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**The Effect Of Using Pause, Prompt, Praise (PPP) Technique Toward Students' Reading
Comprehension on Recount Text at the Eleventh Grade Students of SMPN 21
Sijunjung at 2020/2021 Academic Year**

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Judul : The Effect Of Using Pause, Prompt, Praise (PPP) Technique Toward Students' Reading Comprehension on Recount Text at the Eleventh Grade Students of SMPN 21 Sijunjung at 2020/2021 Academic Year

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LAMPIRAN

RINGKASAN

The background of doing this research was because there were some problems found related to teaching and learning process in reading comprehension of Recount text in the classroom. To overcome that problems was needed an appropriate and effective method and was chosen because it was assumed as the most appropriate and effective strategy with the problems found. So, this research was aimed to know the effect of using Pause, Prompt, Praise (PPP) technique in teaching reading comprehension on Recount text at the eighth grade students of SMPN 21 Sijunjung at 2020/2021 academic year. The design of this research was quasi-experimental design used pre-test – post-test non-equivalent group design. The population of this research was the eight grade students of SMPN 21 Sijunjung at 2020/2021 academic year. It consists of 4 classes, they are VIII1, VIII2, VIII3, VIII4 which total of population was 81 students. The sample in this research were VIII3 students as experimental class which consists of 21 students and VIII4 as control class which consists of 20 students. The method for collecting the data of students' reading comprehension of Recount text was by using reading test in form of multiple choices. While, technique for analyzing the data was by using scanning. Testing hypothesis of the data was done by using t-test and has been gotten $t_{\text{calculated}} = 6,76$ and $t_{\text{table}} = 1,68$. Because of $t_{\text{calculated}} > t_{\text{table}}$ so, H_0 was rejected or H_1 was accepted. So, it could be summarized that using Pause, Prompt, Praise (PPP) technique in teaching reading comprehension on recount text gave significance result toward students' ability in reading comprehension.

Kata kunci:

LATAR BELAKANG

A. Background of the Problem

Reading is a way of constructing meaning from the text. It means that, in understanding written language the reader can get an idea or information from the text. Therefore, reading is a tool of communication appears through interaction between the reader and the writer. So, in getting the information or meaning, the reader should comprehend the text well through reading comprehension.

Reading comprehension is the process of understanding the meaning of printed word contained is involve. In teaching reading, teacher should be able to provide materials that are appropriate with students' level. Student will be interested to read texts that related to their experience and comprehended the text. It means that interesting activity can build student attention and make they focus on the text.

In Junior High School, reading is a skill that has been learned by student. Based on English curriculum namely "Kurikulum2013" the students expected to able to comprehend the texts. Teaching reading is conducted through genre based approach, they are narrative, descriptive, and recount text. Among three genres of texts, recount text is one of texts that should be master by eight grade student at junior high school.

Recount text is a kind of text that is though in Junior High School, the texts explain about even or experiences it happens in the past. Recount text has two components which should be learn by student in reading comprehension of recount text. They are generic structure and language features. The generic structure of recount text consists of orientation, event, and re-orientation. Language features is the grammatical structure that use in the text. They are use noun, pronoun, use adjective, use simple past tenses and adverb.

However, based on the researcher's observation during practice teaching at SMP N 21 Sijunjung on 27th-29th December 2019, it was found some problems related to students' reading comprehension. First problem is the student difficult to find main idea in each paragraph of recount text. It happen because most of students have lack of ability and difficult to develop their ability in a reading text, it makes the student difficult to comprehend the text and difficult to answer the question related with text.

Second problem is the student has limited vocabulary. It is crucial problem from the student. It makes the student difficult to understand when the student found difficult word which is unfamiliar for them, the student cannot understand material of reading and difficult to found ideas especially in recount text, without having enough vocabulary it makes the student spend much time in reading class. Third problem is the student are difficult to understand the generic structure, especially event and re-orientation and language features in use simple past especially they cannot understand meaning of verb II in recount text. It happens because the teacher only explains generally about generic structure and language features.

B. Research Questions

1. How was the students' reading comprehension ability of recount text after taught by Using Pause, Prompt, Praise (PPP) technique at the Eighth grade students of SMP N 21 Sijunjung at 2020/2021 academic year?
2. How was the students' reading comprehension ability of recount text after taught by using scanning technique at the Eighth grade students SMP N 21 Sijunjung at 2020/2021 academic year?
3. Were there any positive effects of the Pause, Prompt, Praise (PPP) technique on students' reading comprehension ability of recount text than scanning technique at the Eighth grade students SMP N 21 Sijunjung at 2020/2021 academic year?

C. Purpose of the Research

1. To know the students' reading comprehension ability of recount text after being taught by using Pause, Prompt, Praise (PPP) technique at the Eighth grade students of SMP N 21 Sijunjung at 2020/2021 academic year.
2. To know the students' reading comprehension of recount text after being taught by using scanning technique at the Eighth grade students SMP N 21 Sijunjung at 2020/2021 academic year.
3. Whether any positive effect of student reading comprehension level on recount text that are taught by using Pause, Prompt, Praise (PPP) technique and that are thought by using scanning technique at the Eighth grade students SMP N 21 Sijunjung at 2020/2021 academic year.

D. Significance of the Research

In this research, there were two significances of the research, they are practically and theoretically. Practically, for the teacher, it was expected to give creativeness in teaching English and helps the student solve the problems in learning reading comprehension by using Pause, Prompt, Praise (PPP) technique. This research was expected to prove the Pause, Prompt, Praise (PPP) technique can helps students in learning English especially in reading recount text. Hopefully, this study will motivate the English teachers to improve reading comprehension through Pause, Prompt, Praise (PPP) technique. Theoretically, it was expected that this study will give an inspiration to other English Department students in conducted other studies relate to the problems and improving student's reading comprehension on Junior High School. Also, the research was expected to be input for the institution in planning, designing and developing English curriculum that can be used by English teacher at eight grade students, especially teachers at SMP N 21 Sijunjung.

TINJAUAN PUSTAKA

A. Reading Comprehension

1. Concept of Reading Comprehension

Reading is one skill in learning English beside listening, speaking and writing. In reading process the student can get information and meaning from the text. In reading, students have to comprehend the text well. Reading comprehension is the ability to understand and comprehend the meaning of the text.

According to Nunan (2005:71), reading comprehension involves higher-order thinking skill and is much more complex than rarely decoding specific word. It refers to reading for meaning, understanding and entertaining. Moreover, Klingner (2007: 8) say that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text or previous knowledge, strategy use as well as variables related to the text itself it means interest in text, understanding of text types. In addition, Oakhill, Cain and Elbro (2015: 1) says that reading comprehension is important, because reading comprehension not just for understanding text, but for broader learning, success in education, and employment.

Based on the explanation above, it can be concluded that reading comprehension is not just for understanding the text, but it is a highly complex process for reader to get information or to previous knowledge from what they have read in text. And reading comprehension can involves much more than readers' responses to text.

1. Components of Reading Comprehension.

Reading comprehension is complex process that consists of some elements that should be mastered by the reader. McWhorter (2005: 187), says that there are three essentials components for reading comprehension. Moreover, Alyousef (2006:

32) states that reading comprehension involves of six general components and knowledge areas, they are: Automatic recognition skills, Vocabulary and structural knowledge, formal discourse structure knowledge, content/word background knowledge, synthesis and evaluation skill and metacognitive knowledge and skill monitoring. Moreover, Klinger (2007:116) state that main ideas as a statement that sometime state in explicitly and implicitly to be combine into main idea in the text contain.

Based on the explanation above, it can be concluded reading comprehension have some general component to helps the reader to identify the point, they are: Automatic recognition skills, Vocabulary and structural knowledge, formal discourse structure knowledge, content/word background knowledge, synthesis and evaluation skill and metacognitive knowledge and skill monitoring.

B. Recount Text

1. Concept of Recount Text

Recount text is a kind of the text should be learned by student the purpose of this text is written out to make a report about an experience of a series of related event, and to describe what happened in the past time through sequence of the events to the reader.

According, Pardiyo (2007: 63) says that recount text is text that tells about topic of activity or events at the past. Moreover, Djuharie (2007:44) says that recount text is the kind of text which the content informing the incidence or events that have been done or experience by person. It is a purpose to provide the reader with information or entertainment. In addition, Wardiman et al (2008: 61) says that recount text is a text that tells the reader about the story, action and activity that occurred in the past.

Based on the explanation above, it can be concluded recount text is a text that tells the reader about the story, action and activity that occurred in the past. The purpose of recount text is to entertain or inform the reader and to give the reader a description of what happened, and when it happened, and retelling of events for the purpose to informing.

2. Component of Recount Text

In understanding a recount text, the reader are to know component of recount text. There are two components of recount text. The first component is generic structure, and the second component is a language feature.

a. Generic Structure

According to Sudarwati and Grace (2005:78), recount have text four text organization. Moreover, Suryana (2008: 34) says that support generic structure on recount text are orientation, events, and re-orientation. In addition, Wahidi (2009: 4) says that the generic structure of recount text consist of orientation, event, and orientation.

Based on the explanation above, it can be concluded generic structure of recount text consist of orientation, event, and orientation. Orientation introduced the participants, place, and time. Event describing serious of event that happened in the past. And reorientation is optional, it starting personal comment of the author to the story.

b. Language Feature of recount Text

According to Djuharie (2007: 2), recount text have six language features are: first, the use of noun and pronoun. Second, the use of action verb. Third, the use of simple past tense. Fourth, the use of time conjunctions. Fifth, the use of simple and adverb of phrases. The last, use adjective.

Moreover, Priyana et al (2008:69) says that there are some common grammatical feature of recount text. They include of using nouns and pronouns to identify people, animals, or things that involved. Use past tense to locate events in relation to author's time, use of conjunction and time connectives to sequence of events.

Furthermore, Wahidi (2009: 4) says that recount text have some language feature there are, introducing personal participant, using chronological connection, using linking verb (e. g. was, were, saw, heard, etc.), using action verb (e. g. look, go, change, etc.), and details of time, place and incident to be clearly stated (e. g. at 12. 15 pm)

Based on the explanation above, it can be concluded language feature recount text is introducing personal participant, using chronological connection, using linking verb, using action verband details of time, place and incident to be clearly stated.

C. Pause, Prompt, Praise (PPP) Technique

1. Concept of Pause, Prompt, Praise(PPP) Technique

Pause Prompt Praise (PPP) is a technique to give students practice in using and integrating the four complementary sources of information when reading texts. According, McNaughton, Glynn, Robinson (1981:29) PPP technique is to give priority to technique that focused to the reader on understanding word and text meaning. Moreover, Glynn & McNaughton (1985: 66-67) says that in pause, prompt praise technique are required to delay they response (pause) to error, prompt children to utilize both contextual information and praise children's use independent technique such as self-correcting prompt correction.

Based on the explanation from experts above, it can be concluded that Pause, Prompt, Praise technique is a technique in teaching reading with three stage, are required to delay they response (pause) to error, prompt children to utilize both contextual information and praise children's use independent technique such as self-correcting prompt correction.

2. Procedure of Pause, Prompt, Praise (PPP) technique in Teaching Reading

In Pause Prompt Praise (PPP) technique have a sequence of steps that can be applied in teaching and learning activities. According to Stuart Peter (2001: 65) PPP technique involves the following simple steps:

- a. When the child encounters an unfamiliar word, instead of stepping in immediately and giving the word, the teacher waits a few seconds for the child to work it out.
- b. If the child is not successful, the teacher prompts the child by suggesting he or she guesses the word from the meaning of the sentence or from the initial letter of the word, or perhaps reads to the end of the sentence.
- c. When the child succeeds in identifying the word he or she is reinforced by a word of praise.
- d. If the child cannot identify the word after brief prompting, the teacher quickly supplies the word (children should not spend too much time attempting to identify any word as this disrupts fluency and comprehension).
- e. The child is also praised for self-correction while reading.

Based on explanation above, it can be concluded that There are some steps in teaching reading comprehension by using PPP technique, first, (*pause*) Wait, When your student stops at a word they don't know, wait and silently for a minutes. Second, (*prompt*) give a clue without giving the word. Third, (*praise*) If your student gets the word, praise them. Fourth, if your buddy does not get the word after a prompt, tell

them. And last, if neither you nor your buddy knows the word, raise your hand and wait for help.

D. Scanning Technique

1. Concept of Scanning Technique

Scanning is quickly through a text to find a particular piece of information. Scanning happened when a reader goes through a text very quickly to find a particular point of information. Kustaryo (1988:9) scanning is a seeking that needs a reader to pass over the material until the reader finds what he wants to find. Moreover, Leo at el (2007:9) state that scanning is how can reader chooses certain parts to read quickly. Then, Vining (2011:11) defines that proposes that scanning refers to strategy used in reading to gather specific information in a text.

Based on explanation of the experts above, it can be concluded that scanning is kind of speed reading where it is consist of quickly searching for some particular pieces of necessary information in a text. By scanning, can help the reader to searching for key phrases or word, and specific fact in a book or an article.

2. Procedure of Scanning Technique

According to Nur'aini (2016: 25), step in scanning as follows, first, keep in mind at all times what it is readers are searching for. If they hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words. Second, anticipate in what form the information is likely to appear, numbers, proper nouns, etc. Third, analyze the organization of the content before starting to scan. Next, let your eyes run rapidly over several lines of print at a time. Finally, when you find the sentence that has the information you seek, read the entire sentence.

Furthermore, Purnama (2012:33) state that scanning have some steps there are, first, keep in mind at all times what is you are searching for. Second anticipate in what form the information is likely to appear numbers. Third analyze the organization of the context before scan. Next, let your eyes run rapidly over several lines of print at a time. Finally, when you find the sentence that have information you seek read the entered sentence.

Based on explanation of the experts above, it can be concluded that scanning have some technique there are first, keep in mind at all times what is you are searching for. Second anticipate in what form the information is likely to appear numbers. Third analyze the organization of the context before scan. Next, let your eyes run rapidly over several lines of print at a time. Finally, when you find the sentence that have information you seek read the entered sentence.

B. Relevant studies

There are some relevant studies which relevant with this research. The first study is conducted by Sharon Theresa Belsham (2000), titled “A Comparison of The Effects Of Two Peer Tutoring Programmers and Pause, Prompt, Praise On Reading Ability Of Children With Reading Difficulties In Regular Classroom”. The result indicate that neither Two Peer Tutoring Programmed and Pause, Prompt, Praise was more effective than each other or the control condition in improving reading performance of reading disable student. The second study is conducted by Steven Donald, Ted Glynn, and Roger Barnard (2004), titled “Pause, Prompt, Praise Applied to Japanese Learners of English”. It can developed their reading skill in English which university student assist junior and junior high school student.

Those are above has similarities and differences with this research. The differences of this research are this research used Pause Prompt Praise in teaching

Recount Text and also different of population. The similarity of this research is the research as same as focus on teaching reading. However, the research used Pause Prompt Praise (PPP) technique Toward Students Reading Comprehension Text at The Eighth Grade of SMP N 21 Sijunjung at 2020/2021 academic year.

METODE

A. Research Design

This research was conducted by using quasi experimental design. According to gay (2000: 49), quasi experimental design is the research where samples are not randomly selected. This research was choosing because in educational world, the sample has been form in intact group naturally, so it is not always possible to choose them randomly. This research used pre-test, post-test test nonequivalent group design. It involves some basic characteristic, they were: the experimental group, control group, pre-test, post-test, and treatment. Finally, there were administrated post-test to the students' to find out whether there is positive effect in experiment group after being give treatment are not.

B. Population and Sample

1. Population

According to Gay (2000: 122), population is the group if interest where the result of the study to be generalized. The population of this research was the eight grades students of SMPN 21 Sijunjung 2020/2021 academic year which consists of 4 classes.

2. Sample

According to Gay (2000:121), sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they are selected. The researcher was selected the class by using purposive sampling technique because eight grade students which consist of 4 classes have no superior class. Purposive sampling technique was chosen by considering some

criteria. The criteria is the ability of the students is almost the same, the materials of students is the same and they are taught by the same in process teacher of teaching reading. The writer got VIII. 3 and VIII. 4 as the samples, because both of these classes have nearly mean score was choose as experimental and control class.

C. Instrument of the Research

The instrumentation of this research was reading test in the form of multiple choices item that consist of 40 item in 60 minutes. Before giving the reading test, the researcher prepared five texts and each text follow by eight questions, there are six indicators of reading recount text, so one item for generic structure of recount text including item for orientation, series of events, re-orientation, simple past tense, and pronoun. So, total questions of eight texts is forty questions.

D. Technique of Data Collection

The data of this research was students' score in reading comprehension of recount texts test. It gathered through giving reading comprehension test. The test is do 60 minutes. After distributing the test, the research collect students answer sheets. Then the research score it with criteria one correct answer is score 1. At the end, the research was analyzed the students score of reading test.

E. Technique of Data Analysis

After gathering the data, the research was analyzed the data statically. The data analyzed as follows:

1. Normality Testing

This measurement used to determine the normality the reading test score between two groups of sample. The researcher measure the normality by using the formula that proposed by Sudjana (2005:99) as follow:

$$z_i = \frac{x_1 - \bar{x}}{S}$$

Where:

Z_1 : Normality of test
 X_1 : Students' speaking Ability
 \bar{X} : Mean
 S : Deviation standard

To calculate deviation standard the researcher was used formula that was proposed by Arikunto (2012:116)

$$S^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Where:

S^2 : Deviation standard
 N : The total number of object
 $\sum X^2$: The sum of students' score
 $\sum X$: The students' score
 $\sum X^2$: Sum square of students' score

To calculate the mean the researcher was used formula that was proposed by Arikunto (2009:264) the formula is follow:

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

Where:

\bar{X} : The mean of students' score
 $\sum x$: Sum of students' score
 N : The number of students

2. Homogeneity Testing

Measuring the homogeneity had done to determine whether the data of two groups sample have homogenous variance or not. The researcher was used F ratio formula that proposed by Sudjana (2005:249) as follow:

$$F = \frac{S_1^2}{S_2^2}$$

Where:

S_1^2 = variances of the higher score
 S_2^2 = variances of the lower score
 F = ratio between two variables

The researcher was compare the $F_{\text{calculate}}$ with F_{table} , with criteria if $F_{\text{calculate}} \leq F_{\text{table}}$, it means that distribution of the data has the same variances, nevertheless, when $F_{\text{calculate}} \geq F_{\text{table}}$. It has meaning that the variances of the data distribution of the data are not same.

3. Hypothesis Testing

To test the null hypothesis whether it was rejected or received, the research was used the t-test formula that is propose by Sudjana(2005:239) as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

n_1 = the number of students in experimental group
 n_2 = the number of students in control group
 \bar{X}_1 = the mean scores of experimental group
 \bar{X}_2 = the mean scores of control group
 S = Standard deviation
 \bar{x}_2 = the mean scores of control group

Whether:

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_1 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

S = Standard deviation
 n_1 = the number of students in experimental group
 n_2 = the number of students in control group
 S_1^2 = Variances of the higher scores
 S_2^2 = Variances of the lower scores

The null hypothesis will be received if $-t_{1-1/2\alpha} < t < t_{1-1/2\alpha}$ otherwise, null hypothesis will be rejected $-t_{1-1/2\alpha} > t > t_{1-1/2\alpha}$.

HASIL

A. Finding

1. Data Description

Based on the research that was done by the researcher on 23rd July until 23rd August 2020, it was found that the score of the students that were collected after conducting pretest at the first and posttest at the end of the research were used as data. There were 41 students involved in the posttest, 21 students for the experimental class and 20 students for the control class. In this research, it was measure the students' reading comprehension in recount text. The students score was computed after did the reading test in form pre-test and post-test. The data of pretest could be seen on table 8 as follow:

Table. 8 The Data of Students' Pretest Score

Class	N	\bar{x}	X_{max}	X_{min}
VIII 3 (Experimental class)	21	68, 47	80	60
VIII 4 (Control class)	20	68, 15	80	50

Based on the result of students' pretest at experimental and control class. There were the students' mean score at experimental class was 68, 47 and the students' mean score at control class was 68, 15 the higher score at experimental was 80 and control class was 80. So, both of the class score was the students' basic ability in class sample before doing the treatment.

The post test was done after the students get the treatment. It mean to see the students ability on reading comprehension of recount text after treated by using Pause, Prompt, Praise(PPP) technique. The data of students' posttest score could be seen on Table. 9 as follow:

Table.9 The Data of Students' Posttest Score

Class	N	\bar{x}	X_{max}	X_{min}
XI IPA 2 (Experimental class)	21	79, 23	93	60
XI IPA 3 (Control class)	20	70, 1	90	50

Based on the result of students' posttest at experimental and control class. There were the students' mean score at experimental class was 79, 23 and the students' mean score at control class was 70, 1. The higher score at experimental was 93 and control class 90 So, It means that the main score of experimental class that was though by using Pause, Prompt, Praise (PPP) technique was higher than the mean score of the control class that though by using scanning technique.

2. Data Analysis

In order to get the conclusion of the result of this research, the researcher used t-test statistical analysis. The data could be distributed normally and homogeneously. In order to get the normality and homogeneity of the data the researcher analyzed it by using some statistical analysis formulas.

1. Normality Testing

In order to analyze the normality of the data on students' reading comprehension on experimental class and control class the researcher got the data from both of the classes. The normality testing can be seen on the following table. 10.

Table. 10 Result of Normality Testing on the Sample

Normality Testing	Class	Number of students (n)	(α)	Critical value of accounting (Io)	Critical value of table (It)	Distribution
Pretest	Experimental Class	21	0,05	0,158	0,190	Normal
	Control Class	20	0,05	0,163	0,190	Normal
Post test	Experimental Class	21	0,05	0,138	0,190	Normal
	Control Class	20	0,05	0,160	0,190	Normal

From the experimental class it was gotten that calculated normality coefficient on pretest $I_o = 0,158$ at the significance level $0,05$ and the table normality coefficient $I_t = 0,190$ it was mean that $I_o < I_t$. While on posttest, it was gotten the calculated normality coefficient were $I_o = 0,163$ at the significance level $0,05$ and the table normality coefficient $I_t = 0,190$ it was mean that $I_o < I_t$.

The data from the control class on the pretest were $I_o = 0,138$ and $I_t = 0,190$. While on the post test, it was gotten the calculated normality coefficient were $I_o = 0,160$ at the significance level $0,05$ and the table normality coefficient $I_t = 0,190$ it was mean that $I_o < I_t$.

Based on the data analysis above the researcher concluded that the data from both experimental and control class were distributed normally.

2. Homogeneity Testing

In order to analyze the variance of the data of students reading comprehension in recount text both in experimental class and control class the researcher analyzed by using test of homogeneity. It could be seen on the following Table 11.

Table. 11 The Result of Homogeneity Testing of Pretest

Class	n	α	S	S^2	F_c	F_t	Variances
Experiment	21	0,05	10,01	100,20	1,20	2,10	Homogenous
Control	20	0,05	9,13	83,35			

The result of the table above got the data of homogeneity testing on pretest, $F_{\text{calculated}} = 1.20$ at the significances level $\alpha = 0.05$. $F_{\text{table}} = 2.10$. So, $F_{\text{calculated}} \leq F_{\text{table}}$ it mean that both of class had the same variances.

Table. 12 The Result of Homogeneity Testing of Pretest Posttest at Experimental Class

Class	n	α	S	S ²	F _c	F _t	Variances
Experiment	21	0,05	10,01	100,20	1,25	2,10	Homogenous
Experiment	21	0,05	10,62	112,78			

The pretest post test data in experimental class $F_{\text{calculated}} = 1,25$ at the significances level $\alpha = 0,05$. $F_{\text{table}} = 2,10$. So, $F_{\text{calculated}} \leq F_{\text{table}}$. So, both of classes have same variances.

Table. 13 The Result of Homogeneity Testing of Pretest Posttest at Control Class

Class	n	α	S	S ²	F _c	F _t	Variances
Control	20	0,05	9,13	83,35	1,56	2,10	Homogenous
Control	20	0,05	11,43	130,64			

The pretest post test data in control class $F_{\text{calculated}} = 1,56$ at the significances level $\alpha = 0,05$. $F_{\text{table}} = 2,10$. So, $F_{\text{calculated}} \leq F_{\text{table}}$. So, both of classes not have same variances.

Table. 14 The Result of Homogeneity Testing of Posttest

Class	n	α	S	S ²	F _c	F _t	Variances
Experiment	21	0,05	10,62	112,78	1,15	2,10	Homogenous
Control	20	0,05	11,43	130,64			

The post test data $F_{\text{calculated}} = 1,15$ at the significances level $\alpha = 0,05$. $F_{\text{table}} = 2,10$. So, $F_{\text{calculated}} \leq F_{\text{table}}$. Therefore, both of experimental and control class had the same variances. It was calculated all of the variances of experimental and control class were homogenous.

3. Hypothesis Testing

In order to know whether there was any differentiation of students reading comprehension in recount text test both in experimental and control class it was did T test statistical analysis. It can be seen on the following table 15-18:

Table.15 The Result of t-test in Pre Test

Class	(n)	S	S ²	α	t _c	t _t	Reference
Experiment	21	10,01	100,20	0,05	0,14	1,68	Ho was received and Ha was rejected
Control	20	9,13	83,35	0,05			

The pretest data $t_{\text{calculated}} = 0,14$ and $t_{\text{table}} = 01,68$ so $t_{\text{calculated}} \geq t_{\text{table}}$. In other words, Ho was received and H_a was rejected.

Table.16 The Result of t -test in Pretest-Posttest in Experimental Class

Class	(n)	S	S ²	α	t _c	t _t	Reference
Experiment	21	10,01	100,20	0,05	3,84	1,68	Ho was rejected and Ha was received
Experiment	21	10,62	112,78	0,05			

From the table above, it was got the data $t_{\text{calculated}} = 7,81$ and $t_{\text{table}} = 1,68$, so $t_{\text{calculated}} \geq t_{\text{table}}$. In order words, Ho was received and Ha was rejected. It means that the students reading comprehension on recount text increased after taught by using Pause, Prompt, Praise (PPP) technique.

Table.17 The Result of t -test in Pretest-Posttest at Control Class

Class	(n)	S	S ²	α	t _c	t _t	Reference
Control	20	9, 13	83, 35	0, 05	0, 60	1, 68	Ho was received and Ha was rejected
Control	20	11, 43	130, 64	0, 05			

From the data above, it was got the data $t_{\text{calculated}} = 0,60$ and $t_{\text{table}} = 1,68$, so $t_{\text{calculated}} \leq t_{\text{table}}$. In order words, Ho was received and Ha was rejected. It means that the students reading comprehension on recount text not increased yet after taught by using scanning technique

Table.18 The Result of t-test in Posttest

Class	(n)	S	S ²	α	t _c	t _t	Reference
Experiment	21	10,01	100,20	0,05	2,75	1,68	Ho was rejected and Ha was received
Control	20	11,43	130,64	0,05			

From the table above, it was got post test data $t_{\text{calculated}} = 2,75$ and $t_{\text{table}} = 1,68$, so $t_{\text{calculated}} \geq t_{\text{table}}$. In order words, Ho was received and Ha was rejected. It means the students reading comprehension on recount text that taught by using

Pause, Prompt, Praise (PPP) technique was better than students reading comprehension on recount text that taught by using scanning technique. In the other words, there was a positive effect on students reading comprehension on recount text by using Pause, Prompt, Praise (PPP) technique.

B. Discussion

In implementing of Pause, Prompt, Praise (PPP) technique, the students become active and also have high motivation in learning process. Besides that, by using this technique the students understand the message and can provide the message in the text by using their background knowledge and also by using their self-correct. So, the student ability was increased.

In learning process, the students' at experimental class taught by using Pause, Prompt, Praise (PPP) technique at eight grade of SMP N 21 Sijunjung at 2020/2021 academic year was increased. The students more focused and enjoyed to read the text, want to did the exercise and answer the question correctly. Then by using this strategy also make the students more critical in think and understanding about the verb II in a text and in understand the main idea in each paragraph.

Moreover, there was difference students' reading comprehension of Pause, Prompt, Praise (PPP) technique in experimental class and students' reading comprehension of recount text after taught by using scanning technique. Scanning technique can help the reader to searching for key phrases or word, and specific fact in the text, scanning can help student easy to gather specific information in a text. In experimental class the student's ability increased very high, and in control class the ability of the student still same within increase a little percent.

Besides that, by using Pause, Prompt, Praise (PPP) technique also give the significance effect to the students in reading comprehension at recount text. It can be

showed at the different result of the students reading comprehension before did the treatment and after did the treatment. After gave the treatment by using Pause, Prompt, Praise (PPP) technique the students reading comprehension increased very high. It means that, there was a positive effect by the students in reading comprehension after taught by using Pause, Prompt, Praise (PPP) technique.

In addition, after conducted this research, it was found that the students were more focused to read the text. The students more easily to found the information that contained in the text because the students can predict the text tell about based on their background knowledge with their familiarity with the language structure of the text. This finding support the theory that is explained by McNaughton, Glynn, Robinson (1981:29)explain that the application of this technique is the students predict the meaning or important words and verb II by using their prior knowledge or their background knowledge.

Furthermore, after reading comprehension of recount text by using Pause, Prompt, Praise (PPP) technique, and also make the students more easily to found and understand the meaning of the text by using the students own words without the teacher prompt and makes the students more understand about the text that the students read. This finding support the theory by Stuart Peter (2001: 65) adds that PPP technique helps the students more easy to understand the meaning that contained in the text and make the student can self-correct when their found unfamiliar word or sentence in the text with their background knowledge.

Pause, Prompt, Praise (PPP) technique can gave the positive effect toward students' reading comprehension of recount text. This technique could help the students more easy to comprehend the text by using their prior knowledge and then make the students more easily to understand about the text without teacher helps.

In conclusion, Pause, Prompt, Praise (PPP) technique is suggested to be used by the English teacher, especially for the English teacher at SMP N 21 Recount text in teaching recount text. This technique can help the students' to comprehend the text, increase reading comprehension and encourage active learning.

SIMPULAN DAN SARAN

From the analysis of the research some conclusion could be drawn:

1. The students' reading comprehension of recount text after being taught by using pause, prompt praise (PPP) technique at the Eleventh grade of SMP N 21 Sijunjung at 2020/2021 academic year was improved significantly. It can be seen from the students' mean score in the posttest that is good. It was higher than the pretest score.
2. The students' reading comprehension of recount text after being taught by using scanning technique at the Eleventh grade of SMP N 21 Sijunjung at 2020/2021 academic year not improved yet.
3. There was an effect of pause, prompt praise (PPP) technique in teaching reading comprehension of recount text at the Eleventh grade of SMP N 21 Sijunjung at 2020/2021 academic year.

Based on the conclusion above, the researcher proposes some suggestions. They are as follow:

1. The English teacher to use Pause, Prompt, Praise (PPP) technique in teaching, especially in teaching reading comprehension of analytical exposition text.
2. The next researcher to continue this research in the future; it is suggested to other researcher to carry out further studies about the use of Pause, Prompt, Praise

- (PPP) technique to another teaching process in order to increase students' reading comprehension ability.
3. The English teacher to use Pause, Prompt, Praise (PPP) technique to increase the students' ability in reading comprehension of recount text and to motivate them in learning English.
 4. The students can use Pause, Prompt, Praise (PPP) technique when they are read the texts especially monologue text. This strategy can help the students more active and more easy to comprehend a text and make the students more excited in learning English.

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LAMPIRAN

Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	150.000	2	2	600.000
Pengumpul Data	100.000	4	1	400.000
Analisis Data	200.000	2	1	400.000
Sub Total (Rp.)				1.400.000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp.)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	10	128.000	1.280.000
Fotocopy	Perbanyak instrument penelitian	5	96.000	480.000
Dokumentasi selama Penelitian	Penelitian	4	150.000	600.000
Jumlah				2.360.000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp.)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	3	60.000	180.000
Tinta Printer EPSON	Print laporan penelitian, instrument penelitian	7	175.000	1.225.000
Buku folio	Catatan lapangan penelitian	1	23.000	23.000
Pen Correction (Tipe X)	Catatan lapangan penelitian	2	8.500	17.000
Bulpoint	Catatan lapangan penelitian	6	4.000	24.000
Spidol Snowman	Pelaksanaan penelitian	2	9.000	18.000
Map File Bening	Penyimpanan SK Pelaksanaan kegiatan	8	7.500	60.000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	2	24.000	48.000
Materai 10.000	Kontrak penelitian	12	10.000	120.000

Jumlah				1.715.000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp.)	Biaya/tahun/12 bulan (Rp.)
Biaya Transportasi Observasi	Perjalanan Observasi	2	50.000	100.000
Biaya Transportasi Penelitian	Perjalanan Penelitian	8	75.000	60.000
Jumlah				700.000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp.)	Biaya per Tahun (Rp.)
Publikasi di Jurnal	Luaran	1	300.000	300.000
Sub Total (Rp.)				300.000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (Rp.)				6.500.000



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SURAT PERNYATAAN KETUA PENELITI/PELAKSANA

Yang bertanda tangan di bawah ini:

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Jabatan Fungsional : Tenaga Pengajar

Dengan ini menyatakan bahwa proposal penelitiannya dengan judul: **The Effect Of Using Pause, Prompt, Praise (PPP) Technique Toward Students' Reading Comprehension on Recount Text at the Eleventh Grade Students of SMPN 21 Sijunjung at 2020/2021 Academic Year**, yang diusulkan dalam skema Hibah Penelitian LP3M UMMY untuk tahun anggaran 2020/2021 bersifat **original dan belum pernah dibiayai oleh lembaga / sumber dana lain.**

Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima ke kas UMMY.

Demikian pernyataan ini dibuat dengan sesungguhnya, agar dapat digunakan sebagaimana mestinya.

Solok, 27 Januari 2021

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Surat Tugas

No. **/ST-P/LP3M-UMMY/I-2021**

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

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Untuk melaksanakan kegiatan Penelitian dengan judul **The Effect Of Using Pause, Prompt, Praise (PPP) Technique Toward Students' Reading Comprehension on Recount Text at the Eleventh Grade Students of SMPN 21 Sijunjung at 2020/2021 Academic Year** pada Tahun Akademik 2020/2021.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggung jawab.



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