

# The Effectiveness of Using Course Review Horay Model to Improve Reading Comprehension for Students: A Case of 8th Grade Students of SMP Negeri 34 Semarang

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## Abstract

Reading offers pupils numerous opportunities to study language, including vocabulary, grammar, punctuation, and the proper way to form sentences, paragraphs, and texts. Reading is therefore a vital component of language learning. The Course Review Horay learning model is one of the cooperative learning techniques that will be used in the study's reading class. The author attempts to investigate the efficacy of applying the Course Review Horay Model in teaching reading comprehension to students based on the background information given above. This study used four different data collection techniques. make a reading comprehension assessment. Pre-testing involves testing kids' abilities before a treatment. After the treatment, administer the test to gauge the pupils' proficiency. then calculated the data. According to the findings of this study, students who are taught utilizing the review course review horay model have reading comprehension that is as follows: the mean post-test is 82.50 with a minimum score of 65 and a maximum score of 95, median 82.5 and mode 85. The average post-test score for students who are taught using the Course Review Horay Model without employing reviews is 76.91, with a minimum score of 60 and a maximum score of 95, a median of 75, and a mode of 70. According to the t1 test, the Post-test Score of the Experimental Group Application of the Course Review Horay Model is significantly different, as shown by the findings of t count  $2.568 > t$  table 1.667 and a significance level of t count 0.013 0.05 with a positive direction from the Post-test Score of the Control Group, indicating that the experimental group and the control group had different learning outcomes for reading comprehension. The post-test score of the experimental group is significantly different from the pre-test score of the experimental group, which indicates that there is a significant effect of applying the Course Review Horay Model to the results of Learning Reading comprehension, according to the t test results, t count  $13.528 > t$  table 1.69 and a significance level t count 0.000 0.05.

**Keyword;** Reading, Course Review Horay, Reading Comprehension.

## Introduction

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For our people to strengthen their communication skills in daily tasks, English is crucial. Whether used in formal or informal conversation, numerous words from English have been included into our language, Bahasa Indonesia. Additionally, more than 50% of the world's population speaks English. In the world, English has long been a significant language. The language of communication used by people all over the world in trade, social interaction, science, education, and technology is English.

According to school-based curriculum pointed that in learning English, the students should be able to use language in communication either written or oral language in order to commemorate the global era” (Diknas, 2006: 13). The purpose of reading in Junior High School, especially at the second year is that students should be able to understand and analyze the meaning of functional text such as recount, descriptive and narrative related to their environment. It is also relevant with the standard competence of reading in which students should be able to response the meaning in the short simple functional text accurately, fluently, and contextually (BSNP, 2007: 49).

According to Huda (2013: 229), the CRH learning model is a learning model that can create a lively and fun class atmosphere because every student who can answer correctly is required to shout 'hurrah!' or sing the group's yells. For this reason, writers apply the Course Review Horay (CRH) learning model. Course Review Horay is a learning model that can create a lively and fun class atmosphere because every student who can answer correctly is required to shout "hurray" or other yells they like. The Course Review Horay (CRH) learning model can encourage students to actively participate in learning.

## Reason for Choosing the Topic

Because Course Review Horay Model wglich is well-known as one of adoptable and simple techniques for improving student’s reading comprehension.

## Statements of the Problem

1. To what extent is the reading comprehension of the students who are taught using review Course Review Horay Model?
2. To what extent is the reading comprehension of the students who are taught without using review Course Review Horay Model?
3. How the significant differences in reading comprehension of the students who are using review Course Review Horay Model and those who are taught without using review Course Review Horay Model?

## Objectives of the Study

1. To find out the reading comprehension of the students who are taught a using Course Review Horay Model.
2. To find out the reading comprehension of the students who are taught without using review Course Review Horay Model.
3. To know the differences in reading comprehension of the students who are using review Course Review Horay Model and those who are taught without using review Course Review Horay Model.

## Literature Review

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The First, Research conducted by Nadia Devina Arya Putri, Abdul Salim, and Sunardi in 2016/2017 entitled "The Effectiveness of The Use of Course Review Horay (CRH) Methods to Improve Numeracy Division Skills of Children With Mild Mental Retardation in Surakarta State SLB, Indonesia Year 2016/2017" is a research conducted in class IV. The use of the Course Review Horay learning model is effective in increasing the division of numeracy skills of students with mild mental retardation in class IV SLB Surakarta in the 2016/2017 academic year. The conclusion from the results of this study is that the average value during the pretest was 51.67 then experienced a significant increase in the average posttest score was 76.67.

The Second, Research conducted by Dewi Rahimah and Syafdi Maizora, entitled "The Implementation of Cooperative Learning Course Review Horay Type Aided Macromedia Flash Media in Integral Calculus Course". This research was conducted in 2014 and is a study program in Mathematics Education at Yogyakarta State University. This research implements the CRH Learning Model in Mathematics learning at Bengkulu University Semester III class A 2013/2014 academic year with the help of Macromedia Flash.

Third, The research was conducted by Widyani Made, Wayan Sujana, and I Gusti Agung Oka Negara, entitled "The Influence of Course Review Horay Cooperative Learning Model Assisted by Audio Visual Media on Science Learning Outcomes of Grade V Students at SD Saraswati 2 Denpasar". The results of this study conclude that there are significant differences in science learning outcomes between groups of students who study using the Course Review Horay type cooperative learning model and groups of students who learn using conventional learning class V. Based on data collection carried out by the test and observation methods. The average science learning outcomes for the experimental class were 76.43 and for the control class 70.75.

The Fourth, Research conducted by Ni Made Marteni Dewi, Desak Putu Parmiti, Putu Nanci Riastini with a journal entitled "The Effect of the Course Review Horay (CRH) Type Cooperative Learning Model on Science Learning Outcomes in Class V Elementary Students in the 2013/2014 Academic Year in Cluster IV District Buleleng". The results of this study provide the result that the use of CRH type cooperative learning can improve the quality of class V science learning in Cluster IV, Buleleng District. This research proves that the average score of science learning outcomes for the group of students who study with the CRH learning model (21.83) is higher than the average score for the group of students who study with the conventional learning model (15.2).

The Fifth, Mazidah (2017), entitled "The Effect of the Course Review Horay Type Cooperative Learning Model on High School Students' Understanding of Mathematical Concepts", shows that there is an influence of the Course Review Horay type cooperative learning model on students' understanding of mathematical concepts. This makes students able to achieve the expected learning objectives, both in terms of learning outcomes or knowledge, as well as in terms of student attitudes and skills.

## Finding and Discussion

### 1. Results of the Experiment Group reading comprehension learning

The results of learning reading comprehension before and after applying the Course Review Horay Model in the experimental group for class VIII students of SMP N 34 Semarang are as follows.

Table 1. Results of the Experiment Group's reading comprehension learning –  
Pre test dan Post test

No	Respondent	pre-test scores	post-test scores
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1	8G - 1	70	85
2	8G - 2	60	65
3	8G - 3	75	80
4	8G - 4	80	95
5	8G - 5	65	75
6	8G - 6	60	75
7	8G - 7	75	85
8	8G - 8	70	80
9	8G - 9	65	75
10	8G - 10	65	75
11	8G - 11	75	85
12	8G - 12	70	80
13	8G - 13	75	85
14	8G - 14	75	90
15	8G - 15	60	75
16	8G - 16	75	80
17	8G - 17	65	75
18	8G - 18	70	75
19	8G - 19	70	80
20	8G - 20	75	85
21	8G - 21	80	90
22	8G - 22	70	95
23	8G - 23	70	80
24	8G - 24	80	85
25	8G - 25	80	85
26	8G - 26	75	95
27	8G - 27	70	75
28	8G - 28	70	80
29	8G - 29	80	85
30	8G - 30	70	80
31	8G - 31	75	85
32	8G - 32	75	90
33	8G - 33	75	90
34	8G - 34	75	90
	average	71.76	82.50

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Based on Table 1, the reading comprehension score before and after the application of the Course Review Horay Model for the experimental group of class VIII students of SMP N 34 Semarang, the pre-test average score was 71.76 and the post-test was 82.50.

## 2. Results of the Control Group reading comprehension learning

The results of learning reading comprehension in the control group for students of SMP N 34 Semarang are as follows.

*Table 2. Results of the Control Group's reading comprehension learning*

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– *Pre test dan Post test*

No	Respondent	pre-test scores	post-test scores
1	8H - 1	70	85
2	8H - 2	60	65
3	8H - 3	60	65
4	8H - 4	75	85
5	8H - 5	55	60
6	8H - 6	55	60
7	8H - 7	75	75
8	8H - 8	75	80
9	8H - 9	70	70
10	8H - 10	70	70
11	8H - 11	65	70
12	8H - 12	65	70
13	8H - 13	70	70
14	8H - 14	75	80
15	8H - 15	70	70
16	8H - 16	75	80
17	8H - 17	55	60
18	8H - 18	70	75
19	8H - 19	70	75
20	8H - 20	75	90
21	8H - 21	80	90
22	8H - 22	70	85
23	8H - 23	65	70
24	8H - 24	80	90
25	8H - 25	75	85
26	8H - 26	75	95
27	8H - 27	75	85
28	8H - 28	65	65
29	8H - 29	75	95
30	8H - 30	80	85
31	8H - 31	65	65
32	8H - 32	80	95
33	8H - 33	70	75
34	8H - 34	75	80
Average		70.15	76.91

Based on Table 4.3, the reading comprehension achievement scores for the control group of class VIII students of SMP N 34 Semarang, the pre-test average score was 70.15 and the post-test score was 76.91.

## Conclusion

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Based on the results of the research and discussion obtained, it can be concluded as follows.

1. The average post-test score for the students who are taught utilizing the review course review horay model is 82.50, with a minimum score of 65 and a maximum score of 95, a median score of 82.5, and an average score of 85. The post-test results for reading comprehension were 82.50%, which indicates that the experimental group's post-test reading comprehension average fell into the "good" category.
2. The students' reading comprehension when they are instructed without using reviews The median (middle value) post-test score was 75.0, while the mode (value that happens most frequently) was 70. The mean post-test score ranged from 60 to 95. The reading comprehension post-test results came in at 76.91%, which indicates that the control group's post-test average understanding fell into the sufficient category.
3. Students who are taught using the review Course Review Horay Model have much better reading comprehension than students who are taught without utilizing the model. Based on the results of the t1 test, the Post-test Score of the Experimental Group Application of the Course Review Horay Model is Significantly Different from the Post-test Score of the Control Group (the group of students who use conventional learning model), which indicates that there are differences in reading comprehension learning outcomes between the Experimental Group and the Control Group. According to the t test results, which show that the post-test score of the experimental group is significantly different from the pre-test score of the experimental group with a significance level of t count 0.000 0.05, there is a significant impact of using the Course Review Horay Model to the outcomes of learning reading comprehension for class VIII students at SMP N 34 Semarang.

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