

**HOLLYWOOD SQUARES REVIEW TECHNIQUE IN TEACHING  
READING (QUASI EXPERIMENT RESEARCH FOR TENTH GRADE  
STUDENTS AT SMA NEGERI 1 BABADAN)**

**THESIS**



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## ABSTRACT

**FEBRIANY, EFRILIA. 2018.** *Hollywood Squares Review Technique in Teaching Reading (Quasi Experiment Research for Tenth Grade Students at SMA NEGERI 1 Babadan).* **Thesis**, English Education Department, Tarbiyah and Teacher's Training Faculty, The State Institute of Islamic Studies of Ponorogo. Advisor Pryla Rochmahwati, M. Pd.

**Key words: Hollywood Squares Review Technique, Student's Reading Ability**

Reading is one of the basic language skills that must be mastered by the students. However, reading is considered difficult skill because the ability to understand a text is based not only on the reader's linguistic knowledge, but also on the general knowledge. Then, the monotonous technique employed by the teacher in teaching reading became the problem too. Actually, the students have low motivation and don't have participates in the class. Therefore, teachers are required to select appropriate technique that is hollywood squares review technique. This observes strategy is based on the once popular TV quiz show. This is one of review strategy. This technique makes students more active in the class, easier to understand the text and always remember about what they read. The purpose of this research is there any significance difference between the students' reading ability who were taught by using hollywood squares review technique and those who were not taught by using hollywood squares review technique for the tenth grade students at SMA N 1 Babadan, Ponorogo in academic year 2017/2018.

In this present research, the researcher applied quasi experimental design. Experimental class and control class were assigned in this research. The researcher employed test and documentation to collect the data. The researcher used t-test formula by SPSS 16 Program. The population of this research was the tenth grade students of six classes MIPA at SMA N 1 Babadan consists 215 students. The researcher used cluster random sampling to determine the sample. The number of sample was 60 students. There was 30 students in X MIPA-6 as experiment class and 30 students in X MIPA-5 as control class.

Based on the data analysis, the researcher found that the students who are taught by using hollywood squares review technique have a better score than those who are not taught by using hollywood squares review technique. From the result of statistical calculation, in which the value of  $t_{test}$  is higher than  $t_{table}$  ( $5.727 > 2.00$ ). Therefore,  $H_a$  was accepted and  $H_0$  was rejected. From the described above, it can be conclude that hollywood squares review technique is effective in teaching reading to the tenth grade students of SMA N 1 Babadan, Ponorogo in academic year 2017/2018.

**APPROVAL SHEET**

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Has been approved by the advisor for further approval by the board of examiners.

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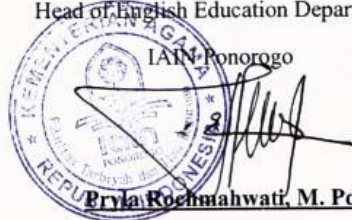
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**RATIFICATION**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Reading is a set of skills that involves making sense and deriving meaning from the printed word.<sup>1</sup> The other word, reading is one of important skill in the English. In reading, the students are required to be able to interpret the main idea and the meaning. By reading, the student will get meaning and information from the text. In the other word, reading is a process the readers to get message from the writer by using the word.

Teaching reading usually has at least two aspects. In one aspect, it can refer to teaching children who are learning to read in their first language for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.<sup>2</sup> Once we have learned how to read in one language, we do not learn how to read again in a second or foreign language. Rather we need to learn how to transfer skills that we have already learned in our first language to new reading context in a new language.

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<sup>1</sup>Carroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2005), 69.

<sup>2</sup>Neil J. Anderson, *Practical English Language Teaching* (New York: McGraw-Hill Companies, 2008), 3.

According to Lu-Fang Lin, in his research that most instruction assumes that EFL learners' comprehension problems are related to deficiencies in general linguistic skills; they are dedicated to the instruction of the vocabulary knowledge, the grammatical rules and other linguistic knowledge. However, as noted in the study, the participants' utilization of their world knowledge is of great importance to foster their comprehension of graded readers at different difficulty levels. In this study, when the participants read graded readers issued with films, they could read through them in a short time.<sup>3</sup> This is become the problem of students who are difficult to comprehend meaning of the text

There are many causes why reading activity becomes the problem of students. The ability to understand a text is based not only on the reader's linguistic knowledge, but also on general knowledge of the world and the extent to which that knowledge is activated during processing.<sup>4</sup> It means that, general knowledge become problem after linguistic knowledge. The readers must be aware with their knowledge. When our knowledge is higher, the successful of reading will get. So, the knowledge of the readers becomes important skill to reading process.

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<sup>3</sup>Lu-Fang Lin, "Senior High School Students' Reading Comprehension of Graded Readers," *Journal of Language Teaching and Research*, Vol. 1, No. 1, pp. 20-28 (January, 2010), 27.

<sup>4</sup>Abbas Pouhosein Gilakjani, et.al, "The Relationship between L2 Reading Comprehension and Schema Theory: A Matter of Text Familiarity," *International Journal of Information and Education Technology*, vol. 1, no. 2 (June, 2011), 147.

There are a lot of theories concerning reading, different expert have given their contribution to this important aspect of language learning. According to David Nunan in Neil J. Anderson, reading can be defined simply as making meaning from print. Four key elements combine in the process of making meaning from print: the reader, the text, reading strategies and fluency. Reading is a process of readers combining information from a text and their own background knowledge to build meaning. Meaning does not rest in the reader nor does it rest in the text. The reader's background knowledge integrates with the text to create the meaning.<sup>5</sup> The goal of reading is comprehension. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good strategic readers know to do when they encounter difficulties. The text, the reader, strategies and fluency together define the act of reading. Furthermore, the reader just not getting message from the text but there are some strategies and fluency as an others act in reading.

Reading, like listening and speaking, is interactive in nature and open to various interpretation. A text does not just transmit information. It involves information going from the text to the reader and back. A text means

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<sup>5</sup>David Nunan, *Practical English Language Teaching* (New York : McGraw Hill Companies, 2003), 3.

something different to each of us because of what we bring to it. The ways we read a text depend on prior knowledge, our needs, expectations, the context in which we are reading, as well as our own interpretations, expectations, and culture.<sup>6</sup> So, the readers' knowledge and experience are important to build meaning in reading activity.

Based on observation and interview with Mrs. Diana Finita, S. Pd as English teacher at SMA N 1 Babadan, there are many students have low motivation and don't have participates in the class. Actually, the students feel afraid to answer or to contribute in the class. And then, the monotonous technique employed by the teacher became the problem too.<sup>7</sup> So, the researcher required to select the appropriate technique. That is hollywood squares review technique.

Hollywood squares review is considered appropriate for teaching reading. This observe's strategy is based on the once popular TV quiz show, Hollywood Squares. This is one of review strategy. This is the one sure way to keep learning in mind that to allocate time to review what has been learned. The material that has been discussed by the students tends to be five times

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<sup>6</sup>Betsy Parrish, *Teaching Adult ESL 1<sup>st</sup> Edition*, (New York: McGraw-Hill, 2004), 130.

<sup>7</sup>Observation and Interview on 14<sup>th</sup> December 2017 at 09:35 AM



more embedded in the mind than not. That's the re-discussion allows students to rethink the information and find ways to store it in the brain.<sup>8</sup>

It all looks at the implementation of active learning strategy of the Hollywood Squares Review technique on the subject of stoichiometry can help learners to remember what they have learned with the activity of reviewing the subject matter through the fun process. A fun learning atmosphere will make learners more motivated to learn. If the individual has a high learning motivation, then the individual will achieve a good achievement. Achievement learners who learn will be better if have high motivation. The application of active learning strategies of the hollywood squares review technique can increase the activity of learners such as answering questions responding opinions and maintaining opinions in discussion.<sup>9</sup> So, the researcher wants to implementation this technique in English subject matter to build the fun learning process and increase the understanding of the students. This technique is one of alternative that can help the students to participate in the class, understand about the material and remember what they have learned.

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<sup>8</sup>Melvin L. Silberman, *Active Learning: 101 Strategi Pembelajaran Siswa Aktif* (Bandung: Nuansa Cendekia, 2016), 249.

<sup>9</sup>Shinta Arumsari, et al, "The Application Of Active Learning Strategy Type Of Hollywood Squares Review To Improve Students Learning Achievement Of Stoichiometric Subject In Class X MIA SMA N 6 Pekanbaru," (Department of Chemistry Education, Faculty of Teacher Training and Education, University of Riau , 2017), 7.

So, the researcher is determines the effectiveness of **HOLLYWOOD SQUARE REVIEW TECHNIQUE IN TEACHING READING** (Quasi Experiment Research for tenth grade students at SMA N 1 Babadan).

### **B. Limitation of the Study**

Based on the background of the study, the problem of this research was limited on the effectiveness of using hollywood squares review technique in reading comprehension of narrative text for the tenth grade students of X MIPA 5 and X MIPA 6 at SMA N 1 Babadan in academic year 2017/2018. This study compares on students reading skill between the students who are taught by using hollywood squares review technique and students reading skill without taught by using hollywood squares review technique.

### **C. Statement of the Problem**

Regarding to the background and limitation of the study, statements of the problem formulated into:

Do the students who are taught by using hollywood square review technique get a better score in teaching reading than those who are not?

### **D. Objective of the Study**

This aim of research is the effectiveness of hollywood squares review technique in teaching reading at SMA N 1 Babadan for the tenth grade students in academic year 2017/2018.

## **E. Significances of the Study**

### 1. Theoretical Significance

The researcher hopes that this theory gives contribution to develop of knowledge in teaching reading.

### 2. Practical Significance

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

#### a. The Teachers

This study is expected to give teachers; an input concerned with the effectiveness and implementation of hollywood square review technique in teaching reading to help the students easy to comprehend the text and always remember about the material.

#### b. The Students

This study is expected to give students, particularly in knowledge and an awareness of mastering their reading by hollywood square review technique.

#### c. The Readers

This study is expected to give contribution to the readers, particularly the students of EnglishDepartment of IAIN Ponorogo in enriching references concerned with the hollywood square review technique in teaching reading to help comprehend the material.

## **F. Organization of the Thesis**

The researcher writes the thesis into V chapters. These chapters related one to other. It has purposed that to organize the thesis will easily. The organization of the thesis are:

Chapter 1 about description and take a role as basic of mindset of the thesis. The first chapter consists of background of the study, limitation of the study, statement of the problems, objective of the study, significances of the study, and organization of the thesis.

Chapter II in review of related literature. This chapter II about previous research findings, review of literature consist of the nature of reading, kinds of reading, the purposes of reading, knowledge and schemata used in reading, the principles of reading, definition of reading comprehension, models of reading comprehension, strategies for reading comprehension, teaching reading, process of teaching reading, principles of teaching reading for the intermediate learner, definition of Hollywood Squares Review technique, and the steps of Hollywood Squares Review technique, theoretical framework, the last is hypotesis consists of theoretical hypothesis and statistical hypothesis.

Chapter III in Research method. The research method consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV in Research result. It contains of research location, data description, hypothesis and discussion.

Chapter V Closing. It consists of conclusion and recommendation.



## CHAPTER II

### PREVIOUS RESEARCH FINDINGS, REVIEW OF RELATED LITERATURE, THEORETICAL FRAMEWORK, AND HYPOTHESIS

This chapter present about previous research findings, theoretical background review of literature consists of the nature of reading, kind of reading, the purposes of reading, knowledge and schemata used in reading, the principles of reading, definition of reading comprehension, models of reading comprehension, strategies for reading comprehension, teaching reading, process of teaching reading, principles of teaching reading for the intermediate learner, definition of Hollywood Squares Review technique, and the steps of hollywood squares review technique, theoretical framework, and hypotesis.

#### A. Previous Research Findings

Many researchers have report to expose the identification of student's achievement by using hollywood squares review technique. Each researcher have different research related to the learning process by the goal is the learning process more effective. In this part, the researcher describes some previous researcher findings of using hollywood squares review technique.

The first, the research was conducted by SatriDarni, Rasmiwati, and Haryati. By the title "Implementation of Active Learning Strategies Types Reviews Style Game Hollywood Squares to Improve the Student Learning Achievement on The Subject of Colloid In Class XI Science SMA Negeri 14 Pekanbaru". This research

used Quasi Experiment Research. From this research, the researcher getting point  $t_{test} = 2,39$  with  $dk = 59$  and  $\alpha = 0,05$  getting  $t_{table} = 1,67$  so, the researcher concluded that by Implementation of Active Learning Strategies Types Reviews Style Game Hollywood Squares To Improve The Student Learning Achievement On The Subject of Colloid In Class XI Science SMA Negeri 14 Pekanbaru be able to increase student achievement in subject of colloid at XI science SMA N 14 Pekanbaru.<sup>10</sup>

The similarities of this research are both using hollywood squares review technique and quasi experiment research at the Senior High School. The difference of this research is the material. SatriDarmi conducted on the subject of colloid while the researcher conducted on the English subject, especially in reading section.

The second, the research was carried out by Shinta Arrum Sari, Betty Holiwarni and Roza Linda. By the title “The Application of Active Learning Strategy Type of Hollywood Squares Review To Improve Students Learning Achievement of Stoichiometric Subject In Class X MIA SMA NEGERI 6 Pekanbaru”. This research used Quasi Experiment Research. From this research, get significance  $0,045 < 0,05$ . It means that, the students’ comprehend stoichiometric concept by using Hollywood Square Review Technique be better

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<sup>10</sup>SatriDarni et.al, “Implementation Of Active Learning Strategies Types Reviews Style Game Hollywood Squares To Improve The Student Learning Achievement On The Subject Of Colloid In Class XI Science SMA Negeri 14 Pekanbaru in the 2015/2016 academic year”.Riau University. 2016.

than students' comprehend Stoichiometric concept by using conventional learning.<sup>11</sup>

The similarities of this research are both using Hollywood Squares Review technique, Quasi Experiment Research and the level. The difference of this research is the material. ShintaArrum Sari conducted this research on the Stoichiometric subject while the researcher conducted on the English subject, especially in reading section.

The third, the research was presented by AsmaulHusna. By title "KemampuanPemahamanKonsepMatematisSiswaKelas VII SMP N 3 LembahKab. SolokDenganStrategiPembelajaranAktifTipe Hollywood Squares Review in academic year 2016/2017". This research used Quasi Experiment Research. From this research, can conclude that average of students score are in experiment class get 66,9 while in control class get 55,5. The researcher concludes that the students who are comprehend of math concept by using Hollywood Squares Review Strategy higher while the students who are taught by using conventional strategy.<sup>12</sup>

The similarities of this research are both using Hollywood Squares Review technique and Quasi Experiment Research. The differences of this research are

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<sup>11</sup>ShintaArrum Sari et.al, "The Application of Active Learning Strategy Type of Hollywood Squares Review To Improve Students Learning Achievement Of Stoichiometric Subject In Class X MIA SMA N 6 Pekanbaru in the 2016/2017 academic year". Riau University. 2017.

<sup>12</sup>AsmaulHusna, "KemampuanPemahamanKonsepMatematisSiswaKelas VII SMP N 3 LembahKab. SolokDenganStrategiPembelajaranAktifTipe Hollywood Squares Review in the 2016/2017 academic year". Riau University. 2017.

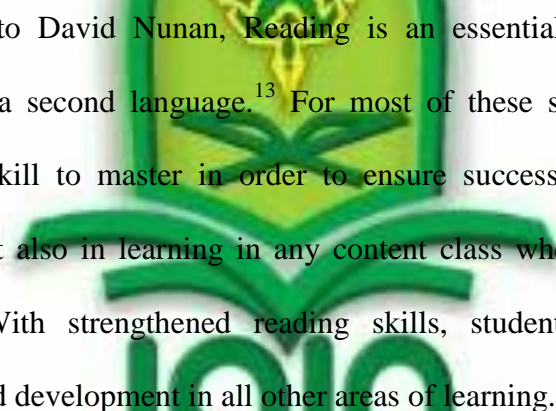


the material and the level. AsmaulHusna conducted this research on the Math subject while the researcher conducted this research on the English subject, especially in reading section. And then, AsmaulHusna conducted this research on the Junior High School while the researcher conducted this research on the Senior High School.

## **B. Theoretical Background**

### **1. Reading**

#### **a. Nature of Reading**



According to David Nunan, Reading is an essential skill for learners of English as a second language.<sup>13</sup> For most of these students it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English required. With strengthened reading skills, students will make greater progress and development in all other areas of learning.

Furthermore, reading usually conceived of as a solitary activity in which the reader interacts with the text in isolation.<sup>14</sup> Reading is a process when the teacher skill is important to teach or give information to the learners. The skill of teacher to teach the reading text is very important. The teacher must be clever and active. Become creative teacher is important too. Because, when the teacher monotonous at the classroom, automatically the students lazy and

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<sup>13</sup>*Ibid*, 69.

<sup>14</sup>David Nunan, *Language Teaching Methodology* (America: Practice Hall International, 1991), 72.

didn't have enthusiasm to follow this activity. So, become interesting teacher is important in this classroom.

Reading includes discovering meaning in print and script, within a social context, through bottom-up, top-down processing and the use of strategies and skills.<sup>15</sup> It means that, the reader will get the message from the text. From the text, the reader will get the social factor and associate among them. To get the meaning from text, there are needed good skill and some strategies. Good skills and strategies we will get the good information too.

So, reading is important skill in society that must be mastered by the students. Reading is an activity to get message from the text by using prior knowledge, experience and socialization each other in the world. The other word, there are two purposes why the people read: reading for pleasure and reading for information.

#### **b. Kinds of Reading**

There are many kinds of reading. The basic ways of reading are as follows:<sup>16</sup>

1. Intensive and extensive reading. In intensive reading, the labels indicate a difference in classroom procedures as well as a difference in purpose.
2. Scanning. This involves looking quickly through a text to locate a specific symbol or group of symbol.

<sup>15</sup>Jerry G. Gebhard, *Teaching English as a Foreign or Second Language* (Michigan Press), 197.

<sup>16</sup>UlvicanYazar, "Taching Reading to EFL Students to Make Them Better Readers," *Journal of Studies in EducationTurkey*, vol.3 no. 3 (July, 2013), 36.

3. Skimming. This involves processing a text selectively to get die main ideas (to understand the main idea of a paragraph).
4. Search reading. This differs from skimming in that the purpose is to locate information on predetermined topics.
5. Receptive reading. In receptive reading, discover what the author is trying to convey the reader gives attention to the supporting ideas that confirm arguments and uses such strategies as reading paragraph by paragraph, summarizing the main ideas of each paragraph, underlining, making notes, and writing a summary after reading.
6. Critical reading. To read a text critically is to make judgments about how a text is argued.
7. Reading for meaning. This type of reading is the primary concern of most reading course.
8. Prediction. This type of an activity enables the reader to predict the topic or the sequence of events in a story, or even the aim of the writer for the proposed argument.
9. Redundancy. In addition to prediction skill, fluent reading also requires the use of redundancy, that is, informed that is available from more than one source.

### c. The Purposes of Reading

There are three purposes of reading. Here they were: 1) Reading for survival: some reading was almost literally a matter of life and death. 2) Reading for learning: as well as a mean of finding out information on a strictly utilitarian basis, reading for survival, reading served the wider role of extending our general knowledge of the world. 3) Reading for pleasure: reading for pleasure was done for its own sake, we do not have to do in. This point may be lost or children in school where literature originally written primarily to offer enjoyment, it required reading for examination.<sup>17</sup>

The other experts have differently classified. According to Rivers and Temperley in Tricia Hedge, they have classified the purposes of reading into:<sup>18</sup>

#### 1. To get information

There are some texts to read such as travel brochures, train timetables, bus schedules, notices, public signs, directories, catalogues, information leaflets, regulations and weather forecasts. After reading this text, the readers are able to get information quickly.

<sup>17</sup>VeniSeptiarini, "The Use Of Two Stay Two Stray In Teaching Reading Comprehension On Descriptive Text," (SlametRiyadi University, Thesis), 2017.

<sup>18</sup>Tricia Hedge, *Teaching and Learning in the Language Classroom* (UK: Oxford University Press, 2003), 206-207.

2. To respond to curiosity

To respond to curiosity such as read this text: magazine articles, newspaper editorias, advertisements, guidelines, specialist brochures.

3. To follow instructions

After read this text, the readers hope to get to following the instructions. Such as the text: maps, route planners, recipes, assembly instructions, instruction for use, guides, manuals

4. For pleasure and enjoyment

Poems, short stories, plays, reviews, lampoons, skits, cartoons are kinds of text that to pleasure.

5. To keep in touch

Postcards, notes, invitations, letters, condolences, memos, and message are kinds of text that to send by individual to the other individual people.

6. To know what is happening in the world

This is a kind of text that to surrounding around the world. The text such as: news articles, news in brief, TV Ceefax, faxes, news reviews

7. To find out when and where

Announcements, programmes, and tour guides are text that to know setting of the text.

#### d. Knowledge and Schemata Used in Reading

Schemata is the knowledge resources of a reader are stored in the brain.

There are three kinds of schemata that important in reading:<sup>19</sup>

##### 1) Content schemata

Our knowledge of the world develops through personal experience, and also through hearing, seeing and reading about the experiences of others.

It means that, those all related to experience of the world.

##### 2) Situated knowledge

Situated knowledge develops as we read a range of materials in various contexts. We approach reading quite differently when it is done for different purposes. Every student have different experiences of reading, they learn how to participate in the reading process according to the conventions of their culture and also the specific situation.

##### 3) Linguistic knowledge

This schemata is related to the language. Our knowledge of language includes graphology, phonology, syntax, semantics, genre and intertextuality.

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<sup>19</sup>*Ibid*, 7-9.

### e. The Principles of Reading

According to Jeremy Harmer, there are some reading principles. They explained as follows:<sup>20</sup>

#### 1) Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them.

#### 2) Students need to engaged with what they are reading

When they are really fired up by the topic or the task, they get much more from what is in front of them.

#### 3) Students should be encouraged to respond to the content of a reading text, not just to the language

It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses.

#### 4) Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good ideas of the content before we actually read.

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<sup>20</sup>Jeremy Harmer, *How to Teach English* (England: Pearson, Education Limited, 2001), 70-71.

5) Match the task to the topic

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks, the right kind of questions, engaging and useful puzzles etc.

6) Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions, etc.

## 2. Reading Comprehension

### a. Definition of Reading Comprehension

Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader.<sup>21</sup> Reading comprehension is an activity that uses the mind as an important aspect. Something that happens in the mind of reader not only what is in the text but also the experiences and prior knowledge a reader brings to the text.

According to David Nunan, Reading comprehension refers to reading for meaning, understanding, and entertainment.<sup>22</sup> It means that, involves higher order thinking skills and is much more complex than merely decoding specific words. Teaching students how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process. Here are two main reasons that people read: the first is for pleasure and the second is for information.

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<sup>21</sup>Elaine K. McEwan, *Raising Reading Achievement In Middle And High Schools* (America: Corwin Press, 2001), 35.

<sup>22</sup>*Ibid*, 71.



There are three types of theory reading comprehension. First are mental representations. According to Van Oostendorp and Goldman, they are expressed that when a reader is reading a text, he can create a mental representation of the text that explains how the reader understands the text. A lot of researches supported the many levels of representation are included in constructing meaning. According to Kintsch, when a reader is reading a text, three various levels of mental representation are created. They are the surface component, the text-base, and the situation model. Second is Content Literacy. Content literacy is the ability to read with our understanding about the text and learn from texts from a particular matter. There are three types of content literacy: general literacy abilities, content-specific literacy abilities, and previous knowledge of content. Third are cognitive processes. The application of syntactic rules together with the activation of more particular previous knowledge occurs automatically and unconsciously.<sup>23</sup> Various cognitive processes are more or less conscious. Perception is defined as the highly automatic and unconscious of processes. It means that, three stages above are important and order.

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<sup>23</sup>Lahijan Branch, "How Can Students Improve Their Reading Comprehension Skill?," *Journal of Studies in Education*, vol.6, no. 2 (2016), 233.

## **b. Model of Reading Comprehension**

Models of how the printed word is understood have emerged from this research. The models can be divided into three categories: bottom up, top down and interactive models.

- 1) Bottom-up models typically consist of lower-level reading processes. students start with the fundamental basics letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts.
- 2) Top-down models begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.
- 3) Interactive models combine elements of both bottom-up and top-down models assuming “that a pattern is synthesized based on information provided simultaneously from several knowledge sources”.<sup>24</sup>

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<sup>24</sup>*Ibid*, 70.

### c. Strategies for Reading Comprehension

For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures and others enhance the top-down processes. Following are ten such strategies, each of which can be practically applied to the classroom techniques.

- 1) Identify the purpose in reading
- 2) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)
- 3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
- 4) Skim the text for main ideas
- 5) Scan the text for specific information
- 6) Use semantic mapping or clustering
- 7) Guess when you are not certain
- 8) Analyze vocabulary
- 9) Distinguish between literal and implied meanings
- 10) Capitalize on discourse markers to process relationships<sup>25</sup>

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<sup>25</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Francisco: Addison Wesley Longman, 2001), 306.

For discussion above, there are ten strategies that make the students to have higher skill reading comprehension. The ten strategies have connection each other. If the one of strategies unsuccessful in reading process, actually the all reading process by the other strategies of reading comprehension is unsuccessful too.

### 3. Teaching Reading

#### a. Nature of Teaching Reading

Teaching occurs when a learner is assisted in his or her performance by a more competent other. This means that students who can perform competently with assistance from the teacher are indeed learning. Teachers or other assisters, such as competent peers, continue to influent learning along a continuum known as the zone of proximal development until the student is capable of full independent performance. There are five standards integrated how to teach effectively. There are instructional frame, community building, classroom management, activity, teacher multitasking and assessment.<sup>26</sup> So, teacher work about effects on students' language development, thinking levels and academic achievement. Teacher who use the five standards, continually learn about their students' learning progress.

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<sup>26</sup>Stephanie Stoll Dalton, *Five Standards for Effective Teaching* (San Francisco: Jossey-Bass, 2008), 7.

Teaching reading usually has at least two aspects. In one aspect, it can refer to teaching children who are learning to read in their first language for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.<sup>27</sup> Once we have learned how to read in one language, we do not learn how to read again in a second or foreign language. Rather we need to learn how to transfer skills that we have already learned in our first language to new reading context in a new language.

#### **b. Process of Teaching Reading**

There are three phases in a reading lesson. These are pre-reading, while-reading and post-reading.

1. Pre-reading to introduce and arouse interest in the topic, to motivate learners by giving a reason for reading and to provide some language preparation for the text.
2. While-reading to help understanding of the writer's purpose, to help understanding of the text structure and to clarify text content.
3. Post-reading to consolidate or reflect upon what has been read and to relate the text to the learners' own knowledge, interests, or views.<sup>28</sup>

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<sup>27</sup>*Ibid*, 3.

<sup>28</sup>*Ibid*, 40.

### c. Principles for teaching reading to intermediate learners

Five principles can guide our teaching of reading to intermediate level learners. The five principle are :

1. Focus intensively on reading strategies
2. Encourage effective use of the dictionary
3. Move readers to increase their reading rate
4. Engage in vocabulary study through learning word families
5. Provide continued focus on both intensive and extensive reading instruction.<sup>29</sup>

## 4. Hollywood Squares Review Technique

### a. Definition of Hollywood Squares Review Technique

Hollywood Squares Review is considered appropriate for teaching reading. This observe's strategy is based on the once popular TV quiz show, Hollywood Squares. This is one of review strategy. This is the one sure way to keep learning in mind that to allocate time to review what has been learned. The material that has been discussed by the students tend to be five times more embedded in the mind than not. That's the re-discussion allows students to rethink the information and find ways to store it in the brain.<sup>30</sup>

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<sup>29</sup>*Ibid*, 64.

<sup>30</sup>Melvin L. Silberman, *Active Learning: 101 Strategi Pembelajaran Siswa Aktif*(Yogyakarta: Pustakainsanmadani, 2007), 239.

By using this technique, the researcher hopes that the reading ability must be mastered to the students in Senior High School. This technique teaching the researcher and the students to be active people, have high motivation to study and always remember about what we learn. So, by using this technique, the learning process will be success and useful.

**b. The steps of Hollywood Squares Review Technique**

There are some steps to practice the Hollywood Squares Review technique. The procedures are:

1. Have each learner write two or three questions related to the subject matter. Questions can be multiple choices, true / false, or fill in an empty spot.
2. Gather questions. If the teacher wants, add a little with the teacher's own reply.
3. Simulate the tic-tac-toe game show format used in Hollywood Squares. Set three seats in front of the class. Instruct the three volunteers to sit on the floor in front of the chair, the other three sitting on a chair, and the other three standing behind him.
4. Give every Nine "celebrities", cards with X printed on one side and O on the other to bind their bodies when questions are answered successfully.

5. Instruct two volunteers to act as contestants. Contestants touch members of the "celebrity" square to answer game questions.
6. Ask the contestants questions in turn. Contestants respond by "agree" or "disagree" with their answers.
7. Other learners who are not involved in the game are given a card that says "agree" on one side and "disagree" on the other side to provide assistance to the contestant in making his decision.<sup>31</sup>

Furthermore, in other review, Hollywood squares procedures can simplify explain that choose students to sit as “celebrities” at the front of the class. In the other variation is allow the celebrities to use books and notes in deciding how to help the contestants.<sup>32</sup> This technique can help the students to more easy to review and remember about the material in class. By this technique, the teacher hopes that the students feel happy in learning process and get better score because they comprehend with the material.

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<sup>31</sup> *Ibid*, 257.

<sup>32</sup> [www.fctl.ucf.edu/content.101\\_tips](http://www.fctl.ucf.edu/content.101_tips) / (pdf interactive technique) accessed on Wednesday, February 21, 2018 at 22:00 AM.



### C. Theoretical Framework

Reading is a psycholinguistic process which is situated in a social context. This means that it involves not just use of language but also thinking, being and acting in a particular culture. When children develop as readers, they not only gain access to the English medium school curriculum, but also to a range of aesthetic and cultural experiences. In order to help children to read, we need to understand the ways in which reading is used in our society. Furthermore, we must have knowledge about language, an understanding of the reading process, and a grasp of how children in our classes can learn to read. All of this knowledge will enable us to make decisions and also justify those decisions about what and how to teach.<sup>33</sup>

In this research, the researcher will find the effectiveness of using Hollywood Square Review technique in teaching reading. We can get two variables include variable X (independent variable = Hollywood Square Review technique) and variable Y (dependent variable = teaching reading).

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<sup>33</sup>Sally Ann Jones, David Deterding, *Phonics and Beginning Reading* (Singapore: McGraw-Hill, 2007), 6.

## D. Hypothesis

### 1. Theoretical Hypothesis

This hypothesis is prediction of the answer to the research question. The theoretical hypothesis in this research is the students' reading ability will be better after taught by using Hollywood Square Review Technique of the tenth grade at SMA N 1 Babadan in academic year 2017/2018.

### 2. Statistical Hypothesis

#### a. Ho (Null Hypothesis)

There is no difference between students' reading ability that they were taught by using Hollywood Square Review technique of the tenth grade students at SMA N 1 Babadan.

#### b. Ha (Alternative Hypothesis)

There is difference between the students' reading ability that they were taught by using Hollywood Square Review technique of the tenth grade students at SMA N 1 Babadan.

## CHAPTER III

### RESEARCH METHODS

This chapter will be present about research method. Research method consists of research design, population and sample, instrument of data collection, technique of data collection and technique of data analysis.

#### **A. Research Design**

In this research, the researcher applied a quantitative research design. Quantitative data is a numerical record that results from a process of measurement and on which basic mathematical operations can be done.<sup>34</sup> It means that, quantitative research can be done by numerical of data. All of data must be numerical first, after that we can count the data by using statistic program.

The researcher employed Quasi Experiment Research to this research. The researcher or the teacher researches to answer from their problem in their teaching learning process. It means that Quasi Experiment Research is process or activities which are done to overcome and develop situation and condition of learning.

In this research, Quasi Experiment Research using two classes. There are class control and class experiment. The researcher use treatment for good reading in learning process. There is pre test before doing the treatment. And

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<sup>34</sup>Kultar Singh, *Quantitative Social Research Methods* (London: Sage Publications, 2007), 123.

then, the researcher applied the treatment to the reading class. And the last is post test after doing the treatment.

There are three types of Quasi Experiment Research include a quasi experiment design : non equivalent (pre-test and post-test) control group design, single-group interrupted time series design and control group interrupted time series design. From this statement, the researcher use non equivalent (pretest and posttest) control group design.

One of the most commonly used quasi experimental designs in educational research can be represented as:

Experimental	O1	x	O2
			.....
Control	O3		O4

Notes :

Experiment : the class who is taught by using Hollywood Squares Review technique

Control : the class who is taught without Hollywood Squares Review techniques

O1: pre test for the experimental class

O3: pre test for the control class

X : treatment

O2: post test for experiment class

O4: post test for the control class.<sup>35</sup>

The researcher used research design to adjust with the purpose of the study. This is to know the significance of Hollywood square review technique in teaching reading with comparing students' reading ability who are taught by using Hollywood Squares Review technique and who are non Hollywood Squares Review technique for the tenth grade students of SMA N 1 Babadan.

In this experiment research, the classes divided into two classes. They are as control class and experiment class. Control class is a class that taught by using non Hollywood Squares Review technique. While the experiment class is a class that taught by using Hollywood Squares Review technique.

The researcher applied pre-test and post-test in this research. In experiment class, pre-test was applied to know the teaching reading before implementing Hollywood Squares Review technique and post-test was applied to know teaching reading after implementing the Hollywood Squares Review technique.

Besides that, in control class pre-test and post-test are used to measure the students' reading ability in which didn't teach by using Hollywood Squares Review technique but using Direct Method.

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<sup>35</sup>John w. cresswell, *Research Design: Qualitative Quantitative and Mixed Methods Approaches* (California: SAGE, 2009), 220.

Table 3.1 The procedures in implementation of Hollywood Squares Review Technique and Direct Method.

<b>Hollywood Squares Review Technique (experiment class)</b>	<b>Direct Method (control class)</b>
<ol style="list-style-type: none"> <li>1. Each learner that have to write two or three questions related to the subject matter. Questions can be multiple choices, true / false, or fill in the blank.</li> <li>2. Gather questions. If the teacher wants, add a little teacher's question.</li> <li>3. Simulate the tic-tac-toe game show format that used in Hollywood Squares. Set three seats in front of the class. Instruct the three volunteers to sit on the floor in front of the chair, the other three sitting on a chair, and the other three standing behind them.</li> <li>4. Give every Nine "celebrities", cards with X printed on one side and O on the other to bind their bodies when questions are answered successfully.</li> <li>5. Instruct two volunteers to act as contestants. Contestants touch members of the "celebrity" square to answer game questions.</li> <li>6. Ask the contestants questions in turn. Contestants respond by "agree" or "disagree" with their answers.</li> <li>7. Other learners who are not involved in the game are given a card that says "agree" on one side and "disagree" on the other side to provide assistance to the contestant in making his decision.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher gives the text to the students.</li> <li>2. The teacher asks the students to read the text.</li> <li>3. The teacher asks the students to translate the text into their comprehending.</li> <li>4. The teacher explains about the text.</li> <li>5. The teacher asks the students to answer questions based on the text.</li> </ol>

The researcher choose SMA N 1 Babadan to conduct this research because the English language must be mastered by all of students in SMA N 1 Babadan. This activity will be used by the researcher to build students' reading skill. The researcher uses theme in narrative text program in second semesters of tenth grade at SMA N 1 Babadan.

## **B. Population and Sample**

### 1. Population

Population or universe means, the entire mass of observations, which is the parent group from which a sample is to be formed. The term population or universe conveys a different meaning than a traditional one. In census survey, the count of individuals (men, women and children) is known as population.<sup>36</sup> So, population of this research was the tenth grade students of six classes MIPA at SMA N 1 BABADAN consists 215 students.

### 2. Sample

Sampling means selecting a given number of subjects from a defined population as representative of that population.<sup>37</sup> The researcher determined the population as sample by using cluster random sampling. Cluster sampling signifies that instead of selecting individual units from the population, entire group of clusters are selected at random. In cluster sampling, first we divide

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<sup>36</sup>PrabhatPandey, Meenu Mishra Pandey, *Research Methodology:Tools And Technique* (Romania: Bridge Center, 2015), 40.

<sup>37</sup>*Ibid*, 41.

the population into clusters (usually along geographic boundaries). Then we randomly select some clusters from all clusters formed to measure all units within sampled clusters in the end.<sup>38</sup> The researcher determined the sample consists of X MIPA-5 and X MIPA-6 class at SMA N 1 BABADAN. The member of sample consist 60 students. There are 30 students in X MIPA-6 as experiment class and 30 students in X MIPA-5 as control class.

### **C. Instrument of Data Collection**

The research instrument that was used by the researcher to collect the data in this research was written test. The form of the test uses multiple choice tests which consist of forty items. The test is divided into two parts; pre-test and post-test. The pre-test is given to know the students condition before getting the treatment. Meanwhile, the post-test is used to know whether any significant effect on students' reading comprehension of narrative text by using Hollywood Squares Review technique or not.

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<sup>38</sup>*Ibid*, 105.



**Table 3.2 The Instruments of Data Collection.**

Variable	Kind of text	Indicators	Number item of indicators
Reading	Narrative	1. Students are able to get general description from the text	1, 5, 6, 7, 8, 9, 10, 16, 17, 19, 20, 21, 22, 25, 26, 27
		2. Students are able to find the character and setting of the text	2, 3, 4, 12, 29
		3. Students are able to find the adverb of time	15, 18
		4. Students are able to find the generic structure	11, 14, 23, 36, 30
		5. Students are able to find the moral value	13, 24

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

- a) The 1 score was assigned if the students answer the test correctly
- b) The 0 score was assigned if the students answer the test incorrectly

#### **D. Technique of Data Collection**

Technique of collecting data is the most strategy way in research. Because the main purpose in research is collecting data. The researcher in collecting data employed :

a. Test

According to H. Douglas Brown, test is method of measuring person's ability, knowledge or performance in agiven domain.<sup>39</sup>The researcher uses test to collecting data. It helps the teacher to learn more about how far the students' knowledge. So, test is a technique to measure of the students' competence in understanding of the knowledge. In this research, test will do twice. There are pre test and post test. The test applied to measure the reading comprehension achievement of class X students of SMA N 1 BABADAN. From those all, the researcher must measure the test validity and reliability to agreed with the instrument of validity and reliability.

1) Validity

Validity is an important key to effective research. Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.<sup>40</sup>Validity can be measured by statistical calculation in the form of correlation technique. That way is possible because each test item has only one correct answer.<sup>41</sup>

Validity tries to assess whether a measure of a concept really measures that concept, that is, the extent to which the concept

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<sup>39</sup>H. Douglas Brown, *Language Assesment* ( San Fransisco: Longman Ltd, 2003), 3.

<sup>40</sup>*Ibid*, 225.

<sup>41</sup>HadariNawawi, *MetodePenelitianBidangSosial* (Yogyakarta: Gadjahmada university press, 2012), 145.

measures the thing it was designed to measure.<sup>42</sup> It means that the good instrument that used by the researcher is valid if the measurement of the data is valid. In this research, the researcher used SPSS 16,0 program from windows to measure the validity of instruments. The step to calculate the validity is as follow:

- Making the table of item analysis of all questions
- Applying the data into SPSS 16 program for windows (analyze, correlate, bivariate)
- Making an interpretation of the correlation result ( $r_{xy}$ ) of each question

The correlation is positive when  $r_{xy} \geq 0,325$ , so the question item is valid and if  $r_{xy} \leq 0,325$  so the question item is valid. Finally, the result of the test validity is as follows:

**Table 3.3 The Result of Validity Test**

Question number	"r" Calculated	"r" Criteria	Criteria
1	0,333	0,325	Valid
2	0,373	0,325	Valid
3	0,638	0,325	Valid
4	0,278	0,325	<b>Invalid</b>
5	0,433	0,325	Valid
6	0,672	0,325	Valid
7	0,473	0,325	Valid
8	0,120	0,325	<b>Invalid</b>

<sup>42</sup>*Ibid*, 77.

9	0,067	0,325	<b>Invalid</b>
10	0,435	0,325	Valid
11	0,727	0,325	Valid
12	0,403	0,325	Valid
13	0,755	0,325	Valid
14	0,580	0,325	Valid
15	0,403	0,325	Valid
16	0,465	0,325	Valid
17	0,541	0,325	Valid
18	0,348	0,325	Valid
19	0,193	0,325	<b>Invalid</b>
20	-0,196	0,325	<b>Invalid</b>
21	0,272	0,325	<b>Invalid</b>
22	0,561	0,325	Valid
23	0,382	0,325	Valid
24	0,521	0,325	Valid
25	0,597	0,325	Valid
26	0,038	0,325	<b>Invalid</b>
27	0,514	0,325	Valid
28	0,167	0,325	<b>Invalid</b>
29	0,528	0,325	Valid
30	0,742	0,325	Valid
31	0,700	0,325	Valid
32	0,734	0,325	Valid
33	0,348	0,325	Valid
34	0,399	0,325	Valid
35	0,602	0,325	Valid
36	0,564	0,325	Valid
37	0,503	0,325	Valid
38	-0,185	0,325	<b>Invalid</b>
39	0,556	0,325	Valid
40	0,205	0,325	<b>Invalid</b>

To test the validity and reliability of the instruments, the researcher took sample 34 respondents from tenth grade students of SMA N 1 Babadan uses 40 items of reading texts.

From the result of the validity calculation, there are 30 questions indexes of correlation  $\geq 0,325$  there are number 1, 2, 3, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39. Therefore, those valid questions will be used in this research as the test for collecting the data.

## 2) Reliability

While, reliability is score resulting from past use of the instrument demonstrate, look for whether researcher report measures of internal consistency and test-retest correlation. Also determine whether there was consistency in test administration and scoring.<sup>43</sup> The reliability of the data collections, basically indicates the degree of determination or stability of the tool in revealing certain symptoms of a group of individuals, although done at different times.<sup>44</sup>

Reliability signifies the issue of consistency of measures, that is, the ability of a measurement instrument to measure the same thing each time it is used.<sup>45</sup> The measurement of the reliability level of the data collections, only be done by calculating the correlation statistics. The data for the calculation can be obtained from tryout results on a

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<sup>43</sup> *Ibid*, 225.

<sup>44</sup> *Ibid*, 148.

<sup>45</sup> *Ibid*, 77.

number of individuals outside the sample but from the same population.

Reliability refers to a notion that an instrument is sufficiently reliable to be used or not, so that a data collection tool such instrument has been good. To measure the reliability, in this research, researcher employed SPSS 16 program for windows (correlate, scale, reliability).

The result of reliability calculation is presented in the following table:

**Table 3.4**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.880	40

The more reliability coefficient is depressed below and the lower of reliability. Conversely, if the reliability coefficient is near 1,00, the instrument is relatively little error and reliability.<sup>46</sup> In this research, the calculation of the reliability is 0,880 and near to 1,00. It means that the reliability of the instruments is high.

#### b. Documentation

Documentary techniques or documentary studies are ways of collecting data through written relics, such as archives, as well as books

<sup>46</sup>Donals Ari, et al, *Introduction To Research in Education* (USA, Wadsworth, 2010), 241.

on theories, opinions, propositions or laws and others dealing with research problems.<sup>47</sup> It means that, in quantitative research, this technique serves to collect selectively the materials used in the framework or theoretical basis, the composition of hypotheses sharply. In this research documentation as supporting data include history of school, geographies location, vision, mission, and purpose of school.

### C. Technique of Data Analysis

The next step to be done by the researcher is analyze the data. The researcher use Quantitative Research. Quantitative research is identical with number and data. Quantitative research is the collection and analysis of numerical data in order to explain, predict and control phenomena of interest. But quantitative research approach entails more than just the use of numerical data. Quantitative researchers must state the hypotheses to be examined and must specify the research procedures that will be used to carry out the study.<sup>48</sup> Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally distributed and homogenous. Therefore, normality and homogeneity test be provided.

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<sup>47</sup>NurulZuriah, *Metodologi Penelitian Sosial Dan Pendidikan* (Jakarta: PT.bumiAksara, 2009), 191.

<sup>48</sup>L. R. Gay, Geoffrey E. Mills, Peter Airasian, *Educational Research: Competencies for analysis and Application* (America: Pearson Prentice Hall, 2006), 9.

a. Normality

Normality was used to determine whether a data set were modeled by a normal distribution or not, or to compute how likely the random variable is to be normally distributed.<sup>49</sup> To avoid the mistake in the research, in this study, the researcher used Kolmogorov-Smirnov to calculate this research.

b. Homogeneity

Homogeneity test was the variance ratio test between two groups or more.<sup>50</sup> In this study, the researcher chooses Harley test to calculate this research. The two populations being compared must have the same variance.

c. Analyzing data using T test

The technique of data analysis in this research is T test. T-test is used to determine whether the means of two groups are statically different from one another. T-test it can be used to determine if two tests of data are significantly different from one another. T-test it can be used to determine if two tests of data are significantly different from each other.<sup>51</sup> This research will calculate to measure the test by SPSS Program 16.

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<sup>49</sup>RetnoWidiyaningrum, *Statistic Pendidikan Bivariat* (Ponorogo: STAINPO PRESS, 2009), 206.

<sup>50</sup>*Ibid*, 214.

<sup>51</sup>*Ibid*, 216.



## CHAPTER IV

### RESEARCH RESULT

#### A. Research Location

##### 1. General Location

This research was conducted at SMA N 1 Babadan Ponorogo. It was located at Pondok village, Babadan, Ponorogo, East Java, 8 KM from Ponorogo to the North. This location was strategies because near the North to Madiun areas and near to the South well to the Ponorogo areas. The reasons for selecting this school is caused the researcher have been know the students' condition of the SMA N 1 Babadan. This research was conducted from 19 March 2018 until 16 April 2018.

##### 2. The History of SMA N 1 Babadan

SMA Negeri 1 Babadan was established on January 29<sup>th</sup>, 1997. For the first, SMA N 1 Babadan has 3 classes and now increased to 27 classes. This school was selected by the education authorities to implement the 2013 curriculum along with 4 other schools since 2013/2014. This school was located on Perikanan Street, Pondok Village, District Babadan, Ponorogo. SMA Negeri 1 Babadan keep trying to develop themselves and now is parallel with the other schools in Ponorogo. The complete facilities become the reason of the parallel with the other schools in Ponorogo. While

the achievements continue to be carved both academic and non academic at the District, Provincial and National levels.

### 3. School Profile of SMA N 1 Babadan

- a. School Name : SMA Negeri 1 Babadan
- b. School Address : Perikanan Street

Pondok Village

Ponorogo Regency

East Java Province

- c. Telp/Hp/Fax : (0352) 486657
- d. Web Site : [www.sman1babadanpo.sch.id](http://www.sman1babadanpo.sch.id)
- e. E-mail : sman1babadan@yahoo.com
- f. Type of School : A accreditation
- g. Year Established : 1997
- h. Year Operation : 1997



### 4. The Vision and Mission of SMA N 1 Babadan

- The vision of SMA N 1 Babadan, is as follows :
  - a. The realization of noble, achievers, and cultured human beings
- The mission of SMA N 1 Babadan, are as follow:
  - a. Improving the service of learning characterized in order to form noble characters

- b. Enhance interactive, inspirational, fun, challenging and motivational learning of ICT-based learners
- c. Keep cleanliness and orderly working culture
- d. Optimizing school resources in developing the potential of schools to conserve the environment, preventing pollution and environmental damage
- e. Improve the sustainability of environmentally sound learning

#### **5. The condition of students, teachers and staff of SMA N 1 Babadan**

There are many students of SMA N 1 Babadan in academic year 2017/2018. It all divided into three grades, there are tenth grade, eleventh grade and twelfth grade. Every grade had nine classes. The total students of tenth grade are 270 students, the total students of eleventh grade are 270 students and the total students of twelfth grade are 240 students.

Teachers and staff of SMA N 1 Babadan were figure to be uswatunkhasanah of good example for the students. The teachers have to as the advisor and motivator. The teachers have to guide the students to raise their goal and developing their knowledge and skills. And the staffs have to be helper the administration process of school and other activities. There are 60 teachers and staff of SMA N 1 Babadan.

## 6. The School Facilities and Infrastructure of SMA N 1 Babadan

SMA N 1 Babadan have some school facilities to support the learning process. They are: 27 spaces classroom, 3 spaces computer lab, headmaster room, teachers room, mosque, administration room, healthy room, library, futsal field, basketball court, football field, free wifi area, biology lab, physics lab, chemistry lab, and 10 spaces bathroom.

### B. Data Description

In this description, to get the data the researcher conducted by giving a test about the narrative text to measure students reading abilities. The researcher has two groups of the tenth grade students at SMA N 1 Babadan which the researcher gives a test. The two classes divide into Experiment class and Control class. Every class will getting pre-test and post-test. The students of Control class just read the narrative text by using direct method. While in the Experiment class, the students get treatment by using Hollywood Squares Review Technique in teaching reading. It means that, there are pre-test score before by using Hollywood Squares Review Technique and post-test score after by using Hollywood Squares Review Technique. The researcher findings in the research are explained bellow:

#### 1. Time Of The Research

This research was conduct in March until April 2018. The schedule for Experiment and Control class can be seen in the table below:

**Table 4.1 : Experimental Class Schedule**

<b>Date</b>	<b>Activities</b>
March, 19 <sup>th</sup> 2018	Pre-test
March, 26 <sup>th</sup> 2018	First treatment
April, 02 <sup>nd</sup> 2018	Second treatment
April, 16 <sup>th</sup> 2018	Post-test

**Table 4.2 : Control Class Schedule**

<b>Date</b>	<b>Activities</b>
March, 19 <sup>th</sup> 2018	Pre-test
March, 26 <sup>th</sup> 2018	First meeting
April, 02 <sup>nd</sup> 2018	Second meeting
April, 16 <sup>th</sup> 2018	Post-test

## 2. Procedure of Experimental Class

There is Experimental class in this research. The researcher conducted the X MIPA 6 as the experiment class. The student of experiment class was 30 students. They had followed pre and post test that conducted by the researcher.

Firstly, the students were given pre-test to make them in the same condition or homogeneity before beginning the research. The form of test was objective. There were 30 multiple choice items with 3 Narrative texts by took 90 minutes to complete the test. It was hold on March, 19<sup>th</sup> 2018.

Secondly, the first treatment of Hollywood Squares Review Technique held on March, 26<sup>th</sup> 2018. The material was narrative text. The students used hollywood squares review technique on reading class. There are several indicators that must be achieved in this lesson. After reading

process, the students are required to be able to remember and review the text without using the guided text. After that, they had some exercise.

Thirdly, the second treatment of hollywood squares review technique held on April, 02<sup>nd</sup> 2018. The material was narrative text too, but had different text with the first treatment. The students used hollywood squares review technique on reading class. There are several indicators that must be met in this lesson. After reading process, the students are required to be able to remember and review again about the text without using text again. After that, they had some exercise.

Fourthly, that was post-test. It was hold on April, 16<sup>th</sup> 2018. It used to measure whether the hollywood squares review technique is success or not in teaching reading.

#### a) The Result of Student's Pre-test Score in Experimental Class

The table below showed the score of student's pre-test before taught by using hollywood squares review technique.

**Table 4.3 The student's pre-test score of experimental class**

No.	Name	Score
		PRE-TEST
1	AlfinaAsma'ulKhasanah	57
2	AlyaEmaniarAnjani	73
3	AmiliaEkaPujianaPutri	80
4	AnjeliNurIlmi	50
5	AurelliaKhonsaa Joanna Salsabila	60
6	AwwaluRismaRoyani	50
7	Bryan Rendinata	57
8	Chatrine Carolina FebryaniPutri	70

9	ErlinaFitriAji	77
10	FadilaAzzahraDifa	63
11	Haifa Oktafiana	57
12	Khoirul Anwar	73
13	Kiki Triwidiyanti	63
14	KresnaArdiWidodo	67
15	Mefi Lora Derby Farahidiba	67
16	Nanda AjengPramudita	70
17	Nanda AyuAristasari	60
18	NindyaIntanPurwadewi	73
19	PutriMarlikaNoprasari	63
20	PutriSeptianaDwyAyuPermata	60
21	ResaBudiantiUtami	73
22	ResyaAdikaPutri	67
23	RilyaRindiNoerSyabilla	70
24	Salsa WahyuFaradyka	57
25	SindiNovitasari	50
26	Sylvia Hidayaputri	57
27	TasyaFenitaCahyani	77
28	Valentino Rossi Purnama Putra	73
29	YeniDwiAnggraini	67
30	Yusuf Samudro	67

Based on data pre-test to 30 students indicated that the highest score for experiment class is 80; there is only one student who got the highest score. The lowest score for the experiment class is 50; there are three students who have the lowest score. The result of students' reading skill can be seen clearly on the following table.

**Table 4.4 Frequency Distribution of Pre-test in Experimental Class**

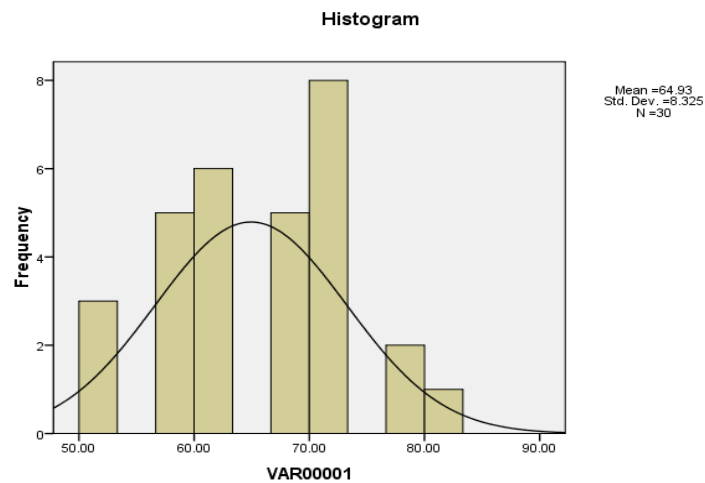
**Pre\_test\_experimental\_class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	3	10.0	10.0	10.0
57	5	16.7	16.7	26.7
60	3	10.0	10.0	36.7
63	3	10.0	10.0	46.7
67	5	16.7	16.7	63.3
70	3	10.0	10.0	73.3
73	5	16.7	16.7	90.0
77	2	6.7	6.7	96.7
80	1	3.3	3.3	100.0
Total	30	100.0	100.0	

From the table above, could be seen that the score of students' reading skill was varieties. There were 10.0% or 3 students got score 50, 16.7% or 5 students got score 57, 10.0% or 3 students got score 60, 10.0% or 3 students got score 63, 16.7% or 5 students got score 67, 10.0% or 3 students got score 70, 16.7% or 5 students got score 73, 6.7% or 2 students got score 77, and 3.3% or 1 student got score 80.

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





**Table 4.5 Histogram of Pre-test in Experimental Class**

From the histogram above, it is stated  $M = 64.93$  and  $SD = 8.325$ .

To determine the category of the reading skill was good, medium or poor, the researcher grouped score by using the standard as follow:

- a. More than  $M+1.SD$  ( $64.93 + 8.325 = 73.255$ ) or ( $73.255$  rounded into  $73$ ) is categorized into good.
- b. Between  $M-1.SD$  ( $64.93 - 8.325 = 56.605$ ) to  $M+1.SD$  ( $64.93 + 8.325 = 73.255$ ) is categorized into medium.
- c. Less than  $M-1.SD$  ( $64.93 - 8.325 = 56.605$ ) or ( $56.605$  rounded into  $57$ ) is categorized into low.

Thus all can be described that the score which are more than  $73$  is considered into good, while the score which are less than  $57$  is

categorized low and the score between 57 until 73 are categorized medium. Thus the categorization can be seen in the following:

**Table 4.6 The Categorization Pre-test in Experimental Class**

No.	Score	Frequency	Percentage	Category
1	More than 73	3	10%	Good
2	Between 57-73	24	80%	Medium
3	Less 57	3	10%	Less
<b>Total</b>		<b>30</b>	<b>100%</b>	

From the categorization can be seen that the students' reading skill score showed that 10% in the good category, 80% in a medium category, and 10% in a low category.

**b) The Result of Student's Post-test Score in Experimental Class**

The table below showed the score of student's post-test after taught by using Hollywood Squares Review Technique.

**Table 4.7 The student's post-test score of experimental class**

No.	Name	Score
		POST-TEST
1	AlfinaAsma'ulKhasanah	87
2	AlyaEmaniarAnjani	87
3	AmiliaEkaPujianaPutri	80
4	AnjeliNurIlmi	70
5	AurelliaKhonsaa Joanna Salsabila	87
6	AwwaluRismaRoyani	83
7	Bryan Rendinata	70
8	Chatrine Carolina FebryaniPutri	73
9	ErlinaFitriAji	77
10	FadilaAzzahraDifa	83
11	Haifa Oktafiana	67

12	Khoirul Anwar	63
13	Kiki Triwidiyanti	70
14	KresnaArdiWidodo	67
15	Mefi Lora Derby Farahidiba	70
16	Nanda AjengPramudita	83
17	Nanda AyuAristasari	80
18	NindyaIntanPurwadewi	70
19	PutriMarlikaNoprasari	87
20	PutriSeptianaDwyAyuPermata	77
21	ResaBudiantiUtami	77
22	ResyaAdikaPutri	83
23	RilyaRindiNoerSyabilla	87
24	Salsa WahyuFaradyka	73
25	SindiNovitasari	90
26	Sylvia Hidayaputri	87
27	TasyaFenitaCahyani	67
28	Valentino Rossi Purnama Putra	70
29	YeniDwiAnggraini	87
30	Yusuf Samudro	70

Based on data obtained from post-test to 30 students indicated that the highest score for experiment class is 90; there is only one student who got the highest score. The lowest score for the experiment class is 63; there is only one student who has the lowest score. The result of students' reading skill can be seen clearly on the following table.

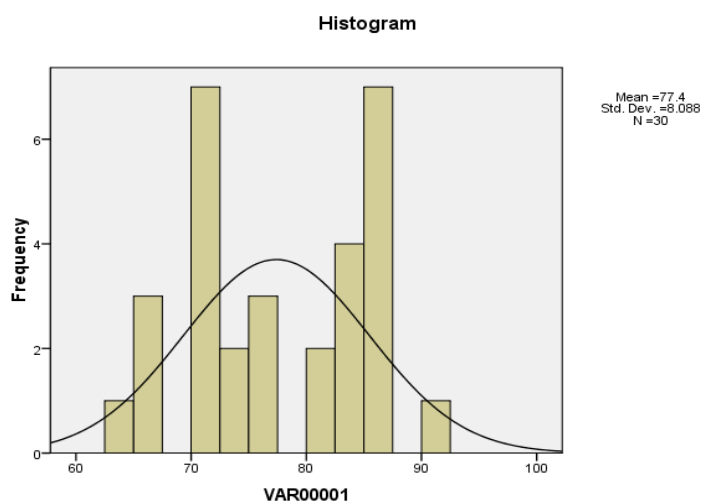
**Table 4.8 Frequency Distribution of Post-test in Experimental Class**

**Post\_test\_experimental\_class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 63	1	3.3	3.3	3.3
67	3	10.0	10.0	13.3
70	7	23.3	23.3	36.7
73	2	6.7	6.7	43.3
77	3	10.0	10.0	53.3
80	2	6.7	6.7	60.0
83	4	13.3	13.3	73.3
87	7	23.3	23.3	96.7
90	1	3.3	3.3	100.0
Total	30	100.0	100.0	

From the table above, could be seen that the score of students' reading skill was varieties. There were 3.3% or 1 student got score 63, 10.0% or 3 students got score 67, 23.3% or 7 students got score 70, 6.7% or 2 students got score 73, 10.0% or 3 students got score 77, 6.7% or 2 students got score 80, 13.3% or 4 students got score 83, 23.3% or 4 students got score 87, and 3.3% or 1 student got score 90..

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



#### 4.9 Histogram of Post-test in Experimental Class

From the histogram above, it is stated  $M = 77.4$  and  $SD = 8.088$ . To determine the category of the reading skill was good, medium or poor, the researcher grouped score by using the standard as follow:

- a. More than  $M+1.SD$  ( $77.4 + 8.088 = 85.488$ ) or ( $85.488$  rounded into 85) is categorized into good.
- b. Between  $M-1.SD$  ( $77.4 - 8.088 = 69.312$ ) to  $M+1.SD$  ( $77.4 + 8.088 = 85.488$ ) is categorized into medium.
- c. Less than  $M-1.SD$  ( $77.4 - 8.088 = 69.312$ ) or ( $69.312$  rounded into 69) is categorized into low.

Thus it can be seen that the score which are more than 85 is considered into good, while the score which are less than 69 is

categorized low and the score between 69 until 85 are categorized medium. Thus the categorization can be seen in the following:

**Table 4.10 The Categorization Pre-test in Experimental Class**

No.	Score	Frequency	Percentage	Category
1	More than 85	8	26.67%	Good
2	Between 69-85	18	60%	Medium
3	Less 69	4	13.33%	Less
<b>Total</b>		<b>30</b>	<b>100%</b>	

From the categorization can be seen that the students' reading skill score showed that 26.67% in the good category, 60% in a medium category, and 13.33% in a low category.

### 3. Procedure of Control Class

This research takes X MIPA 5 as control class which applying direct method such us: using discussion technique, directing the students to read aloud, and completing written exercises related to the reading text. It is trying to make teaching and learning process naturally, so the result of students describes the capability of the students truly.

The researcher took 30 students of X MIPA 5 class for pre-test and post-test. There are two meeting for the class by using 2 x 45 minutes every meeting.

Firstly, the students were given pre-test; it was hold on March, 19<sup>th</sup> 2018. The form test was essay form in narrative text.

Secondly, the first treatment with the normal mode of instruction that is direct method held on March, 26<sup>th</sup> 2018. The material was narrative text. The teacher explains definition, function, generic structure and language feature of narrative text.

Thirdly, the second treatment held on April 02<sup>nd</sup>, 2018 the material was narrative text too. The teacher reviews it materials. Then, the students made a group and the teacher gave some text to identify the generic structure of the narrative text. After that, there is one student in front of the class to retell about narrative text.

Fourthly, that was post-test. It was hold on April 16<sup>th</sup>, 2018. The form test of post test was essay form in narrative text.

#### a) The Result of Pre-test in Control Class

The table below showed the score of student's pre-test taught by using non Hollywood Squares Iqain Technique, that is Direct Method.

**Table 4.11 The Students' Pre-test Score of Control Class**

No.	Name	Score
		PRE-TEST
1	AldilalkaFitri	67
2	AlfinKhoirunNiam	63
3	AlfinaBibtyani	60
4	AyuWidyaPutri	50
5	AzizahNurAini	67
6	BimaDwiantono	60
7	Dian Septiana Tri Sejati	57
8	Dicky Chandra AchmadWijaya	50
9	Fenny FitriaFebry	53

10	Fernanda FadyaWardhani	60
11	Ivan FebriBesari	57
12	KanayaSukmaArdha S	57
13	LuthfiiNur Maya Khuswiyanti	53
14	MarsyalAkhmadFirmansyah	50
15	NadyaVallentinaFebrianti	50
16	NawalKhoirunnisa'	60
17	Oki TrisnaSekar Arum	53
18	PutriPraditaKusumaningAyu	50
19	ResaPriyaDika	60
20	RigoNeuvifast	57
21	RizkiFazarPanduwinata	53
22	SilfiQowiyuDianingtias	60
23	SulistyaOktaviona	60
24	Taffanda Putra DewaSejati	53
25	TifaniAyuSafitri	73
26	VirgansaMahesaSetya D	80
27	WafiTantika	53
28	WasisRagilAdiSaputro	57
29	Wiji Lestari	60
30	Yoga Erdiantama	53

Based on data pre-test to 30 students indicated that the highest score for experiment class is 80; there is only one student who got the highest score. The lowest score for the experiment class is 50; there are five students who have the lowest score. The result of students' reading skill can be seen clearly on the following table.



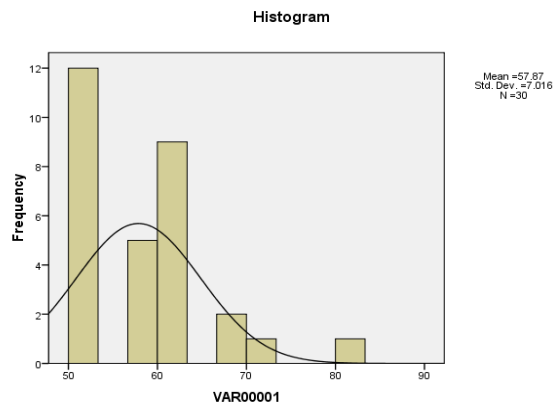
**Table 4.12 Frequency Distribution of Pre-test in Control Class**

**Pre-test-control-class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	5	16.7	16.7	16.7
	53	7	23.3	23.3	40.0
	57	5	16.7	16.7	56.7
	60	8	26.7	26.7	83.3
	63	1	3.3	3.3	86.7
	67	2	6.7	6.7	93.3
	73	1	3.3	3.3	96.7
	80	1	3.3	3.3	100.0
Total		30	100.0	100.0	

From the table above, could be seen that the score of students' reading skill was varieties. There were 16.7% or 5 students got score 50, 23.3% or 7 students got score 53, 16.7% or 5 students got score 57, 26.7% or 8 students got score 60, 3.3% or 1 student got score 63, 6.7% or 2 students got score 67, 3.3% or 1 student got score 73, 3.3% or 1 student got score 80.

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



**Table 4.13 Histogram of Pre-test in Control Class**

From the histogram above, it is stated  $M = 57.87$  and  $SD = 7.016$ . To determine the category of the reading skill was good, medium or poor, the researcher grouped score by using the standard as follow:

- a. More than  $M+1.SD$  ( $57.87 + 7.016 = 64.886$ ) or ( $64.886$  rounded into 65) is categorized into good.
- b. Between  $M-1.SD$  ( $57.87 - 7.016 = 50.854$ ) to  $M+1.SD$  ( $57.87 + 7.016 = 64.886$ ) is categorized into medium.
- c. Less than  $M-1.SD$  ( $57.87 - 7.016 = 50.854$ ) or ( $50.854$  rounded into 51) is categorized into low.

Thus all can be seen that the score which are more than 65 is considered into good, while the score which are less than 51 is categorized low and the score between 51 until 65 are categorized medium. Thus the categorization can be seen in the following:

**Table 4.14 The Categorization Pre-test in Control Class**

No.	Score	Frequency	Percentage	Category
1	More than 65	4	13.33%	Good
2	Between 51-65	21	70%	Medium
3	Less 51	5	16.67%	Less
<b>Total</b>		<b>30</b>	<b>100%</b>	

From the categorization can be seen that the students' reading skill score showed that 13.33% in the good category, 70% in a medium category, and 16.67% in a low category.

#### b) The Result of Post-test in Control Class

The table below showed the score of student's post-test taught by using non Hollywood Squares Review Technique, that is Direct Method.

**Table 4.15 The Students' Post-test Score of Control Class**

No.	Name	Score
		POST-TEST
1	AldilaIkaFitri	70
2	AlfinKhoirunNiam	73
3	AlfinaBibtyani	77
4	AyuWidyaPutri	53
5	AzizahNurAini	70
6	BimaDwiantono	63
7	Dian Septiana Tri Sejati	60
8	Dicky Chandra AchmadWijaya	70
9	Fenny FitriaFebry	73
10	Fernanda FadyaWardhani	63
11	Ivan FebriBesari	57
12	KanayaSukmaArdha S	73

13	LuthfiiNur Maya Khuswiyanti	63
14	MarsyalAkhmadFirmansyah	60
15	NadyaVallentinaFebrianti	63
16	NawalKhoirunnisa'	70
17	Oki TrisnaSekar Arum	60
18	PutriPraditaKusumaningAyu	73
19	ResaPriyaDika	63
20	RigoNeuvifast	60
21	RizkiFazarPanduwinata	73
22	SilfiQowiyuDianingtias	63
23	SulistyaOktaviona	67
24	Taffanda Putra DewaSejati	57
25	TifaniAyuSafitri	77
26	VirgansaMahesaSetya D	83
27	WafiTantika	63
28	WasisRagilAdiSaputro	67
29	Wiji Lestari	63
30	Yoga Erdiantama	57

Based on data obtained from pre-test to 30 students indicated that the highest score for control class is 83; there is only one student who got the highest score. The lowest score for the control class is 53; there is one student who have the lowest score. The result of students' reading skill can be seen clearly on the following table.

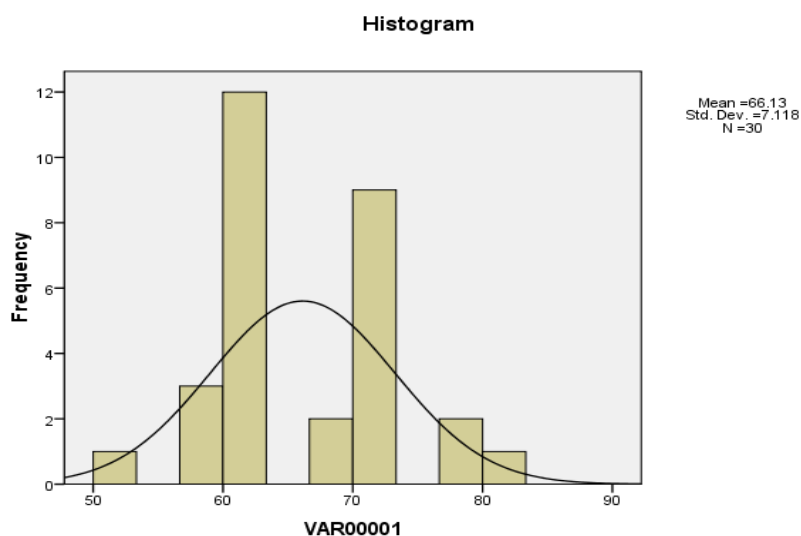
**Table 4.16 Frequency Distribution of Post-test in Control class**

**Post\_test\_control\_class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 53	1	3.3	3.3	3.3
57	3	10.0	10.0	13.3
60	4	13.3	13.3	26.7
63	8	26.7	26.7	53.3
67	2	6.7	6.7	60.0
70	4	13.3	13.3	73.3
73	5	16.7	16.7	90.0
77	2	6.7	6.7	96.7
83	1	3.3	3.3	100.0
Total	30	100.0	100.0	

From the table above, could be seen that the score of students' reading skill was varieties. There were 3.3% or 1 student got score 53, 10.0% or 3 students got score 57, 13.3% or 4 students got score 60, 26.7% or 8 students got score 63, 6.7% or 2 students got score 67, 13.3% or 4 students got score 70, 16.7% or 5 students got score 73, 6.7% or 2 students got score 77, and 3.3% or 1 student got score 83.

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



#### 4.17 Histogram of Post-test in Control Class

From the histogram above, it is stated  $M = 66.13$  and  $SD = 7.118$ . To determine the category of the reading skill was good, medium or poor, the researcher grouped score by using the standard as follow:

- a. More than  $M+1.SD$  ( $66.13 + 7.118 = 73.248$ ) or ( $73.248$  rounded into 73) is categorized into good is good.
- b. Between  $M-1.SD$  ( $66.13 - 7.118 = 59.012$ ) to  $M+1.SD$  ( $66.13 + 7.118 = 73.248$ ) is categorized into medium.
- c. Less than  $M-1.SD$  ( $66.13 - 7.118 = 59.012$ ) or ( $59.012$  rounded into 59) is categorized into low.

Thus it can be seen that the score which are more than 73 is considered into good, while the score which are less than 59 is categorized low and the score between 59 until 73 are categorized medium. Thus the categorization can be seen in the following:

**Table 4.18 The Categorization Post-test in Control Class**

No.	Score	Frequency	Percentage	Category
1	More than 73	3	10%	Good
2	Between 59-73	23	76.67%	Medium
3	Less 59	4	13.33%	Less
<b>Total</b>		<b>30</b>	<b>100%</b>	

From the categorization can be seen that the students' reading skill score showed that 10% in the good category, 76.67% in a medium category, and 13.33% in a low category.

## C. Data Analysis

### 1. Assumption Test

#### a) Normality Test

Assumption test analysis conducted as the prerequisite for testing hypothesis. It can be done by conducting normality test. Normality test is used to find out whether the data are normally distributed or not. Conducting the data is in normal distribution or not, the highest value of significance 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. While, if the highest value of statistic is higher than the Kolmogorov-Smirnov table for 5% significance, it can be concluded that the data are not in normal distribution.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 16 as following:

### 1) Experimental Class Normality Testing

**Table 4.19 Experimental Class Normality Testing**

One-Sample Kolmogorov-Smirnov Test			Experiment_ class
N			30
Normal Parameters <sup>a</sup>	Mean		77.07
	Std. Deviation		8.183
Most Extreme Differences	Absolute		.206
	Positive		.206
	Negative		-.166
Kolmogorov-Smirnov Z			1.129
Asymp. Sig. (2-tailed)			.156

a. Test distribution is Normal.

From the table above, could be seen that  $a_1 \max$  (Sig) in experiment class is 0,156.  $D_{(0,05,30)}$  from index is 0,24. And  $0,156 < 0,24$  or  $a_1 \max < D_{index}$ . So, the result was accepted  $H_0$ , which means the data was normality distributed.



## 2) Control Class Normality Testing

**Table 4.20 Control Class Normality Testing**

### One-Sample Kolmogorov-Smirnov Test

		Control_classes
N		30
Normal Parameters <sup>a</sup>	Mean	66.13
	Std. Deviation	7.118
Most Extreme Differences	Absolute	.203
	Positive	.203
	Negative	-.107
Kolmogorov-Smirnov Z		1.114
Asymp. Sig. (2-tailed)		.167

a. Test distribution is Normal.

From the table above, could be seen that  $a_1 \max$  (Sig) in experiment class is 0,167.  $D_{(0,05,30)}$  from index is 0,24. And  $0,167 < 0,24$  or  $a_1 \max < D_{index}$ . So, the result was accepted  $H_0$ , which means the data was normality distributed.

### b) Homogeneity Test

Homogeneity test was 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. However, homogeneity of a test was used as requirement to calculate  $t_{test}$ . The calculation by using SPSS 16 as following:

**Table 4.21 The Homogeneity of Variances****Test of Homogeneity of Variances**

hasil test

Levene Statistic	df1	df2	Sig.
1.546	1	58	.219

From the table above showed the result of homogeneity test. It could be seen that the degree of significant based on mean is 0.219. It was smaller than the  $F_{table}$  0.4.20. It means that both, experiment and control class were homogeneous.

**2. Testing Hypothesis**

The researcher calculated t-test by using SPSS program 16 to found out if there was a significant or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of control class and experiment class were normally distributed and homogeneous.

The researcher conducted t-test calculation by using SPSS program 16.

The result of the calculation as follow:

**Table 4.22 The Mean Score of Experimental and Control Class**

**Group Statistics**

Kelas		N	Mean	Std. Deviation	Std. Error Mean
hasil test	Experimental	30	77.40	8.088	1.477
	Control	30	66.13	7.118	1.300

Based on the table above, the result of data analysis showed that the mean score of students reading who are taught by using hollywood squares review technique (experimental class) was 77.40. It was higher than the result of the mean score of student's reading who are taught by direct method (control class) was 66.13.

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil test	Equal variances assumed	1.546	.219	5.727	58	.000	11.267	1.967	7.329	15.204
	Equal variances not assumed			5.727	57.079	.000	11.267	1.967	7.328	15.206

From the table above, it could be seen that the value of  $t_{test}$  is 5.727 and the degree of freedom was 58. The value of significance 5% of  $t_{table}$  of  $db=58$  is 2.00. To interpret the table above, the researcher formulates the test of hypothesis as follows:

$H_a$  : there is significant effect of hollywood squares review technique in teaching reading.

$H_o$  : there is no significant effect of hollywood squares review technique in teaching reading.

The research result shows the value of  $t_{test} = 5.727$  and the value of  $t_{table}$  with  $db = 58$  was 2.00. It means that  $5.727 > 2.00$ . Therefore,  $H_o$  rejected and  $H_a$  accepted. It can be concluded that there was significance between the students who are taught by using Hollywood Squares Review Technique and the students who are taught by using direct method.

#### **D. Discussion**

This research is conducted to find the effective teaching technique, especially in teaching reading. It has been discussed that hollywood squares review technique is one of effective technique which can be applied in teaching and learning process. The discussion of this research discuss that the use of Hollywood Squares Review Technique is effective in teaching reading. Furthermore, Hollywood Squares Review Technique is designed to

make the students easier to comprehend the text and always remember about what they read.

According to Melvin L. Silberman the Hollywood Squares review is considered appropriate for teaching reading. This observer's strategy is based on the once popular TV quiz show, Hollywood Squares. This is one of review strategy. This is the one sure way to keep learning in mind that to allocate time to review what has been learned. The material that has been discussed by the students tend to be five times more embedded in the mind than not. That's the re-discussion allows students to rethink the information and find ways to store it in the brain.<sup>52</sup> Based on the research, the researcher found that the students who are taught by using Hollywood squares review technique get a better score than those who are not taught by using Hollywood squares review technique. Based on the result of statistical calculation, in which the value of  $t_{test}$  is higher than  $t_{table}$  ( $5.727 > 2.00$ ). It means that, hollywood squares review technique is effective in teaching reading to the tenth grade students of SMA N 1 Babadan in academic year 2017/2018.

Furthermore, from the research was conducted by SatriDarni, Rasmiwati, and Haryati. By the title "Implementation of Active Learning Strategies Types Reviews Style Game Hollywood Squares to Improve the Student Learning Achievement on the Subject of Colloid In Class XI Science

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<sup>52</sup>Melvin L. Silberman, *Active Learning: 101 Strategi Pembelajaran Siswa Aktif* (Yogyakarta: Pustakainsanmadani, 2007), 239.

SMA Negeri 14 Pekanbaru. The researcher conclude that by Implementation Of Active Learning Strategies Types Reviews Style Game Hollywood Squares to Improve the Student Learning Achievement on the Subject of Colloid in Class XI Science SMA Negeri 14 Pekanbaru be able to increase student achievement in subject of colloid at XI science SMA N 14 Pekanbaru.<sup>53</sup> From this research, the researcher believes that this technique be able to increase student's reviewing and always remember about what they learn. So, this technique was excellent to use in teaching reading.

From the data description above, the researcher concluded that hypothesis test ( $t_0$ ) at 5.727 from the table above would be compared to the “t” index ( $t_0$ ) with the condition state below:

- 1) If the  $t_0 \geq t_t$   $H_a$  was accepted. It means that the mean difference of both variables was a significance difference.
- 2) If the  $t_0 \leq t_t$   $H_a$  was rejected. It means that there was no mean difference of those variables. It means that, the mean difference that was happened by accident as a result from error sampling.

To determine the  $t_0$  by checking db and consulted with  $t_t$  score:

$$Db = (N1+N2)-2$$

$$(30+30)-2$$

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<sup>53</sup>SatriDarni et.al, “Implementation Of Active Learning Strategies Types Reviews Style Game Hollywood Squares To Improve The Student Learning Achievement On The Subject Of Colloid In Class XI Science SMA Negeri 14 Pekanbaru in the 2015/2016 academic year”.Riau University. 2016.

$$60-2=58$$

The db score shows, the researcher could know that in 5% level  $t_0=5.727$  and  $t_t = 2.00$ . And  $5.727 > 2.00$ ,  $t_0 > t_t = H_a$  was accepted.

From the data above, the researcher concludes that there was a significant difference in teaching reading between students who are taught by using hollywood squares review technique and the students who are not. In the other word, hollywood squares review technique was effective for teaching reading in the tenth grade students at SMA N 1 Babadan in academic year 2017/2018.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the data analysis above, it shows that there is significant different of using Hollywood Squares Review Technique in teaching reading at tenth grade students of SMA N 1 Babadan in academic year 2017/2018. The students who are taught by using Hollywood Squares Review Technique have a better score than those who are not taught by using Hollywood Squares Review Technique. It can be seen by the result of the mean score of the post-test from experiment class is higher 77.40 than mean score of post-test from control class 66.13. The result of statistical calculation in the described above, where value of  $t_{test}$  is higher than  $t_{table}$  ( $5.727 > 2.00$ ). Therefore,  $H_a$  was accepted and  $H_0$  was rejected. From the description above, it can be concluded that Hollywood Squares Review Technique is effective in teaching reading for the tenth grade students of SMA N 1 Babadan, Ponorogo in academic year 2017/2018.

#### B. Recommendation

Based on described above, it can be delivered some suggestion that might useful for English teacher, students and the readers.



### 1. For English teachers

English teachers must know the others technique that make the goal of education can be reached, that are clever students. They are must be creative teacher by explore the others technique. The genuine of English teachers still study to the researcher well. The researcher is hope that the students become more active students, easy to read, and easy to remember about what they read. Actually, Hollywood Squares Review Technique can be one of some technique which is used in teaching reading. It is effective technique to increase the students' reading score and make them become active in reading process.

### 2. For the students

The students should be more active in learning process. They should be students who have confidence as well. By confident the learning process can be successful. The students should be aware and explore their creativity. Reading is not difficult. Actually, the students feel bored and sleepy when reading process began. So, the researcher start to introduce and applying the others technique that make the students comprehend with the text and happy in reading process. Hollywood Squares Review Technique is one of some technique that make the students easy to comprehend and reviewing the text.

### 3. For further researchers

The further researchers who are interesting in applying Hollywood Square Review Technique should understand the goals and the steps too. For the others researcher that interesting to apply the teaching reading, it is necessary to look for and try out others technique in teaching reading will be more various. So, the researchers explore the others technique by their creativity.



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