences	Absolute	.198
	Positive	.113
	Negative	-.198
Kolmogorov-Smirnov Z		1.085
Asymp. Sig. (2-tailed)		.190

a. Test distribution is Normal.

The calculation of normality test above was used one-sample Kolmogorov-Smirnov test. Table 4.11 shows that D_0 was 0.190. It was smaller than the D_{table} with the closest Kolmogorov-Smirnov critical points of 30 is 0.24. It means that the data of experimental class was normal.

2) **Control Class Normality Testing**

Table 4.12

Control Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

		control class
N		30
Normal Parameters[a]	Mean	72.83
	Std. Deviation	12.911
Most Extreme Differences	Absolute	.244
	Positive	.173
	Negative	-.244
Kolmogorov-Smirnov Z		1.336
Asymp. Sig. (2-tailed)		.056

a. Test distribution is Normal.

The calculation of normality test above was used one-sample Kolmogorov-Smirnov test. Table 4.12 shows that D_0 was 0.056. It was smaller than the D_{table} with the closest Kolmogorov-Smirnov critical points of 30 is 0.24. It means that the data of experimental class was normal.

b. **Homogeneity Test**

Homogeneity test were used to decide whether a test was homogeneous or not. It was important because the similarity of both groups would influence the result of test. Moreover, homogeneity of a test was used as a requirement to calculate t_{test}. The calculation by using SPSS16.00 as follows:

Table 4.13

The Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
6.319	1	58	.015

From the result of homogeneity test in the Table 4.13 above, it could be seen that the degree of significance based on mean is 0.015. It was smaller than the F_{table} 0.3.32. It means that both experimental class and control class were homogeneous.

2. Testing Hypothesis

The researcher calculated t-test by using SPSS16.00 program to find out if there was a significant difference or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of control class and experimental class were normally distributed and homogeneous. The researcher conducted t-test calculation by using SPSS16.00 program. The result of the calculation as follows:

Table 4.14

The Mean Score of Experimental and Control Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Nilai	experimental_class	30	83.0000	8.05156	1.47001
	control_class	30	72.8333	12.91106	2.35723

Based on the data in the table above, the result of data analysis shows that the mean score of students reading comprehension who are taught by Course Review Horay (CRH) technique (experimental class) was 83.00. It was higher than the result of the mean score of students' reading comprehension who are taught by lecturing technique (control class) was 72.83.
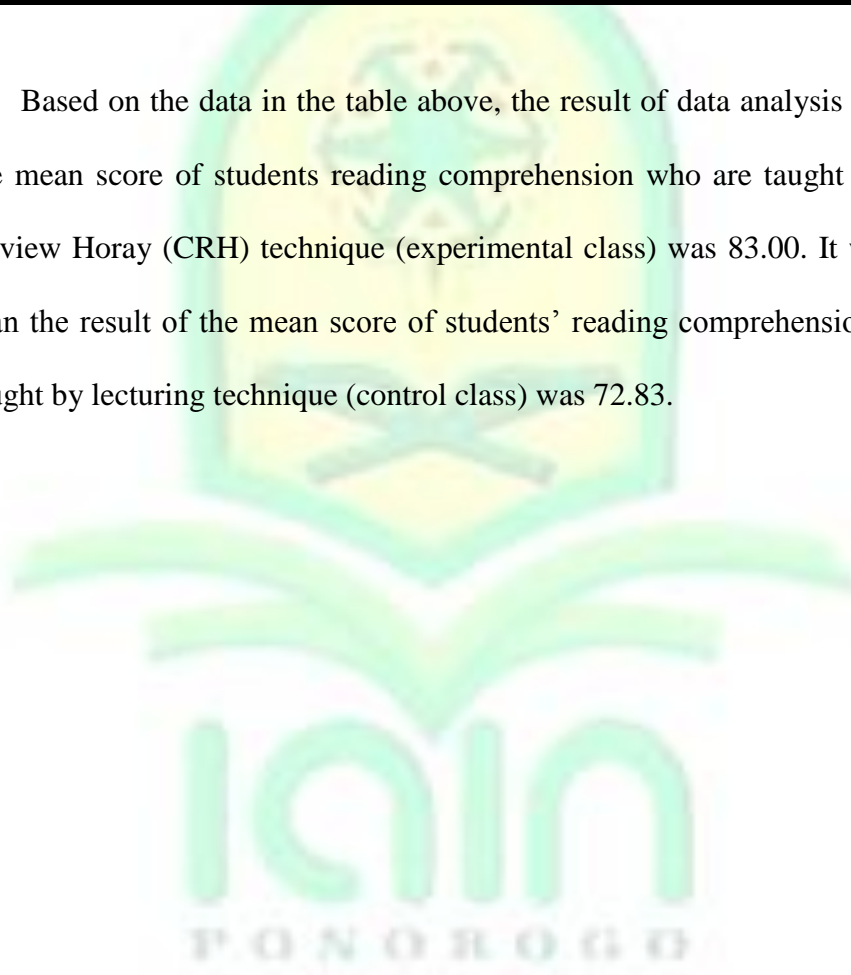
Table 4.15

The Calculation of T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai	Equal variances assumed	6.319	.015	3.660	58	.001	10.16667	2.77803	4.60584	15.72749
	Equal variances not assumed			3.660	48.593	.001	10.16667	2.77803	4.58283	15.75050

From the table above, it could be seen that the value of t_{test} is 3.660 and the degree of freedom was 58. The value of significance 5% of t_{table} of db = 58 is 2.01. To interpret the data above, the researcher formulates the test of hypothesis as follows:

Ha = there was significant effect of CRH technique in reading comprehension

Ho = there was no significant effect of CRH technique in reading comprehension

The research result shows that the value of t_{test} = 3.660 and the value of t_{table} with db = 58 was 2.01. It means that 3.660 > 2.01. Therefore, Ho was rejected and Ha was accepted. It can be concluded that there was significant difference between the students who are taught by using CRH technique and the students who are taught by using lecturing technique.

D. Discussion

This research is conducted to find out the effective teaching technique, especially in reading comprehension. It has been discussed that Course Review Horay (CRH) technique is one of effective technique which can be applied in teaching and learning process. The discussion of this research explains that the use of Course Review Horay (CRH) technique is effective for teaching reading comprehension.

Firstly, Course Review Horay (CRH) technique is a technique which can increase the students' score[50], especially in reading comprehension. The students feel more fun and it make them feel happy in learning process because the students were excited to shout up "horay" to make they are not bored in the classroom. So, it will make they have good thinking about the material that have discussed with their teacher and they can share their opinion to the others well.

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[50] Siti Maryam, et.al "Penerapan Model Pembelajaran Kooperatif Tipe Course Review Horay untuk Meningkatkan Hasil Belajar Siswa Pada Materi Keliling dan Laus Persegi Panjang di Kelas VII SMPN 02 Maralowa", *Jurnal Elektronik Pendidikan Matematika Tadulako, vol.04 no.1* (September, 2016), 128.

Second, it is include a cooperative learning which the students asked to make a small group in order to solve the problems together.[51] The students can solve the problems with their partner or their group easily. They can share their opinion and build togetherness to the member of group. So, the students have good relationship to the others through Course Review Horay (CRH) technique that had applied in the classroom.

Lastly, it is expected to build the students' honesty, discipline, responsibility and respect.[52] The students will have habitual to honesty, discipline, responsibility and respect if they had trained early, especially at Junior High School. So, while they are at Senior High School or adult, they will have been honesty, discipline, responsibility and respect habitually.

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[51] Dessy Anggraeni, "Peningkatan Kualitas Pembelajaran IPS Melalui Model Pembelajaran Kooperatif Tipe *Course Review Horay* Pada Siswa Kelas VI SD Negeri Sekaran 01 Semarang", *Kreatif: Jurnal Kependidikan Dasar, vol.1 no.2* (Februari, 2011), 196.

[52] Rini, Jekti Prihatin and Pujiastuti, "Pengaruh Penerapan Model Pembelajaran *Course Review Horay* Berbasis Pendekatan *Problem-Based Learning* Terhadap Kemampuan Berpikir Kritis dan Hasil Belajar Biologi", *Bioedukasi, vol.XV no.1* (April, 2017), 48.

CHAPTER V

CLOSING

A. Conclusion

There is significant different score between students who are taught by Course Review Horay (CRH) technique and who aren't taught by Course Review Horay (CRH) technique. Based on the data calculation of research to the eighth grade students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018, it can be seen from the students' post-test score in the experimental class is 83.00, while the post-test score in control class is 72.83. It is indicated that the students who taught using Course Review Horay (CRH) technique got the better score than the students who are taught using lecturing technique. The conclusion can be seen from the result of statistical calculation in the previous chapter, where value of t_{test} is higher than t_{table} (3.660 > 2.01). From the explanation above, it can be concluded that Course Review Horay (CRH) technique is effective in reading comprehension to the eighth grade students of MTs Ma'arif Al-Mukarrom Sumoroto Ponorogo in Academic Year 2017/2018.

B. Recommendation

Based on conclusion above, it can be delivered some recommendations that might be useful for English teacher, students and other researchers as follows:

1. For the English teacher

The researcher recommends to the English teacher that the English teacher should give the motivation to the students. So, the students will be more interested in teaching learning process. The researcher also recommends the teacher to use the various techniques such as Course Review Horay (CRH) technique for teaching reading comprehension in order to make the students easier understand the reading text and they will not bored while teaching and learning process.

2. For the students

After getting material by using Course Review Horay (CRH) technique, the students hopefully can improve their achievement in reading comprehension of the recount text or the others text. Besides that, the students should be more active to answer the questions that given by their teacher. So, the students are expected to be more interested in teaching process by using various techniques.

3. For the other researchers

The researcher knows that this research is far for being perfect. The researcher hopes this research will be used for the other researchers to conduct the research in similar technique especially using Course Review Horay (CRH) in the different skill, such as listening, speaking or writing skills. This research is expected to give more knowledge about the use of Course Review Horay (CRH) technique.

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Appendix 1   **Validitas Item Soal Pre-Test**

Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	n
Alfi	1	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	0	1	1	1	18
Aprilia	1	1	0	1	1	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	0	0	1	1	0	1	0	1	1	1	17
Arda	1	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	0	1	1	1	0	0	1	0	0	1	0	1	1	1	17
Ardia	1	1	0	1	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	0	0	0	1	1	0	11
Ardin	1	0	0	1	1	0	0	0	0	0	1	1	0	1	0	0	1	1	1	1	0	0	1	1	0	1	0	1	1	1	16
Baik Rini	1	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	0	1	1	1	0	0	1	1	0	1	0	1	1	1	18
Barizul	1	1	1	1	1	0	1	0	1	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	1	0	14
Dina	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	1	0	0	1	20
Harun	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	25
Imam	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	0	0	1	1	0	1	1	1	0	0	14
Irfan	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	10
Machica	1	1	1	1	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	1	0	0	0	1	1	0	11
Ma'sum	1	0	0	1	1	0	0	0	0	0	1	1	0	1	0	0	1	1	1	1	0	0	1	1	0	1	0	1	1	1	16
M.Fajar	1	0	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	1	1	1	0	0	1	1	0	1	0	1	1	1	14
M.Gilang	1	0	1	1	1	0	0	0	0	0	1	1	0	1	1	0	1	1	1	1	0	0	1	1	0	1	0	1	1	1	18
Muhroji	1	0	1	1	1	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1	0	1	1	1	17
Patricia	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	25
Rifki	1	0	0	1	1	0	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	0	1	1	0	1	1	1	0	0	14
Rio	1	0	1	1	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	8
Rofi	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	25
Sahrul	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	25
Serly	1	1	1	1	1	0	1	0	0	1	1	1	0	0	1	0	0	1	0	1	0	0	1	0	0	0	0	1	1	1	16
Sigit	1	0	1	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	7
Syauqi	0	0	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	6
Titin	1	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	0	1	1	1	0	0	1	1	0	1	0	1	1	1	18
Tri Diana	1	1	0	1	0	1	1	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	1	0	0	1	1	0	0	12
Yuda	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	25
Ayus	1	1	0	1	1	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	0	0	0	12
Abdul	1	0	0	1	1	0	0	0	0	0	1	1	0	0	1	0	1	1	1	0	0	0	1	1	0	1	0	1	1	1	15

Appendix 2   The result of validity item by SPSS Calculation (Pre-Test)

		Total	r-table	Explanation
Item 1	Pearson Correlation	.-560	.367	Invalid
	Sig. (2-tailed)	.002		
	N	29		
Item 2	Pearson Correlation	.430	.367	**Valid**
	Sig. (2-tailed)	.020		
	N	29		
Item 3	Pearson Correlation	.334	.367	Invalid
	Sig. (2-tailed)	.076		
	N	29		
Item 4	Pearson Correlation	.-560	.367	Invalid
	Sig. (2-tailed)	.002		
	N	29		
Item 5	Pearson Correlation	.-377	.367	Invalid
	Sig. (2-tailed)	.044		
	N	29		
Item 6	Pearson Correlation	.667	.367	**Valid**
	Sig. (2-tailed)	.000		
	N	29		
Item 7	Pearson Correlation	.652	.367	**Valid**
	Sig. (2-tailed)	.000		
	N	29		
Item 8	Pearson Correlation	.294	.367	Invalid
	Sig. (2-tailed)	.122		
	N	29		
Item 9	Pearson Correlation	.712	.367	**Valid**
	Sig. (2-tailed)	.000		
	N	29		
Item 10	Pearson Correlation	.378	.367	**Valid**
	Sig. (2-tailed)	.043		
	N	29		
Item 11	Pearson Correlation	.454	.367	**Valid**
	Sig. (2-tailed)	.013		
	N	29		
Item 12	Pearson Correlation	.496	.367	**Valid**
	Sig. (2-tailed)	.006		
	N	29		
Item 13	Pearson Correlation	.773	.367	**Valid**
	Sig. (2-tailed)	.000		
	N	29		

Item 14	Pearson Correlation	.311	.367	Invalid
	Sig. (2-tailed)	.100		
	N	29		
Item 15	Pearson Correlation	.626	.367	**Valid**
	Sig. (2-tailed)	.000		
	N	29		
Item 16	Pearson Correlation	.300	.367	Invalid
	Sig. (2-tailed)	.114		
	N	29		
Item 17	Pearson Correlation	.652	.367	**Valid**
	Sig. (2-tailed)	.000		
	N	29		
Item 18	Pearson Correlation	.673	.367	**Valid**
	Sig. (2-tailed)	.000		
	N	29		
Item 19	Pearson Correlation	.659	.367	**Valid**
	Sig. (2-tailed)	.000		
	N	29		
Item 20	Pearson Correlation	.551	.367	**Valid**
	Sig. (2-tailed)	.002		
	N	29		
Item 21	Pearson Correlation	.677	.367	**Valid**
	Sig. (2-tailed)	.000		
	N	29		
Item 22	Pearson Correlation	.321	.367	Invalid
	Sig. (2-tailed)	.090		
	N	29		
Item 23	Pearson Correlation	.447	.367	**Valid**
	Sig. (2-tailed)	.015		
	N	29		
Item 24	Pearson Correlation	.435	.367	**Valid**
	Sig. (2-tailed)	.018		
	N	29		
Item 25	Pearson Correlation	.470	.367	**Valid**
	Sig. (2-tailed)	.010		
	N	29		
Item 26	Pearson Correlation	.575	.367	**Valid**
	Sig. (2-tailed)	.001		
	N	29		
Item 27	Pearson Correlation	.468	.367	**Valid**
	Sig. (2-tailed)	.011		

	N	29		
Item 28	Pearson Correlation	.-132	.367	Invalid
	Sig. (2-tailed)	.496		
	N	29		
Item 29	Pearson Correlation	.575	.367	**Valid**
	Sig. (2-tailed)	.001		
	N	29		
Item 30	Pearson Correlation	.273	.367	Invalid
	Sig. (2-tailed)	.153		
	N	29		

Appendix 3   **Validitas Item Soal Post-Test**

Nama	Butir Soal																														N
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Alfi	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	18
Aprilia	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	22
Arda	1	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	0	1	1	1	1	0	1	0	1	0	0	0	0	0	15
Ardia	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	24
Ardin	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	4
Baik Rini	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	1	0	1	0	0	1	1	20
Barizul	0	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	0	21
Dina	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	0	0	1	1	0	1	0	1	0	0	0	17
Harun	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	1	1	0	20
Imam	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	1	0	10
Irfan	1	0	0	1	1	0	0	1	0	1	1	1	1	1	0	0	0	0	1	1	1	1	0	0	1	1	1	0	0	0	16
Machica	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	0	0	0	1	1	1	1	0	0	1	1	1	0	0	0	20
Ma'sum	1	0	0	0	0	0	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	8
M.Fajar	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26
M.Gilang	1	0	1	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	14
Muhroji	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	8
Patricia	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	27
Rifki	1	0	0	1	1	1	0	1	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	12
Rio	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	8
Rofi	0	1	1	0	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	0	0	1	1	1	0	0	0	0	16
Sahrul	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	7
Serly	1	1	1	1	1	0	1	0	0	1	1	1	0	0	1	0	0	1	0	1	0	0	1	0	1	1	1	1	1	1	19
Sigit	1	0	1	1	1	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	20
Syauqi	0	0	1	0	0	1	1	1	0	1	0	1	0	0	0	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	16
Titin	1	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	0	1	1	1	0	0	1	1	0	1	0	1	0	0	16
Tri Diana	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	27
Yuda	0	1	1	0	0	1	1	1	1	1	1	1	0	0	0	1	0	1	0	1	0	0	0	1	0	1	0	0	0	0	14
Ayus	1	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	7
Abdul	1	0	0	1	1	0	0	1	1	0	0	0	0	1	0	0	1	1	1	0	0	0	1	0	0	0	1	0	0	0	11

Appendix 4   The result of validity item by SPSS Calculation (Post-Test)

		Total	r-table	Explanation
Item 1	Pearson Correlation	.101	.367	Invalid
	Sig. (2-tailed)	.603		
	N	29		
Item 2	Pearson Correlation	.534	.367	**Valid**
	Sig. (2-tailed)	.003		
	N	29		
Item 3	Pearson Correlation	.310	.367	Invalid
	Sig. (2-tailed)	.102		
	N	29		
Item 4	Pearson Correlation	.092	.367	Invalid
	Sig. (2-tailed)	.636		
	N	29		
Item 5	Pearson Correlation	.522	.367	**Valid**
	Sig. (2-tailed)	.004		
	N	29		
Item 6	Pearson Correlation	.300	.367	Invalid
	Sig. (2-tailed)	.113		
	N	29		
Item 7	Pearson Correlation	.590	.367	**Valid**
	Sig. (2-tailed)	.001		
	N	29		
Item 8	Pearson Correlation	.551	.367	**Valid**
	Sig. (2-tailed)	.002		
	N	29		
Item 9	Pearson Correlation	.415	.367	**Valid**
	Sig. (2-tailed)	.025		
	N	29		
Item 10	Pearson Correlation	.512	.367	**Valid**
	Sig. (2-tailed)	.005		
	N	29		
Item 11	Pearson Correlation	.167	.367	Invalid
	Sig. (2-tailed)	.388		
	N	29		
Item 12	Pearson Correlation	.516	.367	**Valid**
	Sig. (2-tailed)	.004		
	N	29		
Item 13	Pearson Correlation	.323	.367	Invalid
	Sig. (2-tailed)	.087		
	N	29		

Item 14	Pearson Correlation	.304	.367	Invalid
	Sig. (2-tailed)	.109		
	N	29		
Item 15	Pearson Correlation	.647	.367	**Valid**
	Sig. (2-tailed)	.000		
	N	29		
Item 16	Pearson Correlation	.405	.367	**Valid**
	Sig. (2-tailed)	.029		
	N	29		
Item 17	Pearson Correlation	.470	.367	**Valid**
	Sig. (2-tailed)	.010		
	N	29		
Item 18	Pearson Correlation	.629	.367	**Valid**
	Sig. (2-tailed)	.000		
	N	29		
Item 19	Pearson Correlation	.321	.367	Invalid
	Sig. (2-tailed)	.000		
	N	29		
Item 20	Pearson Correlation	.592	.367	**Valid**
	Sig. (2-tailed)	.001		
	N	29		
Item 21	Pearson Correlation	.392	.367	**Valid**
	Sig. (2-tailed)	.035		
	N	29		
Item 22	Pearson Correlation	.723	.367	**Valid**
	Sig. (2-tailed)	.000		
	N	29		
Item 23	Pearson Correlation	.451	.367	**Valid**
	Sig. (2-tailed)	.014		
	N	29		
Item 24	Pearson Correlation	.333	.367	Invalid
	Sig. (2-tailed)	.077		
	N	29		
Item 25	Pearson Correlation	.426	.367	**Valid**
	Sig. (2-tailed)	.021		
	N	29		
Item 26	Pearson Correlation	.628	.367	**Valid**
	Sig. (2-tailed)	.000		
	N	29		
Item 27	Pearson Correlation	.403	.367	**Valid**
	Sig. (2-tailed)	.030		

	N	29		
Item 28	Pearson Correlation	.260	.367	Invalid
	Sig. (2-tailed)	.173		
	N	29		
Item 29	Pearson Correlation	.588	.367	**Valid**
	Sig. (2-tailed)	.001		
	N	29		
Item 30	Pearson Correlation	.451	.367	**Valid**
	Sig. (2-tailed)	.014		
	N	29		