

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses about (1.1) background, (1.2) problems of the study, (1.3) objectives of the study, (1.4) significance of the study,

1.1. Background

Language is the tool of people to communicate each other. According to Algeo (2010), “language is a system of conventional vocal signs by means of which human being communicate” (p.2). In addition, Sanggam states that language is a set of rules used by human as a tool of their communication. People use language to express their feelings, to adapt in social environment, and to communicate to each other (as cited in Herizal and Afriani, 2014, p. 25). On the other side, Thompson states that the students’ success will depend on how much they contribute in their language learning (as cited in Hendriani, 2010, p. 171). Therefore, communication through language makes people express their idea, emotion, and desires.

As an international language, English has become the most important language in the world. As stated by Harmer (2001), “English is an international language which functions as a means of communication. The teaching of English becomes important as a foreign language in Indonesia”. (p. 1). He also states that International trade and diplomatic relationship also use English as communication tool (as cited in Astrid, 2011, p. 176). As a result, English is not only an international language but also important because with English people can

maintain trade relations and diplomatic between countries.

Moreover, English refers as one of important the subjects to be taught for student in Indonesia. Braine (2011) states “English has been described as the first foreign language in Indonesia and it is officially taught to the students in the secondary schools”.(p.79). Matarrima and Hamdan state that the teaching of English has become increasingly important as a first foreign language in Indonesia (as cited in Pratiwi, 2016, p. 18). The objective of teaching and learning English is to bring up student to have better understanding in using the language itself. Students learn English as a means to broaden their knowledge about science, technology, culture and arts. In practice, English is not such a dominant language that is used by most of teachers of English and students, as well. They tend to use their own language or mother tongue. In other words, they usually use English during the teaching-learning process in the classroom.

According to Depdiknas (2006), there are four competences in English subject that students should master, they are: listening, speaking, reading, and writing (as cited in Carolina, 2017, pp. 46-47). It is supported by Khameis (2006) “the four skills naturally appear together in every English class, even in the EFL context.”(p. 111). One of the language skills is reading. According to Grellet reading is a process of understanding a written text means the required information from it as efficiently as possible (as cited in Putra, 2010, p. 38). In addition, reading is important because it is learnt by the students almost everyday. Sergio (2012) states “for academic purposes, reading is important because it is one of the most frequently used language skills in everyday life, as witnessed by the

use of internet” (p. 18). In practice, reading is a kind of interactive learning process among teacher and students through a textbook in relation to some passages which is done in term of academic purposes. It is difficult to accomplish reading tasks for students. Morrow, Wixson, and Shanahan (2013) argue “students who lack engagement and motivation often struggle with reading” (p. 181). In addition, Wlodkowski argues that being motivated meant being purposeful (as cited in Arib, 2017, p. 6). Thus, they will feel difficult to comprehend the reading text, share their idea, feel lazy to read and are not motivated to follow teaching and learning process. So that, teacher should apply effective and inovative strategy in teaching reading in order to make students interested to read.

As stated in School-Based Curriculum (KTSP 2006) of senior high school especially for the eleventh grade students, there are three kinds of text reading that should be learned by the students. They are narrative, spoof, and hortatory exposition texts. Parris and Headley (2015) mention “we embrace the notion that students should be taught to comprehend informational text, and we agree that early exposure to expository text is essential” (p. 239). However, there is still lack of introducing and engaging students with expository text. Flippo (2014) states “children generally have much more limited experiences with expository text than with narratives, and he also states that expository text is less predictable, less familiar, and contain many more text structures than narratives” (p. 103).

It also happens to the eleventh grade students at SMA NU Palembang. Based on the information acquired by having conducted an informal interview with the teacher of English at SMA NU Palembang, the teacher said that the

students still faced some problems and difficulties in reading hortatory text. The difficulties were: (1) student lacked of creativity in finding and expressing the main idea in a hortatory exposition text, and (2) it was difficult for students to recall the information after reading the text so that, they got difficulties to remember the key point of the text.

To solve the problems above, researcher used appropriate strategy to make the students interested in the learning process. As defined by Sudrajat, method and strategy used are various and got possible including inculcation (opposition to indoctrination), modeling, facilitating the value, and the development of soft skills which include to think critically, creatively, communicate effectively, and solve the problems (as cited in murtako, 2015, p. 156). One strategy that can be used by the teachers in teaching reading expository text is About/Point strategy. This strategy can help students find the main idea and the supporting details of the text. According to Martin, Lorton, Blanc, and Evans, "About-Point is a fundamental strategy that helps students determine the main idea" (as cited in Eileen, Loviah, & Judythe, 2004, p. 16). In addition, Sejnost (2009) states "About-Point strategy is another strategy that fosters students' ability to identify the main idea and supporting detail found the texts they read" (p. 131). It can be concluded that about- point strategy is kind of strategy that can affect the students to learn actively, especially in expository reading text. It enables the students to figure out the main idea and its supporting ideas. It is proven by Nurlaili in 2013, who find out that the use of About/Point strategy is effective in teaching hortatory exposition text of the second year students at Madrasah Aliyah Nurul Hidayah

Bantan Tua Bengkalis Regency. Sari in 2014, showed that About/Point strategy was effective for the students in reading hortatory exposition text at the eleventh grade of SMA NU Padang.

All in all, based on the description above, the researcher would like to conduct a study entitled **“Teaching Expository Reading by Using About-Point Strategy to the Eleventh Grade Students of SMA NU Palembang”**

1.2. Problems of the Study

In keeping with the background of the study, the problems of the study are as follows:

Is there any significant improvement before and after treatment on the eleventh grade students' hortatory exposition reading achievement of SMA NU Palembang taught by About/Point strategy?

1. Is there any significant difference on the eleventh grade students' hortatory exposition reading achievement of SMA NU Palembang between the students who are taught by using About/Point strategy and those who are not?

1.3. Objectives of the Study

Based on the problems above, the objectives of this study are :

1. Whether or not there is a significant improvement before and after treatment on the eleventh grade students' hortatory exposition reading achievement of SMA NU Palembang taught by using About/Point strategy.
2. Whether or not there is a significant difference on the eleventh grade

students' hortatory exposition reading achievement of SMA NU Palembang between the students who are taught by using About/Point strategy and those who are not.

1.4. Significance of the Study

The significance of this study is to develop theory and teaching practice of English for some parties :

1. The teacher

For teachers of English, it is expected that they can use one of the alternative ways for teaching reading which can make the teaching and learning process well implemented, especially expository.

2. The student

For students, this study is expected to help student reduces their reading achievement. It can also help the students to be interested and motivate in learning process so they can improve their reading comprehension.

3. The next researcher

The next researcher can know and consider what the next researcher does in the next learning process to make this process more comfortable and effective.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents (2.1) theoretical descriptions, (2.2) previous related studies, (2.3) hypothesis of the study, (2.4) criteria of hypothesis testing, and (2.5) research setting.

2.1 Theoretical Descriptions

2.1.1 Concept of Teaching

In every school and educational institutions, there will be a process of teaching and learning which always happens as the first part of the activity. Teaching is considered as the process of explaining and transforming a material that is related to the topic while the process of teaching and learning takes place. According to Brown (2000), “teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning” (p. 7). While, Brown (2007) states “teaching is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge” (p. 8). On the other side, Moore (2005) states “the result of teaching process is to having a deep knowledge of the subject matter and a solid understanding of the principles of teaching and learning” (p. 4). Therefore, teaching and learning process is inevitable activities to facilitate and guide the learners with knowledge.

In addition, Arends states that the ultimate goal of teaching is to assist students to become independent and self-regulated learners (as cited in Hedyan

and Marzulina, p. 188). It means that teaching has been recognized as a profession because it is an occupation that requires advanced education and special training. However, Naima states teachers must ensure that everything students produce is correct (as cited in Navracics and Molnar, 2017, p. 39). The activities will develop students' knowledge by providing teaching process.

From those definitions above, it can be assumed that teaching is the process of transferring the knowledge, sharing the information, and guiding the learners to do something between teacher and students, in order to help them understand and develop their ability in the learning process.

2.1.2 Concept of Reading

According to Sergio (2012), "for academic purposes, reading is important because it is one of the most frequently use language skills in everyday life, as witnessed by the use of internet. The readers have to comprehend the text because they can get knowledge and catch the author's message" (p. 18). It is supported by Buehl (2014):

Reading is an activity that focuses on the ability to identify written words, recognize their meaning, and comprehend an author's message. He also realizes that reading is a process that involves strategic examination of some array of information to achieve an understanding (p. 3).

Sheng states that reading as the process of communication between the reader and the writer to make sense of written or printed symbols, which involves the recognition of letters, words, phrases and clauses, and comprehension (as cited in Yusuf, Yusuf, Yusuf and Nadya, 2017, p. 45). In addition, Kyzykeeva states, reading

is the most important academic language skill for foreign language students. In other words, in academic rules, reading is assumed to be central means for learning new information and gaining access to alternative explanations and interpretations (as cited in Holandiyah and Utami, 2016, p. 14).

2.1.3 Concept of Expository Text

Zhang states that hortatory exposition is designed to persuade people to do something (as cited in Zuria, 2016, p. 91). According to Dymock and Nicholson (2010), “expository texts have their own unique structures that are different from those of narrative text, and most students, regardless of their reading ability, struggle at times with expository text. Expository text contains vocabulary that is both challenging and new, words are often outside students’ everyday knowledge (e.g., condensation, velocity), topics are ones students have never experienced personally (e.g., volcanoes, outer space, Amazon rainforest), and unlike narrative text that has one structure, exposition has many structures (e.g., cause–effect, compare–contrast)” (p. 166). In addition, Gordon (1990) states “expository text is written to inform the readers about a specific subject. Generally, expository text contains an explicit or implicit topic sentence with the main idea and the supporting ideas” (p. 150).

There are two kinds of exposition/expository text, they are analytical exposition text and hortatory exposition text:

A. Analytical expository

According to Priyana, Riandi, and Mumpuni (2008), “analytical exposition

text is a text that proposes or suggests a certain topic which may only be pro or contra, not both” (p. 58). Then, Coffin states “analytical exposition text is a spoken or written text that is intended to persuade the listeners or readers that something is the case”(as cited in Nurnajati, 2017, p. 102-103). Sudarwati and Grace (2006) explain “the generic structure of this genre consists of the following things:

1. Thesis, which focuses on introducing the topic and indicating the writer’s position.
2. Arguments, which consist of the explanation of the argument to support the writer’s position.
3. Reiteration, which the writer just restates his/her position on the issue.

B. Hortatory exposition

According to Vacca (1998), “hortatory exposition text has its own unique structures that are different from those of narrative text” (p. 604). It means that hortatory exposition is an informational text that has own components structure. Moreover, Achugar (2008) adds “hortatory exposition to persuade the audience of their point of view or position in the argument” (p. 145). Sudarwati and Grace (2007) state “Hortatory exposition is a text which used to persuade the reader or listener that something should or should not be the case” (p. 204). In addition, Priyana, et. al. (2008) state “the hortatory exposition texts is text to argue a case for or against a particular view and it proposes a suggestion at the end of the argumentation” (p. 91).

Hortatory exposition text can be found in scientific books, journals,

magazines, newspaper articles, academic speech or lectures, research report etc. There are three components of the generic structures in hortatory exposition, includes:

1. Thesis, it is statement or announcement of issue concern.
2. Arguments, it shows reasons for concern that will lead to recommendation.
3. Recommendation, it includes statement of what should or should not happen or be done based on the given arguments.

The example of hortatory that:

Corruption

- Thesis:** Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.
- Argument 1:** The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.
- Argument 2:** Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.
- Recommendation:** I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinctions.

2.1.4 Concept of About-Point Strategy

About-Point strategy is a strategy that can help student find the main idea. Graphic organizer is a learning media that coordinates ideas and concepts in visual form. That media is very important as defined by Tafani:

Media can help with many issues such as: motivation, clarity, recycling, drafting, revising, editing, variety, mixed ability classes, updating information in the textbook, giving life and color to classroom procedures and methods, thus at the same time helping the students improve accuracy and fluency (as cited in Pitaloka, 2014, p. 2).

According to Martin, Lorton, Blanc, & Evans (1997), “About-Point is a fundamental strategy that helps students determine the main idea” (as cited in Eileen, Loviah, and Judythe, 2004, p. 134). Meanwhile, Richardson, Morgan, and Fleener (2004) state “About-Point strategy represents an easy way that students can learn to think reflectively about relationship in a paragraph (p. 47).

According to Sejnost (2009), “About-Point strategy another strategy that fosters students ability to identify the main idea and supporting details found in the text they read” (p. 2009).

From the explanation above, the researcher considers About-Point strategy as one of the reading strategies that can be used to help student learn to think fast, in order to find the main idea and supporting details that stated in the paragraphs implicitly or explicitly.

2.1.5 The Advantages of About-Point Strategy

According to Boucard (2005), “there are many advantages of About-Point strategy. Such as:

1. About-Point Strategy is a useful strategy for all readers because it uses small, manageable amount of text and teaches students to identify both of content matter and the point of the information, while at the same time stimulating recall.
2. Managing large amounts of information can often be a daunting task.
3. Recognizing what the content is “about” and the “point” of it can be confusing when reading difficult information. It also assist students by creating “return point” when they are consentration break down, or they are distracted” (p. 31).

2.1.6 Teaching Procedure by Using About-Point Strategy

According to Martin, Lorton, Blanc, & Evans “About Point is a key strategy that helps students determine the main idea of a text” (as cited in Eileen, Loviah, & Judythe, 2004, p. 134). Proposes steps for About-Point Strategy are:

Before the lesson :

Prepare copies graphic organizers for students. The organizer has two columns: one for writing down the About-Points and the other for writing down the statements ;

Teaching the strategy :

1. After students have completed an anticipation guide (or another

prereading strategy), tell them that you are going to introduce a strategy that will help them understand the main ideas in their reading.

2. Tell students to read the first paragraph in their assignment for the purpose of understanding the main idea.
3. Discuss with them what the paragraph is about. Tell them to write their response in the About line of their guide. Discuss what point the author is making about the topic, and have students write their response in the Point line.
4. Tell students to combine the About and the Point to make a statement which they should write on their guide.
5. Repeat these steps, modeling them when necessary, until students understand the process.
6. Have them finish the assignment in pairs, writing down the About-Point and statement reflecting the main ideas.
7. Remind students that they should use this strategy whenever it's important for them to understand the main ideas of an expository reading assignment.

About/Point Template	
ABOUT :	STATEMENT :
POINT :	

2.2 Previous Related Study

I find out previous studies which are related to the researcher's present study. They are as follows:

The first previous related study, entitled "The Effect of About-Point Strategy Toward Students' Reading Achievement at Eleventh Grade of Students of SMA NU Padang." The thesis was written by Sari (in 2014), a student of English language study program STKIP in Sumatra Barat. In her abstract, she wrote that the research focused on the influence of About-Point strategy in improving students' reading achievement. Furthermore, the finding of t-test was 2.99 was higher than t-table 1,26 that showed that About-Point strategy was effective.

In relation to the previous study, the similarities and the differences are found out between the researcher's study and Sari's study. The similarities are as follows: Both Sari and the researcher discuss quantitative research. Both Sari and the researcher use the same technique, in this case, both of them use About-Point

strategy and the differences are as follows: The researcher will conduct the research toward the eleventh grade students of SMA NU Palembang, while Sari conducted her research toward the eleventh grade students of senior high school at Padang.

The second study entitled “the effect using About-Point strategy toward students’ reading comprehension”. The thesis was written by Tanzil (in 2014), a student of English language study program STKIP in Sumatra Barat. This study aimed at finding out the effect of using About-Point strategy, and it was used to help students to find out the main idea and supporting ideas. The mean score for experimental class was 82,31, and standard deviation was 9,29, while the mean score for control class was 71,35, and standard deviation was 11, 24. The test result (4,10) was higher than t-table (1,67). Since the test was higher than t-table, the hypothesis was accepted. It means that there is a significant difference in reading comprehension between students who are taught using About-Point strategy than those who are taught using by lecturing (without About-Point strategy).

In relation to the previous study, the similarities and the differences are found out between the researcher’s study and Tanzil’s study. The similarities are as follows: Both Tanzil and the researcher discuss quantitative research. Both Tanzil and the researcher use the same technique, in this case, both of them use About-Point strategy. The differences are as follows: The researcher will conduct the research toward the eleventh grade students of SMA NU Palembang, while Tanzil conducted his research toward the eleventh grade students of science class

of senior high school in Padang.

2.3 Hypotheses of the Study

1. Ha : There is significant improvement before and after treatment on the eleventh grade students' hortatory exposition reading achievement of SMA NU Palembang taught by using About/Point strategy.

Ho : There is no significant improvement before and after treatment on the eleventh grade students' hortatory exposition reading achievement of SMA NU Palembang taught by using About/Point strategy.

2. Ha : There is significant difference on the eleventh grade students' hortatory exposition reading achievement of SMA NU Palembang between the students who are taught by using About/Point strategy and those who are not.

Ho : There is no significant difference on the eleventh grade students' hortatory exposition reading achievement of SMA NU Palembang between the students who are taught by using About/Point strategy and those who are not.

2.4 Criteria of Hypotheses Testing

To prove the research problems, the testing research hypotheses is formulated as follow:

1. If the p-output (sig.2-tailed) is higher than 0.05 and t-obtain is lower than t-table, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.
2. If the p-output (sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

2.5 Research Setting

This study was conducted in SMA NU Palembang. It is located at Plaju, kota Palembang. The accreditation of the school is B. SMA NU Palembang is supported by good facilities and teachers. The name of headmaster in SMA NU Palembang is ir. Ahmad Dailami.

In teaching and learning process at SMA NU Palembang especially in reading teacher just explained about the material, gave example and exercises, translated word by word, and asked the students to look for the meaning of new word in dictionary. Hence, the teacher should have a specific and different method that can be applied to the students to improve their reading skill.

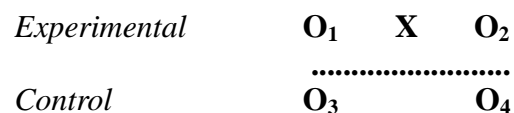
CHAPTER III

RESEARCH AND PROCEDURE

In this chapter, the researcher explains (3.1) method of research, (3.2) variable of the study, (3.3) operational definitions, (3.4) population and sample, (3.5) technique for collecting data, (3.6) research instrument analysis, and (3.7) data analysis

3.1 Method of Research

In this study, the researcher used quasi experimental design. The design provides control of when and to whom the measurement is applied with non-random assignment to experiment and control treatment. According to Cohen, Manion, and Morrison (2007), “One of most commonly used quasi experimental designs in educational research is pretest-posttest nonequivalent group design” (p. 275) as follows :



Where:

- O₁ : pretest in experimental group
- X : treatment for experimental group using About-Point strategy
- O₂ : posttest for experimental group
- O₃ : pretest in control group
- O₄ : posttest for control group
- : The dashed line separating the parallel rows in the diagram of the non-

equivalent control group indicates that the experimental and control groups have not been equated by randomization-hence the term ‘non equivalent’.

This study included two groups mainly experimental group and control group. The experimental group was taught by using About/Point strategy. Meanwhile, the control group was taught by using teacher’s method.

3.2 Variables of the Study

There are two variables in this research. They are independent and dependent variables. Creswell (2012) argues “an independent variable an attribute or characteristic that influences or affects an outcome or dependent variable” (p. 116). In this study, the independent is About-Point strategy. Creswell (2012) also states “dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable” (p. 115). In this study, the dependent variable is expository reading of the eleventh grade students of SMA NU Palembang.

3.3. Operational Definitions

1. Expository reading comprehension

Expository reading comprehension is the students’ reading activity of expository text by using their comprehension. Students are encouraged to understand the purpose of expository text, to identify the main idea and the important part of the text, and also able to answer the question related to the text.

2. About/Point Strategy

About point strategy is a strategy that help students determine the main idea and supoorting detail of the text. In this strategy students can work with partner to complete an About/Point graptic organizer and also this strategy facilitate students comprehend expository text especially hortatory exposition.

3.4. Population and Sample

3.4.1 Population

Fraenkel and Wallen (2012) state “A population is the large group to which the results of the study are intended to apply” (p. 91). The populations of this study are the eleventh grade students of SMA NU Palembang in academic year 2016/2017. They are divided into four classes: those are XI-IPA 1, XI-IPA 2, XI- IPS 1, and XI-IPA 2. The total of population is 151 students.

Table 1. Population of the study

No	Class	Male	Female	Total
1	XI-IPA 1	19	24	43
2	XI-IPA 2	26	18	44
3	XI-IPS 1	20	12	32
4	XI-IPS 2	19	13	32
Total				151

(Source: SMA NU Palembang in academic year 2017/2018)

3.4.2. Sample

Creswell (2012) proposed “a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population” (p. 142). Furthermore, Fraenkel and Wallen (2009) “A sample is the group on which information is obtained to select the sample” (p. 90). I will use purposive sampling. Fraenkel, Wallen, and Hyun (2012) state “purposive sampling consist of

individual who have special qualification of some sort or are deemed representative on the basis of prior evidence” (p. 99).

The reason why this method is applied because after I had an interview and discussed with teacher of English at SMA NU Palembang. I was asked to use two classes as the sample for experimental group and control group. Then the teacher recommended class XI-IPS 1 and XI-IPS 2. Since they have same criteria, and have the same abilities, both experimental group and control group sample are taught by the same teacher and the same number of students. The number of sample from two classes is sixty four students. It is presented in Table 2.

Table 2. Sample of the study

No	Class	Total of Students
1	XI IPS 1	32
2	XI IPS 2	32
	Total	64

3.5. Data Collection

3.5.1 Test

Brown argues that a test is method of measuring a person’s ability knowledge, or performance in given domain (as cited in Holandyah and Utami, 2016, p. 19). In collecting data, the researcher used test. The purpose of giving the test is to know how teaching by using About-Point strategy can influence reading achievement. The question items of pretest and posttest given to the students have equal form and number, because the purpose of giving them is to know the progress of students reading comprehension score before and after treatment.

3.5.1.1 Pretest

The pretest is administered to assess students' expository reading achievement before treatment. Both control and experiment group should answer the questions of expository reading. According to Creswell (2012), "pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment" (p. 297). The purpose of giving pretest is to know the students' expository reading achievement before implementing About-Point strategy.

3.5.1.2 Posttest

The posttest is administered to control and experiment groups. According to Creswell (2012), "posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment" (p. 297). The type of post-test item is the same as the pre-test. This test aims to measure students' expository reading achievement after treatment. The result of this test is compared with the result of pre-test in order to know effect of teaching expository reading through About/Point strategy on students' expository reading achievement. From the post-test, I could get the data that can be used to measure the students' progress taught by using About-Point strategy.

3.6. Research Instrument Analysis

Before implementing the research treatments in experimental and control groups, a tryout on research instrument should be administrated to estimate the validity and reliability of research instrument for students' pretest and posttest

activities. The followings are steps to analyze the validity and reliability test of the obtained scores based on the result of a tryout analysis. They are as follow:

3.6.1. Validity Test

Fraenkel et al. (2012) state that validity was the most important idea to consider when preparing or selecting an instrument for use. Validity test is carried out to measure weather the instrument for pretest and posttest activities are valid or not. There are three kinds of validity to be used, they are:

3.6.1.1 Construct Validity

Marczyk, DeMattoe, and Festinger (2005) explain “construct validity refers to the basis of the casual relationship and is concerned with the congruence between the study’s result and the theoretical underpinnings guiding the research” (p. 67). In doing this measurement, I asked three lecturers as validators to validate the istruments are valid or not. The validator checked all istruments of this research whether these instruments were connected to this study or not. In this part, the construct validity of the research instrument involves two types: the question item for pretest and posttest activities, and lesson plan for experimental group. There are some characteristics of validators, 1) they have experience in teaching English, 2) they have finished their magister degree, and 3) minimum 550 TOEFL score.

3.6.1.2 Validity of Each Question Item

To find out the validity of the test question items, the researcher analyzed the items of the tests by doing try - out in order to find out the validity of each question items. The instruments of the test were tested to eleventh grade students

of SMA PGRI 2 Palembang. The result of the test was analyzed by using Pearson Correlation Coefficient formula. Basrowi and Soenyono argue if the result of the test shows that r -count is higher than r -table, it means that the item is valid (as cited in Yusthi, 2016, p. 141).

From Pearson Correlation Formula, it was also found that there were only forty-three test items out of sixty that were valid. Pearson Correlation in SPSS 16 showed that there were 14 questions were considered invalid. They were questions item number 1, 3, 9, 12, 15, 19, 20, 22, 37, 44, 47, 50, 55, 58, since the score of significance are lower than 0.367. then, 2, 4, 5, 6, 7, 8, 10, 11, 13, 14, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 38, 39, 40, 41, 42, 43, 45, 46, 48, 49, 51, 52, 53, 54, 56, 57, 59, and 60, since the score of significance are higher than 0.376. Since there were 46 questions were considered valid, the researcher just took 40 valid questions item. (See appendix A.D)

3.6.1.3. Content Validity

Fraenkle, et. al. (2012) state “content validity refers to the content and format of the instrument” (p. 148). In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. The instrument of the test was taken from senior High School books. (See appendix A.E)

3.6.2. Reliability Test

Fraenkel and Wallen (2009) state “reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and one set of items to another” (p. 54). To know the reliability of the test used in this study, the researcher calculated the students’ score by using Spearman-Brown Coefficient Formula found in SPSS 16 program. The score of reliability are obtained from tryout analysis which is done once using the instruments test. The school where the tryout conducted is different from the school where the research study were conducted. Therefore, split-half test method is used to obtain the scores of tryout analysis.

To measure the reliability test using split-half method. It was found that the p-output of Guttman Split-half Coefficient is 0.912 from the score it can be stated that the reliability of reading test item is reliable since the p-output is higher than 0.70 with sample (N) is 30 students. The result analysis of reliability test was described in Table 3.

Table 3
The Result of Reliability Analysis
Using Spearman-Brown Prophecy Formula

Case Processing Summary		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	Part 1	Value	.915
		N of Items	20 ^a
	Part 2	Value	.935
		N of Items	20 ^b
	Total N of Items		40
Correlation Between Forms			.840
Spearman-Brown Coefficient	Equal Length		.913
	Unequal Length		.913
Guttman Split-Half Coefficient			.912

a. The items are: item_1, item_2, item_3, item_4, item_5, item_6, item_7, item_8, item_9, item_10, item_11, item_12, item_13, item_14, item_15, item_16, item_17, item_18, item_19, item_20.

b. The items are: item_21, item_22, item_23, item_24, item_25, item_26, item_27, item_28, item_29, item_30, item_31, item_32, item_33, item_34, item_35, item_36, item_37, item_38, item_39, item_40.

3.7 Research Treatment

3.7.1 Readability Test

Readability test is done to know the appropriate level of reading texts. It means that readability test is done to put the reading texts in an appropriate class meeting based on the difficulty level of each reading text during research treatments. Readability test is measured using online readability test which is accessed from: <http://www.readability: test Formula.com>.

They are two readability test in this study. They are readability test for research instrument and readability test for research treatment. The explanation as follows:

3.7.2 Readability of Research Instrument

For research instrument, I used 7 hortatory exposition texts as the reading materials. The reading material were taught based on the teaching learning objectives that refer to the English syllabus of senior high school. They were be taken from four books. First is “Interlanguage: English for Senior High School Student XI written by Joko Priyana, dkk and published by Pusat Perbukuan Departemen Pendidikan Nasional (2008)”. Second is “Bpm (Buku Pedalaman Materi) UN 2017 SMA/MA Bahasa Inggris written by Tim Widya Gamma and published by Yrama Widya (2016)”. Third is “Developing English Competencies for Senior High School written by Achmad Doddy, dkk and published by Pusat Perbukuan Departemen Pendidikan Nasional (2012)”. And the last is “ English Alive Senior High School written by Tri Indaryati and published by Yudhistira. There are some results after checking readability test for research instrument texts in *Flesch-Kincaid* reading ease score. The word statistics of the texts is described in table 4.

Table 4: Readability Test for Research Instrument

No	Text Title	Character per Word	Syllable per Word	Word for Sentence	Flesh Reading Ease Score	Text Category	Grade Level
1	Adoption	4,8	2	14	58.8	Fairly Difficult	10-11
2	Home Schooling	4.8	1	24	55.2	Fairly Difficult	10-11
3	Why are Diazinon and Durban Should be Banned	5	2	17	54.9	Fairly Difficult	10-11
4	Students’	4.8	1	29	55.9	Fairly	10-11

	First Day in School Need to be Made Constructive					Difficult	
5	Let's Make City Clean and Fresh	4.9	2	23	52.6	Fairly Difficult	10-11
6	Westernization: To Threat Our Culture	5.1	2	17	52.3	Fairly Difficult	10-11
7	Higher Education for Women	5	2	15	52.4	Fairly Difficult	10-11
8	Muslims' Headscraft	5	2	20	51.5	Fairly Difficult	10-11
9	Country Concern	4.2	1	38	50.3	Fairly Difficult	10-11
10	School Uniform, Another Good Lesson	5.1	2	17	50.2	Fairly Difficult	10-11

3.7.3 Readability of Research Treatment

For research treatments, the researcher used 10 hortatory exposition texts as reading material. They were taken from seven books. First from “bpm (Buku Pedalaman Materi) UN 2017 SMA/MA Bahasa Inggris written by Tim Widya Gamma (2016).” Second from “English Alive Senior High School written by Tri Indaryati and published by Yudhistira (2010).” Third from “Look Ahead an English Course for Senior High School Year XI written by Th. M. Sudarwati and Eudia Grace and published by Erlangga (2007).” Forth from “Sukses UN SMA/MA PASTI Bahasa Inggris written by Tim Ganesha Operation and published by Penerbit Duta (2013).” Fifth from “Interlanguage: English for Senior High School Student XI written by Joko Priyana, dkk and published by Pusat Perbukuan Departemen Pendidikan Nasional (2008).” Sixth from “Developing

English Competencies for Senior High School written by Achmad Doddy, dkk and published by Pusat Perbukuan Departemen Pendidikan Nasional (2012).” There are some results after checking readability test for research treatment texts in *Flesch-Kincaid* reading ease score, the word statistics of the texts is described in table 5.

Table 5: Readability Test for Research Treatment

No	Text Title	Character per Word	Syllable per Word	Word for Sentence	Flesch Reading Ease Score	Text Category	Grade Level
1	Cellphone for Student	4.9	2	17	59.3	Fairly Difficult	10-11
2	Private School	5.2	2	17	58.6	Fairly Difficult	10-11
3	Be Always Alert	4.8	2	18	58.3	Fairly Difficult	10-11
4	Corruption	4.8	2	14	58.2	Fairly Difficult	10-11
5	On school Discipline	4.8	2	18	56.8	Fairly Difficult	10-11
6	Watching TV	5	2	13	56.7	Fairly Difficult	10-11
7	Integrated Pest Management	5.2	2	11	53.9	Fairly Difficult	10-11
8	Job Vacancy	5	2	14	51.1	Fairly Difficult	10-11
9	Agriculture	4.8	2	19	50.9	Fairly Difficult	10-11
10	Helping Children Discover Their Own Identity	4.9	2	22	50.1	Fairly Difficult	10-11

3.7.4 Research Teaching Schedule

The researcher gave the treatments to the experimental group students suitable with the teacher of English schedule for the eleventh grade students in the academic year 2017/2018. The study was conducted in 10 meetings. There were two meetings for a pretest and posttest. So the total meeting 12 meetings. Each meeting took 90 minutes (2 x 45). The research teaching schedule is described in table 6.

Table 6: Research Teaching Schedule

No	Text Title	Kind of Text	Meeting	Time Allocation
1	Pretest	Hortatory Exposition Text	1 st	2x45'
2	Cellphone for Student	Hortatory Exposition Text	2 nd	2x45'
3	Private School	Hortatory Exposition Text	3 rd	2x45'
4	Be Always Alert	Hortatory Exposition Text	4 th	2x45'
5	Corruption	Hortatory Exposition Text	4 th	2x45'
6	On School Discipline	Hortatory Exposition Text	4 th	2x45'
7	Watching TV	Hortatory Exposition Text	4 th	2x45'
8	Parent Should Be wary of Expensive Schooling Job Vacancy	Hortatory Exposition Text	4 th	2x45'
9	Agriculture	Hortatory Exposition Text	4 th	2x45'
10	Posttest	Hortatory Exposition Text	4 th	2x45'

3.8 Technique in Analyzing Data

In analyzing the data, data obtained from quasi experimental design were calculated by means of SPSS 20.0 software (Statistical Package for the Social Sciences). Moreover, the researcher used and described some techniques, as follows:

1.8.1 Data Descriptions

In analyzing the data description, there are two analyses will be done, they are distribution of frequency data and descriptive statistics.

1.8.1.2 Description of Frequency Data

In descriptions of frequency data, the students' score, frequency, percentage are achieved. The distributions of frequency data are obtained from; (1) students' pretest score in control, (2) students' posttest scores in control group, (3) students' pretest score in experimental group, and (4) students posttest scores in experimental group.

1.8.1.3 Descriptive Statistics

Descriptive statistics are obtained from students' pretest and posttest scores in control and experimental groups. In descriptive statistics, number of sample, the score of nominal, maximal, mean, standard deviation, and standard error of mean are obtained from; (1) students' pretest and posttest scores in control group, (2) students' pretest and posttest scores in experimental group.

1.8.2 Prerequisite Analyses

before analyzing the data, prerequisite analysis is done to see whether the data obtained is normal and homogenous. The following is procedures in prerequisite analysis.

3.8.1.2 Normality Test

Normality test is used to determine whether the sample data has been drawn from normally distributed population or not. The data is obtained from students' pretest and posttest in experimental and control group. Moreover, Flynn (2003) also states "the data that have normal distribution if the score of significancy is higher than 0.05" (p. 17). Whereas Basrowi states that, the data can be classified into normal when the p-output is higher than 0.05 (as cited in Ariesca and Marzulina, 2016, p. 35). To test the normality, the researcher Kolmogorov-Smirnov will be used. The normality test was used to measure students' pretest scores in control and experimental groups and students' posttest scores in control and experimental groups.

3.8.1.3 Homogeneity Test

Homogeneity test is used to measure the scores obtained whether it is homogen or not. According to Flynn (2003), "the data can be categorized homogen whenever it is higher than 0.05" (p. 17). In measuring homogeneity test, the researcher will be used Levene Statistics. It is used to measure students' pretest and posttest scores in control groups, students' pretest and posttest scores in control and experimental groups.

3.8.2 Hypothesis Testing

Two hypothesis testings were done in this study. There are as follows.

1. In measuring significant improvement, paired sample t-test was used for testing the students' pretest to posttest score in hortatory exposition reading achievement by using About/Point strategy in experimental group. The significant improvement was accepted whenever the p-output (Sig.2-tailed) was lower than 0.05 and t-obtained was higher than t-table (2.0395). While the significant difference was rejected when the p-output (Sig.2-tailed) was higher than 0,05 than t_{value} was lower than t_{table} (2.0395).
2. In measuring significant difference between two variables on students' posttest scores who are taught by using About/Point strategy Independent Sample t-test was used. The significant difference was accepted whenever the p-output (Sig.2-tailed) was lower than 0,05 and t-obtained was higher than t_{table} (1,9990). While the significant difference was rejected when the p-output (Sig.2-tailed) was higher than 0,05 than t_{value} was lower than t_{table} (1.9990).

CHAPTER IV

FINDINGS AND INTERPRETATION

In this chapter, the researcher presents: (a) findings and (b) interpretation

4.1 Findings

The findings of this study were to analyze: (1) data descriptions; (2) prerequisite analysis; and (3) result of hypothesis testing.

4.1.1 Data Descriptions

In data descriptions, there were two analyses conducted. They were distributions of frequency data and descriptive statistics were analyzed.

4.1.1.1 Distributions of Frequency Data

In the distribution of frequency data, score, frequency, and percentage were analyzed. The scores were got from: (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest score in experimental group, and (d) posttest scores in experimental group.

4.1.1.1.1 Students' Pretest Scores in Control Group

In distribution of data frequency, the writer got the interval score, frequency and percentage. The result of the pretest scores in control group is described in Table 7.

Table 7
Distribution of Data Frequency on Students' Pretest Scores
in Control Group

pretest_control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 37.5	2	6.2	6.2	6.2
40	3	9.4	9.4	15.6
42.5	2	6.2	6.2	21.9
45	2	6.2	6.2	28.1
47.5	1	3.1	3.1	31.2
50	6	18.8	18.8	50.0
52.5	1	3.1	3.1	53.1
55	2	6.2	6.2	59.4
57.5	6	18.8	18.8	78.1
60	2	6.2	6.2	84.4
62.5	2	6.2	6.2	90.6
65	2	6.2	6.2	96.9
73	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on the result analysis of students' pretest scores in control group, it showed that two students got 37.5 (6.2%), three students got 40 (9.4%), two students got 42.5 (6.2%), two students got 45 (6.2%), one student got 47.5 (3.1%), six students got 50 (18.8), one student got 52.5 (3.1%), two students got 55 (6.2%), six students got 57.6 (18.8%), two students got 60 (6.2%), two students got 65 (6.2%), and one student got 73 (3.1%).

4.1.1.2 Students' Posttest Scores in Control Group

In distribution of data frequency, the result of the posttest scores in control group is described in Table 8.

Table 8
Distribution of Data Frequency on Students' Posttest Scores
in Control Group

		post_control			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	9.4	9.4	9.4
	42.5	3	9.4	9.4	18.8
	45	2	6.2	6.2	25.0
	47.5	1	3.1	3.1	28.1
	50	4	12.5	12.5	40.6
	52.5	5	15.6	15.6	56.2
	55	3	9.4	9.4	65.6
	57.5	2	6.2	6.2	71.9
	60	1	3.1	3.1	75.0
	62.5	1	3.1	3.1	78.1
	65	1	3.1	3.1	81.2
	67.5	1	3.1	3.1	84.4
	70	2	6.2	6.2	90.6
	72.5	1	3.1	3.1	93.8
	75	1	3.1	3.1	96.9
	77.5	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Based on the result analysis of students' posttest scores in control group, it showed that three students got 40 (9.4%), three students got 42,5 (9.4%), two students got 45 (6.2%), three students got 55 (9.4%), one student got 47.5 (3.1%),

for students got 50 (12.5%), five students got 52.5 (15.6%), two students got 57.5 (6.2%), one student got 60 (3.1%), one student got 62.5 (3.1%), one student got 65 (3.4%), one student got 67.5 (3.4%) two students got 70 (6.2%), one student got 72.5 (3.1%), one student got 75 (3.1%), one students got 77.5 (3.1%).

4.1.1.3 Students' Pretest Scores in Experimental Group

In distribution of data frequency, the result of the pretest scores in experimental group is described in Table 9.

Table 9
Distribution of Data Frequency on Students' Pretest Scores
in Experimental Group

		pretest_exp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.5	1	3.1	3.1	3.1
	33	1	3.1	3.1	6.2
	35	2	6.2	6.2	12.5
	37.5	4	12.5	12.5	25.0
	40	2	6.2	6.2	31.2
	42.5	2	6.2	6.2	37.5
	45	1	3.1	3.1	40.6
	50	2	6.2	6.2	46.9
	52.5	7	21.9	21.9	68.8
	57.5	1	3.1	3.1	71.9
	60	3	9.4	9.4	81.2
	62.5	1	3.1	3.1	84.4
	65	2	6.2	6.2	90.6
	70	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

From the analyses above, it was found that one student got 32.5 (3.1%), one student got 33 (3.1%), two students got 35 (6.2%), four students got 37.5 (12.5%), two students got 40 (6.2 %), two students got 42.5 (6.2%), one student got 45 (3.1%), two students got 50 (6.2%), seven students got 52,5 (21.9%), one student got 57.5 (3.1%), three students got 60 (9.4%), one students got 62.5 (3.1%), two students got 65 (6.2), and three students got 70 (9.4).

4.1.1.4 Students' Posttest Scores in Experimental Group

In distribution of data frequency, the result of the posttest scores in experimental group is described in Table 10.

Table 10
Distribution of Data Frequency on Students' Posttest Scores
in Experimental Group

		post_exp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42.5	1	3.1	3.1	3.1
	52.5	1	3.1	3.1	6.2
	57.5	3	9.4	9.4	15.6
	60	4	12.5	12.5	28.1
	62.5	2	6.2	6.2	34.4
	65	8	25.0	25.0	59.4
	67.5	3	9.4	9.4	68.8
	70	3	9.4	9.4	78.1
	72.5	2	6.2	6.2	84.4
	75	1	3.1	3.1	87.5
	77.5	1	3.1	3.1	90.6
	78	1	3.1	3.1	93.8

80	1	3.1	3.1	96.9
85	1	3.1	3.1	100.0
Total	32	100.0	100.0	

From analyses above, it was found that one student got 42.5 (3.1%), one student got 52.5 (3.1%), three students got 57.5 (9.4%), four students got 60 (12.5%), two students got 62.5 (6.2%), eight students got 65 (25.0%), three students got 67.5 (9.4%), three students got 70 (9.4%), two students got 72.5 (6.2%), one student got 75 (3.1%), one student got 77.5 (3.1%), one student got 78 (3.1%), one student got 80 (3.1%), and one student got 85 (3.1%).

4.1.1.2 Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score, standard deviation were analyzed. The scores were got from; (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest score in experimental group, and (d) posttest scores in experimental group.

4.1.1.2.1 Students' Pretest Scores in Control Group

The result analysis of descriptive statistics of students' pretest in control group is described in Table 11.

Table 11
Descriptive Statistics of Students' Pretest Scores
in Control Group

Pretest Scores	N	Min	Max	Mean	Std. Deviation
	32	38	73	52.28	8.980

In descriptive statistics of students' pretest scores in control group, it was found that the total number of sample was 32 students. The minimum score was 38, the maximum score was 73, the mean score was 52.28, and the score of standard deviation was 8.980.

4.1.1.2.2 Students' Posttest Scores in Control Group

The result analysis of descriptive statistics of students' posttest in control group is described in Table 12.

Table 12
Descriptive Statistics of Students' Posttest Scores
in Control Group

Posttest Scores	N	Min	Max	Mean	Std. Deviation
	32	40	78	54.61	10.684

In descriptive statistics above, it was found that the total number of sample was 32 students. The minimum score was 40.00, the maximum score was 78, mean score was 54.61, and the score of standard deviation was 10.684.

4.1.1.2.3 Students' Pretest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group is described in Table 13.

Table 13
Descriptive Statistics of Students' Pretest Scores
in Experimental Group

Pretest Scores	N	Min	Max	Mean	Std. Deviation
	32	32	70	50.09	11.659

In descriptive statistics on students' pretest scores in experimental group above, it was found that the total number of sample was 32 students. The minimum score was 32, the maximum score was 70, mean score was 50.09, and the score of standard deviation was 11.659.

4.1.1.2.4 Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group is described in Table 14.

Table 14
Descriptive Statistics of Students' Posttest Scores
in Experimental Group

Posttest Score	N	Min	Max	Mean	Std. Deviation
	32	42	85	65.80	8.386

In descriptive statistics on students' posttest scores in experimental group above, it was found that the total number of sample was 32 students. The minimum score was 42, the maximum score was 85, mean score was 65.80, and the score of standard deviation was 8.386.

4.1.2 Prerequisite Analysis

In prerequisite analysis, there were two analyses should be done. They were normality test and homogeneity test were analyzed.

4.1.2.1 Normality Test

In measuring normality test, *Kolmogorov-Smirnov* is used. The normality test is used to measure students' pretest and posttest in control and experimental

groups.

4.1.2.1.1 Students' Pretest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 16. The result of analysis is figured out in Table 15.

Table 15
Normality Test of Students' Pretest and Scores
in Control and Experimental groups

No	Students' Pretest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	32	711	693	Normal
2	Experimental Group	32	674	754	Normal

After the data obtained from the scores of the 32 students in control group and 32 in experimental group, it was found that the p-output was 0.693 and 0.754. From the result of the p-output, it can be stated that the students' pretest control and experimental group were normal since they were higher than 0.05.

4.1.2.1.2 Students' Posttest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 16. The result of analysis is figured out in Table 16.

Table 16
Normality Test on Students' Posttest Scores
in Control and Experimental Groups

No	Students' Posttest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	32	801	542	Normal
2	Experimental Group	32	744	636	Normal

After the data obtained from the scores of the 32 students in control group and 32 in experimental group, it was found that the p-output was 0.542 and 0.636. From the result of the p-output, it can be stated that the students' pretest control and experimental groups were normal since they were higher than 0.05.

4.1.2.2 Homogeneity Test

In the homogeneity test, the students' pretest and posttest scores in control and experimental groups were analyzed by using Levene Statistics analysis.

4.1.2.1.2 Students' Pretest Scores in Control and Experimental Groups

Homogeneity test used to find whether the group was homogenous or not. The computations of homogeneity used computation in SPSS 16. The result of homogeneity test of students' pretest is figured out in Table 17.

Table 17
Homogeneity Test on Students' Pretest Scores
in Control and Experimental groups

No	Students' Pretest	N	Levene Statistics	Sig.	F	Result
1	Control Group	32	2.770	0.101	0.707	Homogenous
2	Experimental Group	32				

Based on measuring homogeneity test of students' pretest scores, it was found that the significance level was 2.770. From the result of the output, it can be stated that the students' pretest in control and experimental group was homogenous since it was higher than 0.05.

4.1.2.2.2 Students' Posttest Scores in Control and Experimental Group

Homogeneity test used to find whether the group was homogenous or not. The computations of homogeneity used computation in SPSS 16. The result of

homogeneity test of students' posttest is figured out in Table 18.

Table 18
Homogeneity Test on Students' Posttest Scores
in Control and Experimental groups

No	Students' Posttest	N	Levene Statistics	Sig.	F	Result
1	Control group	32	2.483	0.120	21.711	Homogenous
2	Experimental group	32				

Based on measuring homogeneity test, it was found that the significance level was 2.483. From the result of the output, it can be stated that the students' pretest in experimental and control group was homogenous since it was higher than 0.05.

4.1.2.3.1 Result Analysis of Paired Sample T-Test from Students' Pretest to Posttest Score in Control and Experimental Groups

The analysis result of paired sample t-test is figured out in Table 19 and 20. In this hypothesis testing, measuring means significant improvement is presented.

Table 19
Result Analysis of Paired Sample T-Test from Students' Pretest to Posttest
Scores in Control Groups

Strategy that is usually used by the teacher of English at SMA NU Palembang	Paired Sample t-Test			Ha
	T	Df	Sig. (2-tailed)	
	2.346	31	0.026	Accepted

Based on the table analysis, it was found that the p-output is 0.026 with $df=31$ (2.0395), and $t\text{-value}= 2.346$. It can be stated that there is a significant

improvement from students' pretest to posttest scores in control group taught by using the strategy that usually use by the teacher of English since p-output is lower than 0.05. It can be stated that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

Table 20
Result Analysis of Paired Sample T-Test from Students' Pretest to Posttest Scores in Experiment Group

About/Point strategy	Paired Sample t-Test			Ha
	T	Df	Sig. (2-tailed)	
	6.825	31	0.000	Accepted

Based on the table analysis, it was found that the p-output is 0.000 with $df=31$ (2.0395), and $t\text{-value}= 6.825$. It can be stated that there is a significant improvement from students' pretest to posttest scores in experimental group taught by using About/Point strategy that usually use by the teacher of English since p-output is lower than 0.05. It can be stated that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

4.1.2.3 Result of Hypothesis Testing

In this study, independent t-test was used to measure a significant difference on students' reading comprehension score taught by using About/Point strategy and teacher's method at SMA NU Palembang. The analysis result of independent sample t-test is figured out in Table 21.

Table 21
Result Analysis of independent Sample t-test from Students' Posttest Scores in Experimental and Control Groups

Using About/Point Strategy and Teacher's Method at SMA NU Palembang	Independent Sample t-Test			Ho
	T	Df	Sig. (2-tailed)	
	4.659	62	0.000	Rejected

From the table analysis, it was found that the p-output was 0.000 and the t-value was 4.324. Since the p-output was lower than 0.05 level and the t-value (4.659) was higher than t-table (62). It can be stated that there was a significant difference on students' reading comprehension score taught by using About/Point strategy and those who were not at SMA NU Palembang.

4.2 Interpretations

Based on the findings above, some interpretatios were made as follows:

On the basis of the findings stated previously, some interpretations could be drawn. Before conducting this research, the researcher interviewed the teacher of English and did a small test to the eleventh grade students of SMA NU Palembang. Based on the interview and the result of small test, it was acquired that the students got some problems in learning English especially, hortatory exposition text. After conducting the research, it was found that the data of the students' pretest of control group and experimental group were normal and homogenous. In analyzing the normality test, Kolmogorov-Smirnov test was used. From the result, it could be stated that the students' pretest and posttest scores in control and experimental groups categories normal since the significant of

normality test was higher than 0.05. then, the researcher analyzed the homogeneity of the sample data from pretest and posttest between control and experimental groups. In analyzing the homogeneity test, Levene Statistics was used. From the result, it could be stated that the students' pretest scores in control and experimental groups and the students posttest scores in control and experimental groups were homogeny. Therefore, the data can be proceeded by using t-test the hypothesis of the study.

From the result, of the analysis, it was found that there was significant improvement from students' pretest to posttest scores in experimental and control groups. In other words, students' students' reading comprehension achievement in experimental group improved after they were being taught by using About/Point strategy. Meanwhile, students' reading comprehension achievements in control group also got improvement but not as significant as the experimental group. It can be seen from the result of t-value of paired sample t-test in experimental group was 6.825, and the result of t-value in control group was 2.346. moreover, based in t-test analysis, it was found that there was significant between the students' posttest score of control group who are taught by using the strategy that usually used by the teacher of English and the experimental group were taught by using About/Point strategy.

The researcher found that the students faced difficulties before the treatment in experimental group. The problems were the students did not like to read English text, especially hortatory exposition text. In fact, the students did not understand what hortatory exposition is. the students got difficulty to find the

main idea in each paragraph and identify detail information of the hortatory exposition text. It was happened because the students were lack of vocabulary. The last, some of the students got difficulties in conveying ideas of the text. Then, the researcher applied About/Point strategy to help students in teaching and learning process of reading hortatory exposition text. After conducting About/Point strategy, the researcher found that the students' reading hortatory exposition text achievement significantly improved. Teaching reading through About/Point strategy could help the students to convey their ideas by stimulating their background knowledge. It is in lined with the statement of Sejnost (2009) “ About/Point strategy another strategy that foster students ability to identify the main idea and supporting detail found in the text they read” (p.21).

When the researcher did the treatment in experimental group, there was significant improvement through About/Point strategy in 10 meetings. In the first meeting, the researcher focused in explaining about hortatory exposition text in order to make the students understand how to use About/Point strategy properly. In the second to forth meeting, the students were still confused how to use the steps of About/Point strategy. They could not follow the procedure of About/Point strategy easily. The researcher had to explain them again in order to make them comprehend the text given by using this strategy. Nevertheless, giving and getting the ideas from hortatory exposition text made the students interested and motivated to understand the text from different perspective so that it made them comprehend the text easily. It is supported by Richardson, Morgan, and Fleener (2004) “ About/Point strategy represents an easy way that students can learn

reflectively about relationship in a paragraph. (p.47) Teachers can also incorporate physical movement to help students understand content in a different way or from a different perspective. In the fifth to eighth meeting, the students could adapt with this strategy. They became interested in answering the questions easily and correctly. In the ninth to twelfth meeting, they got used to apply About/Point strategy as their new strategy in learning reading skill. They also felt the advantages when they used the strategy. They got experience as they answered the questions in individual and group. This strategy can be as an alternative technique for students in understanding texts, especially hortatory exposition text. it made students easier to understand and find the main idea or information in the text and they thought that reading is an interested subject after they studied reading by using About/Point strategy.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer presents: (5.1) conclusion and (5.2) suggestions

5.1 Conclusion

Based on the findings and interpretations presented in the previous chapter, the researcher concluded that there was a significance on students' reading comprehension achievement taught by using about/point strategy. The result could be seen from the improvement of the eleventh grade students, as follows:

1. The students become active readers in the class.
2. The students were motivated and interested to learn especially in reading skill.
3. The students were able to find the main idea or information stated in the texts.
4. The students were able to comprehend the hortatory exposition text easily.
5. The students enjoyed following the materials in the class.

Therefore, it could be concluded that about/point strategy was effective to the eleventh grade students of SMA NU Palembang. The students could also increase their achievement in reading. It also could be seen from the result of the test, it implied that about/point strategy could be used as an alternative strategy in teaching reading.

5.2 Suggestions

Based on the conclusion above and based on the study that has been done, the researcher would like to offer some suggestions to the teachers of English and the students of SMA NU Palembang:

For the teachers of English of SMA NU Palembang, they can use about/point strategy as an alternative strategy to improve students' reading comprehension score. It can be useful to improve their English teaching and learning especially for teaching reading comprehension.

The researcher suggests and motivates the students to improve their vocabulary, grammar, other aspects of reading in order to comprehend reading text. By using about/point strategy will increase their reading ability. Besides, the students also should practice reading more and not be lazy to read book especially English book because reading is window of the world.

For other researchers who want to conduct the research in teaching reading can use the result of this research as a basic way for conducting the research and as an additional references for further relevant research certainly with different variables and conditions. The other researchers also can consider the weaknesses of the result from this research to conduct a better research.

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