

# PROSIDING *Seminar Nasional*

HASIL PENELITIAN PENDIDIKAN DAN PEMBELAJARAN

“Rekonstruksi Kurikulum dan Pembelajaran  
Berbasis Karakter”



SEMNAS STKIP PGRI JOMBANG



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22 APRIL 2017**

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## KATA PENGANTAR

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Pendidikan karakter dewasa ini merupakan sebuah tuntutan untuk dapat meningkatkan kualitas moral dalam kehidupan manusia khususnya di Indonesia, terutama di kalangan peserta didik. Sekolah dituntut untuk memainkan peran dan tanggung jawab dalam menanamkan dan mengembangkan nilai-nilai dan membantu para peserta didik membentuk dan membangun karakter dengan nilai-nilai yang baik. Pendidikan karakter diarahkan untuk memberikan tekanan pada nilai-nilai tertentu seperti rasa hormat, tanggung jawab, jujur, peduli, adil, dan membantu peserta didik untuk memahami, memperhatikan, dan melakukan nilai-nilai dalam kehidupann sehari-hari.

Untuk mempersiapkan keberlangsungan kehidupan masyarakat dan bangsa yang lebih baik di masa depan dapat ditandai oleh pewarisan budaya dan karakter yang telah dimiliki masyarakat dan bangsa. Dalam proses pendidikan budaya dan karakter bangsa, secara aktif peserta didik harus mengembangkan potensi dirinya, melakukan proses internalisasi, dan mampu menghayati nilai-nilai menjadi kepribadian dalam bergaul di masyarakat. Juga, diharapkan dapat mengembangkan kehidupan masyarakat yang lebih sejahtera, serta kehidupan bangsa yang lebih bermartabat.

Kegiatan Seminar Nasional Hasil Penelitian Pendidikan ini merupakan wujud usaha menanggapi dan upaya mengembangkan sumber daya manusia dalam menyiapkan generasi muda yang berkarakter. Untuk mewadahi para peneliti, akademisi dan para pengembangan sumber daya manusia terselenggarakan kegiatan seminar ini dengan Tema “Rekonstruksi Kurikulum dan Pembelajaran Berbasis Karakter”. Hasil pemikiran, kajian, dan penelitian ini diharapkan dapat dijadikan rujukan bagi para peneliti, pendidik dan para pengembang sumber daya manusia untuk menghasilkan generasi muda yang cerdas, kompetitif, dan berkarakter.

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Ketua Panitia

Dr. Wiwin Sri Hidayati, M.Pd.



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| <b>Deixis in the Readers Forum Articles of the Jakarta Post Online<br/>Newspaper</b><br><i>Ryantau Haninda Arya Putri</i>                                          | 1786 –1796 |
| <b>Morphophonemics Beteen Korean And English On Konglish: Cross<br/>Linguistics Influence</b><br><i>Trislina</i>                                                   | 1797 –1808 |
| <b>Deixis In The Press Conference Of Indonesia Delivered By President<br/>Susilo Bambang Yudhoyono and President Barrack Obama in Jakarta</b><br><i>Ulil Afsah</i> | 1809 –1817 |
| <b>An Analysis of Deixis in Barack Obama’s Speech in Jerusalem, Israel<br/>on September 30<sup>th</sup>, 2016</b><br><i>Yusmi Qori’ah</i>                          | 1818 –1829 |
| <b>The Effectiveness of Teaching Writing Descriptive Text by Using<br/>Photograph of Instagram</b><br><i>Yusrotul Aulia Dewi</i>                                   | 1830 –1839 |



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|---------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>An Analysis of Code Switching in The “Sunshine Becomes You” Movie</b><br><i>Enny Maghfuroh</i>                               | 1840 –1852 |
| <b>Code Switching in <i>Mimpi Sejuta Dolar</i>’s Film</b><br><i>Ilmi Muliya</i>                                                 | 1853 –1865 |
| <b>Representative Acts Applied In <i>Wonderful Indonesia</i> Advertisement</b><br><i>Lailatul Fitriyah</i>                      | 1878 –1886 |
| <b>Illocutionary Acts on Eggsy’s Main Character in The “<i>Kingsman</i>” Movie</b><br><i>Luluk Munadhifah</i>                   | 1887 –1897 |
| <b>An Analysis of Presupposition in Brad Cohen <i>Front of The Class</i>’movie</b><br><i>M. Taufiqurrohman</i>                  | 1898 –1907 |
| <b>The Flouting of Conversational Maxims in “The Swap” Movie Script: Pragmatics Study</b><br><i>Marwah</i>                      | 1908 –1917 |
| <b>American Propaganda Machine: <i>Critical Discourse Analysis</i></b><br><i>Muhammad Khanafi &amp; M. Syaifuddin</i>           | 1918 –1926 |
| <b>Illocutionary Acts Employed By The Main Character In <i>Gifted Hands</i> Movie</b><br><i>Nurma Dewi Masitoh</i>              | 1927 –1938 |
| <b><u>PRESENTASI 3</u></b><br><b><i>Sub Tema: Pembelajaran Sastra</i></b>                                                       | 1939 –1940 |
| <b>Kondisi Emosi Dasar Manusia dalam Novel Dua Malam Bersama Lucifer dengan Kajian Psikologi Sastra</b><br><i>Agus Prasetyo</i> | 1941 –1952 |
| <b>Penerapan Metode Latihan (<i>Drill</i>) Dalam Pembelajaran Menulis Kritik Sastra pada Mahasiswa</b><br><i>Ana Yuliati</i>    | 1953 –1965 |
| <b>A Portrayed of Marxist in Females Character Daisy and Myrtle In <i>The Great Gatsby</i> Novel</b><br><i>Andri Sucahyono</i>  | 1966 –1974 |
| <b>Anthropomorphism of Ancient Greek Gods and Goddesses Found in <i>The Iliad</i> By Homer</b><br><i>Ani Masrukha</i>           | 1975 –1983 |
| <b>Robert Angier Obsession in <i>The Prestige</i> Film</b><br><i>Ardika Ayu Astuti</i>                                          | 1984 –1993 |

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| <b>Radical Rethinking of Subjectivity, Sexuality and Representation of Lili Elbe in Danish Girls Film (A Study of Queer Criticism)</b><br><i>Arif Hasbullah &amp; Banu Wicaksono</i>                        | 1994 –1999 |
| <b>Robert Angier Obsession in The Prestige Film Referential Deixis of <i>The Lottery's</i> Short Story By Shierly Jackson</b><br><i>Deby Mega Eriska</i>                                                    | 2000 –2010 |
| <b>Personality Structure of The Main Character in “<i>The Sheriff's Pregnant Wife</i>” Novel</b><br><i>Elshe Viggi Yuhana</i>                                                                               | 2011 –2022 |
| <b>A Portrayed of Marxist in Females Character Daisy and Myrtle in The Perjuangan Karakter Utama Wanita Terhadap Kesetaraan Politik di Film “The Soong Sisters”: Feminisme</b><br><i>Eriyani Meiliawati</i> | 2023 –2032 |
| <b>A Struggle by the Main Woman Character on Women's Suffrage Movement in Film “Suffragette”: Liberal Feminism Study</b><br><i>Ernawati</i>                                                                 | 2033 –2044 |
| <b>Deconstruction Analysis of Macho Concepts at Character of Gregory in <i>Seventh Son</i> Film</b><br><i>Gita Purnama Sari</i>                                                                             | 2045 –2055 |
| <b>Psychoanalysis Toward <i>Keeping Mum</i> Movie Directed By Niall Johnson</b><br><i>Gita Trisanti Wardani</i>                                                                                             | 2056 –2062 |
| <b>Paul Morel's Love to His Mother in <i>Sons and Lovers</i> Novel by D.H. Lawrence</b><br><i>Ina Lestari</i>                                                                                               | 2063 –2074 |
| <b>Romance Formulas in “When Harry Met Sally” Film</b><br><i>Julia Khoirun Nisa</i>                                                                                                                         | 2075 –2081 |
| <b>Lavinia Mannon Characterization Formed by Electra Complex Symptoms in Drama Script Mourning Becomes Electra by Eugene O'Neill</b><br><i>Kartika Shinta Melati &amp; Erma Rahayu Lestari</i>              | 2082 –2093 |
| <b>The Effectiveness of Drama in Teaching Speaking on Narrative</b><br><i>Khusnul Dwi Anggraini</i>                                                                                                         | 2094 –2106 |
| <b>Tataran Fonologi Kidungan dalam Kesenian Ludruk</b><br><i>Silfia Dwi Anggraini &amp; Anton Wahyudi</i>                                                                                                   | 2107 –2126 |

## The Effectiveness Of Quick On The Draw Technique In Teaching Reading Recount Text

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### Abstract

Reading is crucial learning activity which mostly makes students bored. To build interactive activity, Quick on the Draw (QOTD) is useful technique that group working is the prior aspect should be done by the students. So that, the researcher interested to investigate whether the students taught by using QOTD have better achievement in reading recount text than the students taught by conventional technique in SMP Negeri 2 Megaluh. This research used quasi experimental design especially nonequivalent control group design which experimental and control group are included. By giving the same pre-test and post-test and different teaching learning process, the research data was collected. The data was analyzed by using ANCOVA SPSS 16.0. By calculating the post-test for both control and experimental group, it was gained F value 6.009. It was meant  $6.009 > 4.03$ , the F value is greater than F critical value. And the significance value was 0.018 which is lower than the significance level,  $0.018 < 0.05$ . It could be concluded that Quick on the Draw is effective in teaching reading recount text at the eight students of SMP Negeri 2 Megaluh and the Hypothesis Alternative ( $H_a$ ) was accepted.

**Keywords:** Ancova, Recount Text, Quick on the Draw, Teaching Reading.

### Abstrak

Membaca adalah kegiatan pembelajaran penting yang membuat kebanyakan siswa bosan. Quick on the Draw (QOTD) adalah teknik yang sangat berguna yang menekankan pada kerja kelompok sebagai aspek utama yang harus dilakukan oleh siswa. Jadi, peneliti tertarik untuk menyelidiki apakah siswa yang diajar menggunakan Quick on the Draw (QOTD) mencapai hasil lebih baik dalam membaca teks recount dari pada siswa yang diajar dengan menggunakan teknik konvensional di SMP Negeri 2 Megaluh. Penelitian ini menggunakan rancangan kuasi eksperimental khususnya nonekuivalen control grup dengan adanya grup control dan eksperimental di dalamnya. Data penelitian dikumpulkan dengan memberikan pre-test dan post-test yang sama dan proses pengajaran pembelajaran yang berbeda. Data analisis dari penelitian ini menggunakan ANCOVA SPSS 16.0. Dengan menghitung hasil post-test dan pre-test dari kedua grup eksperimental dan control grup didapat F hitung sebesar 6.009. Hal ini berarti F hitung lebih besar dibandingkan F kritis,  $6.009 > 4.03$ . Dan signifikansi hitung sebesar 0.018 yang mana lebih rendah dibandingkan taraf signifikansi level 0.05,  $0.018 < 0.05$ . Hal ini dapat disimpulkan bahwa Quick on the Draw efektif dalam pengajaran membaca teks recount pada siswa kelas delapan SMP Negeri 2 Megaluh dan Hipotesis Alternatif ( $H_a$ ) diterima.

**Kata Kunci:** Ancova, Pembelajaran Membaca, Teks Recount, Quick on the Draw.

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## Introduction

Reading is one of important skill, which includes transferring written text being something understandable by the reader. Basic knowledge is mostly gotten by an activity called reading. By reading activity the students begin to build many concepts of knowledge which has recorded well on their memory. Grabe and Stoller stated that reading is ability to draw meaning from printed page and interpret information appropriately (Grabe and Stoller, 2002, p. 9). The consideration that reading activity as important skill and includes into passive activity, it is mostly makes students bored. To create conducive and interactive class recently, there are many varieties of ways which can be applied. Cooperative learning is one of appropriate ways that can be implemented in teaching English especially in reading subject. One of popular teaching technique in cooperative learning is called by Quick on the Draw, which is pointed as the appropriate technique in teaching reading. Quick on the Draw includes grouping activity to find out the main idea or implicit and explicit answer which concerns to the text quickly. It is supported by Paull Ginnis (2008: 163) in Anshar Syahrir's blog stated that Quick on the Draw emphasizes students to cooperate in small group discussion in order to be the first which complete one questioning session (Syahrir, 2012, p.1). Other crucial component beside teaching technique in reading activity is the printed product namely text. There are several types of text in teaching language skill, the most interesting one which attracted the researcher in doing this research is recount text. Anderson stated that recount is a piece of text that retells past events, usually in the order in which they occurred (Anderson, 2003, p. 24).

Based on the explanation above the researcher interests in doing research to prove the effectiveness of Quick on the Draw in teaching reading recount text. The researcher conducts the research to investigate the effectiveness of using Quick on the Draw in teaching reading at eight grade students of SMP Negeri 2 Megaluh by the Hypothesis Alternative (Ha) students who taught by using Quick on the Draw achieve better reading recount text than students who taught by conventional teaching and learning reading recount.

## Review of Related Literature

According to John (1981) in Miftachul Chasanah stated that teaching reading is the activity of helping students to improve their reading ability (Miftachul Chasanah, 2012, p. 9). As stated above that teaching reading is for helping students, means that teacher has to provide an activity that able to stimulate their desire in reading. Along with the development in educational field, teaching reading has various type of ways that can be done to improve students' reading ability It can be practiced by using some learning techniques and attractive learning mater. According to Syahrir, Quick on the Draw is kind of learning which focuses on cooperation activity on founding, answering, and reporting information from many sources covered by a game activity that concern to group working and their speed (Syahrir 2012, p.1). It means that this Quick on the Draw technique emphasizes group working rather than individual working. However, the activeness of each member in a group is the primary because each member has responsible to be active participant. The student is obligated to look for, answer, and report a question of a set question in a group.

The purpose of reading may affect the strategy that is used. According to Fachrurrazy the purpose of reading activities can be comprehension (intensive reading in the class), enjoyment (extensive reading out of class), speed reading (skimming and scanning), or accurate pronunciation (reading aloud). It means that in every single reading purpose has own strategy that can be done by the reader in order to achieve what the reader wants by the activity of reading (Fachrurrazy, 2012, p. 83). By the assumption that reading is passive or receptive skill, the English teacher has to understand well what reading principle is and what the text genre should be given to the students appropriately. One of reading principle which

goes with the research is encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction (Harmer, 2007, p. 101-102). In other word the students have to give feed back about what they have read.

Based on the principle above, interactive reading which includes reading one or more pages and the process of negotiating meaning by the readers' knowledge to the content of the text is appropriate to be done (Brown, 2003, p. 189). In addition, recount text is suitable to be used in order to gain the student's interaction by feeding their experience each other. According to Anderson recount is a piece of text that retels past events, usually in the order in which they occurred (Anderson, 2003, p. 24) . For assessing how the reading activity has been reached well, short answer task is appropriate to be assessed. According to Brown a popular alternative to multiple-choice questions following reading passages is the age-old short answer format (Brown, 2003, p. 207). It means that the reading ability to understand a text of the students can be measured by assessing score of the short answer of the essay questions based on the scoring rubric or reading as following:

| NO | DETAIL                                                                                                                                                                                                          | SCORE |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1  | The written response is complete. It indicates avery good understanding of the story and its problem, and provides accurate, and relevant details, information, and supportive reasoning.                       | 20    |
| 2  | The response is partial and indicates a fairly good understanding of the story. Although the information selected mostly accurate details and ideas, some may e irrelevant or unrelated to the story's problem. | 15    |
| 3  | The response is fragmentary and indicates only minimal understanding of the story's problem. It includes mainly random details and irrelevant information.                                                      | 10    |
| 4  | There is little or no response. Innacurate and irrelevant details and ideas indicate a serious misunderstanding of the story.                                                                                   | 5     |

Adapted from: Fiderer. (2012). *Performance Assesement for Reading*. Retrieved At 5<sup>th</sup> December, 2015 from [teacher.scholastic.com/professional/assesment/readingassess.htm](http://teacher.scholastic.com/professional/assesment/readingassess.htm)

## Research Method

In this research, the researcher used quantitative research which quasi experimental as the design especially for nonequivalent control-group design. There were two groups that taken as the subjects of the research, those are control group (VIII A) and experimental group (VIII-B) which was known 56 students. Control group was taught by conventional teaching learning process. While, experimental group got the treatment of Quick on the Draw Technique. Furthermore, both classes were given pre-test and post-test.

To assert the data, the researcher needed a research tool namely instrument. While, instrument is the research tools which use a certain method in administering (Arikunto, 2002, p. 126). The research instrument which is used has to proper to what it is measured. In this research, the researcher only used test as the instrument. The researcher decided to make essay test which consisted of five items for each pre-test and post-test. It was refered to the indicators included: identify the main idea of the text, determine the implicit information of the text, identify the meaning of a reference word or phrase from the text, and determine the similar meaning of some words include in the text. Before administering, the test has to be valid and reliable. Therefore, it needed to be judged by the expert and conducted a try out before it is administered to know its validity and reliability. The try out was conducted to the diferent subject in the same grade. In measuring the validity, the researcher computed both content and construct validity. The researcher conducted content validity by asserting the expert judgement to know the test was need to be reconstructed or not. While the construct

validity was computed from the results of the try out which were corrected by the teacher of the school as an expert. All off the tryout score were accumulated by the appropriate formula for correlation to know the test validity. The researcher correlated the score by calculating **Pearson's Product Momemt** using SPSS 16.0. To perform the correlation in SPSS by choosing ANALYZE > CORRELATE > BIVARIATE (Larson, 2010, p. 163). While, in measuring the reliability, the researcher used interrater reliability which the researcher asserted four experts to judge the try out result of two students that a student for pre-test and a student for post-test. Then to calculate the coefficient correlation between the scores of the raters, the researcher used **Cronbach's alpha**. To perform a correlation in SPSS 16.0. choose ANALYZE > SCALE > RELIABILITY ANALYSIS. Put all the items which contain judges' ratings of the participants in the "Items" box. Then, open the STATISTICS button and tick the "Intraclass correlation coefficient" box. In the first drop-down menu choose TWO-WAY RANDOM, but leave the other drop-down menu alone. Also tick "Scale", "Item", and "Correlation". And the result of Cronbach's alpha is in the output (Larson, 2010, p. 17).

#### The Criteria of Validity ad Reliability Coefficient

|           |           |
|-----------|-----------|
| 0,80-1,00 | Very high |
| 0,60-0,80 | High      |
| 0,40-0,60 | Enough    |
| 0,20-0,40 | Low       |
| 0,00-0,20 | Very low  |

Table of validity of pre-test

#### Correlations

|             |                     | X1     | X2     | X3     | X4     | X5     | Total_score |
|-------------|---------------------|--------|--------|--------|--------|--------|-------------|
| X1          | Pearson Correlation | 1      | .238   | .481** | .025   | .333   | .500**      |
|             | Sig. (2-tailed)     |        | .205   | .007   | .894   | .072   | .005        |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30          |
| X2          | Pearson Correlation | .238   | 1      | -.199  | .201   | .226   | .513**      |
|             | Sig. (2-tailed)     | .205   |        | .292   | .286   | .229   | .004        |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30          |
| X3          | Pearson Correlation | .481** | -.199  | 1      | .163   | .108   | .506**      |
|             | Sig. (2-tailed)     | .007   | .292   |        | .389   | .570   | .004        |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30          |
| X4          | Pearson Correlation | .025   | .201   | .163   | 1      | .466** | .726**      |
|             | Sig. (2-tailed)     | .894   | .286   | .389   |        | .009   | .000        |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30          |
| X5          | Pearson Correlation | .333   | .226   | .108   | .466** | 1      | .675**      |
|             | Sig. (2-tailed)     | .072   | .229   | .570   | .009   |        | .000        |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30          |
| Total_score | Pearson Correlation | .500** | .513** | .506** | .726** | .675** | 1           |
|             | Sig. (2-tailed)     | .005   | .004   | .004   | .000   | .000   |             |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30          |

### Correlations

|             |                     | X1     | X2     | X3     | X4     | X5     | Total_score |
|-------------|---------------------|--------|--------|--------|--------|--------|-------------|
| X1          | Pearson Correlation | 1      | .238   | .481** | .025   | .333   | .500**      |
|             | Sig. (2-tailed)     |        | .205   | .007   | .894   | .072   | .005        |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30          |
| X2          | Pearson Correlation | .238   | 1      | -.199  | .201   | .226   | .513**      |
|             | Sig. (2-tailed)     | .205   |        | .292   | .286   | .229   | .004        |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30          |
| X3          | Pearson Correlation | .481** | -.199  | 1      | .163   | .108   | .506**      |
|             | Sig. (2-tailed)     | .007   | .292   |        | .389   | .570   | .004        |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30          |
| X4          | Pearson Correlation | .025   | .201   | .163   | 1      | .466** | .726**      |
|             | Sig. (2-tailed)     | .894   | .286   | .389   |        | .009   | .000        |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30          |
| X5          | Pearson Correlation | .333   | .226   | .108   | .466** | 1      | .675**      |
|             | Sig. (2-tailed)     | .072   | .229   | .570   | .009   |        | .000        |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30          |
| Total_score | Pearson Correlation | .500** | .513** | .506** | .726** | .675** | 1           |
|             | Sig. (2-tailed)     | .005   | .004   | .004   | .000   | .000   |             |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30          |

\*\*, Correlation is significant at the 0.01 level (2-tailed).

Based on the description above, it was known that all the test items of pre-test were in good criteria, so the researcher able to use the test in asserting the students' scores of pre-test without any reconstruction

Table of validity of post-test

### Correlations

|    |                     | X1     | X2     | X3     | X4    | X5   | Total_score |
|----|---------------------|--------|--------|--------|-------|------|-------------|
| X1 | Pearson Correlation | 1      | .848** | .464** | -.061 | .327 | .582**      |
|    | Sig. (2-tailed)     |        | .000   | .010   | .750  | .078 | .001        |
|    | N                   | 30     | 30     | 30     | 30    | 30   | 30          |
| X2 | Pearson Correlation | .848** | 1      | .484** | -.054 | .306 | .597**      |
|    | Sig. (2-tailed)     | .000   |        | .007   | .775  | .101 | .000        |
|    | N                   | 30     | 30     | 30     | 30    | 30   | 30          |
| X3 | Pearson Correlation | .464** | .484** | 1      | .137  | .360 | .729**      |
|    | Sig. (2-tailed)     | .010   | .007   |        | .469  | .051 | .000        |
|    | N                   | 30     | 30     | 30     | 30    | 30   | 30          |
| X4 | Pearson Correlation | -.061  | -.054  | .137   | 1     | .198 | .577**      |
|    | Sig. (2-tailed)     | .750   | .775   | .469   |       | .295 | .001        |

|             |                     |        |        |        |        |        |        |
|-------------|---------------------|--------|--------|--------|--------|--------|--------|
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30     |
| X5          | Pearson Correlation | .327   | .306   | .360   | .198   | 1      | .693** |
|             | Sig. (2-tailed)     | .078   | .101   | .051   | .295   |        | .000   |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30     |
| Total_score | Pearson Correlation | .582** | .597** | .729** | .577** | .693** | 1      |
|             | Sig. (2-tailed)     | .001   | .000   | .000   | .001   | .000   |        |
|             | N                   | 30     | 30     | 30     | 30     | 30     | 30     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the table of validity correlation above it was known that all the test items of post-test were in good criteria, so the researcher able to use the test in asserting the students score of post-test without any reconstruction.

#### The Reliability of Pre-test

##### Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| <b>.612</b>      | .624                                         | 4          |

Based on the table of criteria of reliability coefficient and reliability statistics of Cronbach's Alpha for pre-test above, it was found 0.612. The test had high reliability, it was meant the test was constant in measuring with different participant, place, time and condition.

#### The Reliability of Post-test

##### Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| <b>.961</b>      | .971                                         | 4          |

Based on the table of criteria of reliability coefficient and reliability statistics of Cronbach's Alpha for post-test above, it was found 0.961. The test had very high reliability, it was meant the test was constant in measuring with different participant, place, time and condition. After finding the validity and reliability, the test has been proper to be administered. Pre-test was given to both experimental and control group to measure their basic knowledge in reading recount text.

#### The Mean Score of Pre-Test

| Class        | Mean Score |
|--------------|------------|
| Control      | 71.60      |
| Experimental | 69.35      |

In designing quasi experimental, the researcher gave the treatment to the experimental class only. While, the control class was taught by conventional teaching learning process Treatment was given after doing the pre-test. It was conducted for three

times. First treatment was for giving and understanding material about recount text (definition, purpose, generic structure, and language features. Second treatment was for giving explanation about Quick on the Draw Technique and how to apply it in reading recount text. The last treatment was for testing to use Quick on the Draw Technique in reading recount text in group discussion. After doing treatment for experimental class, post-test was given to both experimental and control group. Post test was provided to measure the significant different achievement between experimental and control group after getting treatment for experimental group.

The Mean Score of Post-Test

| Class        | Mean Score |
|--------------|------------|
| Control      | 83.35      |
| Experimental | 86.42      |

Although the mean score of both class in post-test had difference it can not assume that the teaching technique was effective, it needed to be calculated again for asserting conclusion. The researcher calculated the data by using SPSS 16.0. for one-way ANCOVA as following: 1) from the menu at the top of the screen, click on **Analyze**, then select **General Linear Model**, then **Univariate**; 2) In the **Dependent Variables** box, put the dependent variable (students' achievement in reading recount text in post-test); 3) In the **Fixed Factor** box, put the independent variable (teaching technique); 4) In the **Covariate** box, the covariate (students' achievement in reading recount text in pre-test); 5) Click on the **Model** button. Click on **Full Factorial** in the **Specify Model** section. Click on **Continue**; 6) Click on the **Options** button; 7) In the top section labelled **Estimated Marginal Means**, click on your independent variable (Quick on the Draw Technique); 8) Click on the arrow to move it into the box labelled **Display Means for**. This will provide you with the mean score on your dependent variable for each group, adjusted for the influence of the covariate; 9) In the bottom section of the **Options** dialogue box, choose **Descriptive statistics**, **Estimates of effect size** and **Homogeneity tests**; 10) Click on **Continue** and then **OK**

(Pallant, 2005, p. 274)

## Finding and Discussion

The research had been conducting for about four weeks with experimental and control class as the subject. After getting the data from pre-test and post-test of both class, the researcher used the appropriate formula to calculate it.

Tests of Between-Subjects Effects

Dependent Variable: Post\_test

| Source          | Type III Sum of Squares | Df | Mean Square | F            | Sig.        | Partial Eta Squared | Noncent. Parameter | Observed Power <sup>b</sup> |
|-----------------|-------------------------|----|-------------|--------------|-------------|---------------------|--------------------|-----------------------------|
| Corrected Model | 136.570 <sup>a</sup>    | 2  | 68.285      | 3.258        | .046        | .109                | 6.516              | .596                        |
|                 | 10317.433               | 1  | 10317.433   | 492.285      | .000        | .903                | 492.285            | 1.000                       |
| Pre_test        | 4.498                   | 1  | 4.498       | .215         | .645        | .004                | .215               | .074                        |
| QOTD_Technique  | 125.933                 | 1  | 125.933     | <b>6.009</b> | <b>.018</b> | .102                | 6.009              | .672                        |
| Error           | 1110.788                | 53 | 20.958      |              |             |                     |                    |                             |
| Total           | 404828.000              | 56 |             |              |             |                     |                    |                             |
| Corrected Total | 1247.357                | 55 |             |              |             |                     |                    |                             |

### Tests of Between-Subjects Effects

Dependent Variable: Post\_test

| Source          | Type III Sum of Squares | Df | Mean Square | F            | Sig.        | Partial Eta Squared | Noncent. Parameter | Observed Power <sup>b</sup> |
|-----------------|-------------------------|----|-------------|--------------|-------------|---------------------|--------------------|-----------------------------|
| Corrected Model | 136.570 <sup>a</sup>    | 2  | 68.285      | 3.258        | .046        | .109                | 6.516              | .596                        |
|                 | 10317.433               | 1  | 10317.433   | 492.285      | .000        | .903                | 492.285            | 1.000                       |
| Pre_test        | 4.498                   | 1  | 4.498       | .215         | .645        | .004                | .215               | .074                        |
| QOTD_Technique  | 125.933                 | 1  | 125.933     | <b>6.009</b> | <b>.018</b> | .102                | 6.009              | .672                        |
| Error           | 1110.788                | 53 | 20.958      |              |             |                     |                    |                             |
| Total           | 404828.000              | 56 |             |              |             |                     |                    |                             |
| Corrected Total | 1247.357                | 55 |             |              |             |                     |                    |                             |

a. R Squared = .109 (Adjusted R Squared = .076)

b. Computed using alpha = .05

The students reading score in pre-test and post-test for both experimental and control class were calculated by using analysis of covariance (ANCOVA) in significance level of 0.5 (5%). The result of F value was as following above, 6.009 and the significance value was 0.018. There were several steps to test the Hypothesis is accepted or not. First, compare the mean score of post-test between experimental and control class. It was found  $86.43 > 83.36$ , means that the students who given the treatment of Quick on the Draw achieved better reading than students who had conventional teaching learning process. But it could not be concluded that the technique is effective, it needed to be correlated and computed using ANCOVA to find out the F value and the significance value.

The F value which would be compared with F critical value which is known 4.03 for 56 subjects of the research and it should be greater. The significance value would be lower than 0.005 (5%) . By finding above the F value was 6.009, it was meant that F value was greater than F critical value,  $6.009 > 4.03$ . And the significance value was 0.018, it was meant that the significance value was lower than the significance level,  $0.018 < 0.05$ .

Accordance with the explanation above, it could be interpreted that Hypothesis Alternative was accepted. It means that Quick on the Draw gave significant influence to the teaching reading recount text at eight grade students of SMP Negeri 2 Megaluh. The finding goes with the theory has been stated by Paul Ginnis that Quick on the Draw emphasizes students to cooperate in small group discussion in order to be the first which complete one questioning session. It had encouraged the experimental class students who given the technique in teaching learning reading. Therefore, they got higher score than students of control class who were given conventional teaching and learning reading.

## Conclusion

Based on the data analysis and the research result, it could be concluded that there was significant influence of the use of Quick on the Draw technique in teaching reading recount text at eight grade students of SMPN 2 Megaluh in academic year 2015/2016. It was based on the F value was greater than F critical value,  $6.00 > 4.03$  in significance level of 0.05 (5%). And the significance value was lower than the significance level  $0.018 < 0.05$ .

From the research findings above, it could be stated that  $H_a$  was accepted. It means that the students taught by using Quick on the Draw Technique had better reading recount text achievement than the students taught by using conventional technique. It was referred to  $F \text{ value} > F \text{ critical value}$ .

### Recommendation

By the research findings above, it is recommended to both teachers and learners to use Quick on the Draw technique in teaching learning English especially for reading skill since it is effectively implemented to the eight grade students of SMP Negeri 2 Megaluh. This technique encourages students to do their obligation even they are in group discussion thus each of them can comprehend well the material given through reading activity using Quick on the Draw technique. For other researchers, it is recommended to administer other research for different subject of lesson or different skill relates to the use of Quick on the Draw technique in teaching learning process to strengthen the findings that Quick on the Draw technique is effective in teaching learning.

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