THE IMPLEMENTATION OF PACING TECHNIQUE TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF SMP UNISMUH MAKASSAR
(*A Pre-Experimental Research*)

A THESIS

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Submitted to the faculty of teacher training and education Makassar Muhammadiyah University in partial fulfillment of the requirement for degree of Education in English Department

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<u>WAHYUNI</u>

MOTTO

''Thankful for All Your Effort You Have to Do

Stay Humble, Be Honest, and Wise to Your Self

Don't Be Shy to Say Sorry and Thank You

Whenever and Wherever Is the Learning Process

Never Hesitate and Remain Confident''

Wahyuni

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah SWT, Most Gracious, Most Merciful

Alhamdulillahi Robbil 'Alamin, the writer is grateful for all his sincere gratitude to the almighty God, Allah S.W.T., who has given guidance, mercy, and good health for the completion of this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the prophet Muhammad SAW who has changed the human life.

The writer would like to express her deepest prost propound and gratitude to her parents and the writer realized that many hands have given their help and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the writer would like to express his appreciation and sincere thanks to all of them particularly;

1. DR. H. Abd Rahman Rahim, the rector of Muhammadiyah University of Makassar for his advices during her study at the university.

2. Erwin Akib, S.Pd., M.Pd, the dean of teacher training and education faculty.

3. Ummi Khaerati Syam, S.Pd, M.Pd, the head of English Education Department of FKIP UNISMUH Makassar.

4. My high appreciation and great thankful are due to my consultant Ummi Khaerati Syam, S.Pd, M.Pd and Farisha Andi Baso, S.Pd, M.Pd as the

Erika Febriani Firda and Nurmania, to my beloved partners Atikah Amana and Rahmawati.

Finally, the researcher realized that this thesis is still far from perfection and still needs suggestion and critics. Thus, improvement from this thesis as strongly needed.

Hopefully, this thesis will be useful for many people who Allah the almighty needed my bless us. Aamiin

Billahi Fi Sabillil Haq fastabiqul khaerat

Makassar, February 2018
The writer

WAHYUNI

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ABSTRACT

Wahyuni. 2012. *The Implementation of Pacing Technique to Improve Students' Reading Comprehension at The Second Grade of SMP Unismuh.* A Thesis. English Education Department Faculty of Teacher Training And Education Muhammadiyah University of Makassar. Consultant I Ummi Khaerati Syam and Consultant II Farisha Andi Baso.

The Students' seldom discuss and share the materials at each other because the reading activity still depend on the teacher's explanation. Then, the clever Students' tend to be active but the other Students' tend to be passive. These make the Students' not learn reading optimally and also make the Students' feel bored. The aims of this research was to improve Students' reading comprehensions to find the main idea and make conclusion about the narrative story in second grade of SMP Unismuh using pacing technique. The objectives of the research is to find out that pacing technique can improve students' reading comprehensions to find the main idea and make conclusion about narrative story.

This research design is a pre-experimental method, with one group pre-test and post-test design. In this research, t-test use to test the significant difference of the students' reading comprehension before and after conducting treatment. Sample of this research consist of one class.

The findings of the research indicated there was improvement score of the students' in reading comprehension. The mean score of the students' in pre-test indicated that students' ability in reading comprehension was low and in the post-test the mean score indicated there was improvement. it indicated the improvement of the students' in reading comprehension by using pacing technique

Key words: reading comprehension, pacing technique

CHAPTER I

INTRODUCTION

A. Background

English is international language, as we are in developing country we should try to be able to speak English to make relationship with another country in the world, so that we can master the science, technology and culture in the world. In our education system, English is taught in the form of listening, speaking, reading, and writing. In learning language, one of the aspects that should be improved is reading. Reading is known as a medium of language learning. This means that every aspect of learning need reading as a largest component. In this case, the ability of gaining information from reading is considered as a process of learning to achieve a better skill.

In daily life, it is very important to get information from every reading passage, especially in learning English. Therefore, when the Students' learn to read, they should be able to comprehend the readings text during the process of reading. They are not only expected to read the text in good pronunciation or to find the meaning of each word within the text. Based on Monica (1991) Many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure. According to Ricards (1990) In other word, students have to read English material for their subject. The student often thought to be easier to obtain information from written text by reading.

The fact in the classroom of SMP Unismuh Makassar, especially in second grade the English teaching and learning is not make the Students' feel enjoy or get motivation to can understand about the materials. The Students' seldom discuss and share the materials at each other because the reading activity still depend on the teacher's explanation. Then, the clever Students' tend to be active but the other Students' tend to be passive. These make the Students' not learn reading optimally and also make the Students' feel bored. Students' need to be active in the class so they can pay attention to the teacher. One of the ways to make the teaching reading effective, is making the students actively so they would enjoy learning and they can improve their reading skill.

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Students need technique in reading to achieve reading goals. Especially, in reading a narrative text the Students' usually feel bored because they difficult to understand about the story. So, the focus of this research is to help the Students' understand about story narrative text. Students' can read and understand about the story easily, not used long time to read and get the main idea or what the story tell about. Additionally, teaching and learning processes take more time only in reading the texts.

Pacing technique is the speed at which we move through a lesson or the rate of delivery for different parts of the lesson. Generally, this would mean that the lesson appears to unfold more quickly. Students' see any change as an indicator or marker which helps them gauge the speed of a lesson's progress.

A good pace helps Students' feel like they are moving along. Pacing can used to changing the type of work or activity, the method of presentation, or the way Students' are grouped creates interest and increase the pace. Changing topics too often, however, can create confusion in a classroom and be distracting to Students'; so, stay with topic but change instructional strategies often. For example, a teacher focusing on a single topic, such as Islamic Art, might organize activities like this: first, Students' define terms, then they find examples from a book or online, next they might identify key characteristics on a specific work of art, and conclude by responding to description take from a novel. Good pacing means Students' recognize they are learning and feel as if the material is moving fairly quickly.

Based on the explanation above, teaching reading should encourage the students' to can understand quickly without take long time to read. Using pacing the Students' can fell enjoy to read the story and understand it well, so that the learning process of reading comprehension would achieve the better result. That is why a new strategy or method to improve the Students' reading skill is need to overcome the above problems. Based on the background above, the researcher is interesting in conducting a research to improve the reading comprehension skill by using pacing.

B. Research Problem

This research does to find the answer to the following questions: Does the pacing technique improve Students' reading comprehensions to find the main idea and make conclusion about the narrative story?

C. Objective of the Research

Based on the problem statement above, the objectives of the research is to find out that pacing technique improve students' reading comprehensions to find the main idea and make conclusion about narrative story.

D. Significance of the Research

This study is expected to be beneficial for :

1. The finding of this study is expected to become a source of information can gave information to the English teachers about the ways to improve the teaching and learning quality.

2. The finding of this study is expected to become an evidence that represents Students' ability in learning foreign language.

E. The Scope of the Research

The research would focus to the implementation pacing technique to improve student reading comprehensions in main idea and conclusion of narrative text for second grade of junior high school.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Research Findings

There research which related with this research as follows:

1. Cohen (1975) sometimes, sequencing and pacing of elements in a second language course is rather arbitrary. More research is needed to determine whether the learner's built- in language learning sequence differs from that of the teacher or the curriculum writer.

2. David (2008) constructive pacing guides assume differences in teachers, students, and school context. They adjust expectations through frequent revisions based on input from teachers. Most important, they encourage instruction that challenges students beyond the content of the best.

3. Goldsmith (2009) This case study has demonstrated that a teacher's attention to tight pacing allows for a distribution of classroom time that favors a diversity and wealth of activities—and especially communicative, oral, paired activities—within one class period. this study is valuable to teachers in two respects. First, as already noted, the conclusions of the study distil some ideas of possible ways to pace that a teacher might choose to apply in the classroom. Secondly, and perhaps more importantly, this study offers some suggested frameworks for how a teacher can analyze his or her own pacing practice. In conclusion, in addition to developing a framework for examining pacing and the distribution of classroom time and applying these tools to a case study to

see potential implications thereof, this work has provided definitions of the terminology of the field and suggested that pacing, sequencing, transitions, and framing can be examined at the micro-, meso-, and macro- levels. As such, this paper provides an important theoretical contribution for future work looking at pacing.

4. Alber (2012) Pacing a lesson so its nearly seamless takes expertise and practice and can be one of the greatest challenges for new teachers. For those more seasoned out there, here's a scenario many of us can relate to from the early days: way too much time for one learning activity, while not enough for another and clunky transitions in between. The true art of pacing lies in creating a sense of urgency and also not leaving your students in the dust. Think diligent pace but not frenetic. This pacing feels just right to most learners in the room.

Based on the research above we can conclude pacing, according to Goldsmith that a teacher's attention to tight pacing allows for a distribution of classroom time that favors a diversity and wealth of activities and especially communicative, oral, paired activities within one class period. While David and Alber said that pacing gave differences guides in teachers, students', school context and also can be one of the greatest challenges for new teachers. Pacing used to make the students' active in class although in different teacher or subject.

B. **Concept of Reading**

1. **The Definitions of Reading**

In the daily life, reading skills play an important role in facilitating people to comprehend the written materials. They can get a lot of information from various resources in order to enrich their knowledge by reading. Unfortunately, the people find many problems in reading. Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain.

According to Ricards (1990) reading perceives a written text in order to understand its context. Reading is a way in which something interpreted or understood. Reading, it does not mean that reading only understands the words or the grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English. According to Nuttal (2000) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

There are two process of a written text, they are word recognition and comprehension, according to Pang (2003) reading is defined as

understanding written texts. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written text. Based on the definitions above, reading is important to the people's daily life, and also reading is not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

2. Types of Reading

Generally reading divide into two types, there was intensive and extensive. Every type has different definition and characteristic. Both of them make reading as activities that are different with other skills. The definition of each type is defined as follows:

a. Intensive Reading

Brown in Haris (2011) explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. He draws an analogy to intensive reading as a "zoom lens" strategy. Intensive Reading, sometimes called "Narrow Reading", may involve students

reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text.

The success of" Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

Intensive reading has several characteristic. It makes intensive reading different with extensive reading. The characteristic of intensive reading is stated below:

1) Usually classroom based

2) Reader is intensely involved in looking inside the text

3) Students focus on linguistic or semantic details of a reading

4) Students focus on surface structure details such as grammar and discourse markers

5) Students identify key vocabulary

6) Students may draw pictures to aid them (such as in problem solving)

7) Texts are read carefully and thoroughly, again and again

8) Aim is to build more language knowledge rather than simply practice the skill of reading

According to explanations above, we can conclude that intensive reading has limitation in doing it. The limitations are time, word/ phrase and meaning consensus. We can give a time limit of, say, five minutes for vocabulary enquiry, whether this involves dictionary used, language corpus searches, or question to the teacher. Meaning consensus can get students to work together to search for and find word meaning.

b. Extensive Reading

Brown in Haris (2011) explains that extensive reading is carried out "to achieve a general understanding of usually somewhat longer text (book, long article, or essays, etc.) The aims of extensive reading are to build reader confidence and enjoyment. Pleasure reading is often extensive. Extensive reading is always done for the comprehension of main ideas, not for specific details. Extensive reading has characteristic that is different from intensive reading. Day and Bamford in Haris (2011) put forward ten characteristics identified in successful Extensive Reading Programs. They are duplicated (in abbreviated form) below:

1) Students read as much as possible.

2) A variety of materials on a range of topics is available.

3) Students select what they want to read.

4) The purposes of reading are usually related to pleasure, information and general understanding.

5) Reading is its own reward.

6) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.

7) Reading is individual and silent.

8) Reading speed is usually faster than slower.

9) Teachers orient students to the goals of the program.

10) The teacher is a role model of a reader for the students.

In this type students can take the form of original fiction and non- fiction books as well as simplifications of established works of literature. Such books succeed becaused the writers or adaptors work within literature. It means that students at the appropriate level can read them with case and confidence. They need texts they can read without great used of a dictionary. Some teacher feels that time spent on Extensive Reading would take away from time that could be spent on learning language skills. Others would argue that Extensive Reading provides a richer context for practice.

3. The Objectives of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Grabe in Haris (2011), he defines the objectives of reading into several points, they are as follows:

a. Reading to search information

b. Reading to skim quickly

c. Reading to learn (from text)

d. Reading to write (or search information needed for writing)

e. Reading to analyse the text

f. Reading for general information

Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above is reason why getting students to read. In junior high school, English text is an important part of teacher's job. Reading is usedful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts.

4. Reading Techniques

Technique can be strategies or tactics. There are so many strategies in reading techniques. Brown in Haris (2011) states in his book about strategies for reading comprehension. They are stated below:

a. Identify the purpose in reading

b. Used graphemic rules and patterns to aid in bottom-up decoding

c. Used efficient silent reading techniques for relatively rapid comprehension

d. Skim the text for main ideas

e. Scan the text for specific information

f. Used semantic mapping or clustering

g. Guess when you are certain

h. Analyze vocabulary

i. Distinguish between literal and implied meaning

j. Capitalize on discourse markers to process relationship

While in other books, Alice in Haris (2011) defines reading techniques in different step. The techniques are stated below:

a. Pre-teaching or preparation stage

b. Skimming or scanning stages

c. Decoding or intensive reading stages

d. Comprehension stage

e. Transferable or integrating skills

We can conclude based on two statements above that reading technique can divide into some points. The main points is skimming and scanning. Skimming is quickly running one's eyes over the text to get the gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas. Skimming is used when reading some general question in mind. Skimming is used in making decisions on

how to approach a text such as when determining if a careful reading is deserved. Skimming is also used to build student confidence and an understanding that it is possible to gain meaning without reading every word in a text.

Scanning has different definition from skimming. Scanning is quickly searching for some particular piece of information in the text. Skimming is focused on locating specific information. Scanning is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required. The reader knows what the item looks like and so, knows when he has located what he was searching for. It is assumed then, that very little information is processed into long-term memory or even for immediate understanding because the objective is simply matching.

5. The Advantages of Reading

When people read a newspaper, story, or take part in a conversation directly they improve their knowledge. According to Harmer in Haris (2011), a large amount of reading takes places because it would help us to achieve some clear aims, then another kind of reading takes places for pleasure. Learning reading has effect on language ability. So many advantages we would get by reading. It is why reading is one of the important skills in Learning English. There are some pointers for pleasure reading that help people to:

a. Improve their vocabulary

b. Increase their reading speed

c. Improve their comprehension

d. Improve their writing

e. Gain more knowledge

f. Find the examples of many different ways people speak and write

Based on the advantages above, it is quite clear that reading is very important in learning a foreign language. Reading helps students improve their competence, ability, knowledge and information in teaching learning process. For students who live in a non-English spoken country, it can help them to understand about English more. It is very important for them. The advantages for students stated below:

a. Reading helps you to learn how to think in English

b. Reading can enlarge your English vocabulary

c. Reading can help you to improve your writing

d. Through reading may be it is good way to practice your English although you live in non-English spoken country

e. Reading is good way to find out about new ideas and facts

This is clear enough about reading advantages. When almost all people in the world feel boring with reading, factually reading can help us in teaching learning. Students feel boring because they do not know their aims when they read "what we read and how we read it".

6. Definitions of Reading Comprehension

According to Klinger (2007) reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, to understand the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teacher would mention the skills that the Students' want to used, then they would gave them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they used the skill successfully.

Alderson (2000) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang (2003) comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make used of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand written text. From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is understanding all information delivered by the

writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

According to Howell (1993), reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. While Adam in Howell (1993), states that reading comprehension is an active process through which the reader use code, context analysis, prior knowledge, vocabulary, and language along with executive - control strategies, to understand the text.

Pang (2003) states reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make used of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. A good reader would get comprehension when they read. To get comprehension we have to know some types of comprehension. Comprehension has some types, they are:

a. Literal comprehension: Reading in order to understand, remember, or recall the information explicitly contained in passage

b. Inferential comprehension: Reading in order to find information which is not explicitly stated in passage, using the reader's experience and intuition, and by inferring

c. Critical/ evaluative comprehension: Reading in order to compare information in a passage with the reader's own knowledge and value

d. Appreciative comprehension: Reading in order to gain an emotional or other kind of valued response from passage

While Smith in Haris (2011) defines types of comprehension in some points, they are; literal comprehension, interpretation comprehension, critical comprehension and application what we read. Based on two statements above we can make some points of types of comprehension. They were; literal that has characteristic to get directly the meaning of text, interpersonal and interpretation has same characteristic that is to make conclusion about text using readers' knowledge. The third is critical comprehension. It has characteristic to evaluate about the accuracy of text. The last is appreciative and application which has the goals to get feeling after readers read.

Paragraphs above define the definitions of reading and comprehension. We can combine into briefly definition about reading comprehension. Reading comprehension is a set of generalized knowledge acquisition skill, which permits people to acquire and exhibit information gained as consequence of reading printed language. Klinger

in Haris (2011) defines reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.

It means reading with comprehension has meaning that the reader is able to extract from the selection its essential facts and understanding, visualized details and sense the readiness of facts. Reading Comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques or strategies good readers recognize and get meaning from word they see in print, and used their knowledge of the structure of the language to begin forming a mental nation of the topic.

7. Teaching Reading

Kimbly and Garmezy in Brown (2001) define that teaching is the activities to show or help someone to learn how to do something, gave instructions, guide in the study of something, provide with the knowledge, caused to know, understand knowledge and gave new knowledge. Brown (2001) also says that "teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning". Meanwhile learning is getting the knowledge or the acquisition of the knowledge. From the definition above, we can get the definitions what is teaching, that is, helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in

doing those because the teacher has the obligation to help the Students' getting or acquiring the second language that is English.

Teaching reading can be main as facilitate students' performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension-enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery. During teaching reading process we must pay attention about the principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

a. Reading is not passive skill

b. Students need to be engaged with hat they are reading

c. Student should to be encouraged to respond to the content of a reading text, not just to the language

d. Prediction is major factor in reading

e. Match the task to the topic

f. Good teacher exploit reading texts to the full

Teaching reading is not vacuum activity. Students must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in classroom. Teaching reading need more than only read text. According to the definitions about reading and reading comprehension, we have three points based on the explanation above, they are:

a. The reader who is doing the comprehending

b. The text that is to be comprehend

c. The activity in which comprehension is a part

8. Teaching Reading Comprehension

In teaching reading comprehension, the teacher needs some strategies to make the Students' comprehend the reading texts. According Brown (2001), the following are ten strategies which can be applied in the teaching reading comprehension in the classroom:

a. Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, Students' would know what information they want to know in reading the texts.

b. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties that Students' encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent "e" such as (late, time, bite, etc).

c. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

d. Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming give readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas.

e. Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask Students' to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

f. Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into

meaningful clusters, helps the reader to remember the contents of the text.

g. Guessing when you are not certain

Brown (2001) states that guess are extremely broad category. Learners can used guessing to their advantages to:

1) Guess the meaning of a word,

2) Guess grammatical relationship (e.g., a pronoun reference)

3) Guess a discourse relationship,

4) Infer implied meaning ("between the lines"),

5) Guess about a cultural reference, and

6) Guess content massages,

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

9. **The Principles of Teaching Reading**

In teaching English, a teacher as the centre and facilitator to the students in the classroom needs to prepared some teaching strategies and principles to teach the students so that they can understand well what the teacher teaching in the classroom. According to Ricards (2002), there are ten teaching principles that may be appropriate in teaching reading that is summarized below:

a. Lowering Inhibitions

In the classroom, students need some activities to decrease their difficulties in studying English. The teacher can apply these activities, those are, playing guess and communication games, doing role-replay and skits; sing a songs, using group work, laughing with the students, having them share fears in small groups.

b. Encouraging risk-taking

When students feel afraid in making mistakes in studying or doing exercises, some efforts can be applied in the classroom, those are, praising students for making science efforts to try out language, using fluency exercises where errors are not corrected at that time, giving outside-of-class assignments to speak or write or to try out the language.

c. Building students' self confidence

A teacher needs to build the students' confidence in studying English because self-confidence is one of the important factors which influent the students' success in studying English. To do that, a teacher should tell students explicitly (verbally and nonverbally) that he or she does believe in them that their students can do their job. The teacher should ask them to make lists of their strengths of what they know or what they have accomplished so far in the course.

d. Helping students develop intrinsic motivation

Developing intrinsic motivation can help students to improve their achievement in studying English. Some efforts that can be done by the teacher are reminding students explicitly about the rewards for learning English, describing students that many jobs requires English, playing down the final examination in favour of helping students to see rewards for themselves beyond the final exam.

e. Promoting cooperative learning

In the classroom, teacher explains that cooperative learning in the class is more important than competition between the students. Some activities can be done in cooperative learning are directing students to share their knowledge in a group, asking the students to think of themselves as a team so that the students who have a good ability in learning can help the students who do not have it.

f. Encouraging students to used right-brain processing

In the classroom, teacher should insist that learning is not only doing exercises and decide the right and the wrong answer but the teacher also needs some activities to develop the students' creativity in learning English. Some activities which can be done are using movies and tapes in class, having students read passages rapidly, doing skimming exercises, doing rapid 'free writes', doing oral fluency exercises where the object is to get students to talk or to write a lot without being corrected.

g. Promoting ambiguity tolerance

Making the classroom is enjoyable and comfortable to make students interest in studying English. Some activities can be done are encouraging the students to ask you and each other, questioning when they do not understand something, making your theoretical explanations very simple and briefly by doing translation into a native language to clarify a word or meaning.

h. Helping students used their intuition

Making the students do not depend on to the teacher is a good way to building their intuition. Some strategies can be done by the teacher are praising the students for good guesses, doing not always gave explanation of errors, letting a correction suffice and correcting only selected errors.

i. Getting students to make their mistakes work for them

Teacher does not need to correct and always explain why the students make errors in their learning. Asking the students to do self-learning activities are the good way for them. Some activities can be done are recording students' oral production and getting them to identify their errors, letting students catch and correct each other's errors, encouraging students to make lists of their common errors and to work on them on their own.

j. Getting students to set their own goals

Setting the students' own goals is a good way to improve their study. The activities are asking them to make list of what they would achieve on their own particular week, getting students to make specific time commitments at home to study the language, and giving "extra credit" work.

C. Concept of Pacing Technique

1. The Definition of Pacing

According to Goldsmith (2009) Pacing is present in every decision in the day-to-day practice of the classroom, since time is a constant element of the class. Pacing is the rhythm and timing of classroom activities or units, which includes the way time is allocated to each classroom component and the process of how one decides that it is the right moment to change to another activity, sub-activity, or sub-sub-activity. Pacing allows for a distribution of classroom time that favors a diversity and wealth of activities and especially communicative, oral, paired activities within one class period.

Good pacing give students the illusion of speed. Pacing is the skill of creating a perception that a class is moving at "just the right speed" for students. Generally, this would mean that the lesson appears to unfold more quickly. Pacing may also refer to the speed at which progress is made through a particular curriculum or instructional pro- gram. Good pacing

means students recognize they are learning and feel as if the material is moving fairly quickly.

2. The Methods of Pacing

Speed reading classes simply teach a handful of easy techniques that help a person focus his or her attention better. The eye is drawn to motion. Speed reading techniques put that motion on the page. Hold the book down with your left hand, and used your right hand to do the pacing, based on Goldsmith (2009).

a. The Hand

The first method is to simply place your right hand on the page and slowly move it straight down the page, drawing your eyes down as you read. Keep an even, slow motion, as if your right hand has its own mind. Your eyes may not be exactly where your hand is, but this simple motion would help you go faster. Don't start, read a little, stop, read a little, start, read a little. Keep the movement slow and easy. Only do it once per page. If you are "left-handed" use your left hand as the dominant pacing hand.

b. The Card

The next technique is to use a card or a folded-up piece of paper above the line of print to block the words after you read them. Draw it down the page slowly and evenly and try to read the passage before you cover the words up. This helps break you of the habit of reading and reading a passage over and over again. It makes you pay more

attention the first time. Be sure to push the card down faster than you think you can go. Slide the card down once every page.

c. The Sweep

Another method is to used your hand to help draw your eyes across the page. Slight cup your right hand. Keep your fingers together. With a very light and smooth motion, sweep your fingers from left to right, underlining the line with the tip of your tallest finger from about an inch in and an inch out on each line. Used your whole arm to move, balancing on your arm muscle. Imagine that you are dusting off salt from the page.

d. The Hop

Similar to the "sweep" method is the "hop", but in the "hop" you actually lift your fingers and make two even bounces on each line. Each time you bounce, you are making a fixation which hopefully catches sets of three or four words. Moving to a "hop" method also makes it easier to keep a steady pace as it is a lot like tapping our fingers on a desk. Balance on your arm muscle, don't just wiggle your wrist.

e. The Zig-Zag or Loop

The last method is a type of modified scanning technique. In this one you take your hand and cut across the text diagonally about three lines and then slide back to the next line. Now the idea here is not necessarily to see each word, but to scan the entire area, letting your

mind pick out the main ideas. I wouldn't recommend this for material that requires very careful reading, but it is a way to help you get the general ideas of easy material.

3. Technique of Pacing

Every story has a rhythm. If it's a monotonous one, readers may lose interest. Pacing the rhythm can build tension, emphasize important events, stir the reader's emotions, and move the action forward. As the story progresses, the tension builds with each new conflict, and ebbs slightly as minor conflicts are resolved. As the climax approaches, the tension increases. Proper pacing would keep the reader moving forward but allows the action to slow down when appropriate to emphasize the importance of certain things along the way.

a. to Increase the Pace

1) Used shorter paragraphs, shorter sentences, and occasional sentence fragments.

2) Used less description, more dialogue.

3) Used active verbs and fewer modifiers (adjectives and adverbs).

4) Focus on the events that move the action forward rather than switching to subplots.

5) Have something important happen in each chapter, and keep the chapters short.

6) Cover periods of inaction with a transitional sentence rather than going into details about what happened.

b. to Slow the Pace

1) Used longer sentences, longer paragraphs.

2) Include more narrative and less dialogue.

3) Used more modifiers, less active verbs, and passive sentence structure.

4) Switch to subplots between chapters high in tension.

5) Layer in significant details to emphasize their importance (foreshadowing).

6) Used flashbacks

The type of story would dictate the appropriate pace. For example, a mystery would generally have more action and a faster pace than a romance. But every story needs a rhythm that keeps the reader interested enough to keep turning the pages. Pacing sets the rhythm.

4. Procedure of Implementation Pacing Technique

According to Lignugaris (1982), the pace of instruction is an important consideration in reading, spelling, math, and social skills curricular areas. Students' learn more when their lesson are conducted at brisk pace. Effective pacing helps a teacher hold the students' attention in the classroom, the steps of pacing are:

a. **Organize the Materials**

Take time to organize the materials that you would be presenting in the lesson. Also make lesson materials readily accessible to students to decrease interruptions during work time. One relatively easy way to maintain an effective pace of instruction is by preventing interruptions in the lesson that are due to misplaced materials and other instructional resources.

b. **Maintain A Brisk Pace**

The research on pacing suggests that a moderate pace of instruction is best. That is, too fast a pace does not promote learning or on-task behavior, not does a pace that is too slow. A moderate pace of instruction that provides (in a direct instruction lesson) about six nine learning tasks per minute would be optimal.

c. **Ask Question and gave corrective feedback**

Questions concerning the skills/ concepts in a lesson also need to be asked at a moderately brisk pace. Research indicates that waiting 3 to 5 seconds for a student to respond to a question is appropriate. It is important not to rapidly jump from one student to another until the question is answered. Instead, provide a few prompts to the student to whom the question was directed. Immediate reinforcement and/ or corrective feedback help maintain an optimal pace of instruction.

d. Manage Classroom Behavior

Manage classroom behavior in a way that maximizes the pace of instruction. Provide positive reinforcement, prompts, and corrective feedback for classroom behavior (both appropriate and inappropriate) in a way that complements and does not detract from the pace of the lesson.

According to Alber (2012) the essentials when it comes to pacing the lesson and the learning are:

a. Create a Sense of Urgency

The true art of pacing lies in creating a sense of urgency and also not leaving your students in the dust. Think diligent pace but not frenetic. This pacing feels just right to most learners in the room. Using a timer on your desk can help create that "we are on the clock" feeling -- while moving steadily ahead proving ample wait/think time along the way. If a teacher question is asked of the whole group, don't expect an answer the first second or two, or three. Count to five when asking those particularly challenging questions. Sometimes we need to slow down in order to move the learning in the room forward.

b. Make Goals Clear

One way to avoid a clunky lesson pace is to make sure the learners know exactly what they are learning and doing for the day. "Our mission today is to discover.... We would be doing this by...." Keep students focused as you transition from one learning activity to

another, announcing how much closer they are to accomplishing the day's goal.

c. Have Smooth Transitions

Speaking of transitions, good ones demonstrate purposeful pacing and knowing next moves. Be thinking two steps ahead of the next activity, and begin setting up for the next activity without finishing the last. While students are completing one piece of the learning, pass out any materials, set up the projector, or have instructional notes in place so that there's little to no dead time between one learning activity to the next.

d. be Sure Materials are Ready

Many teachers create small supply containers of materials that include glue stick, scissors, highlighters, sticky notes, etc. and place it in the centre of each collection of desks or team table. Each group can elect a Supplies Captain who keeps inventory and rounds up contents at the end of class time. Photocopying can be the bane of the teacher's day. (Less passing out and collecting saves time and keeps the focus on the task at hand).

e. Present Instructions Visually

This helps keep that pace uninterrupted. For each set of instructions, write them ahead of time on the board or have a slide in your power point or prezi. If you are relying on giving oral directions only, think of those students that have poor listening skills: "What are

we doing again?" What do we do after this?" The energy and time you take to make the instructions visible would pay off.

f. Check for Understanding

Taking time to see where your students are during the lesson and adjusting accordingly means formative assessments play a key role in pacing. Pair and share creates energy in the room following direct instruction. Keep it in short spurts, breaking up every five to seven minutes of new information with "turn and talk with your elbow partner." Walk around the room and listen in to gauge understanding. These paused for students to talk with each other can be as brief as 45 seconds. Also, used non-verbal quickies like thumbs up/thumbs down to see where students are and assess if more time or re-teaching is needed.

g. Choose Most Effective Type of Teaching

Sometimes new information is so new that students need to first see a visual representation and then require some information directly from their teacher to think about. Other times, it's best to set up a situation connecting to student schema and then group work to follow. Deciding the instructional mode (direct, student-centre, or facilitation) can be as important as choosing the content.

Based on that we know that before teacher begin the materials teacher have to make sure that their self is ready to teach, to give new lesson to the students'. Prepared teacher self is more important to do. Not

only students' who study but the teacher have too study, so teacher can know how their students' condition, how far they know about the lesson, and their ability. Teacher can know which the good method to use in class and every students'.

Achieving the right balance of energy in your classroom requires a skill I call Change the Pace your ability to shift between "fast" or "slow" moments in a lesson by changing activity types (e.g. transitioning from independent practice to discussion) or activity formats (e.g., staying with discussion but changing the dynamics of the discussion, for example, from a pair activity to a whole-class discussion). There are generally five types of activities we can ask students to participate in. Each requires students to think and engage in a different way. They are:

a. Knowledge Assimilation (KA): When students are presented with new information, while they listen, read, take notes, and ask or answer basic questions.

b. Guided Practice/Guided Questioning (GPGQ): When students engage in activities that involve back-and-forth with the teacher, practicing the used or application of knowledge.

c. Independent Practice (IP): When students complete work without significant support from the teacher that they know how to do on their own. It's often silent, but doesn't always need to be.

d. Reflection and Idea Generation (RIG): Usually solo work and often involves writing. Whereas in IP, students execute work they know

how to do on their own, students engaged in RIG are gaven time to try to make sense of things they are in the midst of learning, or do not yet understand.

e. Discussion (Disc): Activities in which students develop ideas and answers by talking directly to one another, in small groups, or as a class.

Since all five "activity types" are important, and since students should develop skill with all of them through constant practice, my team and I call them "muscle groups." It's important that teachers work all of them regularly to ensure students get a well-rounded mental workout. After students summarize what happened in the previous chapter of the story they were reading, accomplish the following in a span of less than 10 minutes:

a. Reading: the lesson off with 70 seconds of oral reading, Control the Game Reading style.

b. Writing: Students then spend 2 minutes and 45 seconds responding in writing in their reading response journals to a question about what they just read.

c. Discussion: Students spend a minute or two sharing and discussing their answers to the everybody in the class.

d. Repeat: The cycle then repeats itself, with cycles of Reading, Writing, and Discussion, with the cycles getting longer and the questions getting harder over time.

D. Conceptual Framework

      The conceptual framework underlying this research was presented in the following diagram:

Figure 2.1. Conceptual Framework

      In the diagram above input, process, and output classified briefly in the following:

2. Input refers to reading material that focus in reading narrative text.

3. Process refers to the way used pacing technique in reading the text.

4. Output refers to the improving students' in reading comprehension that focus on find the main idea and make conclusion about the story.

E. Hypothesis

The hypothesis of this research is formulated as follows:

1. Null hypothesis (H_0): there is no significant difference between the students' reading comprehension after applying pacing technique at the second grade of SMP Unismuh Makassar.

2. Alternative hypothesis (H_1): there is significant difference between the students' reading comprehension after applying pacing technique at the second grade of SMP Unismuh Makassar.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research design was a pre-experimental method, with one group pre-test and post-test design. In this research, t-test used to test the significant difference of the students' reading comprehension before and after conducting treatment. It's diagram was present as follow:

$$O_1 \qquad X \qquad O_2$$
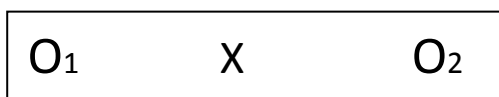
Where :

O_1 : Pre-test

X   : Treatment

O_2 : Post-test

(Arikunto, 1996)

B. Population and Sample

1. Population

   The population of this research was the second grade students of SMP Unismuh Makassar. It consists of one class with 35 students'.

2. Sample

   The sample of the researcher was VIII. A of SMP Unismuh Makassar which consists of 35 students'.

C. Research Variables and Indicators

1. Variables

The following were the variables of the research:

a. Dependent Variables

Dependent variable is the outcome variable, that was the improvement of students' reading comprehension in narrative text.

b. Independent Variables

Independent variable is an input variable, that which caused of used pacing technique in improving the students' reading comprehension as Independent variable.

2. Indicators

The indicator was the improvement of students' reading comprehension in narrative text.

D. Instrument of The Research

The researcher used pre-test and post-test to assess the students' reading comprehension. The pre-test was give before the treatment to know the students' prior knowledge in reading comprehension. The post-test conducted after applying pacing technique and the instrument was reading test. The material of the test was narrative text, consist of 5 items essay test.

E. Procedure of Collecting Data

In collecting the data, the researcher used some procedures as follows:

1. Giving pre-test to found students' mastery of reading comprehension in narrative text before the treatment, in this case the researcher used reading test.

2. Applying pacing technique in the treatment.

   a. The researcher prepared the materials.

   b. The students' divided on 11 groups, each group consist 3 or 2 students'.

   c. The researcher gave the material to the students.

   d. Maintain a brisk pace on reading the text, 3 minutes every paragraph.

   e. The researcher gave questions about the material.

   f. The students' answer the questions.

   g. The researcher gave feedback to the students about their answers.

   h. Manage classroom behavior until the class end.

3. Conducting post-test to evaluate students' reading comprehension by using pacing technique.

4. In scoring the test, the researcher followed the scoring procedure below:

a. Scoring of main idea

Table 3.1. Procedure of Scoring Main Idea

No	Criteria	Score
1.	Clearly identified the main idea by providing strong evidence, details relating to the main idea.	4
2.	Identified main idea and provided adequate evidence, details relating to the main idea.	3
3.	Limited main idea identification and limited evidence, details relatingf to the main idea.	2
4.	Did not identified the main idea of the story or provide any evidence, details relating to the main idea.	1

(Harmer, 1979)

b. Scoring of conclusion

Table 3.2. Procedure of Scoring Conclusion

No	Criteria	Score
1.	Conclusion reflects resource readings in development of idea it is excellent.	4
2.	Conclusion reflects resource readings in development of idea it is good.	3
3.	Conclusion reflects resource readings in development of idea it is poor.	2
4.	Conclusion do not reflect any reading of resource in development idea.	1

(Harmer, 1979)

c. The specification of the conclusion criteria

Table 3.3. The Specification of Conclusion Criteria

Criteria	Specification
Excellent	The students' responses is complete and relevant with the story. It indicates a very good understanding of the text.
Good	The response was relevant with the story but one key may be unsupported or more predictable than other of the text.
Poor	The response was relevant with the story but fragmentary and indicates a serious misunderstanding of the text.
Not	There was little or no response it indicates a serious misunderstanding of the text.

After collecting the data of the students', the researcher classified the score of the students' into the following criteria :

Table 3.4. The Classification of Score

Score	Classificfations
85-100	Very Good
70-84	Good
60-69	Fair
50-59	Poor
< 50	Very Poor

(Depdiknas, 2002)

F. Techniques of Data Analysis

To score the students' answer the researcher used the following formula:

1. Calculating the mean score of the students' reading comprehension test

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

Where: $\bar{X}$: the mean score

$\sum X$: the total raw score

n : the number of students

(Gay, 1981)

2. Scoring the students answer :

$$Score = \frac{Students'\ correct\ answer}{maximum\ score} \ x\ 10$$

(Gay,1981)

3. Calculating the improvement of the students' score of pre-test and post-test, the researcher used the followed formula :

$$P = \frac{X2\text{-}X1}{X1} \ X\ 100$$

Where : X1 : Mean score of pre-test

X2 : Mean score of post-test

P : Improvement

(Gay,1981)

4. To found the significant differences between pre-test and post-test, the researcher used the followed formula:

$$t = \dfrac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Notation: t   : Test of significant difference

                 D   : The mean of the differences between the pre- test and the post- test

                 $\sum D^2$: Sum of the squares of the differences between the pre- test and the post- test

                 $(\sum D)^2$: The Square of the difference between the pre- test and the post- test

                 N   : Number of students or number of matched scores

                 1   : Constant number

                 N   : The total number of sample

(Gay, 1981)

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter particularly presents the findings of the research and discussion. The findings consist of the data obtained through the test of reading narrative text to know the effectiveness of using pacing technique to improve the students' reading comprehension at the second grade of SMP Unismuh Makassar. The discussion of the findings was also presented in this chapter.

A. Findings

1. Improvement of the Students' Reading Comprehension Using Pacing Technique

The findings of this research show us the score of the students' in pre-test and post-test through pacing technique. The mean score of the student' which showed based on the result of pre-test and post-test indicated the different of the score. There was improvement score of the students' which can be seen in the following table:

Table 4.1. Improvement of the Students' Reading Comprehension Using Pacing Technique

Variable	Students' Score		Improvement
Students' ability in reading	**Pre-test**	**Post-test**	
	49,8	70,69	41,93%

The result of the table indicated that there was an improvement of the students' reading comprehension. Based on pre-test indicated

students' have some problem in reading. The researcher using pacing technique to improve students' reading comprehension and solve the problem.

To make it clear, the improvement of the students' reading comprehension using pacing technique can be graphically presented as the following:

Chart title: Students' in Reading Comprehension

Pre-test: 49,80
Post-test: 70,69
Improvement: 41,93%
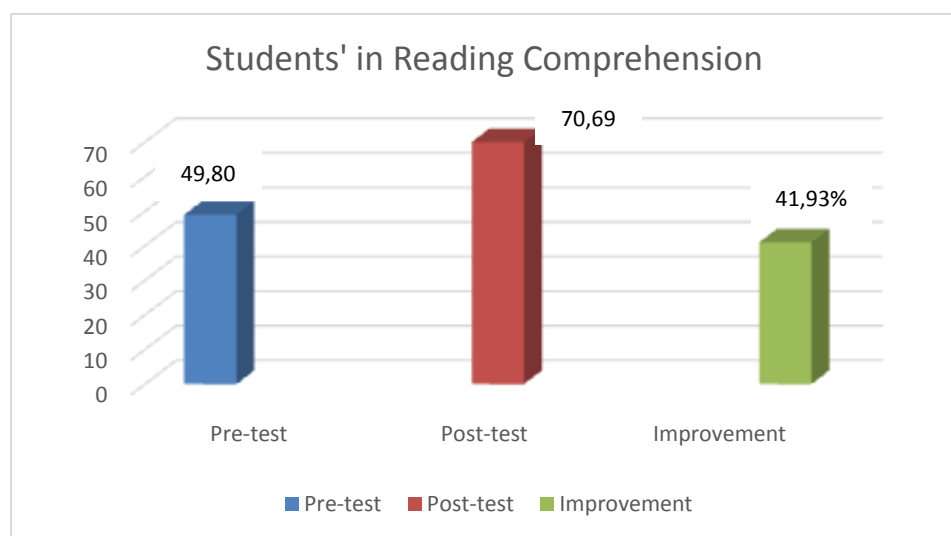
Figure 4.1 The Mean Score of the Students' in Reading Comprehension Through Pacing Technique

Figure 4.1 indicated that there was an improvement on the students' reading comprehension by using pacing technique. Students' mean score in pre-test was 49,8 and in the post-test the mean score was 70,69. The improvement of the students' in reading comprehension by using pacing technique was 41,93%.

2. The Frequency of the Students' Reading Comprehension Using Pacing Technique in Pre-Test and Post-Test

The frequency can be seen in the following table, that was about students' reading comprehension in pre-test and post-test:

Table 4.2. The Frequency of the Students' Reading Comprehension Using Pacing Technique In Pre-Test And Post-Test

Classificfations	Score	Pre-test		Post-test	
		F	P%	F	P%
Very Good	85-100	-	-	7	19,95%
Good	70-84	1	2,85%	17	48,45%
Fair	60-69	5	14,25%	11	31,35%
Poor	50-59	29	82,65%	-	-
Very Poor	<50	-	-	-	-
Total		35	100%	35	100%
Mean Score		49,80		70,69	

Table 4.2 indicated students' classified base on their score were 1 students or (2,85%) in good, 5 students' or (14,25%) in fair, and 29 students' or (82,65%) in poor classified. Students' score in post-test classified was 7 students' or (19,95%) in very good classified, 17 students' or (48,45%) in good classified, and 11 students' or (31,35%) in fair classified.

The researcher was used t-test analysis to find out the significant differences between pre-test and post-test by the following formula:

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

$$t = \frac{21{,}17}{\sqrt{\frac{16699 - \frac{(741)^2}{35}}{35(35-1)}}}$$

$$t = \frac{21{,}17}{\sqrt{\frac{16699 - 15688}{35(34)}}}$$

$$t = \frac{21{,}17}{\sqrt{\frac{1011}{1190}}}$$

$$t = \frac{21{,}17}{\sqrt{0{,}84}}$$

$$t = \frac{21{,}17}{0{,}91}$$

$$t = 23{,}26$$

The result of t-test calculation indicated there was significant differences between the students' in reading comprehension by using pacing technique in improving students' reading comprehension at the second grade of SMP Unismuh Makassar.

B. Discussion

In this section, the researcher would explain the result about pacing technique research. Based on Goldsmith (2009) This case study has demonstrated that a teacher's attention to tight pacing allows for a distribution of classroom time that favors a diversity and wealth of activities and especially communicative, oral, paired activities within one class period. Than the researcher found that pacing technique could be good experience for the teacher because the teacher would learn new technique in teaching they could easy to manage the class which they teach. Good pacing give students the illusion of speed. Pacing is the skill of creating a perception that a class is moving at "just the right speed" for students. Generally, this would mean that the lesson appears to unfold more quickly. Teacher participation really needed to make the pacing technique continue in well so we could got good result.

Researcher found that pacing technique was useful to the students' in learning English include reading. Students' could be easy to understood the material used pacing. They would not be bored in learning because the material will be move be fast. According to David (2008) found that constructive pacing guides assume differences in teachers, students, and school context. They adjust expectations through frequent revisions based on input from teachers. Most important, they encourage instruction that challenges students beyond the content of the best. So the students' do the best they could to got good result. The students' collaboration with their

friends and discussion the material or the story. Based on the results of their discussion, they found answer that helped them active in the classroom.

According to Alber (2012) The true art of pacing lies in creating a sense of urgency and also not leaving your students in the dust. Think diligent pace but not frenetic. This pacing feels just right to most learners in the room. And based on the findings of researcher found that There was improvement of the students' in reading comprehension who using pacing technique than the students' who don't used it. It was indicated the ability of the students' in reading comprehension was low before using pacing technique than after using pacing technique. Pacing help the students' focused to the material and make they enjoyed to read.

According the explanation, the researcher concluded that Good pacing means students recognize they are learning and feel as if the material is moving fairly quickly and the students' enjoy it. Used pacing in teaching was challenge for the teacher, pacing technique make the teacher and students' to more read and learned the materials or story in careful and focus so they can easy to understood the materials or stories. Because of that reading activities would be fun to do during the learning and teaching process. Used pacing technique can improve students' reading ability and comprehend reading material given to the students', and make it easier for students to finished the question which given to them related to the reading material they read.

Researcher would to discussion about students' improvement and the frequency in reading comprehension using pacing technique based on findings as follows:

1. **Improvement of the Students' Reading Comprehension Using Pacing Technique**

   Based on the finding the researcher found the ability of the students' in reading comprehension was low. It was seen by students' score in pre-test was 49,80. Because that the researcher implemented pacing technique to improve students' reading comprehension. After implemented pacing technique there was improvement score of the students' in post-test where can be seen in table 4.1 that was 70,69. It was indicated the ability of the students' in reading comprehension was low before using pacing technique than after using pacing technique.

   There was improvement of the students' in reading comprehension who using pacing technique than the students' who don't used it, it can be seen in the table 4.1 the improvement was 41,93%. The result of the data after getting treatment and post-test was found that there was significant differences between pre-test and post-test.

2. **The Frequency of the Students' Reading Comprehension Using Pacing Technique in Pre-Test and Post-Test**

   The significant differences between the frequency of the students' reading comprehension in pre-test and post-test there was improvement. From 35 number sample, students' which categorized as poor score was 29, students' categorized as fair was 5, and students' categorized fairly

good was 1 based on pre-test score. Students' ability in reading was low and indicated there was no students' who have categorized good, very good, and excellent.

Students' post-test score was different because there was improvement of the students' ability in reading comprehension. There was no students' who got poor score, 11 students' categorized as fair, 17 students' categorized fairly good, and 7 students' categorized good. It indicated there was improvement of the students' reading comprehension after using pacing technique in reading.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consist of the conclusion and suggestion based on findings and describe the effectiveness of pacing technique to improve students' reading comprehension at the second grade of SMP Unismuh Makassar.

A. Conclusion

The result of the research findings above, using pacing technique was effective to improve the students' reading comprehension at the second grade of SMP Unismuh Makassar. It was proved by the improvement of students' pre-test and post-test score. It indicated that using pacing technique was effective toward students' to improve reading comprehension.

B. Suggestion

The researcher would like to gave some suggestion to the teacher, the students' and another researcher, such as:

1. The English teacher of the second grade of SMP Unismuh Makassar was suggested to keep on motivating their students to improve their reading comprehension. Gave the students exercise in reading with different kinds of reading text. In this way the students would be able to develop and improve their reading skill in other kind of reading text.

2. The students' are expected to focus their attention during teaching and learning process so that they can get the point of learning.

3. The other researchers are suggested to be more creative in implementing another technique in teaching reading comprehension, especially in comprehending reading text. The researcher used of varied techniques can greatly increase the motivation of the students in teaching and learning process in reading activities.

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CURRICULUM VITAE

Wahyuni was born on June 20 1995 in Masamba, Kabupaten Luwu Utara. She was the 1th child from the marriage of her parents Jamiluddin (almh) and Megawati. In 2002 she started her education in SDN 089 Masamba and graduated her elementary school in 2007. In the same year she continues her study in SMP Datok Sulaeman Palopo and graduated her junior high school in 2009. And then she continues her study in SMAN 1 Masamba kabupaten Luwu Utara and graduated her senior high school in 2012. In the same year she was accepted as the student in English Department Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. She participated actively in some organization star from when she was senior high school she was the member of PMR, and then she join in LIMPA INDONESIA (Lingkar Intelektual Muda Pemerhati Pendidikan) and she was active in organization in campus that was UKM LKIM-PENA.

APPENDICES

APPENDIX A

LIST OF SAMPLE

The List Name of the Students of class VIII A SMP Unismuh Makassar

No	Students' Code
1	I N
2	A N
3	A A
4	A Z A M
5	D A H C
6	D J A D
7	F P
8	G S Z S
9	H M A S
10	K J
11	K A
12	M R R
13	M N S
14	M A P
15	M P Y
16	M S P
17	M
18	N A A T
19	N A A J
20	N A A H
21	N F R A
22	N
23	P A H
24	R U A
25	R A M
26	R A
27	R M
28	S A S
29	S S
30	S B F
31	S S M B
32	S F
33	R C
34	A N
35	S F A

APPENDIX B

PRE-TEST AND POST-TEST SCORE

Pre Test Score

No	Students' Code	L/P	Score
1	I N	P	40
2	A N	P	40
3	A A	P	45
4	A Z A M	P	45
5	D A H C	P	50
6	D J A D	P	52
7	F P	P	40
8	G S Z S	P	48
9	H M A S	P	38
10	K J	P	48
11	K A	P	60
12	M R R	P	42
13	M N S	P	50
14	M A P	P	55
15	M P Y	P	70
16	M S P	P	52
17	M	P	60
18	N A A T	P	50
19	N A A J	P	55
20	N A A H	P	40
21	N F R A	P	60
22	N	P	43
23	P A H	P	40
24	R U A	P	48
25	R A M	P	55
26	R A	P	50
27	R M	P	52
28	S A S	P	55
29	S S	P	58
30	S B F	P	40
31	S S M B	P	60
32	S F	P	45
33	R C	P	50
34	A N	P	55
35	S F A	P	52

Post Test Score

No	Students' Code	L/P	Score
1	I N	P	60
2	A N	P	65
3	A A	P	68
4	A Z A M	P	70
5	D A H C	P	72
6	D J A D	P	75
7	F P	P	68
8	G S Z S	P	78
9	H M A S	P	65
10	K J	P	78
11	K A	P	80
12	M R R	P	60
13	M N S	P	70
14	M A P	P	75
15	M P Y	P	85
16	M S P	P	68
17	M	P	70
18	N A A T	P	65
19	N A A J	P	70
20	N A A H	P	70
21	N F R A	P	75
22	N	P	65
23	P A H	P	62
24	R U A	P	60
25	R A M	P	65
26	R A	P	70
27	R M	P	75
28	S A S	P	70
29	S S	P	75
30	S B F	P	65
31	S S M B	P	80
32	S F	P	65
33	R C	P	75
34	A N	P	80
35	S F A	P	80

APPENDIX C

DATA ANALYSIS RESULT

Data Analysis Result of Students' Reading Comprehension Using Pacing Technique In Pre-Test And Post-Test

Students' Code	Pre-Test		Post-Test		D	D^2
	X_1	X_1^2	X_2	X_2^2	(X_1-X_2)	
I N	40	1600	60	3600	20	400
A N	40	1600	65	4225	25	625
A A	45	2025	68	4624	23	529
A Z A M	45	2025	70	4900	25	625
D A H C	50	2500	72	5184	22	484
D J A D	52	2704	75	5625	23	529
F P	40	1600	68	4624	28	784
G S Z S	48	2304	78	6084	30	900
H M A S	38	1444	65	4225	27	729
K J	48	2304	78	6084	30	900
K A	60	3600	80	6400	20	400
M R R	42	1764	60	3600	18	324
M N S	50	2500	70	4900	20	400
M A P	55	3025	75	5625	20	400
M P Y	70	4900	85	7225	15	225
M S P	52	2704	68	4624	16	256
M	60	3600	70	4900	10	100
N A A T	50	2500	65	4225	15	225
N A A J	55	3025	70	4900	15	225
N A A H	40	1600	70	4900	30	900
N F R A	60	3600	75	5625	25	625

N	43	1849	65	4225	22	484
P A H	40	1600	62	3844	22	484
R U A	48	2304	60	3600	12	144
R A M	55	3025	65	4225	10	100
R A	50	2500	70	4900	20	400
R M	52	2704	75	5625	23	529
S A S	55	3025	70	4900	15	225
S S	58	3364	75	5625	17	289
S B F	40	1600	65	4225	25	625
S S M B	60	3600	80	6400	20	400
S F	45	2025	65	4225	20	400
R C	50	2500	75	5625	25	625
A N	55	3025	80	6400	25	625
S F A	52	2704	80	6400	28	784
$\sum$	1743	88749	2474	176318	741	16699
X	49,80	2535,69	70,69	5037,65	21,17	477,11

APPENDIX D

STUDENTS' SCORE CLASSIFICATION

1. Pre Test Score

   The Pre Test Score of Students' Reading Comprehension

No	Students' Code	L/P	Score	Classification
1	I N	P	40	Poor
2	A N	P	40	Poor
3	A A	P	45	Poor
4	A Z A M	P	45	Poor
5	D A H C	P	50	Poor
6	D J A D	P	52	Poor
7	F P	P	40	Poor
8	G S Z S	P	48	Poor
9	H M A S	P	38	Poor
10	K J	P	48	Poor
11	K A	P	60	Fair
12	M R R	P	42	Poor
13	M N S	P	50	Poor
14	M A P	P	55	Poor
15	M P Y	P	70	Fairly Good
16	M S P	P	52	Poor
17	M	P	60	Fair
18	N A A T	P	50	Poor
19	N A A J	P	55	Poor
20	N A A H	P	40	Poor
21	N F R A	P	60	Fair
22	N	P	43	Poor
23	P A H	P	40	Poor
24	R U A	P	48	Poor
25	R A M	P	55	Poor
26	R A	P	50	Poor
27	R M	P	52	Poor
28	S A S	P	55	Poor
29	S S	P	58	Fair
30	S B F	P	40	Poor
31	S S M B	P	60	Fair
32	S F	P	45	Poor
33	R C	P	50	Poor
34	A N	P	55	Poor
35	S F A	P	52	Poor

2. Post Test Score

The Post Test Score of Students' Reading Comprehension

No	Students' Code	L/P	Score	Classification
1	I N	P	60	Fair
2	A N	P	65	Fair
3	A A	P	68	Fairly Good
4	A Z A M	P	70	Fairly Good
5	D A H C	P	72	Fairly Good
6	D J A D	P	75	Fairly Good
7	F P	P	68	Fairly Good
8	G S Z S	P	78	Good
9	H M A S	P	65	Fair
10	K J	P	78	Good
11	K A	P	80	Good
12	M R R	P	60	Fair
13	M N S	P	70	Fairly Good
14	M A P	P	75	Fairly Good
15	M P Y	P	85	Good
16	M S P	P	68	Fairly Good
17	M	P	70	Fairly Good
18	N A A T	P	65	Fair
19	N A A J	P	70	Fairly Good
20	N A A H	P	70	Fairly Good
21	N F R A	P	75	Fairly Good
22	N	P	65	Fair
23	P A H	P	62	Fair
24	R U A	P	60	Fair
25	R A M	P	65	Fair
26	R A	P	70	Fairly Good
27	R M	P	75	Fairly Good
28	S A S	P	70	Fairly Good
29	S S	P	75	Fairly Good
30	S B F	P	65	Fair
31	S S M B	P	80	Good
32	S F	P	65	Fair
33	R C	P	75	Fairly Good
34	A N	P	80	Good
35	S F A	P	80	Good

Teaching Materials

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

Pre-Test

Painting the Wall

One morning, one of the Witch's friends came over to visit. When she looked around the room, she said "your house is ugly. My house is more beautiful than yours, and the walls are brighter. The Witch was very angry when she heard this and she shouted, "Get out of my house! And don't ever come back here! ".

After her friend left, the Witch looked around her house and she said to herself, "My friend was right. My house looks ugly and the paint is faded. I have to repaint it. "Then, she went to the shop and bought a can of paint. After lunch, she started to paint, and she worked very carefully. In the afternoon she finished the lower part her house. When she wanted to start painting the upper part she found out that she couldn't reach it. Then she got an idea, "I will use my magic broom!" she shouted, "Broom, oh my broom, turn into a paint brush and paint my walls.

Suddenly the broom turned into a paint brush and it started to paint the upper walls. It worked very fast, and in ten minutes all the job was done. The Witch was very happy.

Answer the following question based on the story !

1. Write down the main idea in every paragraph by your own word?
2. Write two supporting ideas for the main idea ?
3. How this story end?
4. What the lesson can you get from this story ?
5. Rewrite the story above by your own understanding!

Post-Test

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Answer the following question based on the story !

1. Write down the main idea in every paragraph by your own word?
2. Write two supporting ideas for the main idea ?
3. How this story end?
4. What the lesson can you get from this story ?
5. Rewrite the story above by your own understanding!

APPENDIX F

DOCUMENTATION IN TEACHING