

**sTHE USE OF PREDICT , MARK, OUTLINE, RECITE AND  
EVALUATE (PMORE)PROCEDURE TO ENHANCE THE  
STUDENTS READING COMPREHENSION**

**(A Pre-Experimental Research at the Tenth Grade of MA Aisyiyah Sungguminasa)**



**A THESIS**

*Submitted to the Faculty of Teachers Training and Education Makassar  
Muhammadiyah University in Partial Fulfillment of the Requirement for the  
Degree of Sarjana Pendidikan*

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**2019**



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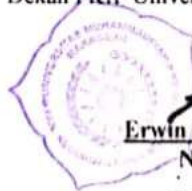
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 Consultant I : **Sulfasyah, M.A., Ph.D.**

Day/ Date	Chapter	Note	Signature
	-	See notes in Problem Statement	h
	-	Why PMORE? Provide sufficient explanation/justification. Use recent references, and sufficient preferably from International Journal.	h
22	-	Relate your finding to relevant previous study.	h

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2019

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 Consultant II : **Dra. Radiah Hamid, M.Pd.**

Day/Date	Chapter	Note	Signature
6 April, 2019		- bad capitalization - give attention your space - Revise: • Discussion • Conclusion • Suggestion - some correction	
6 Mei, 2019		- still any correction in discussion & suggestion - some correction	

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COUNSELLING SHEET

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Consultant II : **Dra. Radiah Hamid, M.Pd.**

Day/Date	Chapter	Note	Signature
25 May, 2019		- Still revise the discussion & conclusion/ suggestion	
25 June, 2019		- Revise the capitalization/ little corrections - OK - learn your thesis well & prepare yourself to be examined. - Make power point	

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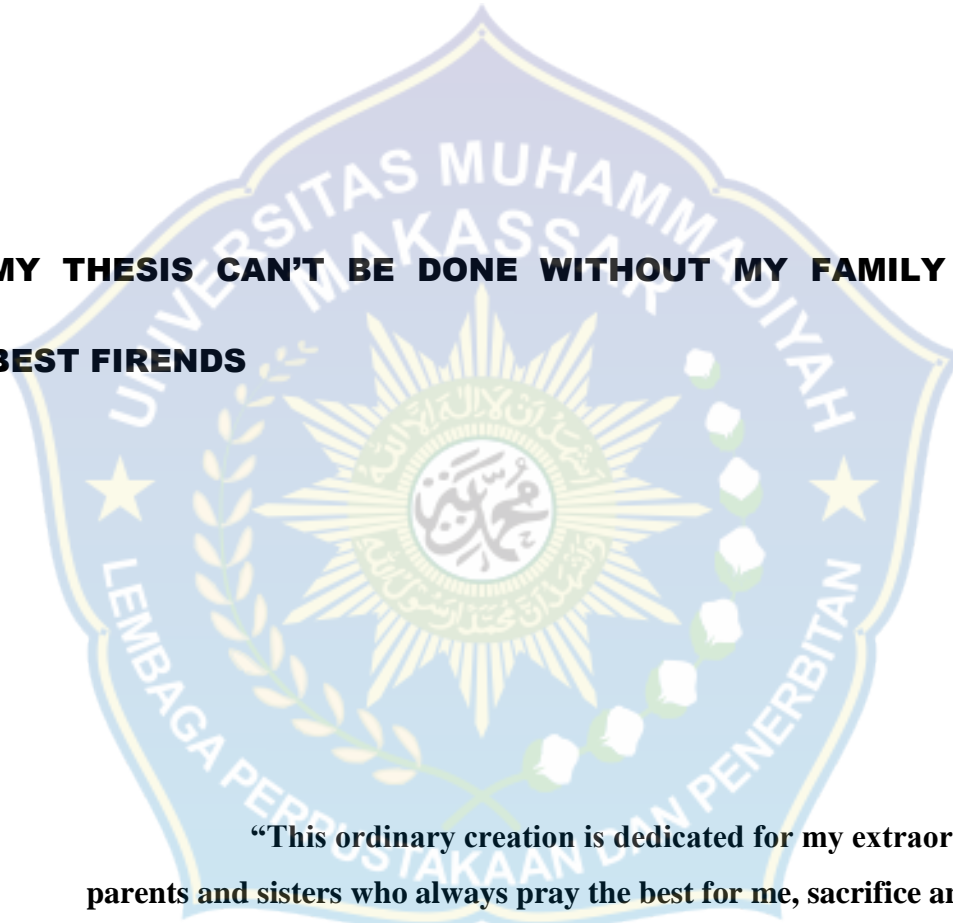
**Indriani A**



## MOTTO AND DEDICATION

**"KARENA SESUNGGUHNYA SESUDAH KESULITAN ITU ADA  
KEMUDAHAN (QS. ALAM NASYROH : 5)"**

**MY THESIS CAN'T BE DONE WITHOUT MY FAMILY AND  
BEST FIRENDS**



**"This ordinary creation is dedicated for my extraordinary  
parents and sisters who always pray the best for me, sacrifice and give  
me their sincere endless love and care which lead me to success, and  
also people who love and pray for me..."**

## ABSTRACT

**INDRIANI A, 2019.** *“The Use of Predict, Mark, Outline, Recite and Evaluate (PMORE) Procedure to Enhance the Students Reading Comprehension at the Tenth Grade MA Aisyiyah Sungguminasa (A Pre-Experimental Research).”* Thesis of English Education at Faculty Teacher Training and Education of Muhammadiyah University of Makassar. Supervised by Sulfasyah and Radiah Hamid

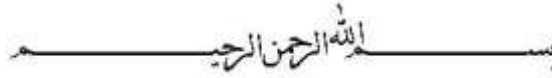
This research is aimed to find out the improvement of the students' reading comprehension by Predict, Mark, Outline, Recite and Evaluate (PMORE) Method that focused on main ideas supporting ideas and conclusion at the Tenth Grade of MA Aisyiyah Sungguminasa.

This research employed Pre-experimental Research which was conducted in pre-test and post-test. The population of this research was taken at the Tenth grade students of MA Aisyiyah Sungguminasa which consisted of 51 students from 2 classes. The sample of this research was Class X IPA which consisted of 22 students by using Purposive Sampling Technique. The researcher used test as an instrument.

The result of this research, it was found that students' reading comprehension was significance difference between the mean score of pre-test and post-test. The mean score of pre-test was 62.77 and the mean score of post-test was 72.95. Then the improvement of the students' reading comprehension can improve on 16.21%. It means that score of post-test was greater than mean score of pre-test. Then the calculating the t-test value for reading comprehension was 5.22 and t-table for reading comprehension was 2.080. It means that the t-test was greater than t-table. The alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. Based on the research findings, it could be concluded that Predict, Mark, Outline, Recite and Evaluate (PMORE) Method was effective to improve students' reading comprehension at the tenth grade of MA Aisyiyah Sungguminasa.

**Keywords:** Predict, Mark, Outline, Recite and Evaluate (PMORE) Method Reading Comprehension.

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3. UmmiKhaeratiSyam, S.Pd., M.Pd the Head of English Education Department of FKIP UNISMUH Makassar
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Makassar, Maret 2019

The Researcher



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# CHAPTER 1

## INTRODUCTION

### A. BACKGROUND

Learning English as a foreign language covers four skills, they are listening, speaking, reading, and writing. In Indonesia, teaching English as a foreign language is obligatory subject in many levels of school from elementary school until University. Reading for general comprehension as skills that involves absorbing the content of the text. As the reader, we are not looking for specific points only, but rather than it, we need to get an overall understanding of the text.

In learning English, reading is one of the skills that have been mastered by students. Reading is the process by which people gain information and ideas from books, newspaper magazines, letters, articles, advertisements, and other material. The students' may not have good comprehend what the author is talking about. Some reading activities lead to improve the students' knowledge. In reading activity, the students' must comprehend and find out the information about the text. Comprehension is the peak of the reading skill and the bases for all reading process. Comprehending a text not just understanding the meaning, vocabularies, and the grammatical structures but more than that.

According Danielle (2007) reading comprehension is consider the real core for reading process; and a big process around which all other process are century. The students' also have comprehend what author is talking about in the text. That means coming in about what the students' see, hear, and taste. Reading comprehension means the students understand what they have read.

Comprehension is a complex process in reading. In reading comprehension, the students' do not only read but also comprehend the text in order in to catch some ideas from the text.

In learning process the teacher using several methods to create a funny class with the hopes through this method the students can improve their ability in all aspect. Related with the background above, the researcher choose and using one of method namely PMORE method to create a new experience in learning process. The other method is PMORE method. Predict, Mark, Outline, Recite, and Evaluate (PMORE) method is procedure to understand and comprehend a text. This procedure is suitable to comprehend the texts which have plot, such us narrative and recount text.

Syavenny (2017:1) reading is a skill that must be mastered by students in learning English as a foreign language. Reading not only see or read what is written but also understand the contents of the reading therefore the readers get the knowledge and information from the text. Some reading components are suggested by experts, such as understanding the main idea, supporting ideas, vocabulary, and grammar, it makes the teachers must be careful in applying methods in teaching English, especially reading.

Besides that, in the predict step, the students predicted the content of the text as generally after they read the title and looked the picture of the text carefully. In the Mark step, the students circled the words that they did not understand. In the Outline step, the students make an outline of the text based on the generic structure of the text. In the Recite step, the students read again the text

to enhance their understanding about the text. The last step is Evaluate. In this step the researcher provides some statement from the text that the students have read. Then, they make possible question of these statements. The reason why I choose this school to do my research because I ever do magang 3 so I already to know some of the teacher this school and it makes me very easy to do my research later.

Based on the background above the researcher will do a research to know how PMORE procedure to enhance the students reading comprehension. The researcher hopes that PMORE procedure can explain well so students know what the PMORE in enhance students reading comprehension form caused that the researcher want research the title “ *The Use of Predict, Mark, Outline, Recite, Evaluated (PMORE) Procedure to Enhance Students Reading Comprehension at class X IPA MA Aisyiyah Sungguminasa*”.

## **B. Problem Statement**

Based on the background above, the problem the writer formulate in question form as follow:

Does the use of Predict, Mark, Outline, Recite, and Evaluate (PMORE) Method enhance students reading comprehension at Class X IPA MA Aisyiyah Sungguminasa?

### **C. Objective of the Reasearch**

Based on the problem statement previewed, the objectives of the research are:

To know how the use of Predict, Mark, Outline, Recite, and Evaluation (PMORE) Method in enhance students reading comprehension at Class X IPA MA Aisyiyah Sungguminasa.

### **D. Significance of the Research**

The result of the research are very meaningfull and useful for the english teacher in teaching reading to improve reading comprehension of the srudent. It can reference for the english learner.

#### **1. Students**

By learning reading comprehension, the students can take some information to enhance reading comprehension of students through PMORE Method. Furthermore, they can also increase their ability in vocabulary and reading comprehension.

#### **2. Teacher**

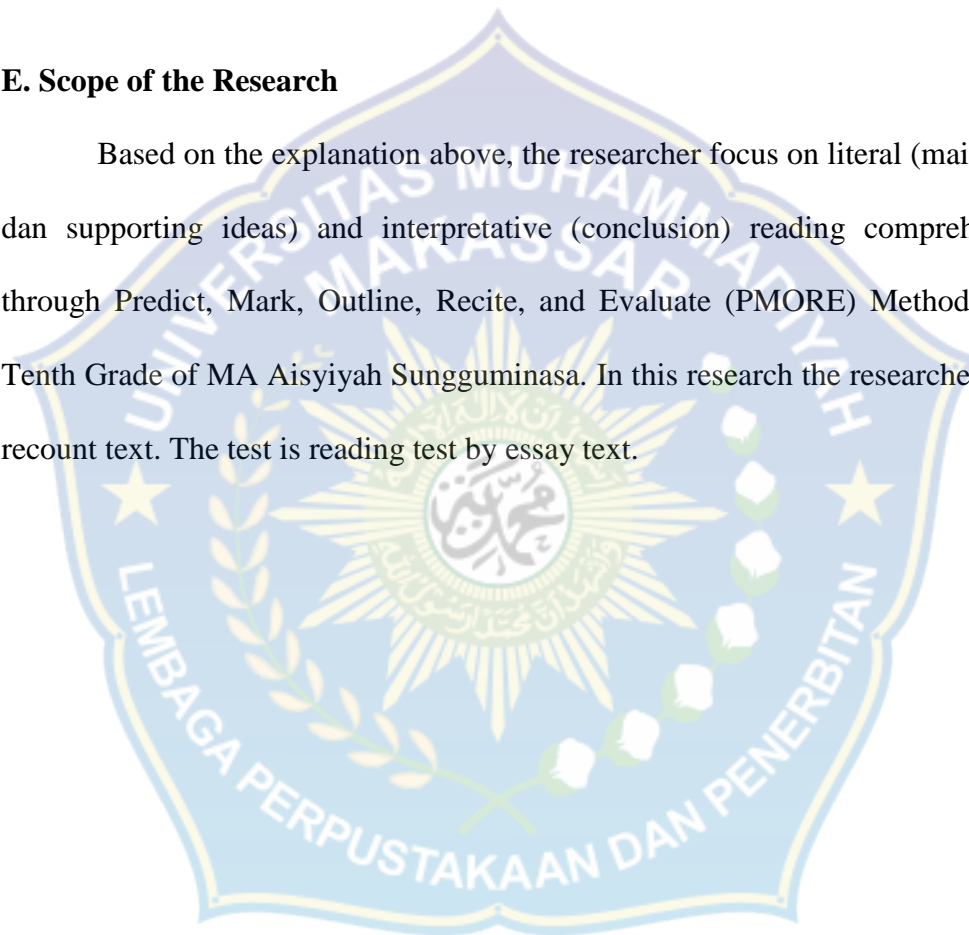
This research is expected to provide students with the information about reading comprehension, in which the teachers will help theirstudents when facing some problems in eading comprehension. English teachers can use the result of the study as a feedback on teaching readingreading goals) can be achieved. activities so that the objectives of the English teaching program (especially).

### 3. The Researcher

By doing the research, the researcher hopes that she can study and get more information in using procedure PMORE Method in enhance reading comprehension. Besides, the writer will get new experience and knowledge for the future of her life.

### **E. Scope of the Research**

Based on the explanation above, the researcher focus on literal (main ideas dan supporting ideas) and interpretative (conclusion) reading comprehension through Predict, Mark, Outline, Recite, and Evaluate (PMORE) Method at the Tenth Grade of MA Aisyiyah Sungguminasa. In this research the researcher using recount text. The test is reading test by essay text.



## CHAPTER II

### REVIEW OF RELATED

This chapter consists of previous related studies, some pertinent ideas, resume, conceptual framework and research hypotheses.

#### A. Previous Related Findings

Some researchers have done researches that focus on the reading comprehension. Their findings are as contribution to improve English teaching, mainly reading comprehension. There are some research findings that have close relation to this research.

According to Nurteteng (2014) the title of this research is *the Comparison of SQ3R Method and PMORE Procedure*. Based on Students Personality in Reading Comprehension he result of the students' personal style inventory showed that SQ3R Method more suitable used in extrovert students while PMORE Procedure more suitable use in introvert students. Therefore, H<sub>1</sub> (alternative hypothesis) of this research which said SQ3R Method is more effective than and PMORE Procedure to enhance students' reading comprehension achievement was accepted.

According to Bahriet.al(2018) the findings showed that the mean score from the pre-test was 38 while from the post-test was 79. The critical value from t-table was 0.05, while the t-test level of significance was 1.71, so the t-test value was higher than the critical value of t-table ( $1.71 > 0.05$ ). The reading aspects that improved most were detailed information, main idea and understanding inferences. The two other aspects, vocabulary and finding references also



improved, but not as much as the other three aspects. Thus the hypothesis was accepted that the use of this method could significantly improve the students' reading comprehension at the school under study, especially in comprehending meaning in a descriptive text. In conclusion, Think Aloud can be used to improve the ability of eighth grade students in EFL reading comprehension.

According to Wandu(2017)From the test, it was obtained that the lower score is 64 and the higher score is 88. The mean is 81.03. The data were obtained from the research by using SPSS. Overall, the results showed that students' reading comprehension could be improved by using SQ3R method were identified.

Based on the journal above the similarity the first journal with my research is focus on reading comprehension and the differences is in Nurteteng journal is her research the comparison of SQ3R method and PMORE method. The second journal the similarity of this journal with my research is focus on reading comprehension and the differences is in Bahri journal his using the think aloud method in teaching reading comprehension while my research the last journal the using PMORE method. The last journal the similarity with my this thesis with my thesis is focus on improve reading comprehension and the differences is in Wandii thesis she the result showed that students' reading comprehension could by using SQ3R method and using PMORE method in improving reading comprehension of students.

## **B. Some Pertinent Ideas**

### **1. The Concept of Reading Comprehension**

#### **a. The Definition of Reading Comprehension**

According to Kustaryo in Tahir (2001: 6) states that reading comprehension is an active thinking process, which not only depend on comprehension understands what has been read. It is on active thinking process that depend not only comprehension skill but also the students experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, meaning judgment and evaluating.

According to Mayor (2005) reading comprehension is understanding a text that is read, or the process of “constructing meaning” from a text. Comprehension is a “construction process” because it involves all of the elements of the reading process working together as a text is read to create representation of the text in the reader’s mind. Furthermore, According to Alexander (1998) points out that reading comprehension involves taking meaning to a text in order to obtain meaning from the text. Comprehension is the act or process of comprehending..

According to Reinking and Sceiner in Irawati (2005: 6), state that reading comprehension understanding what has been read. It is an active thinking process that depend not only comprehension skill but also the students experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, making judgment and evaluating. Moreover, according to Good (1973:414) states reading is often described as getting

thought from the printed page from this question the writer can comprehend further that reading is not just to say out the written words, but also to keep in mind the meaning or the thought that the words carry.

Based on the definition above, reading can be defined simply as the ability to get comprehension from the written text. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the messages or information that comes from the author can be understood and comprehended easily by the reader. The purpose of reading depends on the reader. The readers read based on the information their need.

The main goal of reading is reading comprehension, especially functional literacy tasks. Reading comprehension, which is a task that comprises many skills, describes outcome of taking out the meaning from a written text by using one's intellect. Curtis (2002) believes that there are a number of skills that the reader needs to employ in order to achieve maximum reading comprehension, skills such as: deciding about the main idea of the reading text, making questions regarding the content of the text and being able to answer those questions by employing context clues, and summarizing the passage.

Block&Pressley(2002) state that reading comprehension is usually considered as a process in which several elements are integrated. These elements are the ability to decode written materials, reader's prior knowledge of the text, his/her vocabulary knowledge, and the reading strategies to comprehend the text. According to them, "comprehension involves more than 30 cognitive and metacognitive processes including clarifying meaning, summarizing, drawing

inferences, predicting, and so on". Moreover, Trabasso, *et.al*(2002, p. 177) assert that "comprehension strategies are specific, learned procedure that foster active, competent, self-regulated, and intentional reading"

Learning to read refers to reading for meaning or comprehension. Reading for meaning is essentially an attempt to comprehend texts. Tabatabei&Khalili(2014) states that reading comprehension is basically an interactive process of meaning making between the reader and the author through the text which involves mental activities and background knowledge. On the other hand, reading comprehension means understanding and gaining meaning from the words read. It is a process when a reader interacts with the text and makes meaning from the text they read (Chegeni, *et.al*, 2014).

For normal reading rates (around 200-220 words per minute) an acceptable level of comprehension is above 75%. Proficient reading comprehension depends on the ability to recognize words quickly and effortlessly. If the word is difficult to recognized, the students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Reading comprehension can be improved by teaching students to assess their own comprehension actively test comprehension using questionnaires and improving met cognition.

Finally, reading comprehension can be defined as the term used to identify some skills, needed to understand and apply information contained within the researcher form. It refers to the act of getting thought from printed symbols in

which that there is a significant relevance between the previous experience and the reading comprehension ability.

## **b. Kinds of Reading**

According to Burn (1984:150), reading comprehension consists of four categories, they are as follows:

### 1) Literal Reading

This is the level of getting the primary, direct literal meaning of reasoning for it merely a skill of finding what the authors say. In this case, a reader must first understand what the authors say before he/she can draw an inference or make evaluation. The students are able to recall, identify, classify, and sequence details, facts, effect and stated main ideas from a variety of written materials, and can interpret directions.

At this level, reading is aimed at obtaining the detail information of a text effectively, especially in comprehending the text as it stated by words, sentences, or paragraph in the text. Therefore this level of comprehension is important since it serves as prerequisite for higher-level comprehension.

### 2) Interpretive Reading

In includes thinking skills in which readers identify ideas and meaning that are not stated explicitly in the written text. Interpretive comprehension usually includes making inference about main ideas of passage, referents of adverbs, omitted words. Besides, it also contains detecting the mood of the passage and

the author's purpose in writing a selection, drawing conclusion and interpreting figurative language.

### 3) Applied Reading

The basic concept of applied reading is evaluating written material, for instance comparing the ideas discovered in the material with known standards and drawing a conclusion about accuracy, appropriateness, and timelines. The reader must be an active reader, questioning, searching for facts, and suspending judgment until he/she considered all the materials.

### 4) Creative Reading

Understanding at the creative level involves applying new knowledge to an existing situation, or applying existing knowledge to a new situation. It is also concerned with the production of new ideas and the solving of problems of an open-ended kind, where more than one course of action is possible. This occurs when readers applies what has been read to a new situation and then recombines the author's idea to make new concepts. Through creative reading comprehension, a reader creates something new.

## c. Strategies Reading

Abbott, *et.al* (1981) categorized reading strategies into several kinds. They are effective reading, survey reading, skimming reading, and scanning, intensive reading.

### 1) Effective Reading

The effective reading means be able to read accurately and efficiently and to understand as much of the passage as you need in order to achieve your purpose.

### 2) Survey Reading

The survey reading is specialized technique, for getting top view of an articles, chapter, or entire book. What if you catch a board, overall picture of basic essential.

### 3) Skimming

Skimming means enable of people to select content that they want to read and to discard that which is quintile for their purpose. Skimming can also be called as the eyes quickly over the text to discover what is about, the main ideas, and the gist (Abbott, et al:1981).

### 4) Scanning

Scanning is to serve two functions. They are uncover relevant , information and accerelates your reading speed flexibility or the reader work out for particular item believe is in the text (Abbott, et al: 1981), scanning is to read a test quickly on order to locate a spesific item of information.

### 5) Intensive Reading

The intensive reading method is study reading. This involves close study of the text. As amount of comprehension should be high, the speed of reading is correspondently slower (Abbot, et. Al:1981).

#### **d. Levels of Comprehension**

In teaching reading comprehension, the teacher should be aware of levels of comprehension, so that they have some criteria by which to judge the materials they use in the classroom, and also the levels of comprehension use by the students at any particular time. Reading comprehension refers to the ability to understand information presented in written form. Fairbairn & Witch (1996:14) divide the level of comprehension into three categories:

##### 1) Literal Comprehension

It is getting primary, direct, literal meaning of an idea in context. There is no depth in this kind of reading. The reader is reading receptively and somewhat passively if only gets literal meaning. Being able to read for literal meaning stated idea is influenced by one's mastery of vocabulary in context. Billerica (2005:2) stated that in the literal comprehension, the answer is clearly stated all in one place, in one sentence or two sentences together in the reading passage. There may be clue words. Students can find the answer clearly states in one place in the passage text. So, some questions that can be asked to student in this level are finding vocabulary in context, recalling details, and understanding sequence.

##### 2) Interpretive Comprehension

In this level of comprehension the readers read between the lines make connections among individual stated ideas, make inferences, draw conclusions, or experience emotional reaction. The readers probe for greater depth than in literal comprehension. Billerica (2005:2) explained that in interpretive comprehension,



students can get answer in the text, but it is not located all in on place. And there probably aren't clue words. Students find pieces of information that they can put together to answer of the questions. They are concerned with supplying meanings not directly stated in the text. At this level the readers can be tested on the following task:

- a) Rearrange the ideas or topic discussed in the text
- b) Explain the author's purpose of writing in the text
- c) Summarize the main idea when this is not explicitly stated in the text
- d) Select conclusion which can be deduced from the text they have read

### 3) Extrapolative Comprehension

In this level of comprehension, the reader is involved in an interchange of ideas with the author and applies reading to life situations. The author's ideas and information are evaluated. The answer is not directly stated in the text, but it is hinted at (implied). Students use clues, along with their prior knowledge, to figure out the answer (Billerica, 2005:2). Extrapolative evaluation occurs only after the students have understood the ideas and information the researcher presented. At this level, the readers can be tested on the following skills:

- a) The ability to differentiate between fact and opinion
- b) The ability to recognize persuasive statement
- c) The ability to judge the accuracy of the information given in the text.

The three level of comprehensions that mentioned by Fairbain and Whinch above is relevant with classification of Jones (2005:328) he states that there are three types of comprehension: translation, interpretation, and extrapolation. (1)

Translation is an activity requiring the change of form of a communication. It requires students to rephrase or restate a text in his/her own words to put it into a form other than the original form in which it was learned; (2) Interpretation involves a rearrangement. It requires students to identify the major ideas in a text and understand how various parts of the message are interrelated; and (3) extrapolations is an extension of interpretation and could include the statements about the consequence of a communication. It requires students to do something “extra” with the material or event that is comprehended. That is, students can determine implications, identify consequences, draw conclusions, or make inferences that are in keeping with the information contained in the text.

## **2. The Concept of Predict, Mark, Outline, Recite, and Evaluate (PMORE)**

### **Procedure**

#### **a. The Definition of Predict, Mark, Outline, Recite, and Evaluate (PMORE)**

##### **Procedure.**

Nurteteng (2014) State that Predict, Mark, Outline, Recite, and Evaluate (PMORE) Procedure is a Procedure to understand and comprehend a text. This procedure is suitable to comprehend the text that have plot, such as narrative and recount text. There are some strengths of this procedure. First, in this procedure the students have time to predict the content of the text only with read the title of the text. This step give chance for the students to think generally about the content of the text, so their think is systematic. Second, the students have opportunity to know the words that don't understand. Moreover, after they know the meaning of

this word they make it into a sentence. So, they know and recognize those words. Third, they have chance to share in pair and give their argument about the part of the story that interested them. So, it also can improve speaking ability of the students.

#### **b. The Procedure of Predict, Mark, Outline, Recite, and Evaluate (PMORE)**

##### **Procedure.**

Nurteteng (2014) Predict, Mark, Outline, Recite, and Evaluate (PMORE)

Procedure consist of five steps. They are:

- 1) Predict. The students predict the content of the text as generally after they read the title and look the picture of the text carefully. They may write down their prediction in key word, phrase, or sentence.
- 2) Mark. The students circled the word that they do not understand. It can be unfamiliar word or new word. Then, the students find out the meaning of the circled word in pairs. After that, they make sentence from each circled word.
- 3) Outline. The students make an outline of the text based on the generic structure of the text. They are orientation, events and re-orientation. Then, they check off their prediction before with the true content of the text they have read.
- 4) Recite. The students read again the text to enhance their understanding about the text. Then, they choose one part of the text that interested them and give the reason why this part is interesting. After that they share their works in pairs.

5) Evaluate. The researcher provides some statement from the text that the students have read. Then, they make possible question of these statements. The question can start with 5 W + 1 H. The questions can be more than one question for each statement. But before that the teacher explains the procedure of this activity to make clear the students understanding.

There are some strengths of this procedure. First, in this procedure the students have time to predict the content of the text only with read the title of the text. The purpose of this step is to give chance for the students to think generally about the content of the text, so their think is systematic. Second, the students have opportunity to know the word that they don't understand. Moreover, after they know the meaning of this word they make it into a sentence. So, they know and recognize those words.

Third, they have chance to share in pair and give their argument about the part of the story that interested them. So, it also can improve speaking ability of the students. Fourth, in other method usually in the evaluate step the researcher or the teacher provide some questions and then the students answer them, but in this method the researcher provide some statements and the students make some questions from those statements. So, the step can improve grammar skill of students and it also can prove that they really understand the content of the text.

### **c. The Conclusion of Predict, Mark, Outline, Recite, and Evaluate (PMORE)**

#### **Procedure**

Based on some expert definitions above, it can be concluded that reading can be defined simply as the ability to derive understanding from written text.

Reading comprehension is a complex process in which the readers use their mental contact to obtain the meaning from written material. It means that the reader must be able to recognize the meaning of printed words.

We can interpret that reading comprehension is the capability to comprehend or to acquire the idea of the passage. However in this research, the researcher intend to compare two methods in learning process to enhance the students' comprehends. The main reason why the researcher wants to compare these methods is because each step of those methods is almost same. In addition, the researcher want which method is effective to enhance the reading comprehension. The other method is PMORE Procedure. Predict, Mark, Outline, Recite, and Evaluate (PMORE) Procedure is procedure to understand and comprehend a text. This procedure is suitable to comprehend the texts which have plot, such us narrative and recount text.

## 1. The Concept of Recount Text

### a. The Definition of Recount Text

Recount is unfolding of a sequence of events of over time (Derewianka 1990:14). It is about recreating past experience in using language to keep the past alive and to interpret the experience. Since recount tells about the past experiences, it uses past tense. A recount the describes events, so plenty of use is make of verbs (action words) and of adverb to describe or add more detail to verbs.

Furthermore according to Derewianka (1990) recount is a text that retells event or experiences in the past which its purpose is either to inform or to entertain the audience.

#### b. Language Features of Recount Text

According to Derewianka (1990:15) recount text usually have same language features such as:

- 1) Specific participants such as my mother, my friends, etc.
- 2) Use of simple past tense, simple past tense indicates a completed action
- 3) about what happened in the past add specific time
- 3) Use of material processes or action verb, such as when, saw, left, etc
- 4) Use of first person pronoun, such as I, we.
- 5) Circumstances of places, where did the story take place?
- 6) Temporal sequences or linking items Such as the, next, later, etc
- 7) Circumstances of time, in past tense and adverb of time can be found in the sentences such as ago, yesterday, last week etc may saw a period of time that can be mean by the context or situation (Hornby, 1975:85-86)

Barwick (1999:6) explain that language features of recount text are:

- 1) Proper nouns to identify those involved in the text.
- 2) The descriptive words to give details about who, what, when, and how.
- 3) The use of the past tense to retell the events
- 4) Words show the order of events (for example, first, next, then).

### c. The Types of Recount Text

Derewienka ( 1990) explains that there are five types of recount text, namely:

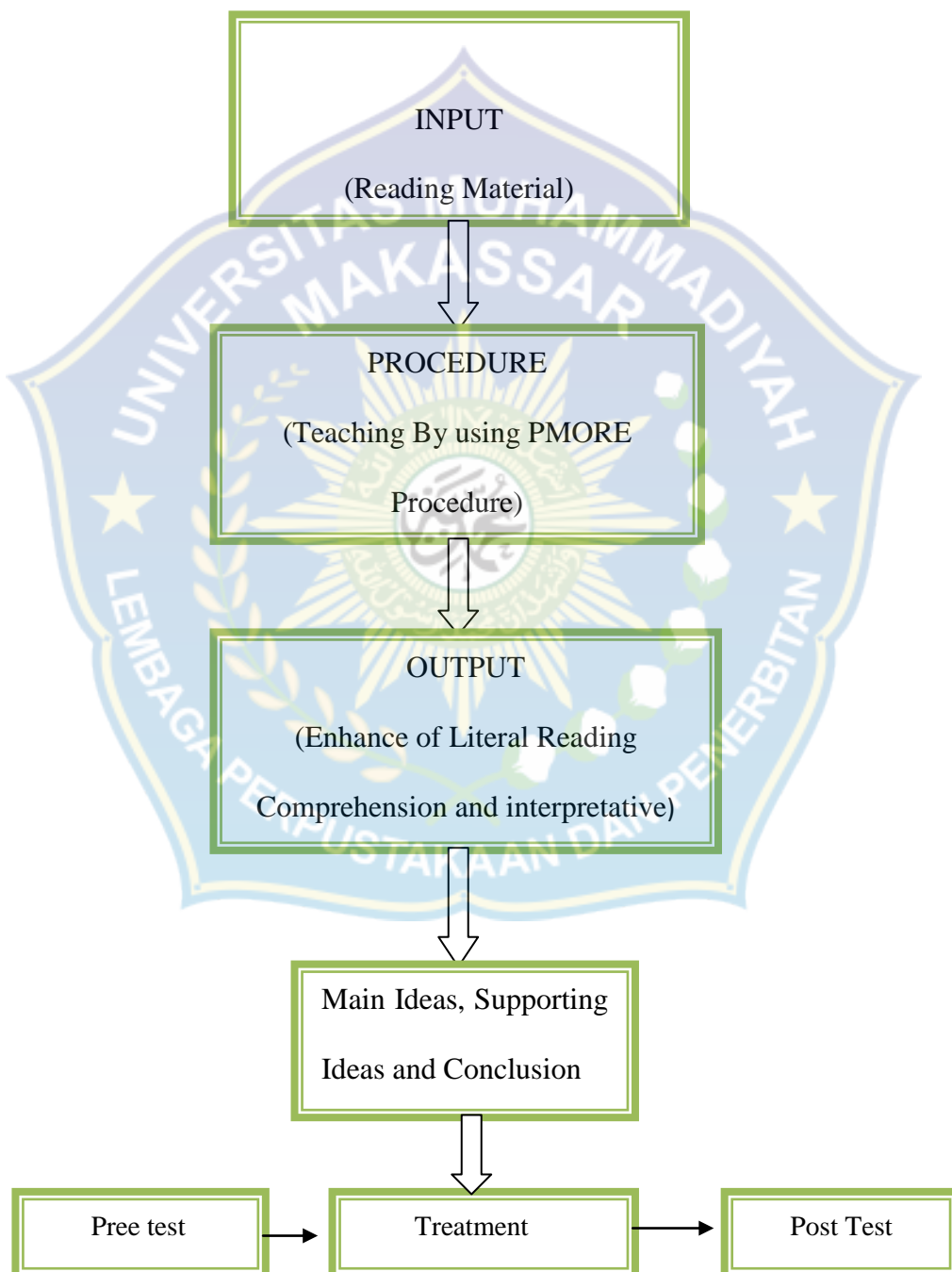
- 1) Personal recount is retelling an events that the writer was personally involved in for example : personal experience, personal letter, diary entries, journal, anccdots, and postcard. Personal recount is usually written in the first person ( I and we) and often to entertain and to inform.
- 2) Factual recount is concerned with recalling event accurately. It can range from the everyday task such as, accidents structured research, science news recording and police report. The emphasis is on using language is precise, factual, and detailed so that the reader gains of complete picture of an event experience or achievement.
- 3) Imaginative or literary recount entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
- 4) A procedural recount records the steps taken in completing a task or procedure.

Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

- 5) Biographical recount tells the story of a person's life using a third person narrator ( he, she, and they). In this case, of autobiography, first person narration ( I ,we ) is used. Hardy and Klarwein (1990) have a bit different type of recount text. There are two types of recount text according to them. They divided two kinds of recount text, namely, personal recount as in

personal letters and excursion write-ups Historical Recount which attempts to retell past experience in the objective view, such as report of science experiment and police reports.

### C. The Conceptual Framework



**Figure 2.1.**(Conceptual framework)



### **1. Input :**

Refers to reading comprehension is a information to check information employ by this PMORE Procedure such as visualizing monitoring, giving the statement of a text, therefore interaction background knowledge , making prediction about the text are for effecient reading.

### **2. Process:**

Refers to the teaching and learning of reading comprehension by using improving students reading comprehension, reception, identifying word,and then sentence in order to get the meaning. Then the other teaching and learning process are intended to help readers what they read.

### **3. Output:**

Refers to the teaching PMORE Procedure in reading through reading comprehension , after the teaching and learning process in improve the students reading comprehension.

### **D. Research Hypothesis**

Ho : There is no significant enhance the using PMORE Procedure towards students reading comprehension.

Ha : There is a significant enhance of using PMORE Procedure towards student reading comprehension.

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter of several part namely research design, Research Variables and Indicators, Population and Sample, Data Collection, Data Analysis.

#### A. Research Design

The design of the research is Pre-Experimental. This form of design is a development of true experimental design that is difficult to implement. This design have control variables but is not used and tirely to control our variables that effect the implementation of the experiment.

**Table 3.1 Pre-test and Post-test**

Pretest	Treatment	Posttest
O1	X	O2

O1 : Pretest

Treatment : PMORE Procedure

O2 : Posttest

#### B. Research Variable and Indicators

##### 1. Research Variable

There are two variables in this research, namely independent and dependent variable. The independent variable of this research is using PMORE Procedure in reading comprehension. The dependent variable in this research is to improve reading comprehension of the students.

## 2. Indicator

The indicators of this research, the researcher hopes the students more easier in learn about reading through Predict, Mark, outline, recite, and evaluate (PMORE) Procedure at the tenth grade of MA Aisyiyah Sungguminasa. Because this reason the researcher choose recount text in improve students reading comprehension literal (Main Idea) and interpretative (conclusion) Through Predict, Mark, Outline, Recite, and Evaluate (PMORE).

## C. Population and Sample

### 1. Population

This study the population of the research was tenth grade of MA Aisyiyah Sungguminasa in academic year 2018/2019 total of population of this research are 51 students.

**Table 3.2 Population of Students**

No.	Class	Total
1.	X IPA	22
2.	X IPS	29
	Jumlah	51 siswa

Learning by using the Predict, Mark, Outline, Recite, Evaluate (PMORE) Procedure is an effective way the students use to get more opportunities much in utilizing knowledge.

## 2. Sample

The research take one class as sample by using purposive sampling technique in which chose class X IPA as experiment class and consisted of 22 students. The researcher apply purposive sampling technique because the sample's high level of intelligence of all the classes.

### **D. Research Instrument**

1. Reading test to find out students response teaching learning process trough PMORE Procedure.
2. Paper of PMORE Procedure

It consists of same statement about a topic before the students begin to read or to engage in any other form of information acquisition. It provides two responses. They are yes or no responses. This paper giving to the students in post-test at the meeting when giving the treatment.

### **E. Data Collection**

To collectio data. The researcher used of some procedure.

#### **1. Test**

This research use multiple choice technique by using four choise and the response is choice is base on the question. The research give two test. First pre-test, the purpose is to know the ability in the reading comprehension. Second, test is give in post-test, the puopose of it is to know the significant effect of using PMORE to encahnce reading comprehension.

## **2. Pretest**

Before giving the treatment the researcher gave a pre-test. It take in 30 minutes. The researcher distributed the material test that consist 4 items. That relevant with the material based on the curriculum at the tenth grade students of MA Aisyiyah Sungguminasa. The pre-test used to know the enhance of the students' reading comprehension.

## **3. Treatment**

The researcher gave treatment by using Enhance PMORE Procedure. The treatment of the research conducted in six meeting in which needs 90 minutes.

The procedures of the treatment were as follow:

- a. Opening
  - 1) Teacher gave apperception
  - 2) Teacher gave some question to the student based on the topic to active students' prior knowledge
- b. Lesson activities
  - 1) The teacher explained the definition of PMORE Procedure.
  - 2) The teacher explained how to use definition of PMORE Procedure.
  - 3) The teacher asked the students to choose reading material that they want to share in the PMORE Procdure.
  - 4) All of the students should read and give a comment about the mean idea, supporting details
- c. Closing
  - 1) The teacher summarized the learning material.

2) The teacher closed the class.

#### 4. Post-test

Post-test was carried out in the last meeting. The researcher employed post-test to find out the value of treatment whether the result of post-test better than pretest or not. The content of the post-test same with the pretest.

#### 5. Classifying the score of the students answer into the following measurement

**Table 3.3 Scoring Criteria for Main Ideas**

Clearly and accurately identifies the main ideas of the text.	4
Correctly identifies the main ideas of the text	3
Identifies the main ideas of the text	2
Attempt to identify the main ideas, however, it may be stated incorrectly or may be missing	1

Harmer (1953:33) in Risnawati (2013:32)

**Table 3.4 Scoring Criteria for Supporting Ideas**

Students response includes most of the relevant supporting details.	4
Students response include some supporting details	3
Students response include few supporting details	2
Students response includes incorrect or irrelevant supporting details.	1

Harmer (1953:33) in Risnawati (2013:32)

**Table 3.5 Scoring Criteria for Conclusion**

Conclusion reflect resource reading in development of ideas is exelent	4
Conclusion reflect readings in development idea	3
Conclusion reflect only reading in development of idea	2
Conclusion those answer, butdo not reflect any reading of resources in development idea	1

Harmer (1953:33) in Risnawati (2013:32)

**F. Data Analysis**

1. Calculating students correct answer of test

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Test Item}} \times 100$$

(Sudjana, 2015:43)

2. Scoring category of the student's pre-test and post-test by using scoring rubric items for reading comprehension as follows:

**Table 3.6 Scoring Criteria Category of the Students Pre-test and Post-test**

No.	Score	Classification
1	96– 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Fairly Poor
7	0 – 35	Poor

(Depdikbud. 2007)

3. Calculating the main score of the students reading test by using the following formula:

$$x = \frac{\sum x}{N}$$

Where :

X = Mean Score

$\sum x$  = Total Score

N = The number of students

(Arikunto 2006)

4. Calculating the percentage of the students' activity in learning process using formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage

F : Frequency

N : Total number of Subject

(Gay, et.al 2006)

5. To find out standard deviation of the students' score in pre-test and post-test by applying formula below:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where:

SD : Standard Deviation



$\sum x$  : The sum of all score

$\sum x^2$  : The sum square of all score

N : Total number of students

6. The formula will be used in finding out the difference between students' score in Pre-Test and in Post-Test is:

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

Where:

t : test of significant

$\bar{D}$  : the mean score of total deviation

$\sum D$  : sum of total score difference

$\sum D^2$  : square of the sum of total score difference

N : the number of student

1 : a consonant number

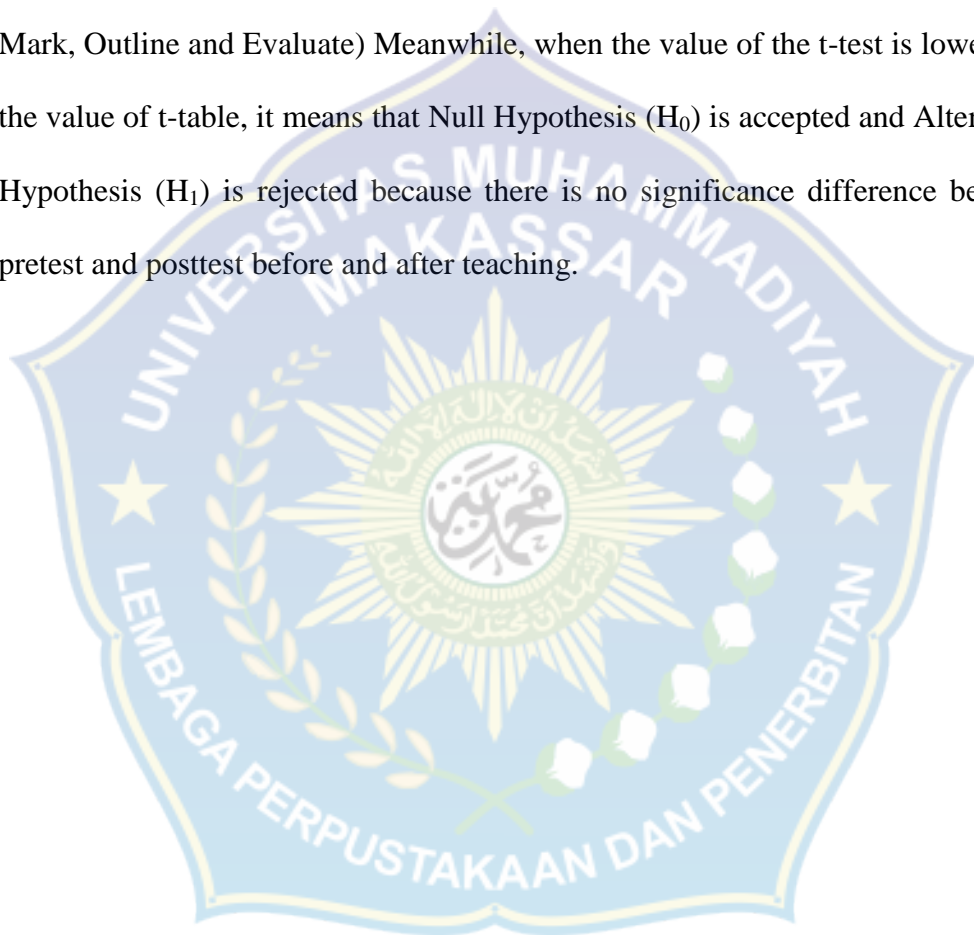
(Gay, et.al 2006)

**Table 3.7 The Classifying of Testing**

Testing	Null Hypothesis	Alternative Hypothesis
T-test > T-table	Rejected	Accepted
T-test < T-table	Accepted	Rejected

(Gay, et.al 2006)

After calculating the value of t-test, it was compared with the value of t-table. When it was found that the value of t-test is greater than the value of t-table, it means that Null Hypothesis ( $H_0$ ) is rejected and Alternative Hypothesis ( $H_1$ ) is accepted because there is significant difference between pretest and posttest before and after being teaching reading comprehension by PMORE (Predict, Mark, Outline and Evaluate) Meanwhile, when the value of the t-test is lower than the value of t-table, it means that Null Hypothesis ( $H_0$ ) is accepted and Alternative Hypothesis ( $H_1$ ) is rejected because there is no significance difference between pretest and posttest before and after teaching.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two sections, the finding of the research and discussion of the research. Based on the data analysis, it was found that as follows:

#### A. Finding

##### 1. The Mean Score and Standard Deviation of Pretest and Posttest

To find out the answer of the research question in the previous chapter, the researcher administered tests which given twice such as pretest and posttest. A pretest is a test that given before the treatment to know the students' enhance reading comprehension. A posttest was administered after the treatment to know the reading comprehension of the students after giving treatment. Both the mean scores of pretest and posttest were then compared to see whether or not there is significant difference of the achievement of the students before and after giving the treatment by Predict, Mark, Outline, Recite, Evaluate ( PMORE) Procedure. The result of pretest and posttest were presented in the following table.

**Table 4.1 The Mean Score and Standard Deviation of Pre-test and Post- test**

Test	Mean Score	Standard Deviation
Pretest	62.77	18.22
Posttest	72.95	15.93

The table 4.1 above showed the statistical summary of the students' score and standard deviation both in pre-test and post-test. The mean score of the students' pre-test and post-test was different, where the mean score of the students' post-test was higher than the mean score of the students' pre-test. The mean score of the students' pre-test was 62.77 and the mean score of the students' post-test was 72.95. The standard deviation of the students' pre-test was 18.22 and the standard deviation of the students' post-test was 15.95

## 2. The Improvement of Students' Reading Comprehension

The students' research achievement both pretest and posttest for the research subjects are tabulated in the table below:

**Table 4.2 The Improvement of Students' Reading Comprehension**

Component	Pre-test	Post-test	Improvement %
Main Ideas			
Supporting Ideas and Conclusion	62.77	72.95	16.21

The table 4.2 above showed that the students' improve from pre-test to post-test in which post-test was greater than pre-test. Pre-test was 62.77 and post-test was 72.95. From pre-test to post-test can improve on 16.21%

### 3.The Frequency and Rate Percentage of the Students' Pretest and Posttest Score

The students' research achievement it mean score pretest and posttest for the research subjects are tabulated in the table below:

**Table 4.3 Frequency and Rate Percentage of the Students' Pre-test Score**

NO	Classification	Score	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96 – 100	0	0%	0	0%
2	Very Good	86 – 95	3	13.63%	5	22.72%
3	Good	76– 85	1	4.54%	6	27.27%
4	Fairly good	66- 75	7	31.81%	4	18.18%
5	Fairly	56-65	5	22.72%	2	9.09%
6	Poor	36-55	5	22.72%	4	18.18%
7	Very Poor	0-35	1	4.54%	1	4.54%
	<b>Total</b>		22	100%	22	100%

The table 4.3 above showed that the percentage and frequency of the students' pre-test and post-test. There were 1 student or 4.54% classified into very good, 1 students or 4.54% classified into good, 7 students or 31.81% classified into fairly good, 5 students or 22.72% classified into fairly and 5 student or 22.72% classified into poor, 1 student or 4.54% classified into Very Poor.

While the post-test above showed that the percentage and frequency of the students pre-test. There were 5 students or 13.63% classified very good, 6

students or 27.27% classified into good, 4 students or 18.18% classified into fairly good and 2 student 9.09% classified into fairly, 4 student 18.18% classified into poor, and 1 student 4.54% classified into very poor.

**Table 4.4 T-test and T-table Value of Pretest and Post-test**

Variable	t-test values	t-table values
X <sub>2</sub> -X <sub>1</sub>	5.22	2.080

Table 4.4 above showed that, the value of t-test was 5.22 and t-table was 2.080. Thus the value of t-test was greater than t-table value ( $5.22 > 2.080$ ). Its mean that using Predict, Mark, Outline, Recite and Evaluate (PMORE) Procedure significantly improve students' reading comprehension of the tenth grade student of MA Aisyiyah Sungguminasa.

#### **4. Hypothesis Testing.**

The result of analysis at the level of the significant ( $p$ ) 0,05 with the degree of freedom ( $df$ ) =  $n-1$ , where  $n$  = number of students (22) indicated there this was significantly different between the mean score of pre-test and post-test. The mean score of pre-test was 62.77 while the post-test was 72.95. Furthermore, the t-test value is higher than t-table value ( $5.22 > 2.080$ ). It meant that there was a significant difference between the students' reading comprehension before and after giving treatment. It could be concluded that the null hypothesis ( $H_0$ ) was rejected while the alternative hypothesis ( $H_1$ ) was accepted.

## **B. Discussion**

In this section, the discussion of the research findings derived from result of the students' reading comprehension in main ideas, supporting ideas and conclusion. The first previous showed by Nurteteng (2014) the title of this research is *the Comparison of SQ3R Method and PMORE Procedure*. Based on Students Personality in Reading Comprehension he result of the students' personal style inventory showed that SQ3R Method more suitable used in extrovert students while PMORE Procedure more suitable use in introvert students. Therefore,  $H_1$  (alternative hypothesis) of this research which said SQ3R Method is more effective than and PMORE Procedure to enhance students' reading comprehension achievement was accepted.

### **1. The Improvement the Students' Literal Reading Comprehension in Findings of Main Idea**

The result of the analysis revealed that there was a significant difference mean score pretest to post test of students in terms of main idea. in pretest, mean score of students is lower (62.77) before use PMORE Procedure. After use PMORE Procedure in treatment, the mean score of post test was higher (72.93).It could be seen in the table 4.2 and it can be proved from the  $T\text{-test} > T\text{-table}$ . It means that use PMORE procedure to teach reading can enhance the students' reading skill in terms main idea. In the PMORE procedure, there are four method applied. They are predicting, clarifying, questioning and summarizing. These method involve discussion and question and answer among the students. During the discussion, the students collaborate to find the main idea of the text. After that,

the students explained the other groups the result their discussing. These activities can help all students understand the main idea of the text.

## **2. The Improvement of Students' Literal Reading Comprehension Finding of Supporting Ideas .**

The result of the analysis revealed that there was a significant difference mean score pretest to post test of students in terms of main idea. in pretest, mean score of students is lower (62.77) before use PMORE Procedure. After use PMORE Procedure in treatment, the mean score of post test was higher (72.93).It could be seen in the table 4.2 and it can be proved from the T-test>T-table. It means that use PMORE procedure to teach reading can enhance the students' reading skill in terms main idea.

From the explanation above, improvement of the students' mean score in pretest and post test proved that Use Predict, Mark, Outline, Recite, and Evaluate (PMORE ) Procedure to Enhance Students' Reading Comprehension in main idea after treatment.The use PMORE procedure, the students discussed with their group to determine of supporting ideas. Discussing made the students able to find the supporting ideas in the reading text during treatment by using PMORE Procedure. All the group members will work together to help each other to find the answer of the questions. From the explanation above, improvement of the students' mean score in pretest and post test proved that Use Predict, Mark, Outline, Recite, and Evaluate (PMORE ) Procedure to Enhance Students' Reading Comprehension in main idea after treatment.



### **3. The Improvement of Students' Interpretative Reading Comprehension**

#### **Finding of Conclusion**

In Predict, the researcher provided one text entitled "vacation in holiday". In this activity the researcher only showed the title of the text and the picture related to the text by using a projector. Then, the students predicted the content of the text only by looking the title of the text and the picture. In Mark, the researcher gave the text to the students. Before the student read the text the researcher asked to use online dictionary. Then, they read the text. While the students read the text, they circled the word that they didn't understand. Then, the students found out the meaning, pronunciation, synonym and antonym of the circled word in pairs and made sentence from each circled word. In Outline, the students made an outline of the text based on the generic structure of the text. They are orientation, events and re-orientation. In this section the students did not directly copy each sentence from the text into their answer sheet, but they only wrote down the each point of each part of the generic structure of the text. In Recite, the students choose one part of the text that interested them and they give the reason why this part was interesting for them. After that they shared their works in pairs. In Evaluate, the researcher provided some statements from the text that the students had read. Then, they made possible question of these statements. The question could start with 5 W + 1 H. The questions could be more than one question for each statement. But before that the researcher had explained the procedure of this activity to make the students understood clearly.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and findings in the previous chapter. The second part present some suggestions based on the findings and conclusion of this research.

#### **A. Conclusions**

Based on the finding and discussion in the previous chapter, the research concludes follows:

Data analysis and the discussions in the previous chapter, using PMORE Procedure at Tenth Grade IPA of MA Aisyiyah Sungguminasa could enhance the students reading comprehension. It was proved by the mean score of the students pretest and posttest were significantly difference. It can be seen from the students mean score of pretest was 62.77 (fairly classification) while the mean score of posttest was 72.95 (Fairly good classification) beside that the t-test value of the students reading comprehension was higher than t-table value.

#### **B. Suggestions**

Based on the conclusion that had been written, the researcher would like to recommend some suggestion as follows:

1. For English Teacher at Tenth Grade X IPA of MA Aisyiyah Sungguminasa
  - a. The teacher is suggested to use Predict, Mark, Outline, Recite, and Evaluate (PMORE) Procedrue in teaching English to motivate the students especially

in reading comprehension. It was proved that PMORE Procedure could enhance the students reading comprehension in classroom especially main ideas, supporting ideas and conclusion.

2. For the Next Researcher

- a. The result of this research can also be used as additional references for the further study. In this the developing the use of Predict, Mark, Outline, Recite, and Evaluate (PMORE) Procedure in English learning especially in reading comprehension.



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A

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## Appendix A

### Attendances List of Students Class X IPA MA. Aisiyah Sungguminasa

No	Name	Meetings					
1	MA	✓	✓	✓	✓	✓	✓
2	LL	✓	✓	A	✓	✓	✓
3	SH	✓	✓	✓	✓	✓	✓
4	MHN	✓	✓	A	✓	✓	✓
5	MAY	✓	S	✓	✓	✓	✓
6	NM	✓	✓	✓	✓	✓	✓
7	MSP	✓	✓	A	✓	✓	✓
8	PN	✓	✓	A	✓	✓	✓
9	STUM	✓	✓	A	✓	✓	✓
10	LA	✓	✓	A	A	✓	✓
11	NCM	✓	✓	✓	✓	✓	✓
12	RR	✓	✓	✓	✓	✓	✓
13	ABA	✓	✓	A	✓	✓	✓
14	WF	✓	✓	I	✓	✓	✓
15	RA	✓	✓	✓	✓	✓	✓
16	TC	✓	✓	A	S	✓	✓
17	MDS	✓	✓	A	✓	✓	✓
18	STA	✓	✓	✓	✓	✓	✓
19	STN	✓	✓	A	✓	✓	✓
20	ICP	✓	A	A	S	✓	✓
21	STNF	✓	✓	A	✓	✓	✓
22	KD	✓	✓	A	✓	✓	✓

## Appendix C

### a. Calculating the mean score and standard deviation in pre-test

1. The mean score of students' pre-test

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1381}{22} \\ &= \mathbf{62.77}\end{aligned}$$

2. Standard deviation of pre-test

$$\begin{aligned}SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\ &= \sqrt{\frac{93675 - \frac{(1381)^2}{22}}{22-1}} \\ &= \sqrt{\frac{93657 - \frac{1907161}{22}}{21}} \\ &= \sqrt{\frac{93657 - 86689.14}{22}} \\ &= \sqrt{\frac{6967.86}{22}} \\ &= \sqrt{\mathbf{331.80}} \\ &= \mathbf{18.22}\end{aligned}$$

**b. The Improvement Students' Reading Comprehension**

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

$$\% = \frac{72.95 - 62.77}{62.77} \times 100$$

$$\% = \frac{10.18}{62.77} \times 100$$

$$\% = 0.1621 \times 100$$

$$\% = 16.21$$

**c. Calculating the Mean Score and Standard Deviation In Post-Test**

1. The mean score of students' post-test

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{1605}{22} \\ &= \mathbf{72.95} \end{aligned}$$

2. Standard deviation of post-test

$$\begin{aligned} SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\ &= \sqrt{\frac{122423 - \frac{(1605)^2}{22}}{22-1}} \\ &= \sqrt{\frac{122423 - \frac{257602}{22}}{21}} \end{aligned}$$

$$= \sqrt{\frac{122423 - 117092.05}{21}}$$

$$= \sqrt{\frac{5330.95}{21}}$$

$$= \sqrt{253.85}$$

$$= 15.93$$

**d. Finding out the mean of difference score between pre-test and post-test**

To find out the mean of difference score between pre-test and post-test of the students, the following formulas is presented as follow:

$$D = \frac{\sum D}{N}$$

Where:

$$\begin{aligned}\sum D &= X_2 - X_1 \\ &= 1605 - 1381 \\ &= 224\end{aligned}$$

Found:

$$D = \frac{\sum D}{N}$$

$$= \frac{224}{22}$$

$$= 10.18$$

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

$$= \frac{10.18}{\sqrt{\frac{4036 - \frac{(224)^2}{22}}{22(22-1)}}$$

$$= \frac{10.18}{\sqrt{\frac{4036 - \frac{50176}{22}}{22(21)}}$$

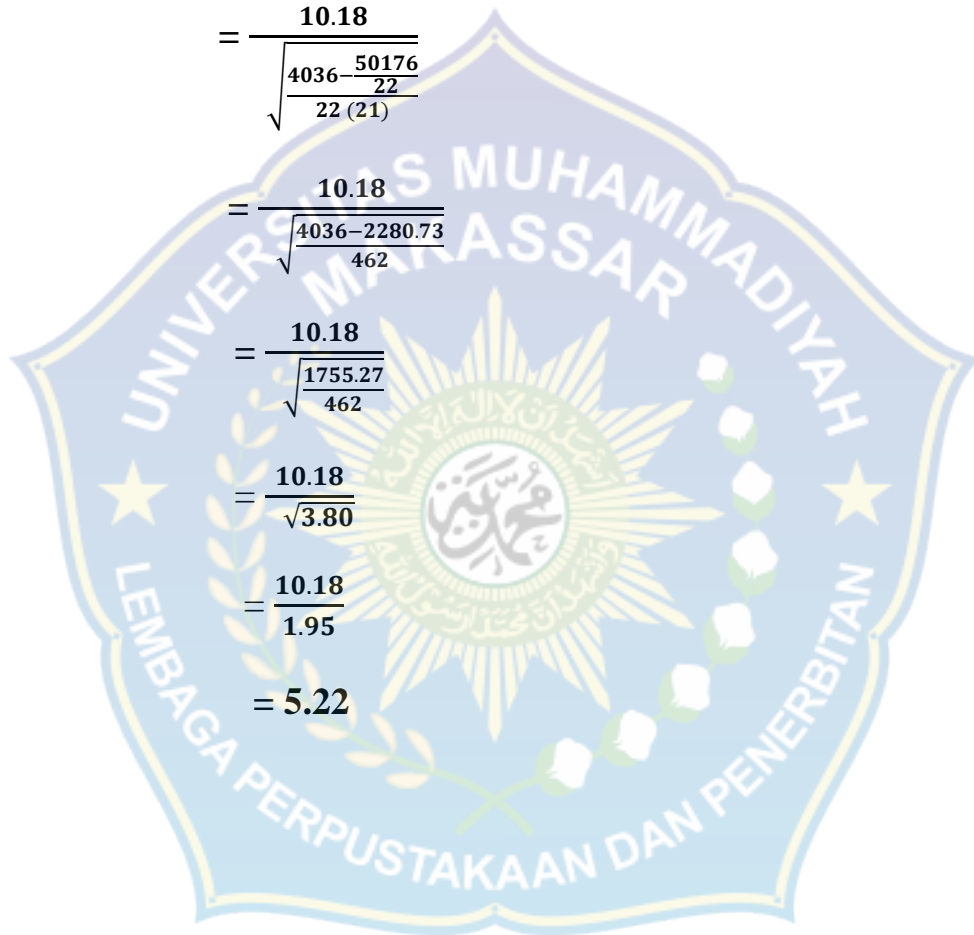
$$= \frac{10.18}{\sqrt{\frac{4036 - 2280.73}{462}}$$

$$= \frac{10.18}{\sqrt{\frac{1755.27}{462}}}$$

$$= \frac{10.18}{\sqrt{3.80}}$$

$$= \frac{10.18}{1.95}$$

$$= 5.22$$



## Appendix D

### Distribution of T-table

Df	Level of Significance for Two-Tailed test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.923	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690

<b>28</b>	<b>1.313</b>	<b>1.701</b>	<b>2.048</b>	<b>2.467</b>	<b>2.763</b>	<b>3.674</b>
<b>29</b>	<b>1.311</b>	<b>1.699</b>	<b>2.045</b>	<b>2.462</b>	<b>2.756</b>	<b>3.659</b>
<b>30</b>	<b>1.310</b>	<b>1.697</b>	<b>2.042</b>	<b>2.457</b>	<b>2.750</b>	<b>3.646</b>
<b>40</b>	<b>1.303</b>	<b>1.684</b>	<b>2.021</b>	<b>2.423</b>	<b>2.704</b>	<b>3.551</b>
<b>60</b>	<b>1.296</b>	<b>1.671</b>	<b>2.000</b>	<b>2.390</b>	<b>2.660</b>	<b>3.460</b>
<b>120</b>	<b>1.289</b>	<b>1.685</b>	<b>1.980</b>	<b>2.358</b>	<b>2.617</b>	<b>3.373</b>

For level significance (D)

Degree of Freedom (df) =N-1= 22-1=21

T-test (5.22 ) >t-Table (2.080)



## Lesson Plan 1

### 1. Identity

Subject : ENGLISH  
SKILL : READING  
CLASS : X (Experiment class)/ Treatment.  
Duration :-

### 2. Kompetensi Inti

- K I. 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### 3. Kompetensi Dasar

- KD. 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *Recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.10 Menangkap makna dalam teks *Recount* lisan dan tulis sederhana.



#### **4. General Interaction Object**

The students will be able to understand of recount text based on the materials which has been learn.

#### **5. Special instructional object**

Through the activity, the students are expected to be to  
To enhance of reading comprehension

#### **6. Teaching materials**

##### **PMORE (Predict, Mark, Outline, Recite, Evaluate) METHOD**

1. Predict. The students predict the content of the text as generally after they read the title and look the picture of the text carefully. They may write down their prediction in key word, phrase, or sentence.
2. Mark. The students circled the word that they do not understand. It can be unfamiliar word or new word. Then, the students find out the meaning of the circled word in pairs. After that, they make sentence from each circled word.
3. Outline. The students make an outline of the text based on the generic structure of the text. They are orientation, events and re-orientation. Then, they check off their prediction before with the true content of the text they have read.
4. Recite. The students read again the text to enhance their understanding about the text. Then, they choose one part of the text that interested them and give the reason why this part is interesting. After that they share their works in pairs.
5. Evaluate. The researcher provides some statement from the text that the students have read. Then, they make possible question of these statements.

6. The question can start with 5 W + 1 H. The questions can be more than one question for each statement. But before that the teacher explains the procedure of this activity to make clear the students understanding.

### **Recount Text**

1. Recount Text is a text that telling the reader about one story, action, or activity. Its purpose of recount text is to entertain or give the information to the reader.
2. Generic structure of Recount Text
  - a) Orientation: It gives the readers the background information needed to understand the text, such as who was involved where it happened and when it happened.
  - b) Events: A series of events, ordered, in a chronological sequence.
  - c) Re-orientation: A personal comment about the event or what happened in the end.

### **Vocation to London**



Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours.

On the plane the cabin crews were very friendly. They gave them newspaper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a keycard to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food. The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

### Answers

1. Predict: Vocation
2. Mark: Friendly (Ramah), Polite (sopan)  
Feby is very friendly  
My sister
3. Outline: 1. Paragraph 1 Orientation  
2. Paragraph 2 Events  
3. Paragraph 3 Re-Orientation

4. Recite: I choose the last paragraph because the last paragraph the room had perfect view and had of variety of food

5. Evaluate: 1. Where did they stay to London?

2. What kinds of food that the restaurant serving there?

## **7. Teaching procedure:**

### **a. First activity**

- 1) Greeting/recognizing.
- 2) The teacher/researcher take attendance list and read the students name.
- 3) The teacher/researcher give motivations
- 4) Recognizing about the materials.

### **b. Initial Activity**

- 1) The teacher/ researcher explain about PMORE (Predict, Mark, Outline, Recite, Evaluate) Method and how to use it
- 2) The teacher/ researcher gives the paper of PMORE (Predict, Mark, Outline, Recite, Evaluate) Method and then ask the students to respond individually to the questions
- 3) The students come together as a small group to discuss the question
- 4) The teacher/researcher gives the opportunity to the students to present the reasons they felt their answer were correct and to predict the subject matter of the reading.
- 5) The teacher/ researcher asks the students to correct any misconceptions or wrong answers on their PMORE (Predict, Mark, Outline, Recite, Evaluate)

### **c. Final activity**

The teacher/researcher

## **8. Instrument and instructional resource**

- a. Instrument : reading text (Vocation to London)
- b. Sumber Belajar: <http://www.englishindo.com/2012/01/9-contoh-recount-text-text-pilihan.html>

## **9. Evaluation**

- a. Procedure:

The teacher/researcher did evaluation based on the students activity in the classroom

b. Evaluation instrument:

Writing test: giving pre-test and post-test



## Lesson Plan 2

### 1. Identity

Subject : ENGLISH  
SKILL : READING  
CLASS : X (Experiment class)/ Treatment.  
Duration :-

### 2. Kompetensi Inti

- K I. 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### 3. Kompetensi Dasar

- KD. 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks Recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.10 Menangkap makna dalam teks Recount lisan dan tulis sederhana.

#### **4. General Interaction Object**

The students will be able to understand of recount text based on the materials which has been learn.

#### **5. Special instructional object**

Through the activity, the students are expected to be to  
To enhance of reading comprehension

#### **6. Teaching materials**

##### **PMORE (Predict, Mark, Outline, Recite, Evaluate) METHOD**

1. Predict. The students predict the content of the text as generally after they read the title and look the picture of the text carefully. They may write down their prediction in key word, phrase, or sentence.
2. Mark. The students circled the word that they do not understand. It can be unfamiliar word or new word. Then, the students find out the meaning of the circled word in pairs. After that, they make sentence from each circled word.
3. Outline. The students make an outline of the text based on the generic structure of the text. They are orientation, events and re-orientation. Then, they check off their prediction before with the true content of the text they have read.
4. Recite. The students read again the text to enhance their understanding about the text. Then, they choose one part of the text that interested them and give the reason why this part is interesting. After that they share their works in pairs.
5. Evaluate. The researcher provides some statement from the text that the students have read. Then, they make possible question of these statements.

6. The question can start with 5 W + 1 H. The questions can be more than one question for each statement. But before that the teacher explains the procedure of this activity to make clear the students understanding.

### **Recount Text**

1. Recount Text is a text that telling the reader about one story, action, or activity. Its purpose of recount text is to entertain or give the information to the reader.
2. Generic structure of Recount Text
  - a) Orientation: It gives the readers the background information needed to understand the text, such as who was involved where it happened and when it happened.
  - b) Events: A series of events, ordered, in a chronological sequence.
  - c) Re-orientation: A personal comment about the event or what happened in the end.

#### **My Adventure at Leang-Leang Cave**



On Sunday, my parents, my best friend Novi, and I visited a cave in Maros called Leang-leang. It was my first time to visit the cave, better yet, my best friend came to visit it with me!

The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings were turned into a national park, so it was taken care of. My parent took a rest in a small hut for visitors of the park, while Novi and I adventure around the cave with a guide. We



had to climb some metal stairs to get to the cave, because the cave was embedded into small mountain.

Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called *kjokkenmoddingger*, or kitchen trash. The humans who lived here ate seashell and dumped the left over in their 'kitchen'.

The last place was a small museum where they have skeletons of humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there. After a quick lunch with Nivi and my parents, we decided it was time to go back home. We really had the time of our lives!

### Answers

1. Predict: Holiday
2. Mark: Climb (mendaki), Cave (Gua)  
My brother and his friends climb to Bawakaraeng  
Cave of Batu Cermin the view is very beautiful
3. Outline: 1. Paragraph 1 Orientation  
2. Paragraph 2 Events  
3. Paragraph 3 Re-orientation
4. Recite: I choose the first paragraph because, it was my first time to visit the cave, better yet, my best friend came to visit it with me!
5. Evaluate: 1. Who is going to visit cave at Maros?  
2. Where did her parents took a rest?

### **7. Teaching procedure:**

#### a. First activity

- 1) Greeting/recognizing.
- 2) The teacher/researcher take attendance list and read the students name.
- 3) The teacher/ researcher give motivations
- 4) Recognizing about the materials.

b. Initial Activity

- 1) The teacher/ researcher explain about PMORE (Predict, Mark, Outline, Recite, Evaluate) Method and how to use it
- 2) The teacher/ researcher gives the paper of PMORE (Predict, Mark, Outline, Recite, Evaluate) Method and then ask the students to respond individually to the questions
- 3) The students come together as a small group to discuss the question
- 4) The teacher/ researcher gives the opportunity to the students to present the reasons they felt their answer were correct and to predict the subject matter of the reading.
- 5) The teacher/ researcher asks the students to correct any misconceptions or wrong answers on their PMORE (Predict, Mark, Outline, Recite, Evaluate)

c. Final activity

The teacher/researcher

**8. Instrument and instructional resource**

- a. Instrument : reading text (My Adventure at Leang-Leang Cave)
- b. Sumber Belajar: [http://www.englishindo.com/2012/01/9-contoh-recount text-text-pilihan.html](http://www.englishindo.com/2012/01/9-contoh-recount-text-text-pilihan.html)

**9. Evaluation**

c. Procedure:

The teacher/researcher did evaluation based on the students activity in the classroom

d. Evaluation instrument:

Writing test: giving pre-test and post-test

## Lesson Plan 3

### 1. Identity

Subject : ENGLISH  
SKILL : READING  
CLASS : X (Experiment class)/ Treatment.  
Duration :-

### 2. KompetensiInti

- K I. 1.Menghayati dan mengamalkanajaran agama yang dianutnya.
- 2.Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- 4.Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### 3. KompetensiDasar

- KD. 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks Recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.10 Menangkap makna dalam teks Recount lisan dan tulis sederhana.

#### **4. General Interaction Object**

The students will be able to understand of recount text based on the materials which has been learn.

#### **5. Special instructional object**

Through the activity, the students are expected to be to  
To enhance of reading comprehension

#### **6. Teaching materials**

##### **PMORE (Predict, Mark, Outline, Recite, Evaluate) METHOD**

- 1) Predict. The students predict the content of the text as generally after they read the title and look the picture of the text carefully. They may write down their prediction in key word, phrase, or sentence.
- 2) Mark. The students circled the word that they do not understand. It can be unfamiliar word or new word. Then, the students find out the meaning of the circled word in pairs. After that, they make sentence from each circled word.
- 3) Outline. The students make an outline of the text based on the generic structure of the text. They are orientation, events and re-orientation. Then, they check off their prediction before with the true content of the text they have read.
- 4) Recite. The students read again the text to enhance their understanding about the text. Then, they choose one part of the text that interested them and give the reason why this part is interesting. After that they share their works in pairs.
- 5) Evaluate. The researcher provides some statement from the text that the students have read. Then, they make possible question of these statements.

- 6) The question can start with 5 W + 1 H. The questions can be more than one question for each statement. But before that the teacher explains the procedure of this activity to make clear the students understanding.

### **Recount Text**

1. Recount Text is a text that telling the reader about one story, action, or activity. Its purpose of recount text is to entertain or give the information to the reader.

2. Generic structure of Recount Text

- a) Orientation: It gives the readers the background information needed to understand the text, such as who was involved where it happened and when it happened.
- b) Events: A series of events, ordered, in a chronological sequence.
- c) Re-orientation: A personal comment about the event or what happened in the end.

#### **My Holiday.....Unpredictable But Fun**

It was Sunday, the end of my holiday indeed, when friends of mine suddenly came to my home and picked me up. They told me that we were going to go out of town. That was unpredictable and really surprised me because there was no any confirmation before. At 9 o'clock in the morning, we departed from my home and realized that the road was very crowded. Then, we decided to take freeway to save the time. For about thirty minutes later, we were out. But not arrived yet. We tried to find a store to buy some food and drink as our provisions. After we got them, we continued our trip to Boyolali. Well, it took approximately two hours to get there.

After we got a lot of gift, we went to Tlatar, a special nature park and pond in Boyolali. The way to get there was really nice, we could see the fields and woods around us with the beautiful mountain behind them. Furthermore, we could feel the fresh air which was difficult to be found in Semarang. In Tlatar, we could

swim and fishing. While some of us were swimming, the others were fishing or just enjoyed the view. We also ordered some food and drink.

The other and the last place we visited was Badhe Dam. It was big dam in Boyolali. We got there when it was getting afternoon around at five o'clock. Well, the situation there was really amazing. It was the right place to calm our self and mind. The beautiful dam with the blue sky were really a wonderful mixture of nature. We relaxed and felt calm. And didn't forget to take pictures together. At six, we realized that it was getting to dark, we had to back to Semarang. So, we decided to departed right away. We were very glad and enjoyed our trip together. We would never forget it.

### **Answers**

1. Predict: Holiday
2. Mark: glad (senang, gembira), swimming (berenang)
3. Outline:
  1. Paragraph 1 Orientation
  2. Paragraph 2 Events
  3. Paragraph 3 Re-orientation
4. Recite: I choose the second paragraph because, we could feel the fresh air which was difficult to be found in Semarang.
5. Evaluate:
  1. What was time they depart from his home ?
  2. How long did they go to Bade dam?

### **7. Teaching procedure:**

#### **a. First activity**

- 1) Greeting/recognizing.
- 2) The teacher/researcher take attendance list and read the students name.
- 3) The teacher/ researcher give motivations
- 4) Recognizing about the materials.

#### **b. Initial Activity**

- 1) The teacher/ researcher explain about PMORE (Predict, Mark, Outline, Recite, Evaluate) Method and how to use it

- 2) The teacher/ researcher gives the paper of PMORE (Predict, Mark, Outline, Recite, Evaluate) Method and then ask the students to respond individually to the questions
- 3) The students come together as a small group to discuss the question
- 4) The teacher/ researcher gives the opportunity to the students to present the reasons they felt their answer were correct and to predict the subject matter of the reading.
- 5) The teacher/ researcher asks the students to correct any misconceptions or wrong answers on their PMORE (Predict, Mark, Outline, Recite, Evaluate)

c. Final activity

The teacher/researcher

**8. Instrument and instructional resource**

a. Instrument :reading text (My Holiday Unpredictable But Fun )

b.SumberBelajar: [http://www.englishindo.com/2012/01/9-contoh-recount text-text-pilihan.html](http://www.englishindo.com/2012/01/9-contoh-recount-text-text-pilihan.html)

**9. Evaluation**

e. Procedure:

The teacher/researcher did evaluation based on the students activity in the classroom

f. Evaluation instrument:

Writing test: giving pre-test and post-test

## Lesson Plan 4

### 1. Identity

Subject : ENGLISH

SKILL : READING

CLASS : X (Experiment class)/ Treatment.

Duration :-

### 2. KompetensiInti

K I. 1.Menghayati dan mengamalkanajaran agama yang dianutnya.

2.Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4.Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### 3. KompetensiDasar

KD. 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks Recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

4.10 Menangkap makna dalam teks Recount lisan dan tulis sederhana.



#### **4. General Interaction Object**

The students will be able to understand of recount text based on the materials which has been learn.

#### **5. Special instructional object**

Through the activity, the students are expected to be to  
To enhance of reading comprehension

#### **6. Teaching materials**

##### **PMORE (Predict, Mark, Outline, Recite, Evaluate) METHOD**

1. Predict. The students predict the content of the text as generally after they read the title and look the picture of the text carefully. They may write down their prediction in key word, phrase, or sentence.
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3. Outline. The students make an outline of the text based on the generic structure of the text. They are orientation, events and re-orientation. Then, they check off their prediction before with the true content of the text they have read.
4. Recite. The students read again the text to enhance their understanding about the text. Then, they choose one part of the text that interested them and give the reason why this part is interesting. After that they share their works in pairs.
5. Evaluate. The researcher provides some statement from the text that the students have read. Then, they make possible question of these statements.

6. The question can start with 5 W + 1 H. The questions can be more than one question for each statement. But before that the teacher explains the procedure of this activity to make clear the students understanding.

### **Recount Text**

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- a) Orientation: It gives the readers the background information needed to understand the text, such as who was involved where it happened and when it happened.
- b) Events: A series of events, ordered, in a chronological sequence.
- c) Re-orientation: A personal comment about the event or what happened in the end.

#### **My First Experience to Ride Motorcycle**

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was a small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can". One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I must pass through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle

### Answers

1. Predict: **Experience**

2. Mark: glad (senang, gembira), swimming (berenang)

3. Outline: 1. Paragraph 1 Orientation

2. Paragraph 2 Events

3. Paragraph 3 Re-orientation

4. Recite: I choose the second paragraph because, we could feel the fresh air which was difficult to be found in Semarang.

5. Evaluate: 1. What was the motorcycle name?

2. What is the main idea of paragraph two?

### **7. Teaching procedure:**

a. First activity

- 1) Greeting/recognizing.
- 2) The teacher/researcher take attendance list and read the students name.
- 3) The teacher/ researcher give motivations
- 4) Recognizing about the materials.

b. Initial Activity

- 1) The teacher/ researcher explain about PMORE (Predict, Mark, Outline, Recite, Evaluate) Method and how to use it
- 2) The teacher/ researcher gives the paper of PMORE (Predict, Mark, Outline, Recite, Evaluate) Method and then ask the students to respond individually to the questions
- 3) The students come together as a small group to discuss the question
- 4) The teacher/ researcher gives the opportunity to the students to present the reasons they felt their answer were correct and to predict the subject matter

- 5) of the reading. The teacher/ researcher asks the students to correct any misconceptions or wrong answers on their PMORE (Predict, Mark, Outline, Recite, Evaluate)

c. Final activity

The teacher/researcher

**8. Instrument and instructional resource**

a. Instrument :reading text (My First Experience to Ride Motorcycle)

b. Sumber Belajar: <http://www.englishindo.com/2012/01/9-contoh-recount-text-text-pilihan.html>

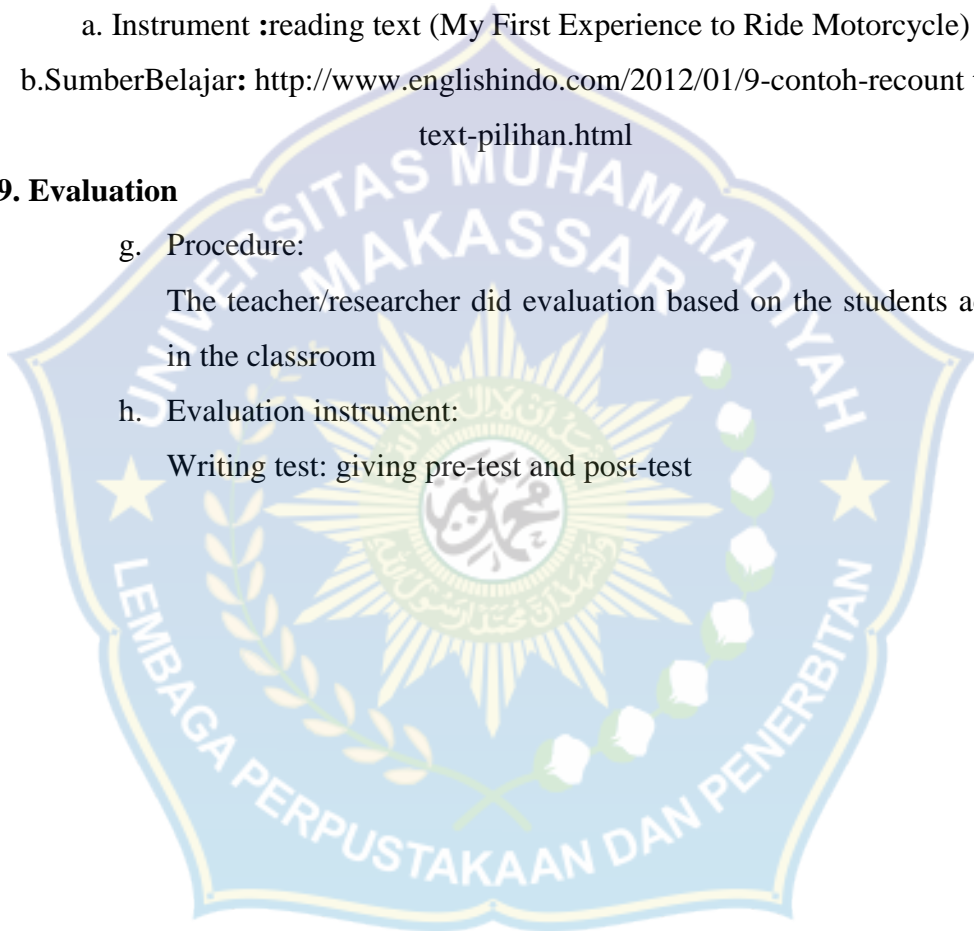
**9. Evaluation**

g. Procedure:

The teacher/researcher did evaluation based on the students activity in the classroom

h. Evaluation instrument:

Writing test: giving pre-test and post-test





Picture 1: Pre-Test



Picture 2: Post-Test

## CURRICULUM VITAE



**Indriani A** was on September 24<sup>th</sup>, 1994 in Pangbarani she has siblings, 2 sisters. She is the second child from 3 childrens. He Father is Ayyu and her mother is Hanasia.

She stated her education first, in elementary school at SD 8 Tampuan and she graduated in 2006. Second, she continued at SMPN 4 Baraka and graduated in 2010 and she continued at SMA Muhammadiyah Kalosi and graduated in 2013. In the next years she was accepted as the students in English Educations Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar

At the end of her study, she could finish with her thesis under the title “The Use of Predict, Mark, Outline, Recite, and Evaluate ( PMORE) Procedure to Enhance the Students’ Reading Comprehension (A Pre-Experimental Research at the Tenth Grade of MA Aisyiyah Sungguminasa)