

**TEACHING READING ANALYTICAL EXPOSITION TEXT
BY USING QUESTIONING THE AUTHOR (QtA) STRATEGY
TO THE ELEVENTH GRADE STUDENTS OF SMA N 11
PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements
to get the title of Sarjana Pendidikan (S.Pd.)**

**UIN
RADEN FATAH
PALEMBANG**

by

**Yusna Elita
*NIM. 11 25 0067***

English Education Study Program

**TARBIYAH FACULTY AND TEACHING OF
STATE ISLAMIC UNIVERSITY (UIN)
RADEN FATAH PALEMBANG
2017**

Hal : Pengantar Skripsi

Kepada Yth.

Bapak Dekan Fakultas Ilmu

Tarbiyah dan Keguruan UIN Raden

Fatah Palembang.

di

Palembang

Assalamualaikum Wr.Wb.

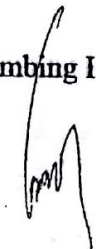
Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **“TEACHING READING ANALYTICAL EXPOSITION TEXT BY USING QUESTIONING THE AUTHOR (Q1A) STRATEGY TO THE ELEVENTH GRADE STUDENTS OF SMA N 11 PALEMBANG”**, ditulis oleh saudari **Yusna Elita (11250067)** telah dapat diajukan dalam sidang munaqosah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang. Demikianlah terima kasih.


Wassalamu'alaikum Wr. Wb.

Palembang, 7 juli 2017

Pembimbing I

Pembimbing II


Hj. Lenny Marzulina, M.Pd
NIP. 197101312011012001


Nova Lingga Pitaloka, M.Pd.

**TEACHING READING ANALYTICAL EXPOSITION TEXT BY USING
QUESTIONING THE AUTHOR (Q1A) STRATEGY TO THE ELEVENTH
GRADE STUDENTS OF SMA N 11 PALEMBANG**

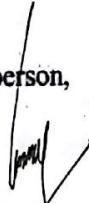
This thesis was written by Yusna Elita, Student Number: 11 25 0067
was defended by the writers in the Final Examination and was approved by the
examination committee on July 26, 2017

*This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd.)*


Palembang, July 26, 2017
State Islamic University Raden Fatah Palembang
Tarbiyah Faculty and Teaching

Examination Committee Approval

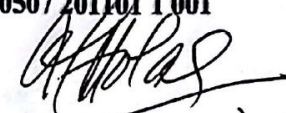
Chairperson,


Hj. Lenny Marzulina, M.Pd
NIP.197101312011012001

Secretary,


M. Holandiyah, M.Pd
NIP.197405072011011001

Member : **M. Holandiyah, M.Pd**
NIP. 197405072011011001


(.....)

Member : **Gita Andriani, M.Pd**


(.....)

Certified by,
Dean of Tarbiyah Faculty




Dr. Kasinvo Harto, M.Ag
NIP. 19710911 199703 1 004

DEDICATION AND MOTTO

DEDICATION

This thesis is dedicated especially for:

- *My Wonderful God Allah SWT for blessing me to finish this thesis and The prophet Muhammad SAW who has inspired and guided us to be a good muslim.*
- *My Lovely Parents; Mulkan & Patia who always has honesty sincerity to grow me up, educate, accompany and pray for me.*
- *My Beloved Brother and Sister; Dadang irfan and Puspika, My Sister in law Martila and My Brother in law Wandari Mixel. Thank you for your support, advice, and everything that you have given to me.*
- *My Beloved niece; Azzahra Xelika*
- *My Advisor; Hj. Lenny Marzulina, M.Pd and Nova Lingga Pitaloka, M.Pd. Thank you so much for your love, guide, advice, support and help.*
- *My Beloved Redi Efriadi, S.Pd. Thank you for Support and praying me.*
- *My Friends; Sulastri, Dian, Niwit, Heru, Windi, Indah, Umi.*
- *Cemara's Family; Wahyudi, Novinda, Rja, Mirrah, Syinta, Zuria, Rustini, Ali, Sani, Dafi,*
- *My Almamater; UIN Raden Fatah Palembang.*

MOTTO

- *Easy is a test of gratitude while adversity is a test patient.*
- *Patience is needed when you want to achieve a success.*

STATEMENT PAGE

I hereby,

Name : Yusna elita

Place and Date of Birth : Lebung Itam, March 3rd, 1993.

Study Program : English Education Study Program

State that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my bachelor's degree that I have received through this thesis.

Palembang, July 2017

The Writer
Yusna Elita
Yusna Elita

NIM. 11 25 0067

ACKNOWLEDGMENTS

All praise to the God, the researcher could finish writing her thesis. This thesis is written to fulfill of the requirements for obtaining Sarjana Degree (S1) in English Education Study Program, Tarbiyah Faculty, UIN Raden Fatah Palembang.

The researcher would like to express great appreciation to the people involved in processing of this thesis. The researcher gives great attitude to her advisors: Hj. Lenny Marzulina, M.Pd. and Nova Lingga Pitaloka, M.Pd. for their patience in guiding the researcher in writing this thesis. The researcher also grateful of the Dean of Tarbiyah Faculty and all of his staff members, the head of English Education Study Program, for the administrations matters. The greatest gratitude is also given to all lectures who had taught her.

Finally, the researcher would not forget to express appreciation to the headmaster, teachers, administrative staff, and very special thanks to Yunialdi, S.Pd. as the teacher of English and the students at SMA Negeri 11 Palembang, especially those in the class XI IPA 3 and XI IPA 4 for their assistance and cooperation during the research. The researcher also would like to express her deepest appreciation to his beloved family: mother, father, brothers, and also my friends for their patience, love, support and pray. The researcher also would like expresses a great thank to all friends especially in academic year 2011 for their help in one way or another.

Palembang, Juli 2017

The writer,

YE

CONTENTS

ACKNOWLEDGMENTS	i
CONTENTS	ii
ABSTRACT	v
LIST OF TABLES	vi
LIST OF APPENDICES	viii
LIST OF DOCUMENTATIONS	ix
1. INTRODUCTION	1
1.1. Background	1
1.2. The Problems of the Study.....	7
1.3. The Objectives of the Study.....	8
1.4. Significance of the Study	8
II. LITERATURE REVIEW	10
2.1 Theoretical Descriptions	10
2.1.1 The Concept of Teaching	10
2.1.2 The Concept of Reading	11
2.1.3 The Concept of Reading Comprehension	12
2.1.4 The Principle of Reading Comprehension.....	13
2.1.5 The Stages of Reading Comprehension	13
2.1.6 Aspect of Reading Comprehension.....	14
2.1.7 The Concept of Teaching Reading Comprehension	15
2.1.8 The Concept of Analytical Exposition.....	16
2.1.8.1 The Definition of Analytical Exposition.....	16
2.1.8.2 The Language Features of Analytical Exposition.....	16
2.1.8.3 The Generic Structures of Analytical Exposition	17
2.1.9 The Concept of Questioning the Author (QtA) strategy	19
2.1.10 The Advantages of Questioning the Author (QtA) strategy	20
2.1.12 The Procedure of Questioning the Author (QtA) strategy	21
2.2 Previous Related Study	24
2.3 Research Setting.....	26

2.4 Hypotheses of the Study	27
2.5 Criteria of Testing the Hypotheses	28
III. METHODS AND PROCEDURES	29
3.1 Method of Research	29
3.2 Variables of the Study	30
3.3 Operational Definitions	30
3.4 Subject of Study	31
3.4.1 Population.....	31
3.4.2 Sample	32
3.5 Data Collection.....	33
3.6 Research Instrument Analysis.....	34
3.6.1 Validity Test	34
3.6.1.1 Construct Validity	34
3.6.1.2 Validity of Each Question Item.....	35
3.6.1.3 Content Validity.....	36
3.6.2 Reliability.....	38
3.6.3 Readability Test.....	39
3.6.3.1 Readability Test for Research Instrument.....	40
3.6.3.2 Readability Test for Research Treatment.....	41
3.7 Research Teaching Schedule.....	42
3.8 Data Analyses.....	43
3.8.1. Scoring.....	44
3.8.2 Data Descriptions	45
3.8.2.1 Distribution of Data Frequency.....	45
3.8.2.2 Descriptive Statistics	45
3.8.3 Prerequisite Analysis.....	45
3.8.3.1 Normality Test.....	45
3.8.3.2 Homogeneity Test	46
3.8.3.3 Hypothesis Testing	46
IV. FINDINGS AND INTERPRETATION.....	48

4.1 Findings.....	48
4.1.1 Data Description.....	48
4.1.1.1 Distributions of Frequency Data	48
4.1.1.2 Descriptive Statistics	54
4.1.2 Prerequisite Analysis.....	56
4.1.2.1 Normality Test.....	57
4.1.2.2 Homogeneity Test	56
4.1.3 Result of Hypothesis Testing	60
4.1.3.1 Measuring a Significant Improvement on Students' Reading Comprehension	60
4.1.3.2 Measuring a Significant Difference on Students' Reading Comprehension	61
4.2 Interpretations	62
V. CONCLUSIONS AND SUGGESTIONS.....	67
5.1 Conclusions.....	67
5.2 Suggestions	68
REFERENCES	
APPENDICES	
DOCUMENTATIONS	

ABSTRACT

The objectives of this study were to find out whether or not there was a significant improvement before and after the treatment on the analytical reading comprehension of the eleventh grade student's scores at SMA Negeri 11 Palembang by using Questioning the Author (QtA) strategy and to find out whether or not there was a significant difference on the analytical reading comprehension scores of the eleventh grade students' at SMA Negeri 11 Palembang between the students who were taught by using Questioning the Author (QtA) strategy and those who are not. This study used Quasi Experimental Design by using pretest-posttest nonequivalent groups design. There were 64 students taken as sample. Each class consisted of 32 students from class XI IPA 3 as control group and class XI IPA 4 as experimental group. In collecting the data, test was used reading comprehension. The test was given twice to experimental and control groups, as a pretest and posttest. To verify the hypotheses, the data of pretest and posttest were analyzed by using independent sample t-test and paired sample t-test in SPSS program. The findings showed that the p-output from paired sample t-test (sig2-tailed) was 0.000 which was lower than 0.05 and t-value 11.399 was higher than t-table with $df=31$ (2.042). The result of p-output from independent sample t-test was 0.001 which was lower than 0.05 and the t-value 3.465 was higher than t-table with $df=62$ (2.0015). It means that teaching reading analytical exposition text by using Questioning the Author (QtA) strategy had significant effect on the students' reading comprehension scores.

Keywords: *Questioning the Author (QtA) Strategy, Reading, Analytical Exposition text.*

LIST OF TABLES

Page		
Table 1	The Population of the Study	32
Table 2	The Sample of the Study	33
Table 3	The Specification of the Test Items	37
Table 4	The Reading Ease Score and Flesch Reading Grade Level	40
Table 5	Result for Readability Test for Research Instrument	41
Table 6	Result for Readability Test for Research Treatment	42
Table 7	Research Teaching Schedule.....	43
Table 8	The Catagories of Range Score.....	44
Table 9	Distribution of Data Frequency on Students' Pretest Scores in Control Group.....	49
Table 10	The Classification of Reading Comprehension Catagories from Students' Pretest Score in Control Group	50
Table 11	Distribution of Data Frequency on Students' Posttest Scores in Control Group.....	50
Table 12	The Classification of Reading Comprehension Catagories from Students' Posttest Score in Control Group.....	51
Table 13	Distribution of Data Frequency on Students' Pretest Scores in Experimental Group	52
Table 14	The Classification of Reading Comprehension Catagories from Students' Pretest Score in Experimental Group.....	52
Table 15	Distribution of Data Frequency on Students' Posttest Scores in Experimental Group	53
Table 16	The Classification of Reading Comprehension Catagories from Students' Posttest Score in Experimental Group.....	54
Table 17	Descriptive Statistics of Students' Pretest Scores in Control Group.	55
Table 18	Descriptive Statistics of Students' Posttest Scores in Control Group	55

Table 19 Descriptive Statistics of Students' Pretest Scores in Experimental Group.....	56
Table 20 Descriptive Statistics of Students' Posttest Scores in Experimental Group.....	56
Table 21 Normality Test of Students' Pretest Scores in Control and Experimental Groups Using 1-Sample Kolmogorov-Smirnov.....	57
Table 22 Normality Test of Students' Posttest Scores in Control and Experimental Groups Using 1-Sample Kolmogorov-Smirnov	58
Table 23 Homogeneity Test on Students' Pretest Scores in Control and Experimental Groups.....	59
Table 24 Homogeneity Test on Students' Posttest Scores in Control and Experimental Groups.....	59
Table 25 Result Analysis of Paired Sample T-Test From Students' Pretest Posttest Score in Experimental Groups	60
Table 26 Result Analysis of Independent Sample T-Test from Students' Posttest Scores in Control and Experimental Groups.....	61

LIST OF APPENDICES

- Appendix A** The Instrument of the Small Test
- Appendix B** The Result of the Small Test
- Appendix C** The Result of Pretest Scores between Experimental and Control Group
- Appendix D** Attendance List of Pretest in Experimental Group
- Appendix E** Attendance List of Pretest in Control Group
- Appendix F** The Result of Posttest Score between Experimental and Control Group
- Appendix G** Attendance List of Posttest in Experimental Group
- Appendix H** Attendance List of Posttest in Control Group
- Appendix I** Construct Validity Measured by Validators
- Appendix J** Attendance List of Tryout
- Appendix K** Instruments of Tryout and Answer Key
- Appendix L** Validity Result of Each Questions Items
- Appendix M** Instruments of Pretest and Posttest, and Answer Key of Reading Test.
- Appendix N** Syllabus of Academic
- Appendix O** Result of Reliability Analysis Measured by Split Half
- Appendix P** Lesson Plan of Teaching Academic
- Appendix Q** Attendance List of Treatment in Experimental Group
- Appendix R** Frequencies of Pretest and Posttest in Experimental and Control Group
- Appendix S** Descriptive Statistics of Pretest and Posttest in Experimental and Control Group
- Appendix T** Normality of Pretest and Posttest in Experimental and Control Group
- Appendix U** Homogeneity of Pretest and Posttest in Experimental and Control Group
- Appendix V** Paired and Independent Sample T-Test Result
- Appendix W** Research Photo Gallery

LIST OF DOCUMENTATIONS

1. Foto Copy Kartu Mahasiswa
2. Foto Copy Kwitansi Bayaran
3. Foto Copy Ijazah
4. Sertifikat TOEFL
5. Lembar Pengesahan Pengajuan Judul Skripsi
6. Lembar Penunjukan Pembimbing
7. Surat Keputusan Penunjukan Pembimbing
8. Consultation Card
9. Surat Izin Try Out
10. Surat Keterangan Telah Melakukan Try Out
11. Surat Izin Penelitian dari Fakultas
12. Surat Keterangan Telah Melakukan Penelitian
13. Fotokopi Sertifikat Komputer, KKN, BTA dan Ospek
14. Surat Keterangan Bebas Teori
15. Hasil Ujian Komprehensif
16. Surat Keterangan Pembayaran Ujian Komprehensif dan Munaqosyah

UN
RADEN FATAH
PALEMBANG

CHAPTER 1

INTRODUCTION

This chapter discusses: (1) background; (2) problems of the study; (3) objectives of the study; (4) significance of the study.

1.1 Background

English is a global language that cannot be separated from our daily life. It becomes an important language since most of the people use English as their daily communication tool. According to Crystal (2003, p. 8), English is a global language, which is widely used in various countries and in various fields. In addition, Mappiasse and Johari (2014, p. 113) state that English language is one of the most spoken languages in the world of today. Similarly, Wierzbicka (2006, p. 3) also states that English is the most widely used language in the world. It suggests at least 150 million people use English fluently as a foreign language. Besides used in science, knowledge, technology and art, English can be a tool to get the aim at economic trade, international relation, social culture purpose and education with developing career. According to Sharifian (2009, p. 2), English as an international language refers to a paradigm for thinking, research and practice. This reality encourages many countries to put English into formal school curriculum that will be taught from elementary schools until universities, and one of those countries is Indonesia.

In Indonesia, English is very important to be mastered. Matarrima and Hamdan (2011, p. 101) state that English language teaching has become increasingly important as the first foreign language in Indonesia. Therefore, the government requires that all schools in Indonesia especially at the high school level to make English as one of subjects tested in the national examination. According to Lauder (2008, p. 10), it is widely recognized that English is important for Indonesia and the reason most frequently put forward to this is that English is a global international language. English has been described as the first foreign language in Indonesia and it is officially taught to students in the secondary schools. Students learn English as a mean to broaden their knowledge about science, technology, culture and arts.

Based on the School-Based Curriculum (KTSP 2006), there are four main skills of English that should be learnt by the students in order to communicate in English well. They are speaking, listening, reading, and writing. Harmer (2007, p. 265) states that speaking and writing are classified into *productive skills*, where language is actually being produced. Meanwhile, reading and listening are classified into *receptive skills*, where the meaning is extracted from the text or discourse.

In studying the four English language skills, reading is important skill to be learnt since it enables learners to comprehend all new information in English printed and written text. According to Hibbard and Wagner (2013, p. 1), reading is a complex behavior including decoding words, developing fluency, and improving comprehension. In addition, Khand (2004, p. 43) state that reading is a

receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. According to Pang, Muaka, Bernhardt, and Kamil (2003, p.6), reading is about understanding written text. In other words, reading activity is an activity to read a text, where there is an interaction between the reader and the text when people read that text.

Reading has an important role in English. According to Anderson (2003, p. 2), reading is an essential skill for learners of English. For most of learners, it is the most important skill to master in order to ensure success in learning. With strengthened reading skills, learners of English tend to make greater progress in other areas of language learning. In addition, Abdullah, Sabapathy, Theethappan, and Hassan (2012, p. 233) state that reading is the most integral part in language learning. It enables students of a higher learning to open the window to the outside world as readers with strengthened reading skills will be able to progress and attain greater development in all academic areas. Furthermore, according to Mikulecky and Jeffries (1998, p. 1), reading English is important for some reasons, such as: (1) reading in English helps students learn to think in English; (2) reading in English helps students build their English vocabulary; and (3) reading in English makes students more comfortable with writing in English. That is why, by reading students can increase their knowledge and ability in English and also develop their cultural awareness of English.

In relation to this, however, comprehending a reading text is not an easy activity. Patel and Jain argue that (2008, p. 114) reading is perhaps the most difficult language skill to teach, for each involves so many different elements such

as mechanical eye movement, grammar, vocabulary, and intellectual comprehension. Similarly, Cornoldi and Oakhill (1996, p. xi) also state that a typical characteristic of children is often difficulty in understanding a written text. They do not seem to grasp the most important elements, the connection between the different parts, or to be able to search out the pieces of information they are looking for. In reading activities, students not only “read” but also do other activities unconsciously, such as thinking, interacting, speaking, listening, and writing. Difficulties and obstacles faced in the process of teaching and learning reading cannot be considered as the only reason to let the mastery of reading skill cannot be mastered by most of the students.

In Indonesia, reading still becomes a problem for the students. The Program for International Student Assessment (PISA) 2015 reported that the students’ reading ability in Indonesia was in the 69th placed out of 76 countries (Harian Jogja, 2016). Then, PISA 2012 showed that Indonesia was in the 63rd place out of 65 countries with the reading score 396. Indonesian students score was below the OECD average score which was 496 (OECD, 2012). Another survey which was conducted by Progress in International Reading Literacy Study (PIRLS, 2011) revealed that from 45 countries surveyed, Indonesia was placed in the ranked 42nd in reading achievement with the mean score 428 far below the international mean score 500. This evidence obviously indicated low achievement of Indonesian students to comprehend the text.

In terms of reading, based on the School-Based Curriculum (KTSP 2006) used at SMA N 11 Palembang especially for the eleventh grade students, there are

several types of reading text that must be introduced to eleventh grade students of senior high school. They are report, narrative, and analytical exposition texts. Priyana, Riandi, and Mumpuni (2008, p. 58) describe that analytical exposition text is a text that proposes or suggests a certain topic which may only be pro or contra, not both. Analytical exposition text is learnt by the students as one of materials in English and some of the students get difficulty to read and comprehend the analytical exposition text. Furthermore, there is an importance of analytical exposition text. According to Martin (1985, p. 536) analytical exposition may be valued in schools precisely because it is more abstract and distanced, hence it is perceived as more complex, more 'written-like', thus more cognitively demanding, reflecting the 'great divide' view of spoken and written language.

Problems in analytical exposition reading comprehension also happened to the eleventh grade students' of SMA N 11 Palembang. Based on informal interview to the teacher of English at SMA N 11 Palembang, there were many problems that students face in learning analytical exposition text. The problems were: (1) Students lack of motivation in reading English text; (2) the students had poor vocabulary so they were not able to guess the meaning easily; (3) the students did not know the content of the analytical exposition text; (4) the most of eleventh grade students had difficulties in comprehending the analytical exposition text; and (5) some of students felt bored when study an analytical exposition text because that text has too much and long to read. It was supported after the researcher conducted a preliminary study to the eleventh grade students

of SMA N 11 Palembang, the researcher given the small test by giving the students 45 item of questions (15 questions of report, 15 questions of narrative and 15 questions of analytical exposition) from the result small test it was found that the average score of students comprehension in analytical exposition reading text was lower than report and narrative texts.

To solve the problems, the researcher should be creative in choosing the best strategy or technique in order to improve student's reading ability in reading the text especially in analytical exposition. There is an appropriate and new strategy in teaching reading, and the strategy is Questioning the Author (QtA) strategy. According to Preszler (2006, p. 24) Questioning the Author (QtA) strategy is a strategy that gets students in the habit of thinking about what the author is saying beyond the words that actually appear in the text. The strategy requires students to consider the author's intention. While the strategy does increase a student's inferring skill, it also helps students recognize that sometimes a text is difficult to comprehend simply because the author did not provide the necessary information needed for readers.

Johnson (2006, p. 132) states that Questioning the Author (QtA) is a strategy that forces students to figure out what the author means, not just the author writes. Questioning the Author (QtA) is an excellent way to get students engaged in both narrative and expository text, especially if they are having difficulty comprehending what they read. Moreover, Ansberry & Morgan (2007, p. 82) explain that Questioning the Author (QtA) is an interactive strategy that help students comprehend what they read. When students read in a Questioning the

Author (QtA) lesson, they learn to question the ideas presented in the text while they reading, making them critical thinking, not just readers.

In relation to the use of Questioning the Author (QtA) strategy, a study by Syefriyanti (2013) reported that the use of Questioning the Author strategy successfully improved the students' reading comprehension skills. The second study written by Rahayu (2014) also reported that there was a significant effect of using Questioning the Author strategy on reading comprehension of the students' senior high school.

From this explanation, therefore, the researcher is interested in conducting a research with the title “Teaching Reading Analytical Exposition Text by Using Questioning the Author Strategy (QtA) to the Eleventh Grade Students at SMA N 11 Palembang.”

1.2 Problems of the Study

The problems of the study are as follows :

1. Is there any significant improvement before and after the treatments on the analytical reading comprehension achievement of the eleventh grade students of SMA N 11 Palembang who are taught by using Questioning the Author (QtA)?
2. Is there any significant difference on the analytical reading comprehension achievement of the eleventh grade students of SMA N 11 Palembang between those who are taught by using Questioning the Author (QtA) strategy and those who are not?

1.3 Objectives of the Study

The objectives of the study are:

1. to find out whether or not there is a significant improvement before and after the treatment on the analytical reading comprehension achievement of the eleventh grade students of SMA N 11 Palembang who are taught by using Questioning the Author (QtA) strategy.
2. to find out whether or not there is a significant difference on the analytical reading comprehension achievement of the eleventh grade students of SMA N 11 Palembang between those who are taught by using Questioning the Author (QtA) strategy and those who are not.

1.4 Significance of the Study

By conducting a research on teaching English reading comprehension by using QtA Strategy, this study would give meaningful information to the following:

1. To the teacher
to inform the teacher about an alternative strategy in teaching reading that can be applied in schools and can be used as a consideration to increase the teachers' awareness in developing and applying suitable method in teaching English especially in reading.

2. To the students

This strategy can make the students pay more attention in learning reading especially in reading analytical text. They can improve their comprehension of the text easily with instruction through Questioning the Author strategy (QtA).

3. To the other researchers

The result of this study can be a source of material in conducting similar studies and can be reference for other researchers for the future studies.

4. To the researcher herself

The result of the research will be useful reference for the writer to improve the knowledge about teaching reading using “Questioning the Author (QtA) Strategy” and it will be useful in the future as the prospective teacher in preparing teaching process. Moreover, the results from this project will allow a reappraisal of the good strategy of how to teach English reading in the classrooms.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents: (1) theoretical descriptions; (2) previous related studies; (3) research setting; (4) the hypotheses of the study; and (5) criteria of hypotheses testing.

2.1 Theoretical Descriptions

2.1.1 The Concept of Teaching

Teaching is a process of giving knowledge and motivation that give the students ability to develop their minds, so that the students know something about the lessons. According to Brown (2000, p. 8), teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It is concluded that teaching is interaction between teacher and learner.

According to Coe, Aloisi, Higgins, and Major (2014, p. 2), great teaching is defined as that which leads to improved student progress. It means a great teaching as that which leads to improve student achievement using outcomes that matter to their future success. A teaching is great based on a teacher. A good teacher will teach a great teaching and will make the the students become a good learner. Because of that, Allah gives some degrees to people that share the knowledge with others. It is in Al- Qur'an (Surah Al-Mujaadilah :11) :

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ
وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ
وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Means : Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do. (Source: Syekh Saad Al Ghomidi)

The verse describes that people who have a knowledge will be raised their degrees by Allah SWT. They will be respected and benefited by other people because of their skills to do or manage something that happened in the life. It means that the level of people who have knowledge are higher than people have not knowledge. Related to the verse above, as a teacher, we have to show the best attitude in transferring our knowledge. The researcher assumes that teaching is how the teacher gives someone knowledge or to train someone to instruct, teaching also gives some information of a subject matter to the students in the classroom.

2.1.2 The Concept of Reading

Reading is really important to be learned because by reading, people gain so many advantages like knowledges, informations, ideas, friends, etc. It is supported by Sethi and Adhikari (2010, p. 72) who state that reading serves the objective of discovering information, of expanding ones knowledge, and understanding of a subject. According to Macceca (2007, p. 4), reading is a dialogue between the reader and the author and during this dialogue, the reader should generate the questions to help anticipate meaning, search for information, respond

intellectually and emotionally, and infer ideas from and explain further the content of the text. It is clear information that the reader have to construct the meaning of what they are reading in effort to get ideas, perception in written text. The readers can enlarge their knowledge by reading.

Reading is certainly an important activity for expanding knowledge of a language. Patel and Jain (2008, p. 114) say that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Based on explanation above, it can be assumed that reading is one of the most complex skills in English and reading plays an important role in many aspects of life. It means that reading can give us some information for anything.

2.1.3 The Concept of Reading Comprehension

Reading comprehension is the main purpose of reading activity. All readers intend to have connection to the material that they read. Of course, the process of reading comprehension is also complex and it takes time for a reader to acquire the meaning of a reading material. According to Dorn and Soffos (2005, p. 14), comprehending involves interpreting and syntetizing ideas in ways that influence the reader's mind. The readers need to be able to figure out the author's purpose presenting the material, comprehending some valuable information stated in the passage in relation to comprehending the overall content of reading materials.

Furthermore, Westwood (2008, p. 31) states that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information

presented in a text. Reading comprehension is reading the text to get the meaning and understanding of the text. Wolley (2011, p. 15) explains that reading comprehension is the process of making meaning from the text. Reading comprehension is reading the text to get the meaning and understanding of the text. From the definition above, it can be assumed that reading comprehension is an interactive process between reader and text to comprehend the writer's message.

2.1.4 The Principle of Reading Comprehension

Brown (2000, pp. 306-308) points out some principle strategies for reading comprehension. The principle strategies are as follow:

1. Identify your purpose in reading text.
2. Apply spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
4. Guess at meaning (of words, idioms, etc) when you are not certain.
5. Skim the text for the gist and main ideas.
6. Scan the text for specific information (names,dates,keywords).
7. Use silent reading techniques for rapid processing.

2.1.5 The Stages of Reading Comprehension

According to Gear (2006, p.15) there are three stages of teaching reading comprehension.

a. Pre-reading stages

In this stage to help students focus on the text prior to reading. It is considered important in doing this activity based on students' background

knowledge. This activity is done before the students read the text. The aim of this activity is to lead students to predict the content of the reading text.

b. During Reading stages

To teach students how to think while they are reading. This is the main activity, because this stage help the students to understand the researchers' purpose in the text, help the students to understand the text structure, and help the students to clarify the content of the text. Moreover, the teacher should help the students in such a way so that they learn to read efficiently and to develop their reading comprehension. It is necessary for lower level students to listen to their teachers' reading or a tape in order to understand the reading text better.

c. Post reading stages

To enhance students' reading and help them respond to the text in a meaningful way. This stage is generally used to train the students to do a new ability related to ability in comprehending the texts.

2.1.6 Aspect of reading comprehension

According to McWhorter (2012), p. 36), there are five aspects which help the students to comprehend the English text. It is clarifying to concern with reading comprehension, they are :

1. Main Idea

Main idea is called topic sentence. It tells the content of paragraph. In other words, the main idea is the important ideas that are developed by the writer throughtout the paragraph and sometimes are available key words and explicit or implicit message.

2. Specific Information

Specific information or supporting idea is develop from the main idea by giving the specific definitions such as example, facts, comparison, cause and effect that is related to the topic sentence.

3. Reference

Reference is the words or phrases that are used either before or after the reference in the reading a text. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in text or sometimes is called pronoun.

4. Inference

When a reader adds infomation that he or she already knows to what is stated, the reader is making inference. In other words, the reader can make conclusion after reading the text.

5. Vocabulary

stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

2.1.7 Concept of Teaching Reading Comprehension

According to Brown (2000, p.8), teaching is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with the knowledge. Thus, the researcher assumes that teaching is imparted knowledge or to instruct someone to do something. Teaching

is not an easy job, because what the teachers tell must be transferred well to the students, make the student understand about knowledge or how to do something.

In teaching reading comprehension, it is not only the students who must have ability in comprehending the text but also the teachers must have an appropriate strategy to assist their students in learning process.

2.1.8 Concept of Analytical Exposition Text

2.1.8.1 The Definition of Analytical Exposition Text

Gordon (1990, p. 150) states that 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. Two kinds of exposition/expository text are analytical exposition text and hortatory exposition text. Priyana, Riandi, and Mumpuni (2008, p. 132) state that the hortatory exposition texts is a text to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of argumentation. Meanwhile, According to Mulya (2010, p. 95), analytical exposition is a text which persuades the readers or listeners that something is the case, give a point of view, and confirms what is claimed. In addition, Priyana, Riandi, and Mumpuni (2008, p. 58) say that analytical exposition text is a text that proposes or suggests a certain topic which may only be pro or contra, not both.

2.1.8.2. The Language Feature of Analytical Exposition Text

According to Sudarwati and Grace (2007, p. 24) the language features of Analytical Exposition text are :

1. Focus on generic human and non human participant (e.g.: car, pollution)

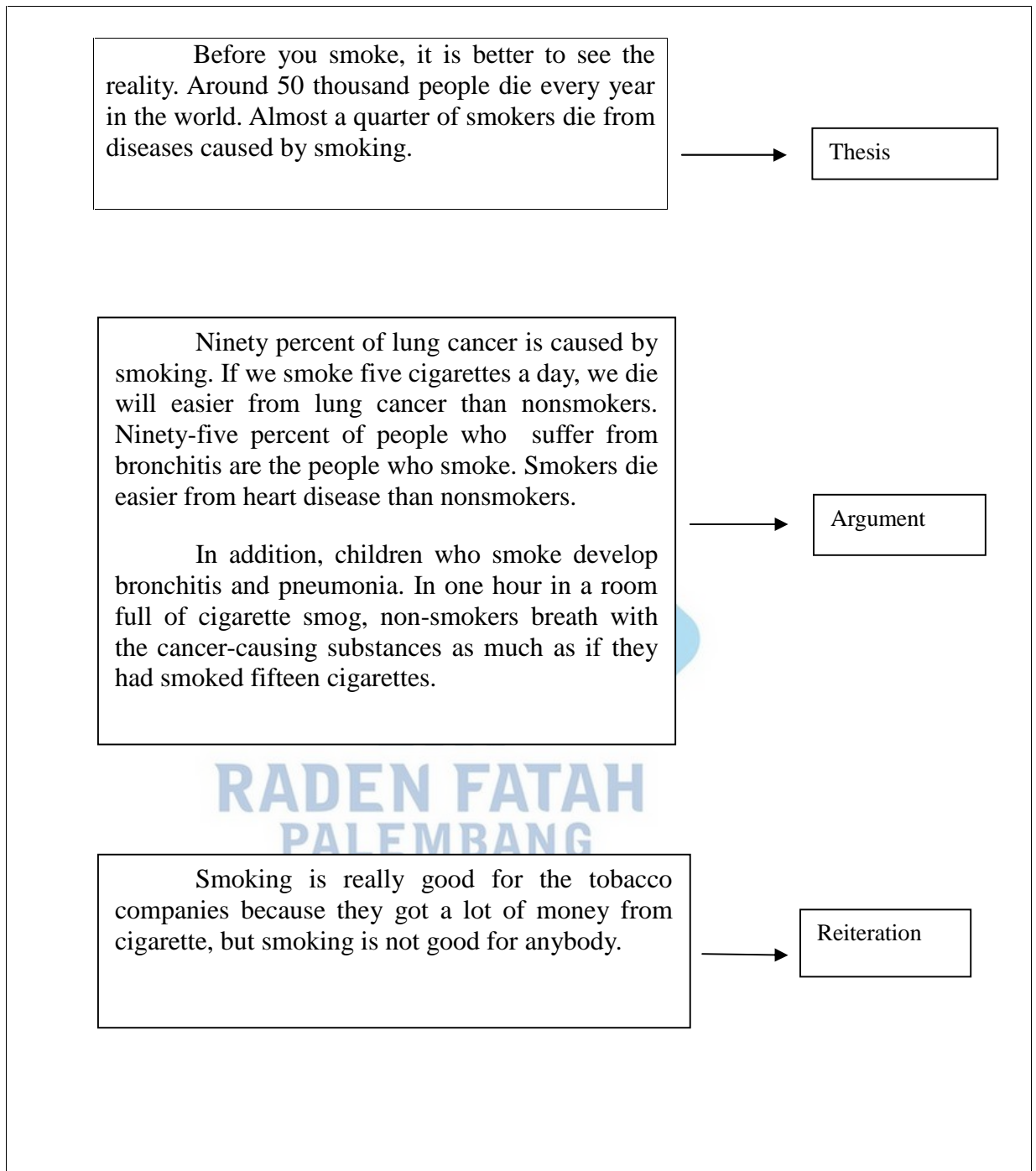
2. The use of mental verbs are used when expressing opinions (e.g.: like, believe)
3. The use of words that link to arguments (e.g.: firstly, however, therefore)
4. The use of present tense (Andi is quiet boy)
5. The use of compound and complex sentences
6. The use of modal and adverbs (e.g.: can, may certainly)

2.1.8.3 Generic Structure of Analytical Exposition Text

The generic structure of analytical exposition text has three components. They are thesis, Arguments, and reiteration. Mulya (2010, p. 95) describes:

1. Thesis : introduces a topic, outlines main idea or point of view to be presented (thesis statement)
2. Argument : provides the evidence (arguments) to support the thesis statement, each paragraph identifies a particular point, the elaboration may be further description, analysis, justification, giving examples, comparing and contrasting, etc.
3. Reiteration : restates the position, perhaps with some emphasis.

The example of Analytical Exposition text is as follow:



(Source : Priyana, J., Riandi, and Mumpuni, A. P. (2008). *Interlanguage: English for senior high school students XI*. Grasindo)

2.1.9 Concept of Questioning the Author (QtA) Strategy

According to Preszler (2006, p. 24), Questioning the Author (QtA) strategy is a strategy that gets students in the habit of thinking about what the author is saying beyond the words that actually appear in the text. The strategy requires students to consider the author's intent. While the strategy does increase a student's inferring skill, it also helps students recognize that sometimes a text is difficult to comprehend simply because the author did not provide the necessary information needed for readers.

Moreover, Jonson (2006, p. 132) explain that Questioning the Author (QtA) is a strategy that forces students to figure out what the author means, not just the author writes. Questioning the Author (QtA) is an excellent way to get students engaged in both narrative and expository text, especially if they are having difficulty comprehending what they read.

In addition, Buehl (2014, p. 137) states that Questioning the Author (QtA) focuses on a series of question that one might naturally pose about any message we might receive, in any form.

Based on the explanation above, it can be concluded that Questioning the Author (QtA) is an excellent, effective and engaging strategy that places the responsibility upon students to construct their own meaning from a reading.

2.1.10. Advantages of Questioning the Author Strategy (QtA)

According to Brunner (2011, p. 79) the advantages of Questioning the Author are:

1. To provide structure for students when reading difficult and challenging material.
2. To provide teacher flexibility with content of the question.
3. To provide for differentiation among students.
4. To facilitate a deeper understanding of the text.
5. To engages readers actively in the reading process.
6. To helps students understand the significant of text structure.
7. To facilitates better preparation for reading expository material as an independent reader.
8. To encourages critical thinking

In addition, Buehl (2014, p. 139) states that the advantages of Questioning the Author are :

1. Students are engaged in a more active form of question, which goes beyond questions that target a literal level of understanding.
2. Students are less likely to be frustrated by difficult text as they realize that part of the responsibility for a passage making sense belongs to the author.
3. Students are taught to be metacognitive-readers who actively monitor their comprehension during reading.
4. Students become deeply engaged with reading, as issue and problems are addressed while they learn, rather than afterward.

5. Students learn to internalize a self-questioning process that proficient readers use to monitor and enhance their comprehension.
6. QtA discussion can be used to introduce selections that students will read independently, perhaps as homework. They are especially helpful when students may need some assistance coping with difficult but important segments of a chapter.
7. QtA discussion are valuable as a comprehension building strategy for struggling readers.
8. QtA lessons may be developed in all content areas and can be tailored for young students as well as adolescent learners.

2.1.11. Procedures of Questioning the Author (QtA) Strategy

In this research study, the researcher tried to apply Questioning the Author strategy in teaching reading comprehension about analytical exposition text.

To make it clear, the following teaching procedure in implementing strategy is suggested by Preszler (2006, p. 24).

1. The teacher selects text for students to read. Consider modelling the strategy first with a newspaper clipping or magazine article prior to applying the strategy to content curriculum. For example of text “ is smoking good for us ?
2. The teacher begins with five basic question. Students read a selection of text and then answer these questions :
 - a. What is the author trying to tell you (students)?
 - b. Why is the author telling you (students) that?

- c. Is it said clearly?
 - d. How might the author have written it more clearly?
 - e. What would you (students) have wanted to say instead?
3. The teacher directs students to fill in the template. Share and discuss student responses and differing conclusion among the readers.

Example

TEXT SELECTION	IS SMOKING GOOD FOR US?
What is the author trying to tell you?	The author try to tell that smoking is not good for every body.
Why is the author telling you that?	The author tell us because smoking can caused negative health effect such as cancer and many disease.
Is it said clearly?	Yes, it is.
How might the author have written it more clearly?	The author have written “Almost a quarter of smokers die from diseases caused by smoking”.
What would you have wanted to say instead?	It has been clearly defined the effects of smoking is seriously harmful in every way. Therefore smoking should be banned.

In this study, the researcher adopted some steps in doing the treatments because the researcher regard some conditions that might happen in the classroom. There are three activities in teaching reading analytical

exposition text by using Questioning the Author (QtA) strategy, they are *pre activities, whilst activities, and post activities*;

Pre- Teaching Activities (10 minutes)

1. The teacher greets the students and checks the students' attendance list.
2. The teacher gives some questions that will relate to the expository texts and lets the students guess what will be going to learn.

Whilst-Activities (75 Minutes)

Exploration:

1. The teacher tells the students the title of the topic that would be going to learn.
2. The teacher explains definition of analytical exposition text and gives the example of the text.
3. The teacher will also explain the purpose of analytical exposition text.

Elaboration:

4. The teacher divides the students in pairs.
5. The teacher gives the students the texts about analytical exposition texts, and ask the students to read.
6. The teacher giving some questions related to the text.
 - a. What is the author trying to tell you (students)?
 - b. Why is the author telling you (students) that?
 - c. Is it said clearly?
 - d. How might the author have written it more clearly?
 - e. What would you (students) have wanted to say instead?

7. The teacher asks the students to answer these questions in the template.
8. The teacher asks the students to present their template in front of the class to share and discuss students responses and differing conclusions among the students.
9. After finishing the discussion, the teacher gives the assignments to the students to evaluate their comprehension about the text.

Confirmation:

1. The teacher and the students discuss the correct answer.
2. The teacher gives the positive feedback to the students who have the correct answers and gives more motivation to the students who have the wrong answer.

Post-Activities (5 minutes)

1. The teacher lets the students to conclude the material.
2. The teacher closes the class.

2.2. Previous Related Study

The first research was written by Syefriyanti (2013), a student of a student of English Department of STKIP PGRI Sumatera Barat. Her research title was *teaching reading in narrative text by combining the 3H (Here,Hidden,in my Head) and QtA (Questioning the Author) strategy for junior high school*. Her research was aimed to know the effectiveness of using combining Here, Hidden, in my Head and Questioning the Author strategies on students' reading comprehension. Based on the result of the research, by using combining these strategies, teacher could improve students' reading skill, and according to data from the result of test

and observation, it was showed that the combination of these strategies was highly effective to improve students' reading comprehension. There are some differences and similarities between this current study and Syefriyanti's, The similarities are on the dependent variable (i.e: reading skill) and independent variable (i.e: Questioning the Author (QtA)). The differences are: 1) Syefriyanti used narrative text to be improved while in this study the researcher was used analytical exposition text, 2) Syefrianti involved junior high school students, while the researcher was taken eleventh grade students at SMAN 11 Palembang.

The second research was written by Rahayu (2014), a student of English Department of FBS, University of Padang Sumatera Barat. Her research title was *the use of QtA (Questioning the Author) in teaching reading comprehension to senior high school*. Her research was aimed to know the effectiveness of using Questioning the Author strategy in teaching narrative text. Based on the result of the research, by using Questioning the Author on teaching reading, teacher could improve students' reading comprehension. There are some differences and similarities between this study and this Rahayu's, The similarities are: 1) Rahayu used the same strategy, Questioning the author strategy, 2) Rahayu also used the same skill to be improved, reading skill. The difference is Rahayu did her research at Senior high school in Padang, while in doing this research, the researcher will take senior high school in Palembang..

The third previous related study is entitled “ Keefektifan strategi questioning the author (QtA) dalam pembelajaran membaca pemahaman pada siswa kelas VII SMPN 1 di kecamatan Pleret”. It was written by Fetiningrum

(2014) . The aim of his study was to know the effect of using Questioning the Author (QtA) strategy in developing students' reading comprehension skills at SMPN 1 Pleret. The result of this study revealed that the students' reading comprehension skills of the experimental group students was developed. There are similarity and differences. The similarities are; 1) Fetiningrum used the same strategy, Questioning the Author strategy, 2) Fetingrum also used the same skill to be improved, reading skill. The differences are 1) Fetiningrum involved, junior high school students, while the researcher will take eleventh grade students at SMAN 11 Palembang, and 2) Fetiningrum used cluster random sampling, while the researcher will use purposive sampling.

2.3. Research Setting

This research was conducted at SMA N 11 Palembang to the eleventh grade students. SMA N 11 Palembang is located at Jl. Inspektur Marzuki No. 2552 Palembang. It is one of famous school in Palembang. The headmaster of SMA N 11 Palembang is Sumin Eksan S.Pd., M.M. The students divided into three grades. Tenth grade has 369 students. Eleventh grade has 294 students, and twelfth grade has 292 students.

SMA N 11 Palembang has some facilities that can make students comfortable to study like science laboratory, library, computer laboratory, medical room, mosque, etc.

2.4. Hypotheses

According to Arikunto (2010, p.110), hypothesis is a temporary answer to the problem in the research, until proven by the data collected. The researcher proposes two hypotheses in this study; they are null hypothesis (H_0) and alternative hypothesis.

1. (H_0)₁ : there is no significant improvement before and after treatments on the students' analytical reading comprehension achievement taught by using Questioning the Author (QtA) strategy at the eleventh grade of SMA N 11 Palembang.

(H_a)₁ : there is a significant improvement before and after treatments on students' analytical reading comprehension achievement taught by using Questioning the Author (QtA) strategy at the eleventh grade of SMA N 11 Palembang.

2. (H_0)₂ : there is no significant difference between students' analytical reading comprehension achievement taught by using Questioning the Author (QtA) strategy and those who are not at the eleventh grade of SMA N 11 Palembang.

(H_a)₂ : there is a significant difference between students' analytical reading comprehension achievement taught by using Questioning the Author (QtA) strategy and those who are not at the eleventh grade of SMA N 11 Palembang.

2.5. Criteria of Testing the Hypotheses

To prove the research problems, according to Fraenkel, et al (2012, p. 83), testing research hypotheses are formulated :

1. a. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2.042 (with df=31), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.
- b. If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2.042 (with df=31), the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.
2. a. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2.0015 (with df=62), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.
- b. If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2.0015 with df=62), the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

CHAPTER III

METHODS AND PROCEDURES

This chapter discusses: (1) method of research; (2) variable of the study; (3) operational definitions; (4) subject of the study; (5) data collection; (6) research instrument analysis; (7) research teaching schedule; and (8) analyzing data.

3.1 Method of Research

According to Gay & Diehl (1996, p. 6) research is the formal, systematic application of the scientific method to the study of problems. In doing this research, the researcher used quantitative research design based on experimental methods. Experimental research is the most conclusive of scientific methods. Because the researcher actually establishes different treatments and then studies their effect, results from this type of research are likely to lead to the most clear-cut interpretations (Fraenkel and Wallen, 2009, p. 7). Moreover, the researcher used quasi experimental research design or the design that manipulate the independent variable to observe the effect on dependent variable and the type that will also be used by the researcher is pretest - posttest non-equivalent group design. Cohen, Manion, and Morrison (2007, p.283) formulate pretest-posttestnon-equivalent group design as follow:

O ₁	X	O ₂	Eksperimental Group

O ₃		O ₄	Control Group

- O₁ = Pretest for experimental group design
- X = Treatments (QTA strategy)
- O₂ = Posttest for experimental group design
- O₃ = Pretest for Control group design
- O₄ = Posttest for Control group design
- = Dashed line (Non random)

3.2 Variables of Study

Variable is any characteristic or quality that varies among the members of particular group (Fraenkel, Wallen, and Hyun, 2012, p. 87). There are 2 two kinds of variables. Independent and dependent variable. According to Creswell (2012, p.116), independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Then, Creswell also mentions that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable (Creswell, 2012, p. 115).

In this research, the independent variable is Questioning the Author (QtA) strategy and the dependent variable is student' reading comprehension average score (analytical exposition text).

3.3 Operational Definiton

The title of this thesis is “Teaching Reading Analytical Exposition Text by Using Questioning the Author (QtA) Strategy to the Eleventh Grade Students of SMA N 11 Palembang”

1. Teaching is a process of giving knowledge and motivation that give the students ability to develop their minds, so that the students know something about the lessons.
2. Reading comprehension is the main purpose of reading activity. All readers intend to have connection to the material that they read. Of course, the process of reading comprehension is also complex and it takes time for a reader to acquire the meaning of a reading material.
3. Analytical exposition is a text which persuades the readers or listeners that something is the case, gives a point of view, and confirms what is claimed. it is a text that proposes or suggests a certain topic which may only be pro or contra, not both.
4. Questioning the Author (QtA) is a strategy that forces students to figure out what the author means, not just the author writes. Questioning the Author (QtA) is an excellent way to get students engaged in both narrative and expository text, especially if they are having difficulty comprehending what they read.

3.4 Subject of Study

3.4.1 Population

The term population is the group which a researcher would like the result of the study to be generalizable (Gay and Diehl, 1996, p. 127). The population of this research is the eleventh grade students at SMA N 11 Palembang. The total of population is 294 students consist of nine classes. There were 5 classes of science that consists of 158 students and 4 classes of social that consist of 136 students.

Table 1
The Populatison of The Study

Class	Number of students		Total
	Male	Female	
XI IPA 1	13	17	30
XI IPA 2	15	16	31
XI IPA 3	14	18	32
XI IPA 4	13	19	32
XI IPA 5	15	18	33
XI IPS 1	16	18	34
XI IPS 2	16	19	35
XI IPS 3	13	20	33
XI IPS 4	12	22	34
TOTAL	127	167	294

(Source :Staff Administration of SMA N 11 Palembang(2017))

3.4.2 Sample

Creswell (2012, p. 146) states that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this study, has used purposive sampling. Fraenkel et.al. (2012, p. 100) say that purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need.

The sample was taken by choosing two science classes of the eleventh grade students of SMA N 11 Palembang, because for the English subject especially in analytical exposition text reading, the classes had poorer English competence than other classes and similar total number of student. the researcher was given those classes a pretest to know which class became control and experimental group. XI IPA 3 and XI IPA 4 were selected as the sample. After given the pretest, XI IPA 3 as a control group and XI IPA 4 as a experimental

group. The total number of sample in this study are 64 students from 294 populations. It is shown on the Table2.

Table 2
The sample of The Study

No	Group class	Number of students		Total
		Male	Female	
1	XI IPA 3 (Control Class)	14	18	32
2	XI IPA 4 ((Experiment Class)	13	19	32
Total				64

3.5 Data Collection

To collect the data, the researcher used reading comprehension test (Pre-test and Post-Test) in a multiple choice test as has instrument. The total number of the questions are sixty questions and each question has four options (see appendix). Before the test is given to the sample, the test was tried out firstly to the one class of eleventh grade students of SMA N 11 Palembang. After doing the test, the validity and realibility of test items are estimated first before being given to the sample. All of questions are about analytical exposition text of reading comprehension. The purpose of this test is to know the progress of student's reading comprehension average score by using Questioning the Author (QtA) strategy. The test is explained as follows:

1. Pretest

This test was given to the students in the first meeting or before the treatments are given. This test will also be given to the both of sample,

experimental group and control group. The purpose of this test is to know the average score in reading comprehension of analytical exposition text before the treatments are given. After the researcher get the students' score in pretest, the researcher can determine who would be the control and experimental group.

2. Posttest

This test was given to the students when all the treatments are given and it also was given to both of sample, control and experimental group. The purpose of this test is to know the student's reading comprehension average score in analytical exposition text after the treatments are given.

3.6 Research Instrument Analysis

3.6.1 Validity Test

Validity is the most important idea to consider when preparing or selecting an instrument for use, the term validity, as used in research, refers to the appropriateness, meaningfulness, correctness, and usefulness of any inferences a researcher draws based on data obtained through the use of an instrument (Fraenkel, & Wallen, 2009, p. 148). In doing this research, the researcher used three kinds of validity, those are:

3.6.1.1 Construct validity

Fraenkel, Wallen, and Hyun (2012, p. 148) state that the construct validity refers to the nature of psychological construct or characteristic being measured. The validators checked all instruments of this research whether they were all valid. In this part, the construct validity of the research instruments involved two

types. They were question items for pretest and posttest activities, and lesson plans for experimental group

Three lecturers of UIN Raden Fatah Palembang was asked as validators. There were some characteristics for expert judgements or validators, such as: (1) They had english educational background, (2) They were english lecturers, and (3) They had score at least 525; and (4) Their teaching experience is more than 5 years . They measure including such things as the clarity of printing, size of type, adequacy of work space (if needed), appropriateness of language, clarity of directions, and so on regardless of the adequacy of the question in an instrument that must be measured by giving test or tryout to students later on. From the three validators, the results of instrument test and lesson plan form were B. It means that the instrument test and lesson plan can be used with slight revision. Based on the result, the resercher could conclude that the test instrument and lesson plan were appropriate to be used for research treatments (see Appendix I).

3.6.1.2 Validity of Each Question Item

Validity of each question item test is used to indicate whether the test items of each questions are valid or not. In doing this research, the researcher was done the try out of the instrument firstly to the eleventh grade students of SMA N 11 Palembang. The result of the test was analyzed by using Pearson Product Moment Correlation Coefficient in SPSS 20 (Statistical Package for the Social Science) program. To know whether the instruments of each questions are valid or not, the score of significance (r-output) should be compared with the score of r-table product moment. According to Basrowi and Soenyono (2007, p.24), if the

result of the test shows that r_{output} is higher than r_{tabel} , (0,339), it means that the item is valid.

In this case, there were 60 multiple choice items which was given to the students. The result analysis of validity in each question items by using SPSS 16. It was found that there were only 44 question items from 60 test items provided by the researcher which could be used as the instrument since the scores of significance were higher than 0,339. There were 16 question items were invalid since the scores of significance were lower than 0,339. The result analysis of validity in each question items can be seen in Appendix L.

3.6.1.3 Content Validity

According to Sugiyono (2012, p. 353), testing the validity of the content can be done by comparing the contents of the instrument with the subject matter that has been taught. A content validity is very important, since it is an accurate measure of what it is supposed to measure. In order to judge the test whether or not a test has content validity, the researcher will check the syllabus from school and then match them into test specification.

Then, the result of analysis in constructing the content validity was presented in the test specification table including, objectives of the test, materials, test indicators, total of test, types of test, and answer key. It is shown on the Table3.

Table 3
Test Specification of the Test Item

Basic Competencies	Test Material	Indicators	Number of Items	Total	Type of Test	Answer Key
5.2 Respond the meaning and the rhetorical steps in essays accurately, fluently and accept in the context of daily life and to access knowledge in the form of narrative, spoof, and hortatory exposition.	Analitical Exposition text Text	The students are able;		40	Multiple Choice	
		- Identifying the main idea of each paragraph	1,12,27,31,38			A,a,b,c,d
		- Understanding the purpose of expository text in type analytical exposition text	2,10,23,18			A,d,d,a
		- Identifying the certain information of the text	8,11,14,15,20,26,29,21,40			A,a,a,d,d,d,d,ad
		- Understanding the generic structure of analytical exposition text	5,6,16,22			A,b,a,b,
		- Identifying the word meaning	3,17,19,24,32,30,33,34,39			B,a,b,b,b,d,b,d,a,
		- Identifying				

		g the meaning of sentence	4,13			C,a
		- Identifying the conflict of the text	7,35,37			A,c,b
		- Identifying the author's point of view	9,28			B,d,
		Identifying the topic of the text	25,36			C,c

3.6.2 Reliability Test

Reliability is another measurement to measure whether the test is good enough or not to be tested to the students. A test were perfectly realible, the coefficient would be 0.70. To know the test used is realible or not, 40 questions of valid questions was calculated by SPSS 16 programme (Statistical Package for The Social Sciences) using *split-half method with spearman-brown formula* in internal consistency realibility, because this method is suitable for multiple choice items. Split-half procedures involves scoring two halves (usually odd items versus even item) of a test separately for each person and then calculating a correlation coefficient for the two sets of scores by using spearman-brown formula. Spearman-brown formula was used to obtain a correlation coefficient by comparing one half of the test items to the other half. Therefore, it could be stated

that this instrument was considered reliable for this study, because the p-output of *Guttman Split-half Coefficient* is 0.727, it can be seen in the Appendix O.

3.6.3 Readability Test

According to Duffy & Lightner (2014, p. 561) readability formula is a simple method to predict the reading grade level required to comprehend the written materials and documents. Readability test was done to know the level of reading texts are appropriate for students' class level in comprehending the reading texts. The Flesch Kincaid Reading Ease and the Flesch Kincaid Grade Level were used to check the readability and the level of the texts taken for pre-test and post-test. The Flesch Kincaid Grade Level is based on USA education system which applied English language as the first language. Readability test was done to put the reading texts in an appropriate class meeting based on the difficulty level for each reading text during research treatment, and it also done to manage for each reading text in research instrument. It starts from very easy one text to the harder one in order the students do not feel shocked with the text. Readability test is measured by using online readability test that can be accessed from <http://www.readabilityformulas.com>.

According to Fielding (2006,p. 205), there are some categories of flesch reading ease score and flesch reading grade level. For more detail the category can be seen on the following table 4.

Table 4
Reading Ease Score and Flesch Reading Grade Level

Reading ease score	Interpretation	Grade
90-100	Very easy	5 th grade students of elementary school
80-90	Easy	6 th grade of elementary school
70-80	Fairly easy	7 th grade of junior high school
60-70	Standard	8 th -9 th grade of junior high school
50-60	Fairly difficult	10 th -11 th grade of senior high school
30-50	Difficult	Post school / college
0-30	Very difficult	University graduate

There were two readability tests in this study, they were readability test for research instrument and readability for research treatment text. explanation as follows:

3.6.3.1 Readability Test for Research Instrument

There are some result got after checking readability test for research instrument texts in flesh kincaid reading ease score, the word statistics of the texts can be seen on the following table 5.

Table 5
Result for Readability Test for Research Instruments

No	Text Title	Text Statistics			Flesh Reading Ease	Text Category
		Character Per Word	Syllable Per Word	Words Per Sentence		
1.	Public Transportation should be Free	4.3	1.4	18.4	68.9	Standard
2.	how to reduce global warming	4.4	1.6	19	66.0	Standard
3.	A needle or Reuse Needles	4.7	1.5	11.3	64.2	Standard
4.	Should Americans be Forced to Use Public Transportation ?	4.3	1.5	10.9	63.7	Standard
5.	Television	4.4	1.0	26.0	63.5	Standard
6.	Deciding Where to live	4.5	2.0	13.0	62.3	Standard
7.	Muslim headscarf	4.5	1.0	32.0	61.5	Standard

3.6.3.2 Readability Test for Research Treatment

There are some result got after checking readability test for research treatment texts in flesh kincaid reading score, the word statistics of the text can be seen on the following table 6.

Table 6
Summary the Readability Test of Reading skill during Treatments

No.	Text Title	Text Statistics			Ease Score	Text Category
		Character Per Word	Syllable Per Word	Words Per Sentence		
1.	Controlling Children Using Computer	4.5	1.5	14.1	69.1	Standard
2.	Personalities and Behaviors	4.1	1.0	27.0	65.8	Standard
3.	Garbage Service need Improvement	4.6	1.0	14.0	65.8	Standard
4.	Male Superiority	4.0	1.0	32.0	65.2	Standard
5.	Weather Related Problem	4.3	1.5	13.5	65.2	Standard
6.	Vegetarians Vs. Meat Consumer	4.7	2.0	8.0	64.3	Standard
7.	Private School	4.4	1.4	21.2	63.7	Standard
8.	Using Drugs In Sport	4.5	1.0	19.0	63.7	Standard
9.	Programme of Family	4.6	1.0	19.0	62.5	Standard
10.	Solving Global Warming	4.6	1.5	15.5	61.6	Standard
11.	Is smoking good for us?	4.5	1.0	21.0	60.4	Standard
12.	Pornography And Pornographic Acts	4.5	1.6	13.4	60.2	Standard

3.7. Research Teaching Schedule

The researcher did the treatments to the experimental group students in accordance with the schedule of the teacher for the twelfth grade students in academic 2016-2017. The study was conducted in 12 meetings. There were two

meetings for a pretest and posttest. So the total meetings were 14 meetings. It is shown on the Table 7.

Table 7

Research Teaching Schedule

No	Teaching Schedule	Teaching Material	Research Meeting	Time Allocation
1.	Tuesday , 24 th of April 2017	Pretest	1st	07.45 - 09.15 (2x45')
2.	Wednesday, 26 th of April 2017	Controlling Children Using Computer	2nd	10.15 - 11.45 (2x45')
3.	Friday, 28 th of April 2017	Personalities and Behaviors	3rd	07.45 - 09.15 (2x45')
4.	Monday, 1 st of May 2017	Garbage Service need Improvement	4th	10.15 - 11.45 (2x45')
5.	Wednesday, 3 rd of May 2017	Male Superiority	5th	10.15 - 11.45 (2x45')
6.	Friday, 5 th of May 2017	Weather Related Problem	6th	07.45 - 09.15 (2x45')
7.	Monday, 8 th of May 2017	Vegetarians Vs. Meat Consumer	7th	10.15 - 11.45 (2x45')
8.	Wednesday , 10 th of May 2017	Private School	8th	10.15 - 11.45 (2x45')
9.	Friday, 12 th of May 2017	Using Drugs In Sport	9th	07.45 - 09.15 (2x45')
10.	Monday, 15 th of May 2017	Programme of Family	10th	10.15 - 11.45 (2x45')
11.	Wednesday , 17 th of May 2017	Solving Global Warming	11th	10.15 - 11.45 (2x45')
12.	Friday, 19 th of May 2017	Is smoking good for us?	12th	07.45 - 09.15 (2x45')
13	Monday , 22 th of May 2017	Pornography And Pornographic Acts	13th	10.15 - 11.45 (2x45')
14	Wednesday, 24 ^t of Mei 2017	Posttest	14th	10.15 - 11.45 (2x45')

3.8 Data Analysis

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

3.8.1 Scoring

Scoring is a result, usually expressed numerically, of a test or examination. According to Thissen & Wainer (2001, p. 1) a test score is a summary of evidence contained in an examinee's responses to the items of a test that are related to the construct or constructs being measured.

$$\text{GRADE} = \frac{\text{Total correct items}}{\text{Total number of items}} \times 100\%$$

The highest score followed the total test items obtained after testing validity and realibility. The total score that the students got if they answer all questions correctly is 100 points. Then, the score categorized as presented in Table 8.

Table 8
Categories of Range Score
 (Source: Zaim. 2013, p. 53)

The Range of Score	Qualitative Score
86-100	Excellent
76-85	Very Good
56-75	Fair
<55	Poor

(Source: Based on Curriculum Score Range of SMA N 11 Palembang)

3.8.2 Data Descriptions

In data description, there are two analysis to be done. They are ; (1) distribution of frequency data and (2) descriptive statistic.

3.8.2.1 Distribution of Data Frequency

In this part, the score of the students are described by presenting a number of the students who got a certain score and it's percentage. The distributions of data frequency are obtained from students' pretest score in control group, students' posttest score in control group, the students' pretest score in experimental group, and students' posttest score in experimental group. Then, the distribution of data frequency was displayed in a table analysis.

3.8.2.2 Descriptive Statistics

In descriptive statistics, number of sample, the lowest score, the highest score, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics are obtained from students' pretest and posttest scores in control and experimental group.

3.8.3 Prerequisite Analysis

A prerequisite analysis would done before testing hypothesis. It estimates whether or not the obtained data from students' pretest and posttest score in experimental and control group are normal and homogen.

3.8.3.1 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 also states that value less than 0.05 indicates that the data are non-normal. (Flynn, 2003, p. 17).

In measuring normality test, the researcher used one sample Kolmogorov-Smirnov test in SPSS 20 (Statistical Package for the Social and Science) software application.

3.8.3.2 Homogeneity Test

Homogeneity test is used to measure the scores obtained whether it is homogen or not. According to Flynn (2003, p. 18) the data can be categorized homogen whenever it is higher than 0.05. In measuring homogeneity test, Levene Statistics in SPSS 20 software application was used.

3.8.3.3 Hypothesis testing

In measuring significant difference on students' reading comprehension analytical exposition text taught by using Questioning the Author (QtA) Strategy. The researcher was analyzed the differences using paired sample t test and independent sample t test in SPSS 20 software application. The explanations as follows:

1. In measuring a significant improvement Paired Sample t-test will be used for testing the students' pretest to posttest scores by using Questioning the Author (QtA) Strategy in experimental groups. A significant improvement is found

whenever the p-output is lower than 0,05 and t-obtained is higher than t-table 2.042 (with $df=31$).

2. In measuring a significant difference Independent Sample t-test will be used for testing students' posttest scores in control and experimental groups. A significant difference is found whenever the p-output is lower than 0,05 and t-obtained is higher than t-table 2.0015 (with $df =62$).



CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents and explains: (1) findings and (2) interpretations of the research study.

4.1 Findings

The findings of the research were to show about: (1.1) data descriptions; (1.2) prerequisite analysis; and (1.3) result of hypothesis testing.

4.1.1 Data Descriptions

In the data descriptions, distribution of frequency data and descriptive statistics were analyzed.

4.1.1.1 Distribution of Frequency Data

In distribution of frequency data, score, frequency, and percentage were analyzed. The scores were obtained from; (1) pretest scores in control group; (2) posttest scores in control group; (3) pretest scores in experimental group; and (4) posttest scores in experimental group (see Appendix R).

1. Students' Pretest Scores in Control Group

In distribution of data frequency, it was found the interval score, frequency and percentage. The result of the pretest scores in control group is described in table 9 below:

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

Scores	Frequency	Percentage (%)
32.50	1	3.1
35.00	1	3.1
40.00	3	9.4
42.50	2	6.2
45.00	2	6.2
47.50	4	12.5
50.00	3	9.4
52.50	1	3.1
55.00	4	12.5
57.50	3	9.4
60.00	5	15.6
62.50	1	3.1
65.00	1	3.1
70.00	1	3.1
Total	32	100.

Based on the result analysis of students' pretest scores in control group, it shows that one student got 32.5 (3.1%), one student got 35 (3.1%), three students got 40 (9.4%), two students got 42.5 (6.2%), two students got 45 (6.2%), four students got 47.5 (12.5%), three student got 50 (9.4%), one student got 52.5 (3.1%), four students got 55 (12.5%), three student got 57.5 (9.4%), five student got 60 (15.6%), one student got 62.5 (3.1%) one student got 65 (3.1%), and one student got 70 (3.1%).

Furthermore, there were 4 categories of students' reading comprehension score. It can be seen in table 10.

Table 10
The Classification of Reading Comprehension Categories from
Students' Pretest Score in Control Group

The Range of Score	Number of Students	Percentage	Reading Comprehension Categories
86-100	-	-	Excellent
76-85	-	-	Good
56-75	11	34.3%	Fair
<55	21	65,7%	Poor
Total	32	100%	

Based on the table above, it shows that the total number of sample was 32 students. There were eleventh students (34.3%) in fair category, and twenty one students (65.7%) in poor category, it can be concluded that the students dominant in poor category.

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 11.

Table 11
Distribution of Data Frequency on Students' Posttest Scores
in Control Group

Scores	Frequency	Percentage (%)
40.00	1	3.1
47.50	1	3.1
50.00	1	3.1
52.50	1	3.1
55.00	5	15.6
57.50	1	3.1
60.00	5	15.6
62.50	2	6.2
65.00	6	18.8
67.50	2	6.2

70.00	3	9.4
72.50	1	3.1
75.00	2	6.2
80.00	1	3.1
Total	32	100

Based on the result analysis of students' pretest scores in control group, it shows that one student got 40 (3.1%), one student got 47.5 (3.1%), one student got 50 (3.1%), one student got 52.5 (3.1%), five students got 55 (15.6%), one student got 57.5 (3.1%), five students got 60 (15.6%), two students got 62.5 (6.2%), six students got 65 (18.8%), two students got 67.5 (6.2%), three students got 70 (9.4%), one student got 72.5 (3.1%), and two students got 75 (3.1%) one student got 80 (3.1%)

Furthermore, there were 4 categories of students' reading comprehension score. It can be seen in table 12.

Table 12
The Classification of Reading Comprehension Categories from Students' Posttest Score in Control Group

The Range of Score	Number of Students	Percentage	Reading Comprehension Categories
86-100	-	-	Excellent
76-85	-	-	Good
56-75	23	71.7%	Fair
<55	9	28.3%	Poor
Total	32	100%	

Based on the table above, it shows that the total number of sample was 32 students. There were twenty three students (71.7%) in fair category, and nine students (28.3%) in poor category, it can be concluded that the students dominant in fair category.

3. Students' Pretest Scores in Experimental

In distribution of data frequency, the result of the pretest scores in experimental group is described in Table 13.

Table 13
Distribution of Data Frequency on Students' Pretest Scores
in Experimental Group

Scores	Frequency	Percentage (%)
32.50	3	9.4
35.00	4	12.5
37.50	2	6.2
40.00	1	3.1
45.00	2	6.2
47.50	4	12.5
50.00	7	21.9
52.50	1	3.1
55.00	2	6.2
57.50	1	3.1
60.00	4	12.5
67.50	1	3.1
Total	32	100

Based on the result analysis of students' pretest scores in control group, it shows that three students got 32.5 (9.4%), four students got 35 (12.5%), two students got 37.5 (6.2%), one student got 40 (3.1%), two students got 45 (6.2%), four students got 47.5 (12.5%), seven students got 50 (21.9%), one student got 52.5 (3.1%), two students got 55 (6.2%), one student got 57.5 (3.1%), four students got 60 (12.5%), and one student got 67.5 (3.1%).

Furthermore, there were 4 categories of students' reading comprehension score. It can be seen in table 14.

Table 14
The Classification of Reading Comprehension Categories from
Students' Pretest Score in Experimental Group

The Range of Score	Number of Students	Percentage	Reading Comprehension Categories
86-100	-	-	Excellent
76-85	-	-	Good
56-75	6	18.7%	Fair
<55	26	81.3%	Poor
Total	32	100%	

Based on the table above, it shows that the total number of sample was 32 students. There were six students (18.7%) in fair category, and twenty six students (81.3%) in poor category, it can be concluded that the students dominant in poor category.

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 15.

Table 15
Distribution of Data Frequency on Students' Posttest Scores
in Experimental Group

Scores	Frequency	Percentage (%)
50.00	1	3.1
52.50	1	3.1
60.00	4	12.5
62.50	3	9.4
65.00	6	18.8
67.50	1	3.1
70.00	4	12.5
72.50	2	6.2
75.00	6	18.8
77.50	1	3.1
80.00	3	9.4
Total	32	100

From the analyses above, it was found that there were one student got 50 (3.1%), one student got 52.5 (3.1%), four students got 60 (12.5%), three students got 62.5 (9.4%), six students got 65 (18.8%), one student got 67.5 (3.1%), four students got 70 (12.5%), two students got 72.5 (6.2%), six students got 75 (18.8%), one student got 77.5 (3.1%), and three students got 80 (9.4%).

Furthermore, there were 4 categories of students' reading comprehension score. It can be seen in table 16.

Table 16
The Classification of Reading Comprehension Categories from Students' Posttest Score in Experimental Group

The Range of Score	Number of Students	Percentage	Reading Comprehension Categories
86-100	-	-	Excellent
76-85	4	12,5%	Good
56-75	26	81.3%	Fair
<55	2	6,2%	Poor
Total	32	100%	

Based on the table above, it shows that the total number of sample was 32 students. There were four students (12,5%) in good category, twenty six students (81.3%) in fair category, and two students (6,2%) in poor category, , it can be concluded that the students dominant in fair category.

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 obtained from; (1) pretest scores in control group; (2) posttest scores in control group; (3) pretest scores in experimental group; and (4) posttest scores in experimental group (see Appendix S).

1. Students' Pretest Scores in Control Group

The result analysis of descriptive statistics of students' pretest in control group was described in Table 17.

Table 17
Descriptive Statistics of Students' Pretest Scores
in Control Group

Pretest Scores	N	Min	Max	Mean	Std. Deviation
	32	32.50	70.00	51.4062	9.00129

In descriptive statistics of students' pretest scores in control group, it showed that the total number of sample was 32 students. The minimum score was 32.50, the maximum score was 70.00, the mean score was 51.4062, and the score of standard deviation was 9.00129.

2. Students' Posttest Scores in Control Group

The result analysis of descriptive statistics of students' posttest in control group was described in Table 18.

Table 18
Descriptive Statistics of Students' Posttest Scores
in control Group

Posttest Scores	N	Min	Max	Mean	Std. Deviation
	32	40.00	80.00	62.0312	8.60039

In descriptive statistics of students' posttest scores in control group, it showed that the total number of sample was 32 students. The minimum score was 40.00, the maximum score was 80.00, the mean score was 62.0312 and the score of standard deviation was 8.60039.

3. Students' Pretest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group was described in Table 19.

Table 19
Descriptive Statistics of Students' Pretest Scores
in Experimental Group

Pretest Scores	N	Min	Max	Mean	Std. Deviation
	32	32.50	67.50	47.1875	9.62503

In descriptive statistics of students' pretest scores in Experimental group, it showed that the total number of sample was 32 students. The minimum score was 32.50, the maximum score was 67.50, the mean score was 47.1875, and the score of standard deviation was 9.62503.

4. Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group was described in Table 20.

Table 20
Descriptive Statistics of Students' Posttest Scores
in Experimental Group

Posttest Score	N	Min	Max	Mean	Std. Deviation
	32	50.00	80.00	68.1250	7.69897

In descriptive statistics of students' posttest scores in Experimental group, it showed that the total number of sample was 32 students. The minimum score was 50.00, the maximum score was 80.00, the mean score was 68.1250, and the score of standard deviation was 7.69897.

4.1.2 Prerequisite Analysis

In the prerequisite analysis, normality test and homogeneity test were analyzed.

4.1.2.1 Normality Test

In measuring normality test, *1 Sample Kolmogorov-Smirnov* is used. The normality test was used to measure students' pretest and posttest in control and experimental group (see Appendix T).

1. Students' Pretest Scores in Control and Experimental Groups

The computations of normality used SPSS 16. The result of analysis was figured out in Table 21.

Table 21
Normality Test of Students' Pretest Scores in Control and Experimental Groups Using 1-Sample Kolmogorov-Smirnov

No	Students' Pretest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	32	0.701	0.710	Normal
2	Experimental Group	32	0.780	0.576	

From the table analysis above, it was found the p-output from students' pretest scores in control group was 0.710 and experimental group was 0.576. From the score, it could be stated that the students' pretest scores in control and experimental groups were considered normal since they were higher than 0.05.

2. Students' Posttest Scores in Control and Experimental Groups

The computations of normality used SPSS 16. The result of analysis was figured out in Table 22.

Table 22
Normality Test of Students' Posttest Scores in Control and Experimental Groups Using 1-Sample Kolmogorov-Smirnov

No	Students' Posttest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	32	0.587	0.881	Normal
2	Experimental Group	32	0,716	0.685	

From the table analysis above, it was found the p-output from students' posttest scores in control group was 0.881 and experimental group was 0.685. From the score, it could be stated that the students' posttest scores in control and experimental groups were considered normal since they were higher than 0.05.

4.1.2.2 Homogeneity

In measuring homogeneity test, *Levene statistics* was used. *Levene statistics* is a formula that used to analyze the homogeneity data, it was found in *SPSS program*. The homogeneity test was used to measure the homogeneity of students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups (see Appendix U).

1. Students' Pretest Scores in Control and Experimental Groups

Homogeneity test was used to find whether the group was homogen or not. The computations of homogeneity used SPSS 16. The result of homogeneity test of students' pretest was figured out in Table 23.

Table 23
Homogeneity Test on Students' Pretest Scores
in Control and Experimental groups

No	Students' Pretest	N	Levene Statistics	Sig.	F	Result
1	Control group	32	0.033	0.857	3.279	Homogen
2	Experimental group	32				

Based on measuring homogeneity test of students' pretest scores, it was found that the significance level was 0.857. From the result of the output, it can be stated that the students' pretest scores in control and experimental groups were homogen since it was higher than 0.05.

2. Students' Posttest Scores in Control and Experimental Groups

Homogeneity test was used to find whether the group was homogen or not. The computations of homogeneity used SPSS 16. The result of homogeneity test of students' posttest is figured out in Table 24.

Table 24
Homogeneity Test on Students' Posttest Scores
in Control and Experimental groups

No	Students' Posttest	N	Levene Statistics	Sig.	F	Result
1	Control group	32	0.085	0.771	8.918	Homogen
2	Experimental group	32				

Based on measuring homogeneity test, it was found that the significance level was 0.771. From the result of the output, it can be stated that the students' posttest scores in experimental and control groups were homogen since it was higher than 0.05.

4.1.3 Result of Hypothesis Testing

In this result of hypothesis testing, paired sample t-test and independent sample t-test were used to measure the significant improvement and significant difference on students' reading comprehension scores taught by using Questioning the Author (QtA) Strategy and Strategy that usually use by the teacher at SMA N11 Palembang (see Appendix V).

4.1.3.1 Measuring a Significant Improvement on Students' Reading Comprehension

In this study, paired sample t-test was used to measure the significant improvement on the eleventh grade students' analytical reading comprehension achievement taught by using Questioning the Author (QtA) strategy the result of students' pretest and posttest scores. The result analysis of paired sample t-test describe in table 25.

Table 25
Result Analysis of Paired Sample T-Test from Students' Pretest to Posttest Scores in Experimental Groups

Using Questioning the Author (QtA) Strategy at SMA N 11 Palembang	Paired Sample t-Test			Ho	Ha
	T	Df	Sig. (2-tailed)		
	13.331	31	0.000	Rejected	Accepted

Based on the table analysis, it was found that the p-output is 0.000 with $df=31$ (2.042), and $t\text{-value}= 13.331$. It can be stated that there is a significant improvement from students' pretest to posttest scores in experimental group taught using Questioning the Author (QtA) strategy 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.

4.1.3.2 Measuring a Significant Difference on Students' Reading Comprehension

In this study, independent sample t-test was used to measure the significant difference on students' analytical reading comprehension scores taught by using Questioning the Author (QtA) strategy and those who were taught by using teacher's method at SMA N 11 Palembang. Since t-value was higher than t-table, and p-output was lower than 0.05, it could be stated that there was significant difference on students' analytical reading score taught by using Questioning the Author (QtA) strategy and those who were taught by using teacher's method at SMA N 11 Palembang. The result of independent sample t-test is described in table 26.

Table 26
Result Analysis of independent Sample t-test from Students' Posttest Scores in Experimental and Control Groups

Using <i>Questioning the Author (QtA) Strategy</i> and Teacher's Method at SMA N 11 Palembang	Independent Sample t-Test			H_0	H_a
	T	Df	Sig. (2-tailed)		
	2.986	62	0.004	Rejected	Accepted

From the table analysis, it was found that the p-output was 0.001 and the t-value was 2.986. It can be stated that there was significant difference on students' reading comprehension scores taught by using Questioning the Author (QtA) strategy since the p-output was lower than 0.05 and the t-value was higher than t-

table ($df\ 62 = 2.0015$). Therefore, it can be concluded that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

4.2. Interpretations

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

Before conducting this research, the researcher interviewed the teacher of English and did a small test to the eleventh grade students of SMA N 11 Palembang. Based on the interview and the result of the small test, it was acquired that the students got some problems in learning English especially, Analytical exposition text. After conducting the research, it was found that there was a significant improvement from students' pretest to posttest scores in experimental and control group from the result of Paired Sample t-test analysis. In other words, students' reading comprehension achievement in experimental group improved after they were taught by using Questioning the Author (QtA) strategy. Meanwhile, students' reading comprehension achievements in control group also improved but not as significant as the experimental group. This condition happens because the teacher in control group also taught analytical reading which became the focus in the eleventh grade level. Moreover, based on Independent Sample t-test analysis from Students' Pretest Scores in experimental and control Groups, it was found that there was no significant difference. From the result, it could be stated that the students in experimental and control group can be proceeded to do this research. In other words, the researcher want to know if there was a significant different from students' posttest in experimental and control group after the treatment in experimental group and it was found that there was a significant difference

between the students' posttest score of control group who are taught by the English teacher of the SMA N 11Palembang and the experimental group were taught by the researcher by using Questioning the Author (QtA) strategy.

At the beginning, the researcher had conducted the pretest in both control and experimental. After the students' pretest scores, were obtained from control and experimental groups, the researcher choose XI IPA 3 as a control group and XI IPA 4 as experimental group. It was because the students' scores in control group were higher than the students' scores in experimental group. It was also proved by the mean of pretest in XI IPA 3 which was higher than XI IPA 4. It could happen because the students of XI IPA 4 seemed bored in doing the test. They were lazy to read the provided texts in the test. Thus, they answered the questions without comprehending the texts.

The researcher found that the students faced difficulties before the treatment in experimental group. The problems were the lack of students' motivation in reading English text, the students got difficulty in learning analytical exposition text, the students had poor vocabulary, and they could not understand the content of the analytical exposition text. The last, some of the students got difficulties in comprehending the text.

To solve these problems, the researcher conducted Questioning the Author (QtA) strategy to help students in teaching and learning process of analytical reading. When the researcher did the treatment in experimental group, there were a significant improvements through Questioning the Author (QtA) strategy after 12 meetings. In the first meeting, the students discussed analytical exposition text

entitled “Controlling children using computer ” but they were confused about the steps of Questioning the Author (QtA) strategy. They could not follow the rule of Questioning the Author (QtA) strategy well. The researcher had to explain them again to make them understand. Nevertheless, in the second meeting in implementing Questioning the Author (QtA) strategy the students’ comprehension in reading analytical exposition text was still lower. It can be seen when they answered the questions of the text given about Personalities and behaviors. In the third and fourth meetings the researcher gave them text about Garbage service need improvement and Male superiority. The students had to identify predict the question from those text. It made the students begin to have interest and motivation to read and to learn. It is in line with Jhonson’s (2006, p.132) explanation that Questioning the Author (QtA) is strategy that forces studets to figure out what the author means, not just the author writes. In the fifth meeting, we discussed the text about Weather realated problem. They became interested in answering the questions that related to the text correctly and fast. In the sixth to eight meetings, the students found many difficult words in the texts. After they discussed all the text, they could make a conclusion about the character’s profile of the texts nicely. Therefore, they could enlarge their vocabulary. In the ninth to eleventh meetings, the researcher found that the students were really interested. When the researcher taught reading comprehension through Questioning the Author (QtA) strategy to the experimental group, the students were motivated to learn by answering several questions that related to the text from the main idea of the Questioning the Author (QtA) texts before reading the texts as a whole, they

could use their power of thinking to guess the content from the texts, it made the students easier to understand and find the information of the texts and they thought that analytical reading is interested subject after they studied it by using Questioning the Author (QtA) strategy. It is related to Preszler's (2006, p. 24) statement that Questioning the Author (QtA) strategy is a strategy that get students in habit of thinking about what the author is saying beyond the words that actually appear in the text. In the last meeting, they got used to apply Questioning the Author (QtA) strategy as their new strategy in learning reading skill. They also felt the advantages when they used this strategy. They got experience as they answered the questions in group partner and individual. Questioning the Author (QtA) strategy can give easy way for students in understanding texts, especially identify the content of the text. Those finding could be supported by the differences between the students' pretest and posttest scores in experimental group from category poor to category good. Nevertheless, there were some students could not reach the minimum criterion. It was because they did not focus and learn seriously during the treatment.

After conducting Questioning the Author (QtA) strategy, the researcher found that the students' motivation in learning analytical reading significantly improved. Teaching reading through Questioning the Author (QtA) strategy could improve their knowledge about reading comprehension. It can be seen when they answered the questions of the texts.

Based on the explanations above, Questioning the Author (QtA) strategy was successfully applied to the eleventh grade students of SMAN 11 Palembang. It

can be interpreted that the strategy for teaching analytical reading to English foreign learner. The statement was supported by two previous related studies Syefriyanti (2013) and Rahayu (2014). The previous related studies found that Questioning the Author (QtA) strategy is effective to improve students reading comprehension achievement. In addition, the researcher would like to say that there was a significant improvement on student's Analytical reading comprehension an experimental group taught by using Questioning the Author (QtA) strategy. There was a significant difference on student's analytical reading comprehension scores between the students who were taught by using Questioning the Author (QtA) strategy and those who were not. Therefore, the teacher of English can use Questioning the Author (QtA) strategy in teaching and learning process to improve the students' analytical reading achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter presents: (1) conclusion and (2) suggestion based on the findings and interpretation in the previous chapter.

5.1 Conclusions

Based on analysis data in the previous chapter, some conclusions can be drawn. First, there was a significant improvement from students' pretest to posttest score in experimental group that taught using Questioning the Author (QtA) strategy. It could be seen from the result analysis using paired sample t-test found that p-output was 0.000 lower than 0.05. From the score, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The second, there was a significant difference on students' narrative reading comprehension achievement between the students who are taught by using Questioning the Author (QtA) strategy and those who are not. From the table analysis, it was found that the p-output was 0.004 lower than 0.05. From the score, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Therefore, it could be assumed that Questioning the Author (QtA) strategies gives positive effect on students reading to the eleventh grade students of SMA Negeri 11 Palembang. The students could also increase their achievement in reading. It also could be seen from the result of the test, it implied

that Questioning the Author (QtA) strategy could be used as an alternative strategy in teaching reading especially in Analytical exposition text.

5.2 Suggestions

Based on the result of the study, there are some suggestions that might be useful for teachers of English, students, and other researchers.

1. For teachers of English

For the teachers, the researcher would like to share contribution for learning and teaching in order to develop the process of teaching and learning to be successful. To achieve the goal, it depends on the teacher whether or not they can manage and apply an interesting technique and the media to support their students in order to motivate learning situation and avoid the students for getting bored in learning reading skill especially. The use of Questioning the Author (QtA) strategy is a new solution to improve students' reading comprehension score. It can be useful to improve their English teaching and learning especially for teaching reading comprehension.

2. For Students

For students, especially for students of SMA Negeri 11 Palembang are expected to have high motivation, especially intrinsic learning motivation. The writer suggested the students to be more active in expressing and building their idea, thought, and experience in teaching and learning process, by using Questioning the Author (QtA) strategy because it can increase their reading ability. Besides, the students should practice their reading skill, not only in the

school or classroom but also outside of the school, so they could improve their knowledge in reading comprehension.

3. Next Researchers

For the other researchers, this study can give a reference about strategy that can be used in the future by the writer in teaching reading and also to know whether or not Questioning the Author (QtA) strategy can be used on students reading comprehension achievement. The other researcher also can consider the weaknesses of the result from this research to conduct a better research.



REFERENCES

- Abdullah, S., Sabapathy, E., Theethappan, R., & Hasan, N.S.I. (2012). Reading for pleasure as a means of improving reading comprehension skills. *Asian Social Science*, 8(13), 233-238. Retrieved from <http://www.ccsenet.org>
- Anderson, J. N. (2003). Scrolling, clicking, and reading English: Online reading strategies in a second/foreign language. *The Reading Matrix*, 3(3), 1-33 Retrieved from <http://www.readingmatrix.com>
- Ansberry, K., & Morgan, E. (2007). BSCS 5E Instructional Model. In *picture-perfect science lessons: Using children's books to guide inquiry* (pp. 27-32). National Science Teachers Association. Retrieved from EBSCOhost.
- Arikunto, Suharsimi. (2009). *Prosedur Penelitian Suatu Pendekatan Praktik*. (Edisi Revisi 2006) Jakarta. ID: PT Rineka Cipta Association.
- Basrowi & Soeyono. (2007). *Metode analisis data sosial*. Kediri, ID: CV Jenggala Pusaka Utama.
- Buehl, D. (2014). *Classroom strategies for interactive learning* (4th ed.). Jersey City, NJ: International Reading Association, Inc.
- Brunner, J. T. (2011), *I don't get it: Helping students understand what they read*. Estover Road, UK: Rowman and Littlefield Education, Inc.
- Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). New York, NY: Addison Wesley Longman, Inc.
- Brown, H. D. (2007). *Principles of language learning and teaching*. New York, NY: Pearson Education.
- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). *What makes great teaching: Review of underpinning research*. Washington, US: Centre for Evaluating and Monitoring, Durham University, The Sutton Trust.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research method in education* (6th ed.). New York, NY: Routledge.
- Cornoldi, C. & Oakhill, J. (1996). *Reading comprehension difficulties: Processes and intervention*. Mahwah, US: Lawrence Erlbaum Associates, Inc.
- Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*(4th ed.). Boston, MA: Pearson Education, Inc.

- Crystal, D. (2003). *English is a global language*(2nd ed.). Cambridge, UK:Cambridge University Press.
- Departemen Pendidikan Nasional (2006). *KTSP (Kurikulum Tingkat Satuan Pendidikan)* jakarta, Indonesia : Pusat Penelitian Pendidikan.
- Dorn, L & Soffos, C. (2005) *Teaching for deep comprehension workshop approach*. New York, NY: Stenhouse Publisher
- Duffy, V. & Lightner, N. (2014). *Advances in human aspects of healthcare*. Danvers, MA: AHFE Conference.
- Fetiningrum. A. (2014). Keefektifan strategi questioning the author (QtA) dalam pembelajaran membaca pemahaman pada siswa kelas VII SMPN 1 di kecamatan Pleret. Unpublished, undergraduate thesis, Universitas negeri Yogyakarta, Yogyakarta. Indonesia.
- Fielding, M. (2006). *Effective communication in organisations* (3th ed.). Cape Town, South Africa: Berne Convention.
- Flynn, D. (2003). *Students guide to SPSS*. Barnard Retrieved from https://barnard.edu/sites/default/files/inline/student_userguide_for_spss.pdf
- Fraenkel, J.R.,& Wallen, N.E. (2009). *How to design and evaluate research in education*(7th ed.). New York, NY: Mcgraw Hill inc.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). New York, NY: Mcgraw-Hill Companies, Inc.
- Gay, L.R. & Diehl, P.L. (1996). *Research methods for business and management*. Singapore, SG: Printice Hall International, Inc.
- Gear, A. (2006). *Reading power: Teaching students to think while they read*. Markham, CA: Pembroke Publisher.
- Gordon, C. J. (1990). Modeling an expository text structure strategy in think alouds. *Reading Horizons*, 31(2), 150-167. Retrieved from http://scholarworks.wmich.edu/reading_horizons
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Cambridge, UK: Longman.
- Harmer, J. (2007). *The practice of English language teaching* (rev.ed). London, UK: Longman.

- Hibbard K. Michael., & Wagner Elizabeth A. (2003) *Assessing and Teaching Reading Comprehension and Writing, 3-5*. New York: Routledge is An imprint of the Taylor & Francis Group, an information business
- Johnson, K.F. (2006). *60 Strategies Reading Comprehension*. Thousand Oaks, Ca: SAGE Publication, Inc.
- Khand, Z. (2004). Teaching reading skills: Problems and suggestions. *Language learning, 3*, 43-56.
- Lauder, A. (2008). The Status and Function of English in Indonesia: a Review of Key Factors. *Makara, Sosial Humaniora*, 12(1), 9-20.
- Macceca, S. (2007). *Reading strategies for science*. Huntington Beach, CA: Shell Education.
- Mappiasse, S. S. & Johari, A. (2014). Evaluation of English as a foreign language and its curriculum in Indonesia: A review. *English language teaching. faculty of education*, 7(10), 113-122.
- Martin (1985) language and development in africa: The unequal equation. In jimmi cummins & chris davison, *international handbook of english language teaching*, (pp.536). springer science-bussness-media. L.l.c
- Mattarima, K., & Hamdan, A. R. (2011). Learners' motivation and learning strategies in English foreign language (EFL) in Indonesian context. *Journal of Edupres, 1*, 100-108.
- Mcwhorter, Kathleen. T. (2012). *Reading across the disciplines : college reading and beyond* (5th ed). San Fransisco : Pearson Education.
- Mikulecky, B. S., & Jeffies, L. (1998). *Reading power*. New York, NY: Addison Wesley Longman, Inc.
- Morgan. (2007). *Content area literacy*. Colombus, GA : Merrill Publishing Company.
- OECD. (2012). *PISA 2012 assessment and analytical framework : Science, reading, mathematic, and financial literacy*. Paris : OECD.
- Patel, M.F. & Jain, P.M. (2008). *English language teaching*. Jaipur, IN: Sunrise Publisher & Distributor.

- Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching reading*. Switzerland, UN: the International Academy of Education (IAE) & the International Bureau of Education (IBE).
- PIRLS. (2011). *International result in reading*. Boston : TIMSS & PIRLS International study center.
- PISA. (2015). *Assessment and analytical framework : Science, reading, mathematic and financial literacy*. Paris : OECD.
- Priyana, J., Riandi, & Mumpuni, A. P. (2008). *Interlanguage: English for senior high school students xi science and social study programme: SMA/MA Kelas XI IPA/IPS*. Jakarta, ID: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Preszler, J. (2006). *On target: Strategies to help struggling readers*. Boulevard, SD: BHSSC.
- Rahayu, L. (2014). *The use of QtA (Questioning the Author) in teaching reading comprehension to senior high school students*. Unpublished, undergraduate thesis, FBS, State University of Padang, Padang, Indonesia.
- Sethi, A., & Adhikari, B. (2010). *Business communication*. New Delhi, India: Tata McGraw Hill.
- Sudarwati, M., & Grace, E. (2007) *Look Ahead 2*. Ciracas, Jakarta : Erlangga.
- Sugiyono. (2012). *Statistika untuk penelitian*. Bandung, ID: Alfabeta, CV.
- Sharifian, F. (2009). *English as an international language: Perspectives and pedagogical issues*. Bristol: Multilingual Matters.
- Syefriyanti. (2013). *Teaching reading in narrative text by combining the 3H (Here, Hidden in my Head) and QtA (Questioning the Author) strategy for junior high school*. Unpublished, undergraduate thesis, STKIP PGRI Sumatera barat, Sumatera barat, Indonesia.
- Westwood, P. (2008). *What teachers need to know about reading and writing difficulties*. Victoria, AU: Acer Press.
- Wierzbicka. (2006). *English and meaning culture*. Oxford university press.
- Woolley, G. (2011). *Reading comprehension: Assisting children with learning difficulties*. New York, NY: Springer Press.

APPENDICES



**RADEN FATAH
PALEMBANG**

APPENDIX A

Reading Comprehension Test

Read the following text carefully, and choose the correct answer (a, b, c, d, or e) on the answer sheet

Text 1

Question for number 1-5

Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest mangoes growing on it. Near the tree lived a crocodile with his wife.

The crocodile, called Karo, and Ram become friends. Sometime Ram used to throw Karo some sweet mangoes for himself and his wife.

One day Karo's wife told him, "The monkey eat such sweet fruit everyday, he must be having the sweetest heart. Get his heart for me, dear husband!". "I cannot, he is my friend replied Karo, "That means you do not love me," cried the wife.

So sadly, Karo went to Ram the next day. "Ram, please come to my house, I want you to meet my wife." "My friend, how can I come? I live on the land and you in the water," answered Ram.

"Don't worry, my friend, just sit on my back and I shall carry you," Karo cunningly offered him. The poor monkey sat jumped on his friend's back and off they went.

Ram, was having a lot of fun when he saw that Karo was very sad and quiet. The monkey asked, "Why are You so quiet my friend?" Karo replied, "Because your life is short. My wife wants to eat your heart and that is why we're going to her."

Ram was shocked but could not run. He came up with a plan in his mind and sad, "Why did You not tell me before? I always leave my heart in the tree when I go out." "Oh, no!" Cried Karo, "Now, what can we do?" "Lets go back and take it," said the clever monkey.

So the foolish Karo turned around and swam for the mango tree. As soon as Ram could rich a tree branch, he swung up into the tree to safety. He laughed down at the crocodile, "How can I be alive without my heart! Go! Tell your greedy wife how foolish You are!"

From that day, Karo didn't only lose a friend but the delicious mangoes as well.

1. Where did the story take place
 - a. In Karo's house
 - b. On the land
 - c. In the water
 - d. Near a big mango tree
 - e. On a big mango tree near the lake
2. What is the purpose of the text?
 - a. to amuse the readers with actual or imaginary experience in different ways
 - b. to persuade the readers that something is the case
 - c. to show how to do something through a set of steps
 - d. to inform the readers about event of the day which is considered newsworthy
 - e. to describe the way thing are
3. "Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest mangoes growing on it. Near the tree lived a crocodile with his wife." This part of the text is called the ...
 - a. Introduction
 - b. Orientation
 - c. Resolution
 - d. Complication
 - e. Identification
4. The complication started when ...
 - a. Karo and Ram become a friend
 - b. Ram laughed down at the crocodile
 - c. Ram sat jumped on his friend's back and off they went.

APPENDIX A

- d. Ram lived on a big mango tree near the lake
 - e. Karo's wife asked her husband to get Ram's heart for her.
5. What solution did Ram do for the problem?
- a. Ram eat such sweet fruit everyday.
 - b. Ram sat jumped on his friend's back.
 - c. Ram met Karo's wife.
 - d. Ram used to throw Karo some mangoes for himself and his wife.
- e. Ram riched a tree branch, he swung up into the tree to safety
6. What is the moral values implied in the story?
- a. Being honest is not always wise
 - b. Being a miser is sometimes important
 - c. All that glitters is not gold
 - d. To love to means to share
 - e. To be greedy is not good

Text 2

Question for number 7-11

The old women and sparrow

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

7. What is a sparrow? It is a...
- a. Chicken
 - b. Cat
 - c. Bird
 - d. Fly
 - e. Dog
8. What is the title of the story?
- a. The Old Woman and Sparrow
 - b. The Sparrow Nest
 - c. The Tongue of Sparrow
 - d. The ill-tempered Cut Sparrow
 - e. The boxes from sparrow
9. "...the sparrow stayed with them and sang every morning"(paragraph 1), the meaning of this sentences is to show that....
- a. To show the sprrow gratitude
 - b. To show the sparrow miracle
 - c. To show the sparrow skill in singing
 - d. To show that the sparrow is a singer
 - e. To teach the old women to sing a song
10. What did the sparrow do after he was found by the man and his wife?
- a. The sparrow chase away the man and his wife
 - b. The sparrow welcomed them and provided a feast for them
 - c. The sparrow being jealous to the
 - d. The sparrow felt angry to them
 - e. The sparrow give the basket
11. What is the "resolution" of the story?
- a. A kind-hearted woman found a poor little sparrow
 - b. An ill-tempered woman cut the sparrow's tongue
 - c. The horrible creatures stung and bit the ill-tempered old woman to death
 - d. The kind-hearted man and woman looked for the sparrow
 - e. That's why the bird returned to its previousnest

APPENDIX A

Text 3

Question for number 12-15

The Arrogant Boy

Long time ago, there was a boy named Charles. He was naughty and very arrogant because he came from a rich family. His parents always completed all he wanted. He never talked and played with his friends because he thought no friends had the same quality with him.

One day, he sat on his car to reach his house. On the road, suddenly a beggar crossed the road and stopped in front of the car. Charles got angry because of that. He took off the car then blamed the beggar. Without pity, he chided the poor and weak beggar. The beggar was just silent while his eyes just looked at Charles' shiny shoes.

Feeling pleased after humiliating the beggar, Charles walked back to his car. Few moments before he took on his car, the beggar said. "Don't be too proud of what you have, kid!"

Charles turned around to the beggar. He got the beggar dare look at his eyes. "How dare you look at me like that? Get out of my way right now!" said Charles angrily. Then, the beggar got up from the ground but he said something just before he stepped. "You will lose everything." Charles did not care about the beggar's sentence. For him, it was fool bullshit words to frighten him.

A week later, something bad happened to Charles. His father's company was bankrupt. There was nothing left. Charles became a poor even poorer than a beggar. He then realized what the beggar said to him. He tried to look for the beggar to ask for apologize. Unfortunately, the beggar was never found.

12. Why was Charles naughty and very arrogant ?
- Because he came from a rich family
 - Because his parents was King
 - Because a beggar stopped in front of his car
 - Because he thought no friends the same quality with him
 - Because he is good looking man
13. "He sat on his car to reach his house" (line 5). The underlined word "his" refers to ...
- A beggar
 - Charles' father
 - Charles' mother
 - Charles
 - Driver
14. "Charles got angry because of that." (line 6). What is the antonym of the underlined word "angry" ?
- Hungry
 - Patient
 - Arrogant
 - Kind
 - Love
15. What was the main idea of the fifth paragraph ?
- Charles family became poor
 - Charles got angry to beggar
 - Charles turned around the beggar
 - Charles was naughty a boy
 - Charles loves the beggar

APPENDIX A

Text 4

Question for number 16-20

Giraffe

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

16. What kind of text above?

- a. Report text
- b. Descriptive text
- c. Narrative text
- d. Spoof
- e. News item

17. The text tells us about?

- a. Giraffe's reproduction
- b. The strange animals
- c. The highest animal
- d. Baby giraffe
- e. The heaviest animal

18. The unique characteristic of giraffe is?

- a. Two horns on its head
- b. Their long neck
- c. Brown spot
- d. Their food
- e. Their life

19. The second paragraph mainly discussed about?

- a. Giraffe's food
- b. Giraffe's characteristic
- c. Giraffe's life
- d. Giraffe's reproduction
- e. Giraffe's baby

20. The word "it" in third paragraph refers to?

- a. Neck
- b. Horn
- c. Baby giraffe
- d. Food
- e. Long period of pregnant

Text 5

Question for number 21-25

Antibiotic is kind of compounds both natural and synthetic, which has function to press or stop a process of organism's growth, particularly bacteria. Antibiotic is used to treat bacterial infections and used as a tool for genetic engineering in biotechnology. Antibiotic works as pesticides by pressing or break the chain of bacteria's metabolism. Nevertheless, antibiotic is different with disinfectant in the process to kills bacteria. Disinfectant kills bacteria by creating an unnatural environment for germs to live.

In terms of treatment, antibiotics dubbed as "magic bullet "because antibiotic kills instantly without injuring its sufferers. Although antibiotic is good for medication, it is not effective in handling infection caused by viruses, fungi, or other nonbacterial.

APPENDIX A

Antibiotic has diverse types based on their effectiveness against bacteria. There are antibiotics that target gram- negative or gram- positive bacteria and some antibiotic has wider spectrum. The effectiveness depends on location of the infection and the ability of antibiotic to reach location of the infection. Based on how to use, antibiotics are divided into two that are oral antibiotics and antibiotic intradermal. An oral antibiotic is used by mouth while antibiotic intradermal used through anus. Intradermal antibiotic is used for serious cases.

21. What is the best title for the text above?
- How antibiotic is work
 - The invention of antibiotic
 - Antibiotic
 - Kinds of antibiotic
 - Disinfectant
22. Which one is not true?
- Antibiotic is used to treat bacterial infections
 - Antibiotic is not same with disinfectant
 - Antibiotic kills instantly without injuring its sufferers
 - Antibiotic is effective in handling infection caused by viruses
 - All of statement is true
23. In terms of treatment, antibiotics dubbed as "magic bullet".... (Paragraph2)
The underline word close in meaning to....
- Work
 - Seen
 - Say
 - Like
 - Call
24. What is the purpose of the text above?
- To inform about antibiotic
 - To describe about antibiotic
 - To inform about disinfectant
 - To describe about antibiotic
 - To entertain the reader
25. What is the main idea of the second paragraph?
- Antibiotic is a compound
 - Antibiotic is good for medication
 - Antibiotic is not good for fungi
 - Antibiotic kill without injuring its suffers
 - Antibiotic is magic bullet

Text 6

Question for number 26-30

Whales are sea-living mammals. They therefore breathe air but cannot survive on land. Some species are very large indeed and the blue whale, which can exceed 30 meter length, is the largest animal which lives on earth. Superficially, the whale looks rather like a fish, but there are important differences in its external structure; its tail consists of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its broad head. The skin is smooth and shiny and beneath it lies a layer of fat (blubber). This is up to 30 meter in thickness and serves to conserve heat and body fluids.

6. What is the text about?
- sea-living mammals
 - the description of mammals
 - the difference between whales and fish
 - whales
 - how whales survive themselves
7. The length of a whale is.....
- is generally more than 30 meter
 - may be more than 30 meter
 - is less than 30 meter
 - ranges from 30 meter to more than 30 meter
 - is 30 meter at the most
8. Sentence 1.....
- tells an orientation
 - poses a thesis
 - shows an abstract
 - gives a general classification
 - elaborates an explanation
9. What type of text is used by the writer?
- narrative
 - report
 - recount
 - news items
 - exposition
10. To tell the factual information, the writer uses.....
- passive voice

APPENDIX A

- b. direct speech
- c. reported speech
- d. simple past tense
- e. simple present tense

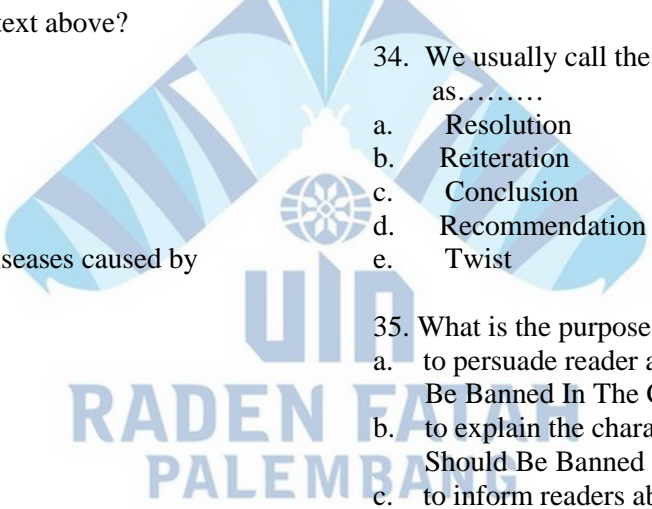
Text 7

Question for number 31-35

Cars Should Be Banned In The City

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents. Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone. In conclusion, cars should be banned from the city for the reasons listed.

- 
31. What type of the text above?
- a. Narrative.
 - b. Report.
 - c. Analytical.
 - d. Explanation.
 - e. Description.
32. What one of the diseases caused by pollution?
- a. HIV / AIDS
 - b. BRONCHITIS
 - c. LIVER
 - d. IMPOTENT
 - e. CHOLERA
33. What tense is mostly used in the text?
- a. Past tense
 - b. Simple present tense
 - c. Simple perfect tense
 - d. Present continuous tense
 - e. Past continuous tense
34. We usually call the last paragraph as.....
- a. Resolution
 - b. Reiteration
 - c. Conclusion
 - d. Recommendation
 - e. Twist
35. What is the purpose of the text?
- a. to persuade reader about the Cars Should Be Banned In The City
 - b. to explain the characteristics the Cars Should Be Banned In The City
 - c. to inform readers about Cars Should Be Banned In The City
 - d. to describe Cars Should Be Banned In The City
 - e. to entertain readers about Cars Should Be Banned In The City

APPENDIX A

Text 8

Question for number 36-40

School Uniform, Another Good Lesson

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear. Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

36. What is the text about?
- The school rules
 - The school identity
 - What we should wear at school
 - The importance of school uniform
 - The equality among students
37. In institutions without uniform students, one will be regarded poor because he/she
- does not wear a school uniform
 - cannot afford to buy a school uniform
 - wears no expensive designer clothes
 - posses a bad academic record
 - has a bad attitude at school
38. "As such it promotes discipline and helps to drive up academic standards" (Paragraph 3). What does the underlined word refer?
- Community
 - School ethos
 - Research finding
 - A study
 - Uniform
39. The last paragraph is about
- The writer's suggestion
 - The writer's arguments
 - The writer's reasons
 - The writer's general statement
 - The writer's thesis
40. "..... Substance abuse, behavioral problems or attendance." (Paragraph 2)
The antonym of the underlined word is
- arrival
 - come up
 - appearance
 - Presence
 - Absence

APPENDIX A

Text 9

Question for number 41- 45

What Are Thunder and Lightning?

Lightning is a sudden, violent flash of electricity between a cloud and the ground, or from cloud to cloud. A lightning flash, or bolt, can be several miles long. It is so hot, with an average temperature of 34,000° Centigrade that the air around it suddenly expands with a loud blast. This is the thunder we hear.

Lightning occurs in hot, wet storms. Moist air is driven up to a great height. It forms a type of cloud called cumulus-nimbus. When the cloud rises high enough, the moisture freezes and ice crystals and snowflakes are formed. These begin to fall, turning to rain on the way down. This rain meets more moist air rising, and it is the friction between them which produces static electricity. When a cloud is fully charged with this electricity, it discharges it as a lightning flash.

41. The text mainly focuses on
- the description of occurring lightning
 - the effect of a thundering
 - the violence wet clouds
 - the distance of rain produces static electricity
 - the expansion of lightning flash
42. "Centigrade that the air around it suddenly expands with a loud blast. This is the thunder we hear...." (*Paragraph 1 line 3*). The underlined word is closest in meaning to
- decrease
 - increase
 - extent
 - intent
 - normal
43. What does the word "this" in the last sentence of (*paragraph 1 line 3*) refers to?
- Centigrade, that the air around it suddenly expands with a loud blast
 - violent flash of electricity between a cloud and the ground
 - A lightning flash, or bolt, can be several miles long
 - the moisture freezes and ice crystals and snowflakes are formed
44. What is the main idea of the second paragraph
- The useful of lightning
 - The occurring of the lighting
 - The natural phenomenon
 - The reason why people call thundering
 - The specific information of static electricity
45. "When the cloud rises high enough, the moisture freezes and ice crystals and snowflakes are formed"..... (*Paragraph 1 line 3*). The word "formed" has synonym with...
- Charged
 - Discharged
 - Limited
 - shaped
 - needed

APPENDIX B**The Result of Priliminary Study**

No	Name	Type of Reading Text			Total Score
		Report	Analytical exposition	Narrative	
		15	15	15	
1	Achmad Amin. S. B	15.4	11	13.2	39.6
2	Adek Irma S.	17.6	13.2	17.6	48.4
3	Annisa Novianti	15.4	11	15.4	41.8
4	Ardi Mulidan	13.2	11	8.8	33
5	Areta Agustin	13.2	15.4	15.4	44
6	Atira Monica V	19.8	11	19.8	50.6
7	Aulia Nurul A	15.4	13.2	15.4	44
8	Balqis Aprillia	13.2	11	8.8	33
9	Desi Eka Sari	11	13.2	19.8	44
10	Dhea Dwi Ramadhina	17.6	8.8	17.6	44
11	Dinda Afrillia	13.2	11	15.4	39.6
12	Dita An Nissa	15.4	8.8	11	35.2
13	Dwi Indah Syahyati	11	13.2	13.2	37.4
14	Fajri Abi Mayu	13.2	17.6	11	41.8
15	Fradita Andini	17.6	8.8	8.8	35.2
16	Ilham	15.4	13.2	17.6	46.2
17	Jannathun Nisa	19.8	11	8.8	39.6
18	Juliansyah	15.4	13.2	17.6	46.2
19	M. Husein Alhadi	15.4	13.2	11	39.6
20	M. Ramadhoni	15.4	15.4	11	41.8
21	R. Riski Saputra	8.8	13.2	13.2	35.2
22	Melliana Sari	15.4	11	15.4	41.8
23	Merta Indriani	17.6	13.2	8.8	39.6
24	Milenia Rogaya	13.2	13.2	15.4	41.8
25	Monika Dyi R	17.6	8.8	17.6	44
26	Muhammad Fadil P	19.8	15.4	15.4	50.6
27	Nadia N. F	17.6	11	15.4	44
28	Neiska RPY	15.4	13.2	17.6	46.2
29	Nia Dwi Putri	15.4	11	8.8	35.2
30	Niken Savitri	17.6	11	15.4	44
31	Rama Dhani	19.8	8.8	17.6	46.2
32	Rindi Tri Ayu A	15.4	11	13.2	39.6
33	Amalia Sabrina	15.4	15.4	17.6	48.4
34	Amalia Mayang S	8.8	17.6	11	37.4
35	Anggie Mardinaw	11	11	13.2	35.2
36	Aulia Qisti. A	15.4	13.2	17.6	46.2
37	Ayu Airina	13.2	8.8	8.8	30.8
38	Desi Ratna Sari	11	8.8	17.6	37.4

APPENDIX B

39	Desty Ramadhona	17.6	13.2	15.4	46.2
40	Dia Nita	8.8	11	13.2	33
41	Dian Safitri	17.6	13.2	15.4	46.2
42	Duwi Septian	13.2	15.4	11	39.6
43	Dwi Syafitri	15.4	13.2	17.6	46.2
44	Efni Syapitri. M	13.2	11	13.2	37.4
45	Eka Pitri Yanti	15.4	13.2	15.4	44
46	Ellis Nur Anisa	19.8	8.8	8.8	37.4
47	Fathona Nur M	13.2	15.4	15.4	44
48	Feby. D	17.6	13.2	15.4	46.2
49	Halima	13.2	19.8	13.2	46.2
50	Hardyansyah	15.4	11	8.8	35.2
51	Irene Nada S	17.6	8.8	17.6	44
52	Isdahlia	13.2	11	15.4	39.6
53	Khofifah Oktaviani	11	17.6	17.6	46.2
54	Lela Utari	17.6	13.2	13.2	44
55	M. An Nasem	19.8	13.2	17.6	50.6
56	Mia Permata Sari	17.6	17.6	13.2	48.4
57	Muhammad Aidil	15.4	11	11	37.4
58	Nadiyya. I. M	17.6	13.2	15.4	46.2
59	Nur Hany S	15.4	15.4	13.2	44
60	Shania Gusmika	13.2	8.8	15.4	37.4
61	Siti Zaleha	16	11	17.6	44.6
62	Tri Wulandari	17.6	8.8	19.8	46.2
63	Tria hafhari	13.2	11	15.4	39.6
64	Wahyu ramdani	15.4	13.2	17.6	46.2
Averages		13.1599	10.4025	12.4100	

UNIVERSITAS
PALEMBANG

APPENDIX C

The Result of Pretest Scores between Experimental and Control Group

NO	Experimental Group (XI IPA 4)		Control Group (XI IPA 3)	
	Name	Score	Name	Score
1	Aldi Haryanto	55	Aidil Wahyudi	47.5
2	Aldiona Bunga Wijaya	47.5	Arifqah Dhiya Al-Haq	62.5
3	Almanda	35	Azzahra Rahmatila	55
4	Anggi Dhita Lestari	57.5	Dini Okta Lamdia	50
5	Andi M Naufal	35	Dwi Agustia	55
6	Arya Wijaya	45	Hairunnisa Tri Ananda	40
7	Diah Ayu Lestari	50	Juniarti Fatraciah	55
8	Eko Saputra	52.5	Karina Meliyanti	60
9	Eric Edwardo	37.5	Kiki Pratama	57.5
10	Fatimah Az-zahra	50	Ketri	42.5
11	Fitri Ariani	60	Labal Walfajri	52.5
12	Gebi	47.5	Lili Andriani	47.5
13	Imam Akbar	32.5	Liony Putri Alenky	45
14	Imbran Chomara Bakti	47.5	Meri Nurimah Dani	40
15	Isna asaroh	40	M. Arman Nur Sidia	42.5
16	M. Bagus Anugrah	50	M. Azir Burmansyah	60
17	M. Naufal Aditya	60	M. Refki Pranata	57.5
18	Maextria	32.5	Muhammad Aldi	57.5
19	Marsiati	50	Nisti Aggraini	65
20	Mersi Anggita	45	Nur Putri Alshafirah	70
21	Metha Monica	35	Putri Ayu	40

22	M. Arya Gemilang	60	Rafika Duri	50
23	Randy Daly Fanzent	55	Rama Fitri Destiana	60
24	Riffany Fitri Arfaziah	47.5	Renaldy Gunawan	32.5
25	Riska Pasko	50	Ririn Tri Utami	50
26	Sarah Sabrina	35	Rizki Novriansyah	45
27	Seltian Okin Aperindena	60	Rosyada Sulaiman	35
28	Uswatun Hasanah	50	Sandi Taufiqurrohman	60
29	Vinka Rara Syah Putri	67.5	Siti Oktarina Afisyah	55
30	Yesnadini febrianti	32.5	Tasya Agustina	47.5
31	Yogi Kartiwa	50	Thariq A Kailani	60
32	Zerta pratiwi	37.5	Wahyu Reinaldi	47.5

Palembang, April 2017
Researcher


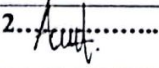
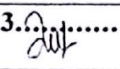
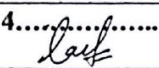
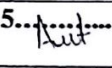
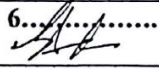
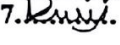
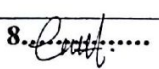

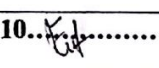
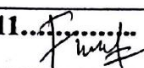
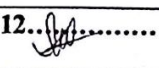
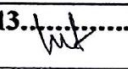
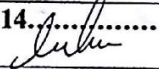

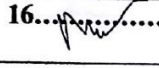

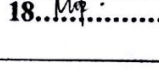

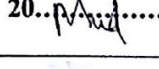
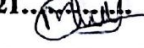


Yusna Elita
NIM.11250067

APPENDIX D

STUDENTS' ATTENDANCE LIST PRE-TEST
(EXPERIMENT GROUP)

Name of the School : SMA Negeri 11 PALEMBANG
Class : XI. IPA 4

No.	Name	Signature
1	Aldi Haryanto	1. 
2	Aldiona Bunga Wijaya	2. 
3	Almanda	3. 
4	Anggi Dhita Lestari	4. 
5	Andi M Naufal	5. 
6	Arya Wijaya	6. 
7	Diah Ayu Lestari	7. 
8	Eko Saputra	8. 
9	Eric Edwardo	9. 
10	Fatimah Az-zahra	10. 
11	Fitri Ariani	11. 
12	Gebi	12. 
13	Imam Akbar	13. 
14	Imbran Chomara Bakti	14. 
15	Isna asaroh	15. 
16	M. Bagus Anugrah	16. 
17	M. Naufal Aditya	17. 
18	Maextria	18. 
19	Marsiati	19. 
20	Mersi Anggita	20. 
21	Metha Monica	21. 

APPENDIX D

22	M. Arya Gemilang	22..... <i>Mus</i>
23	Randy Daly Fanzent	23..... <i>Randy</i>
24	Riffany Fitri Arfaziah	24..... <i>Riffany</i>
25	Riska Pasko	25..... <i>Riska</i>
26	Sarah Sabrina	26..... <i>Sarah</i>
27	Seltian Okin Aperindena	27..... <i>Seltian</i>
28	Uswatun Hasanah	28..... <i>Uswatun</i>
29	Vinka Rara Syah Putri	29..... <i>Vinka</i>
30	Yesnadini febrianti	30..... <i>Yesnadini</i>
31	Yogi Kartiwa	31..... <i>Yogi</i>
32	Zerta pratiwi	32..... <i>Zerta</i>

Teacher of English


Yunialdi, S.Pd.

**Palembang, April 2017
Researcher**


**Yusna Elita
NIM. 11250067**

APPENDIX E

STUDENTS' ATTENDANCE LIST PRE-TEST
(CONTROL GROUP)

Name of School : SMA N 11 PALEMBANG

Class : XI. IPA 3

No.	Name	Signature
1	Aidil Wahyudi	1... <i>Aidil</i>
2	Arifqah Dhiya Al-Haq	2... <i>Arifqah</i>
3	Azzahra Rahmatila	3... <i>Azzahra</i>
4	Dini Okta Lamdia	4... <i>Dini</i>
5	Dwi Agustia	5... <i>Dwi</i>
6	Hairunnisa Tri Ananda	6... <i>Hairunnisa</i>
7	Juniarti Fatraciah	7... <i>Juniarti</i>
8	Karina Meliyanti	8... <i>Karina</i>
9	Kiki Pratama	9... <i>Kiki</i>
10	Ketri	10... <i>Ketri</i>
11	Labal Walfajri	11... <i>Labal</i>
12	Lili Andriani	12... <i>Lili</i>
13	Liony Putri Alenky	13... <i>Liony</i>
14	Meri Nurimah Dani	14... <i>Meri</i>
15	M. Arman Nur Sidia	15... <i>Arman</i>
16	M. Azir Burmansyah	16... <i>Azir</i>
17	M. Refki Pranata	17... <i>Refki</i>
18	Muhammad Aldi	18... <i>Aldi</i>
19	Nisti Aggraini	19... <i>Nisti</i>
20	Nur Putri Alshafirah	20... <i>Nur</i>
21	Putri Ayu	21... <i>Putri</i>

APPENDIX E

22	Rafika Duri	22..... <i>Rafika</i>
23	Rama Fitri Destiana	23..... <i>Rama</i>
24	Renaldy Gunawan	24..... <i>Renaldy</i>
25	Ririn Tri Utami	25..... <i>Ririn</i>
26	Rizki Novriansyah	26..... <i>Rizki</i>
27	Rosyada Sulaiman	27..... <i>Rosyada</i>
28	Sandi Taufiqurrohman	28..... <i>Sandi</i>
29	Siti Oktarina Afisyah	29..... <i>Siti</i>
30	Tasya Agustina	30..... <i>Tasya</i>
31	Thariq A Kailani	31..... <i>Thariq</i>
32	Wahyu Reinaldi	32..... <i>Wahyu</i>

Teacher of English

Yunialdi, S. Pd.

Palembang, April 2017
Researcher

Yusna Elita
NIM. 11250067

APPENDIX F

The Result of Posttest Scores between Experimental and Control Group

NO	Experimental Group (XI IPA 4)		Control Group (XI IPA 3)	
	Name	Score	Name	Score
1	Aldi Haryanto	62,5	Aidil wahyudi	65
2	Aldiona Bunga Wijaya	60	Arifqah dhiya al-haq	50
3	Almanda	65	Azzahra rahmatila	52,5
4	Anggi Dhita Lestari	70	Dini okta lamdia	60
5	Andi M Naufal	52,5	Dwi agustia	55
6	Arya Wijaya	67,5	Hairunnisa tri ananda	70
7	Diah Ayu Lestari	75	Juniarti fatraciah	65
8	Eko Saputra	70	Karina meliyanti	40
9	Eric Edwardo	72,5	Kiki pratama	60
10	Fatimah Az-zahra	80	Ketri	55
11	Fitri Ariani	65	Labal walfajri	67,5
12	Gebi	75	Lili andriani	60
13	Imam Akbar	60	Liony putri alenky	62,5
14	Imbran Chomara Bakti	50	Meri nurimah dani	55
15	Isna asaroh	62,5	M. arman nur sidia	70
16	M. Bagus Anugrah	75	M. azir burmansyah	60
17	M. Naufal Aditya	70	M. Refki pranata	67,5
18	Maextria	60	Muhammad aldi	55
19	Marsiati	62,5	Nisti aggraini	65
20	Mersi Anggita	70	Nur putri alshafirah	62,5
21	Metha Monica	60	Putri ayu	60

APPENDIX F

22	M. Arya Gemilang	75	Rafika duri	57,5
23	Randy Daly Fanzent	80	Rama fitri destiana	65
24	Riffany Fitri Arfazziah	65	Renaldy gunawan	55
25	Riska Pasko	80	Ririn tri utami	47,5
26	Sarah Sabrina	65	Rizki novriansyah	70
27	Seltian Okin Aperindena	75	Rosyada sulaiman	65
28	Uswatun Hasanah	77,5	Sandi taufiqurrohman	65
29	Vinka Rara Syah Putri	72,5	Siti oktarina afisyah	72,5
30	Yesnadini febrianti	65	Tasya agustina	75
31	Yogi Kartiwa	75	Thariq a kailani	80
32	Zerta pratiwi	65	Wahyu reinaldi	75

Palembang, Mei 2017
Researcher




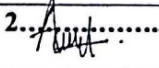
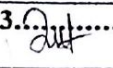
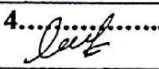
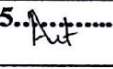
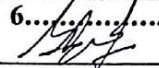
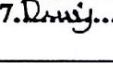
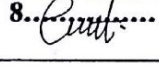
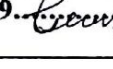
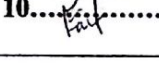
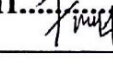
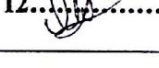
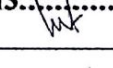
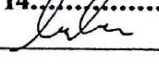

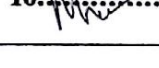

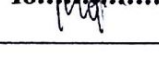

Yusna Elita
NIM.11250067

APPENDIX G

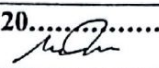

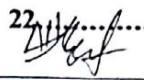
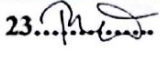

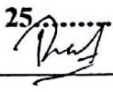
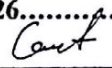
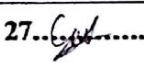

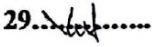
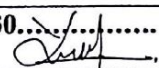
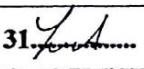
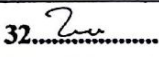
STUDENTS' ATTENDANCE LIST POST-TEST
(EXPERIMENT GROUP)

Name of the School : SMA Negeri 11 PALEMBANG

Class : XI. IPA 4

No.	Name	Signature
1	Aldi Haryanto	1. 
2	Aldiona Bunga Wijaya	2. 
3	Almanda	3. 
4	Anggi Dhita Lestari	4. 
5	Andi M Naufal	5. 
6	Arya Wijaya	6. 
7	Diah Ayu Lestari	7. 
8	Eko Saputra	8. 
9	Eric Edwardo	9. 
10	Fatimah Az-zahra	10. 
11	Fitri Ariani	11. 
12	Gebi	12. 
13	Imam Akbar	13. 
14	Imbran Chomara Bakti	14. 
15	Isna asaroh	15. 
16	M. Bagus Anugrah	16. 
17	M. Naufal Aditya	17. 
18	Maextria	18. 
19	Marsiati	19. 

APPENDIX G

20	Mersi Anggita	20..... 
21	Metha Monica	21..... 
22	M. Arya Gemilang	22..... 
23	Randy Daly Fanzent	23..... 
24	Riffany Fitri Arfaziah	24..... 
25	Riska Pasko	25..... 
26	Sarah Sabrina	26..... 
27	Seltian Okin Aperindena	27..... 
28	Uswatun Hasanah	28..... 
29	Vinka Rara Syah Putri	29..... 
30	Yesnadini febrianti	30..... 
31	Yogi Kartiwa	31..... 
32	Zerta pratiwi	32..... 

Teacher of English



Yunialdi, S.Pd

**Palembang, Mei 2017
Researcher**



**Yusna Elita
NIM. 11250067**

APPENDIX II

STUDENTS' ATTENDANCE LIST POST-TEST
(CONTROL GROUP)

Name of the School : SMA Negeri II PALEMBANG

Class : XI IPA 3

No.	Name	Signature
1	Aidil Wahyudi	1...Aidil
2	Arifqah Dhiya Al-Haq	2...Arifqah
3	Azzahra Rahmatila	3...Azzahra
4	Dini Okta Lamdia	4...Dini
5	Dwi Agustia	5...Dwi
6	Hairunnisa Tri Ananda	6...Hairunnisa
7	Juniarti Patraciah	7...Juniarti
8	Karina Meliyanti	8...Karina
9	Kiki Pratama	9...Kiki
10	Ketri	10...Ketri
11	Labal Walfajri	11...Labal
12	Lili Andriani	12...Lili
13	Liony Putri Alenky	13...Liony
14	Meri Nurimah Dani	14...Meri
15	M. Arman Nur Sidia	15...Arman
16	M. Azir Burmansyah	16...Azir
17	M. Refki Pranata	17...Refki
18	Muhammad Aldi	18...Aldi
19	Nisti Aggraini	19...Nisti

APPENDIX II

20	Nur Putri Alshafirah	20... <i>Nur</i>
21	Putri Ayu	21... <i>Ayu</i>
22	Rafika Duri	22... <i>Rafika</i>
23	Rama Fitri Destiana	23... <i>Rama</i>
24	Renaldy Gunawan	24... <i>Renaldy</i>
25	Ririn Tri Utami	25... <i>Ririn</i>
26	Rizki Novriansyah	26... <i>Rizki</i>
27	Rosyada Sulaiman	27... <i>Rosyada</i>
28	Sandi Taufiqurrohman	28... <i>Sandi</i>
29	Siti Oktarina Afisyah	29... <i>Siti</i>
30	Tasya Agustina	30... <i>Tasya</i>
31	Thariq A Kailani	31... <i>Thariq</i>
32	Wahyu Reinaldi	32... <i>Wahyu</i>

Teacher of English

Yunialdi, S.Pd.

Palembang, Mei 2017
Researcher

Yusna Elita
NIM. 11250067

LEMBAR VALIDASI INSTRUMENT TEST

Kelas / Semester : XI
 Mata Pelajaran : Bahasa Inggris
 Materi :

Petunjuk :

1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (√)

No	Uraian	Validasi			
		1	2	3	4
I	Aspek Petunjuk			✓	
	a. Petunjuk tes dinyatakan jelas			✓	
	b. Kriteria skor yang diberikan, dinyatakan jelas				
II	Aspek cakupan tes prestasi kognitif				
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
III	Aspek Bahasa				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa Inggris			✓	
	b. Rumusan pernyataan komunikatif			✓	
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
IV	Penilaian Validasi Umum				
	Penilaian atau validasi umum terhadap instrumen	a	b	c	d

Keterangan :

- | | |
|----------------|--|
| 1. Kurang Baik | a. dapat digunakan tanpa revisi |
| 2. Cukup Baik | b. dapat digunakan dengan sedikit revisi |
| 3. Baik | c. dapat digunakan dengan banyak revisi |
| 4. Baik Sekali | d. belum dapat digunakan |

Catatan:

.....

Palembang, 17 - April 2017
 Validator I



Beni Wijaya, M.Pd

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (v) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

- 1 : berarti "kurang baik"
- 2 : berarti "cukup baik"
- 3 : berarti "baik"
- 4 : berarti "sangat baik"

- a : dapat digunakan tanpa revisi
- b : dapat digunakan dengan sedikit revisi
- c : dapat digunakan dengan banyak revisi
- d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	Perumusan Indikator Belajar				
	1. Kejelasan Rumusan			✓	
	2. Kelengkapan cakupan rumusan indicator			✓	
	3. Kesesuaian dengan kompetensi dasar			✓	
	4. Kesesuaian dengan standar kompetensi			✓	
II.	Pemilihan dan Pengorganisasian Materi Pembelajaran				
	1. Kesesuaian dengan kompetensi yang akan dicapai			✓	
	2. Kesesuaian dengan karakteristik peserta didik			✓	
	3. Keruntutan dan sistematika materi			✓	
	4. Kesesuaian materi dengan alokasi waktu			✓	
III.	Pemilihan Sumber Belajar / Media Pembelajaran				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			✓	
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik			✓	
IV.	Skenario / Kegiatan Pembelajaran				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran			✓	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			✓	
V.	Penilaian Hasil Belajar				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin Dicapai			✓	
	2. Kejelasan prosedur penilaian			✓	
	3. Kelengkapan instrumen (soal dan kunci jawaban)			✓	

APPENDIX i

VI.	Penggunaan Bahasa Tulis				
	1. Ketepatan Ejaan			✓	
	2. Ketepatan pilihan kata			✓	
	3. Kebakuan struktur kalimat			✓	
	4. Bentuk huruf dan angka baku			✓	
VII	Penilaian Validasi Umum	a	b	c	d

Kesimpulan :

.....
.....
.....
.....

Palembang, 17 April 2017
Validator I



Beni Wijaya, M.Pd.

LEMBAR VALIDASI INSTRUMENT TEST

Kelas / Semester : XI
 Mata Pelajaran : Bahasa Inggris
 Materi :

Petunjuk :

1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (√)

No	Uraian	Validasi			
		1	2	3	4
I	Aspek Petunjuk				
	a. Petunjuk tes dinyatakan jelas				√
	b. Kriteria skor yang diberikan, dinyatakan jelas			√	
II	Aspek cakupan tes prestasi kognitif				
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				√
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				√
III	Aspek Bahasa				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa Inggris				√
	b. Rumusan pernyataan komunikatif				√
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami				√
IV	Penilaian Validasi Umum				
	Penilaian atau validasi umum terhadap instrumen	a	b	c	d

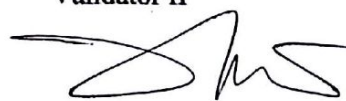
Keterangan :

- | | |
|----------------|--|
| 1. Kurang Baik | a. dapat digunakan tanpa revisi |
| 2. Cukup Baik | b. dapat digunakan dengan sedikit revisi |
| 3. Baik | c. dapat digunakan dengan banyak revisi |
| 4. Baik Sekali | d. belum dapat digunakan |

Catatan:

please revise as suggested.

Palembang, 17 April 2017
 Validator II



Janita Norena, M.Pd

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (v) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

- 1 : berarti "kurang baik"
- 2 : berarti "cukup baik"
- 3 : berarti "baik"
- 4 : berarti "sangat baik"

- a : dapat digunakan tanpa revisi
- b : dapat digunakan dengan sedikit revisi
- c : dapat digunakan dengan banyak revisi
- d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	Perumusan Indikator Belajar				
	1. Kejelasan Rumusan			✓	
	2. Kelengkapan cakupan rumusan indicator			✓	
	3. Kesesuaian dengan kompetensi dasar				✓
	4. Kesesuaian dengan standar kompetensi				✓
II.	Pemilihan dan Pengorganisasian Materi Pembelajaran				
	1. Kesesuaian dengan kompetensi yang akan dicapai				✓
	2. Kesesuaian dengan karakteristik peserta didik				✓
	3. Keruntutan dan sistematika materi			✓	
	4. Kesesuaian materi dengan alokasi waktu				✓
III.	Pemilihan Sumber Belajar / Media Pembelajaran				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			✓	
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran				✓
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik				✓
IV.	Skenario / Kegiatan Pembelajaran				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran				✓
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran				✓
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu				✓
V.	Penilaian Hasil Belajar				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin Dicapai			✓	✓
	2. Kejelasan prosedur penilaian			✓	✓
	3. Kelengkapan instrumen (soal dan kunci jawaban)			✓	

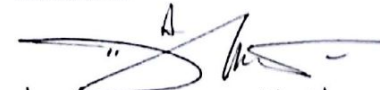
APPENDIX I

VI	Penggunaan Bahasa Tulis				
	1 Ketepatan Ejaan			✓	✓
	2 Ketepatan pilihan kata				✓
	3 Kebakuan struktur kalimat			✓	
	4 Bentuk huruf dan angka baku			✓	
VII	Penilaian Validasi Umum	a	b	c	d

Kesimpulan :

please reuse as suggested

Palembang, April 2017
Validator II


Janita Norena, M.Pd.

LEMBAR VALIDASI INSTRUMENT TEST

Kelas / Semester : X1
 Mata Pelajaran : Bahasa Inggris
 Materi :

Petunjuk :

1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (✓)

No	Uraian	Validasi			
		1	2	3	4
I	Aspek Petunjuk				
	a. Petunjuk tes dinyatakan jelas			✓	
	b. Kriteria skor yang diberikan, dinyatakan jelas			✓	
II	Aspek cakupan tes prestasi kognitif				
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
III	Aspek Bahasa				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa Inggris				✓
	b. Rumusan pernyataan komunikatif				✓
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami				✓
IV	Penilaian Validasi Umum	a	b	c	d
	Penilaian atau validasi umum terhadap instrumen				

Keterangan :

- | | |
|----------------|--|
| 1. Kurang Baik | a. dapat digunakan tanpa revisi |
| 2. Cukup Baik | b. dapat digunakan dengan sedikit revisi |
| 3. Baik | c. dapat digunakan dengan banyak revisi |
| 4. Baik Sekali | d. belum dapat digunakan |

Catatan:

.....
 Revise as what I suggested.

Palembang, 17 April 2017

Validator III

Deta Desvitasari, M.Pd

APPENDIX I

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (v) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"

2 : berarti "cukup baik"

3 : berarti "baik"

4 : berarti "sangat baik"

a : dapat digunakan tanpa revisi

b : dapat digunakan dengan sedikit revisi

c : dapat digunakan dengan banyak revisi

d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	Perumusan Indikator Belajar				
	1. Kejelasan Rumusan			✓	
	2. Kelengkapan cakupan rumusan indicator			✓	
	3. Kesesuaian dengan kompetensi dasar				✓
	4. Kesesuaian dengan standar kompetensi				✓
II.	Pemilihan dan Pengorganisasian Materi Pembelajaran				
	1. Kesesuaian dengan kompetensi yang akan dicapai				✓
	2. Kesesuaian dengan karakteristik peserta didik				✓
	3. Keruntutan dan sistematika materi			✓	
	4. Kesesuaian materi dengan alokasi waktu			✓	
III.	Pemilihan Sumber Belajar / Media Pembelajaran				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			✓	
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik			✓	
IV.	Skenario / Kegiatan Pembelajaran				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran			✓	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			✓	
V.	Penilaian Hasil Belajar				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin Dicapai			✓	
	2. Kejelasan prosedur penilaian			✓	
	3. Kelengkapan instrumen (soal dan kunci jawaban)			✓	

APPENDIX 1

VI.	Penggunaan Bahasa Tulis				
	1. Ketepatan Ejaan			✓	
	2. Ketepatan pilihan kata			✓	
	3. Kebakuan struktur kalimat			✓	
	4. Bentuk huruf dan angka baku			✓	
VII	Penilaian Validasi Umum	a	b	C	d

Kesimpulan :

Revise as suggested.

.....

.....

.....

.....

Palembang, 17 April 2017
 Validator III

(Handwritten signature and initials)

Deta Desvitasari, M.Pd.

APPENDIX J



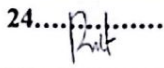
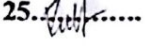


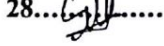
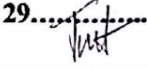



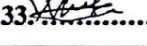

STUDENTS' ATTENDANCE LIST TRY OUT

Name of School : SMA Negeri 11 Palembang

Class : XI. IPA 1

No.	Name of Students	Signature
1	A. Farhan Muzhaffar	1... <i>Farhan</i> ...
2	Ade Candra	2... <i>Ade Candra</i>
3	Alyawmil Qurnia	3... <i>Alyawmil</i>
4	Ampu Syuri Rizki	4... <i>Ampu Syuri</i>
5	Ari Zulkifli	5... <i>Ari Zulkifli</i>
6	Ayu Indah Lestari	6... <i>Ayu Indah</i>
7	Bunga Aulia Putri	7... <i>Bunga Aulia</i>
8	Charisma Yuliani	8... <i>Charisma</i>
9	Citra Miagi	9... <i>Citra Miagi</i>
10	Desiana Rahmadani	10... <i>Desiana</i>
11	Desi Ratna Dewi	11... <i>Desi Ratna</i>
12	Dwiki Satria Buana	12... <i>Dwiki Satria</i>
13	Elisce Arwiky Putri	13... <i>Elisce Arwiky</i>
14	Erna Purnama Sari	14... <i>Erna Purnama</i>
15	Filia Putri Oktarani	15... <i>Filia Putri</i>
16	Fitra Akbar	16... <i>Fitra Akbar</i>
17	Hamzah Renaldi	17... <i>Hamzah Renaldi</i>
18	Intan Wulandari	18... <i>Intan Wulandari</i>
19	M. Wahyu R. Akbar	19... <i>M. Wahyu R. Akbar</i>
20	Muhammad Salsabil	20... <i>Muhammad Salsabil</i>
21	Msy Destri Maharani	21... <i>Msy Destri</i>

APPENDIX J

22	Novran Ramadhan	22... 
23	Nurdiana Sumiyati	23... 
24	Rendi Yansyah	24... 
25	Rezan Ardiansyah	25... 
26	Roni	26... 
27	Siti Nabila Rosa	27... 
28	Sulastri	28... 
29	Tania Puspa Sari	29... 
30	Vikhana	30... 
31	Wahyu Ade Nugroho	31... 
32	Wawan Sastra	32... 
33	Wendi Syarudin	33... 
34	Yurinda Puspa	34... 

Teacher of English



Yunialdi, S.Pd

Palembang, April 2017
Researcher



Yusna Elita
NIM. 11250067

RESEARCH INSTRUMENT : READING COMPREHENSION (EXPOSITORY TEXT)

This text is for question 1-9

Text 1

If we can agree that government has some role to play in our lives, then let's at least make it a positive one. Consider the benefits of free, fully-subsidized public transportation. First, **it will motivate** more people to leave their cars at home. Think of the reduction in pollution and traffic jam and insurance costs due to accidents. Greener cities, safer cities, more livable cities. More room for parks and trees. Think of the money we'll all save by consuming less gas, spending less frequently on car repairs, and so on. That money will stay in our wallets and we could then turn around and give the economy a boost by spending it on other consumer goods or services. More jobs.

Secondly, we must consider the health benefits. We'll all walk a little more. This will reduce visits to doctors' offices and hospitals because we'll be healthier. We'll have improved blood pressure, lower stress and possibly a better complexion.

Then, think about some of the other social benefits: imagine how much we'll learn from each other when we share rides instead of sitting in isolation in our cars. Talking to the neighbors might come back into fashion. More people will meet and talk and maybe even help each other.

No more fumbling for change, just hop on and off the streetcar or bus wherever and whenever you like. What a great idea, especially for those who live in crowded, polluted cities. It will renew life on our streets.

So **I can't agree** more with this proposition. Let's go for it!

(Source: *Interlanguage: English for senior high school students XI*. Grasindo)

5. **5** **motivate** more people to leave their cars at home. Think of the reduction in pollution and traffic jam and insurance costs due to accidents. Greener cities, safer cities, more livable cities. More room for parks and trees. Think of the money we'll all save by consuming less gas, spending less frequently on car repairs, and so on. That money will stay in our wallets and we could then turn around and give the economy a boost by spending it on other consumer goods or services. More jobs.
10. **10** **motivate** more people to leave their cars at home. Think of the reduction in pollution and traffic jam and insurance costs due to accidents. Greener cities, safer cities, more livable cities. More room for parks and trees. Think of the money we'll all save by consuming less gas, spending less frequently on car repairs, and so on. That money will stay in our wallets and we could then turn around and give the economy a boost by spending it on other consumer goods or services. More jobs.
15. **15** **motivate** more people to leave their cars at home. Think of the reduction in pollution and traffic jam and insurance costs due to accidents. Greener cities, safer cities, more livable cities. More room for parks and trees. Think of the money we'll all save by consuming less gas, spending less frequently on car repairs, and so on. That money will stay in our wallets and we could then turn around and give the economy a boost by spending it on other consumer goods or services. More jobs.
20. **20** **motivate** more people to leave their cars at home. Think of the reduction in pollution and traffic jam and insurance costs due to accidents. Greener cities, safer cities, more livable cities. More room for parks and trees. Think of the money we'll all save by consuming less gas, spending less frequently on car repairs, and so on. That money will stay in our wallets and we could then turn around and give the economy a boost by spending it on other consumer goods or services. More jobs.
25. **25** **motivate** more people to leave their cars at home. Think of the reduction in pollution and traffic jam and insurance costs due to accidents. Greener cities, safer cities, more livable cities. More room for parks and trees. Think of the money we'll all save by consuming less gas, spending less frequently on car repairs, and so on. That money will stay in our wallets and we could then turn around and give the economy a boost by spending it on other consumer goods or services. More jobs.
30. **30** **motivate** more people to leave their cars at home. Think of the reduction in pollution and traffic jam and insurance costs due to accidents. Greener cities, safer cities, more livable cities. More room for parks and trees. Think of the money we'll all save by consuming less gas, spending less frequently on car repairs, and so on. That money will stay in our wallets and we could then turn around and give the economy a boost by spending it on other consumer goods or services. More jobs.
4. "First, it will **motivate** more people to leave their cars at home." (1st Paragraph line 5)
The underlined word means
a. pressure
b. encourage
c. stress
d. push
5. "So **I can't agree** more with this proposition. Let's go for it."
The underlined sentence most nearly means..
a. the author agree with the problems occurred
b. the author disagree
c. the author can not keep calm with the government progress
d. all agree with author's statement
6. Paragraph 1 tells us about...
a. statement of position of the author
b. argument from people
c. conclusion of author view
d. two contrasting idea
7. The organization of the text above is
a. orientation, complication, resolution, re-orientation
b. statement of position, argument, reiteration
c. newsworthy event, background even, sources
d. identification, description
8. The social function of the text above is
a. to deal with actual or vicarious experience indifferent ways
b. to explain the process involved in the information
c. to propose her/his point of view
d. to present information and opinions about more than one side of an issue
9. The text above mainly tells us about
a. the author arguments of government action
b. people arguments of public transportation
c. two points of views
d. public transportation should be expensive
1. What is the main idea of the text?
a. Public Transportation should be Free
b. Transportation
c. Public information
d. source of public transportation
2. Which of the following would be the best title for this passage?
a. The public transportation should be free
b. The source of transportation
c. The controversy of public transportation
d. The source of public transportation
3. The type of the text is
a. Analytical Exposition
b. Discussion
c. News Item
d. Explanation

RESEARCH INSTRUMENT : READING COMPREHENSION (EXPOSITORY TEXT)

This text is for question 10-15

Text 2

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

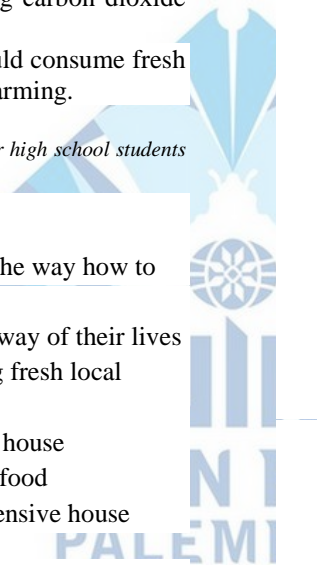
So, from now on we should consume fresh local groceries to reduce global warming.

(Source: Interlanguage: English for senior high school students XI. Grasindo)

10. Which of the following is not the way how to reduce global warming?
- a. a people have to change the way of their lives such as: buying and consuming fresh local groceries
 - b. a people have to use a green house
 - c. a people have to eat organic food
 - d. a people have to buy an expensive house
11. An author' point of view is ...
- a. To receive all of the evidence about global warming
 - b. To provoke the readers to solve the global warming with her/his view
 - c. To know the way to solve global warming
 - d. To live with his/her natural parents
12. The writer's purpose in writing the text above is...
- a. To tell readers how to solve the global warming
 - b. To describe the way solving global warming
 - c. To explain to readers how to solve the global warming
 - d. To persuade people to solve the global warming

13. Which of the following is the most improbable reason why the author wants a people to buy and consume a fresh local groceries?

- a. She/he wants to solve the problem of global warming
 - b. She/he wants to use fresh local groceries
 - c. She/he wants to elaborate the way to use fresh local groceries.
 - d. She/he wants to know anything
14. The topic of this passage could best be described as...
- a. The way to solve global warming
 - b. Use and Consume fresh local groceries
 - c. All about global warming
 - d. Global warming effect
15. What is the suitable title of the text above?
- a. Solving global warming
 - b. Argumentation about consuming fresh groceries
 - c. Disadvantage of global warming
 - d. The positive effect of global warming



RESEARCH INSTRUMENT : READING COMPREHENSION (EXPOSITORY TEXT)

This text is for question 16-21

Text 3

A needle or Reuse Needles

A needle exchange program would only encourage more people to use drugs, in my opinion, and many would still share needles or reuse needles even if there was a program.

5

Giving needles out for addicts to prevent the spread of disease, will only encourage them and others to do drugs more often. Furthermore, **it** may even encourage people who have never tried certain types of drugs, to try them because now they will get their needles for free. Do we really want to encourage this type of behavior? I wouldn't think so.

10

Moreover, by giving needles to addicts, we are also taking away from other programs that are already low on funding. The money for needle exchange would take away from Medicare programs that are there to help the elderly and disabled. There have already been enough Medicare cuts without the extra cuts this would bring about.

15

20

In the early 1990's, states started requiring that syringes be kept behind the counter in drugstores and requiring prescriptions for syringes were needed. This was a way to cut down on illegal drug use and reusing of needles. This was also an effort to stop the further epidemic of aids. It has not worked either, but the answer to the drug problem and the spread of diseases through used needles is not to equip addicts tools with which to continue their illegal activities.

25

30

We must spend the money that the needle **exchange** program would cost in other areas to help stop the use of drugs altogether.

(Source: Interlanguage: English for senior high school students XI. Grasindo)

16. What is the main idea of the second paragraph?

- A needle exchange program
- disagreement of the author
- a lot of interesting things to do
- advantages of an exchange program

17. According to the passage, what way we can stop an illegal drugs?

- syringes be kept behind the counter in drugstores
- destroy all addicter
- giving money to addicter
- stopping from our heart

18. Which of the following is NOT true about "a needle exchange program"?

- by giving needles to addicts, we are also taking away from other programs
- requiring that syringes be kept behind the counter in drugstores

- requiring prescriptions for syringes were needed
- not giving needles out for addicts to prevent the spread of disease

19. The pronounce "it" in line 7 , 2nd paragraph refers to

- Giving needles
- addicts
- disease
- drugs

20. The second paragraph tells us about?

- statement of position
- first argument
- elaboration of argument
- reiteration

21. "We must spend the money that the needle exchange program (Last Paragraph)

The underlined word means...

- switch
- alter
- move
- cross

RESEARCH INSTRUMENT : READING COMPREHENSION (EXPOSITORY TEXT)

This text is for question 22-30

Text 4

Should Americans be Forced to Use Public Transportation?

5 First, let **me** define what the question is and isn't asking. It isn't asking if we should we all abandon cars right now, nor is it asking if we should abandon them completely, nor is it asking if every American should do so. It is asking whether some Americans should have to take public transit some of the time, and I would say yes.

10 Oil use and pollution aside, in some cities like Los Angeles and New York there just isn't room for any more roads, so in order for large cities to grow, they need more people to take public transit or risk permanent traffic jam. One bus can safely hold 40 people, so even at half capacity that's nearly 20 cars' worth of space in traffic cleared up, and nearly 20 parking spaces that don't need to be built.

15 There are a lot of people that can take public transit with little **inconvenience** but simply don't because they never have in the past. If residents in areas with plenty of transit had to buy transit passes as part of their property taxes then they would have little excuse not to bus occasionally. A number of universities already bundle a 'U-Pass' with their tuition fees, forcing their students to take the bus. When given the chance the majority of those students have voted to keep these programs.

20 A similar system in apartments where a portion of the tenants are not issued parking spaces in exchange for a discount on their rent would also be forcing people to use public transit. This is already being done with the assignment of one community car to several apartment tenants that arrange a schedule for the car, and this program gets many positive reviews.

25 So yes, I would say that Americans should be forced to use public transit, as Americans whom are already forced to do so find that it works well for them.

(Source: *Interlanguage: English for senior high school students XI*. Grasindo)

22. It is implied in the passage that
- Public transit
 - the big city is too crowded and untidy
 - Americans be forced to use public transportation
 - the transportation is easy to get

23. The word "inconvenience" in line 17 is closest in meaning to
- free
 - not convenience
 - nothing to do
 - unassociated with

24. Where in the passage does the author discuss the first argument of public transit?
- Lines 1-4
 - Lines 4-5
 - Lines 6-8
 - Lines 8-10

25. The type of the text is
- Analytical Exposition
 - Discussion
 - News Item
 - Explanation

26. The organization of the text above is
- orientation, complication, resolution, re-orientation
 - statement of position, argument, reiteration
 - newsworthy event, background even, sources
 - identification, description

27. The writer's purpose in writing the text above is...
- To tell readers how to solve public transit
 - To describe the detailed information
 - To explain to readers how the way americans abandons the cars
 - To provoke the readers to agree with her/his statement

28. The pronounce "me" in line 1 , 1st paragraph refers to....
- Americans
 - The writer
 - The readers
 - author and readers

29. "So yes, I would say that Americans should be forced to use public transit" This sentence means that the author..... Americans should be forced.
- loves
 - satisfy
 - agree
 - disagree

30. Which of the following is not mentioned in the passage about television
- Los Angeles and New York there just isn't room for any more roads
 - the tenants are not issued parking spaces in exchange
 - they need more people to take public transit
 - there is no risk to traffic jam

RESEARCH INSTRUMENT : READING COMPREHENSION (EXPOSITORY TEXT)

This text is for question 31-40

Text 5

The government has just published a report which suggest that television is partly responsible for the serious increase in crime over the last ten years. The exposure of violence or pornography harmful effects on children. Many people who are alive today know what it is like to live in a world without television. Television as we know is only about forty years old. Yet **it** is so much a part of our lives that it seems as if it had always existed.

Some people think that the years before the invention of television were a better time. They claim that families talked more and did more things together. More books were read. People used their imaginations more fully. People got more outdoor exercises.

But others disagree. They claim that television is a powerful educational tool. It informs us of what is going on in the world, from a famine in Africa to a local politics and fashion. It helps us understand how people live, work, and struggle. In 1961, Newton Minow, a government official, called prime-time schedules “a vast wasteland.”

Television is **credited** with being a great teacher, but it is also blamed for the poor reading and writing skills of our population. Television gets praised for helping us understand the people of the world. But it has been accused of helping to destroy family life. Television keeps us informed about the political issues of the day.

Experts will probably continue to argue about television’s value. But everyone agrees that it is one of the most significant inventions of the twentieth century.

(Source: Interlanguage: English for senior high school students XI. Grasindo)

31. What type of information is included in the third paragraph?

- The advantages of the television
- The detailed of television argument
- The discussion of bad effect of the television
- An outline of the type of parents who prefers the interactionist view of television

32. The writer wants to tell

- the development of television
- the advantages of television program
- how television improves people’s knowledge
- the influence of television on people’s daily life

33. Many people claim that television is a powerful educational tool. From this statement we know that they with the existence of television.

- love
- agree
- prefer
- satisfy

34. Which of the following is good for children in watching TV?

- The children should watch the violence on TV
- Children may watch TV whenever they like
- Children should spend all their time to watch TV program
- Children should be accompanied by their parents in watching TV

35. “ Television is credited with being a great teacher ...” (Paragraph 4)

The underlined word means lack of

- appreciated
- claimed
- proposed
- administered

36. what type of the text is.....

- explanation
- a report text
- an exposition text
- news items

37. the pronoun “it” in line 8 refers to

- the television
- educational tool
- educational
- tool

38. which of the following is not mentioned in the passage about television

- a television is an educational tool
- television is only about forty years old
- Television is credited with being a great teacher
- television helps the learner being good reader and good in writing.

39. Newton Minow, a government official, called prime-time schedules “a vast wasteland” in

- 2015
- 1996
- 1999
- 1961

40. what is “significant invention” in the last paragraph?

- a promotion
- a reward
- a punishment
- an agreement

RESEARCH INSTRUMENT : READING COMPREHENSION (EXPOSITORY TEXT)

This text is for question 41-48

Text 6

5 Many young people have difficulty deciding where they will live when the time comes to leave home and make their own way in the world. Among the more common alternatives are sharing a house or flat with other young people, and finding full board and lodgings in someone else's home.

10 Renting a house with other young people offers the advantage of a high degree of **freedom and independence**. On the down side, renting involves a variety of responsibilities that may be more than you wish to take on. This would mean you would be responsible for making large rental payments if one or more of the people you are sharing with should move out of the house or flat. It might also mean that you are held financially responsible if they damage the dwelling.

15 Finding board and **lodgings**, on the other hand, has significant advantages. Generally **you** have no responsibility for the cleaning or maintenance of the dwelling or its gardens, other than to take reasonable care of your room. However, living in board and lodging circumstances has its drawbacks too. You have less freedom and flexibility in your lifestyle.

20 In the end, the decision each person makes will depend on their own personal valuing of independence and of convenience, as well as their feeling of readiness for taking on the considerable financial and other responsibilities of house or flat rental.

25 30 (Source: *Interlanguage: English for senior high school students XI. Grasindo*)

41. The text mainly discusses about ...

- a. sharing a house
- b. cleaning a house
- c. deciding where to live
- d. renting a house

42. "Finding board and **lodgings**, on the other hand, has significant advantages." The underlined word means ...

- a. gained position
- b. rooms rented to live
- c. supply of materials
- d. work of cutting down tree

43. what type of information is included in the third paragraph?

- a. a comparison of living in the house and board
- b. a discussion the strength and the weaknesses of the living in the board
- c. a discussion the weaknesses of the living in

the board

d. a description of one of the opposing views of living outdoor

44. the pronoun "you" in line 19 third paragraph refers to

- a. a young man
- b. the readers
- c. the writers
- d. the audiences

45. Renting a house with other young people is probably

- a. an easily ways to do when we leave our home
- b. getting high disadvantages of financial
- c. getting high advantages
- d. losing much money

46. the word "freedom and independence" in line 9-10 is closest in meaning to

- a. it is connected to
- b. depend on something
- c. standing alone
- d. unbinded

47. where in the passage does the author mention the detailed argument of living out..

- a. lines 1-4
- b. lines 5-7
- c. lines 6-8
- d. lines 9-10

48. What type of the passage above is...

- a. exposition
- b. narrative
- c. report text
- d. explanation

RESEARCH INSTRUMENT : READING COMPREHENSION (EXPOSITORY TEXT)

This text is for question 49-55

Text 7

5 The right to freedom of religion is enshrined in the UN charter and considered by many to be a basic human right. Some religions require special diet, others prayer at specific times. Why should a religious mode of dress receive as much protection as these other aspects of religious freedom?

10 Many Muslim women view the veil as a means to protect their modesty and privacy. Just as we would not force any women to be seen in public in her underwear if she did not feel **comfortable** doing so, why should a woman be forced to show her hair if she does not want to? Modesty is a personal judgment call; some are comfortable in the smallest bikini while others prefer a lot more clothing. No one but the woman herself should make that decision.

15 Muslim women are not the only ones to feel coerced over their mode of dress. Most people are affected by the societal norms surrounding them. Fashion trends could be seen in exactly the same light as religious traditions.

20 Banning head coverings is only likely to provoke a more extreme reaction among highly religious communities. Framing laws to ban only Islamic forms of dress could be considered an attack on one religion. Feeling under attack could cause the Islamic community to close off into itself. They could set up religious schools where **their** children can dress as they want them to and not mix with children from other faiths. These effects could never be good for the integration of society and would further the influence of extremists. Internationally, the perceived attack on Islamic values would inflame wider Muslim opinion, feed conspiracy theories and add to the dangerous feeling that there is a clash of civilizations.

25 Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression. In a multicultural society, students should be aware of the different religious practise and cultural traditions of their classmates, and be taught to understand and respect these. Without such respect, Muslims and other groups with distinctive dress, such as Orthodox Jews and Sikhs, will be driven out of mainstream education and forced to educate their children separately, which will really create divisions and alienation.

30 Based on the above discussion, the government should not banned Muslim's headscarf as a part of school or office uniforms.

(Source : Targeting ideas and responses: exposition, discussion by peters)

49. What is the topic of this passage?
a. Muslim religion
b. Muslim rules
c. Muslim headscarf
d. Islamic community

50. What kind of the text is?
a. explanation
b. exposition
c. report text
d. news item

51. What type of information is included in the second paragraph?
a. two theorists discuss the weaknesses of government' order
b. Contrasting views of conflict are presented
c. Examples of conflict within islamic community
d. A description of arguments

52. The passage indicate that banning head coverings is only likely to provoke
a. a more extreme reaction among highly religious communities
b. a peace
c. a war
d. a complicated situation

53. The pronoun " their" in line 29 fourth paragraph refers to
a. the one who wear muslim headscarf
b. the islamic community
c. parents
d. the government

54. Which of the following is not discussed in the passage as a determining factor can be occurred because banning head coverings?
a. Feeling under attack could cause the Islamic community to close off into itself
b. feed conspiracy theories and add to the dangerous feeling
c. Islamic values would inflame wider Muslim opinion
d. Muslim women are the only ones to feel coerced over their mode of dress

55. the word "comfortable" in line 11 is closest in meaning to
a. feeling enjoy
b. feeling annoy
c. getting the guilty feeling
d. free feeling

RESEARCH INSTRUMENT : READING COMPREHENSION (EXPOSITORY TEXT)

This text is for question 56-60

Text 8

Private School

Private schools are schools that are not run by the government. They offer various types of schools and levels of education. Although the government does not directly run the private schools, the government should give more attention to private schools for some good reasons.

Private schools provide parents with an alternative to the state sector, and a learning environment, which might better suit their children. In addition, whilst there are many bad state schools, there are also bad private schools, and some excellent state schools which compete with the best private schools.

The existence of private education can actually be financially beneficial to state schools. The state funds the education system through taxation. Parents who do not send their children to state schools still pay the same taxes. Therefore, there is more money per child in the state sector. There is evidence that a large number of parents, who send their children to private schools, are both 'first time buyers' – i.e. neither parent attending a private school – and not from the privileged elite that the opposition would have us believe.

Based on the above discussion, it is obvious that the government should give more attention to private schools because they also contribute much in the education world.

(Source: Interlanguage: English for senior high school students XI. Grasindo)

56. What is the suitable title of the text above?

- a. Private School
- b. Advantage of private school
- c. Disadvantage of private school
- d. The positive effect of private school

57. What is the main idea of the second paragraph?

- a. a choice of private school
- b. b. elaboration of private school
- c. a lot of interesting things to do in private school
- d. a side effect of private school

58. What is the advantage of private school?

- a. It is often easy to find work
- b. It is not expensive to pay the private school payments
- c. Private schools provide parents with an alternative to the state sector, and a learning environment
- d. It is not difficult to find job

59. The third paragraph includes

- a. an illustration to support the ideas in the second paragraph
- b. a counterargument to the ideas in the second paragraph
- c. an analogy to the ideas in the first paragraph
- d. a detailed definition of private school

60. The author's main point is that

- a. various activities we can do in private school
- b. a counterargument to the ideas in the first paragraph
- c. the government should pay more attention with private school
- d. presents definition private school

APPENDIX M

This text is for question 1-7

Text 1

If we can agree that government has some role to play in our lives, then let's at least make it a positive one. Consider the benefits of free, fully-subsidized public transportation. First, **it** will **motivate** more people to leave their cars at home. Think of the reduction in pollution and traffic jam and insurance costs due to accidents. Greener cities, safer cities, more livable cities. More room for parks and trees. Think of the money we'll all save by consuming less gas, spending less frequently on car repairs, and so on. That money will stay in our wallets and we could then turn around and give the economy a boost by spending it on other consumer goods or services. More jobs.

Secondly, we must consider the health benefits. We'll all walk a little more. This will reduce visits to doctors' offices and hospitals because we'll be healthier. We'll have improved blood pressure, lower stress and possibly a better complexion.

Then, think about some of the other social benefits: imagine how much we'll learn from each other when we share rides instead of sitting in isolation in our cars. Talking to the neighbors might come back into fashion. More people will meet and talk and maybe even help each other.

No more fumbling for change, just hop on and off the streetcar or bus wherever and whenever you like. What a great idea, especially for those who live in crowded, polluted cities. It will renew life on our streets.

So **I can't agree** more with this proposition. Let's go for it!

(Source: *Interlanguage: English for senior high school students XI*. Grasindo)

5

10

15

20

25

30

4. "So **I can't agree** more with this proposition. Let's go for it."
The underlined sentence most nearly means..
- the author agree with the problems occurred
 - the author disagree
 - the author can not keep calm with the government progress
 - all agree with author's statement

5. Paragraph 1 tells us about...
- statement of position of the author
 - argument from people
 - conclusion of author view
 - two contrasting idea

6. The organization of the text above is
- orientation, complication, resolution, re-orientation
 - statement of position, argument, reiteration
 - newsworthy event, background even, sources
 - identification, description

7. The text above mainly tells us about
- the author arguments of government action
 - people arguments of public transportation
 - two points of views
 - public transportation should be expensive

- Which of the following would be the best title for this passage?
 - The public transportation should be free
 - The source of transportation
 - The controversy of public transportation
 - The source of public transportation
- The type of the text is
 - Analytical Exposition
 - Discussion
 - News Item
 - Explanation
- "First, it will **motivate** more people to leave their cars at home." (1st Paragraph line 5)
The underlined word means
 - pressure
 - encourage
 - stress
 - push

APPENDIX M

This text is for question 8-13

Text 2

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

(Source: Interlanguage: English for senior high school students XI. Grasindo)

8. Which of the following is not the way how to reduce global warming?

- a. a people have to change the way of their lives such as: buying and consuming fresh local groceries
- b. a people have to use a green house
- c. a people have to eat organic food
- d. a people have to buy an expensive house

9. An author's point of view is ...

- a. To receive all of the evidence about global warming
- b. To provoke the readers to solve the global warming with her/his view
- c. To know the way to solve global warming
- d. To live with his/her natural parents

10. The writer's purpose in writing the text above is...

- a. To tell readers how to solve the global warming
- b. To describe the way solving global warming
- c. To explain to readers how to solve the global warming
- d. To persuade people to solve the global warming

11. Which of the following is the most improbable reason why the author wants a people to buy and consume a fresh local groceries?

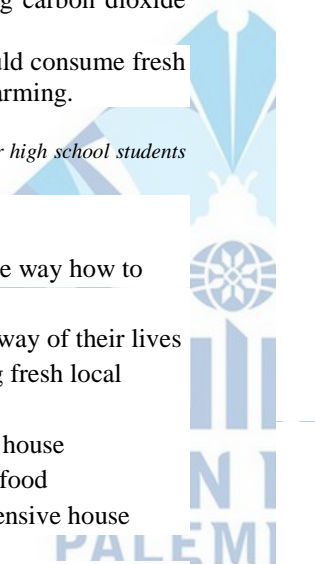
- a. She/he wants to solve the problem of global warming
- b. She/he wants to use fresh local groceries
- c. She/he wants to elaborate the way to use fresh local groceries.
- d. She/he wants to know anything

12. The topic of this passage could best be described as...

- a. The way to solve global warming
- b. Use and Consume fresh local groceries
- c. All about global warming
- d. Global warming effect

13. What is the suitable title of the text above?

- a. Solving global warming
- b. Argumentation about consuming fresh groceries
- c. Disadvantage of global warming
- d. The positive effect of global warming



APPENDIX M

This text is for question 14-17

Text 3

A needle or Reuse Needles

A needle exchange program would only encourage more people to use drugs, in my opinion, and many would still share needles or reuse needles even if there was a program.

5

Giving needles out for addicts to prevent the spread of disease, will only encourage them and others to do drugs more often. Furthermore, **it** may even encourage people who have never tried certain types of drugs, to try them because now they will get their needles for free. Do we really want to encourage this type of behavior? I wouldn't think so.

10

Moreover, by giving needles to addicts, we are also taking away from other programs that are already low on funding. The money for needle exchange would take away from Medicare programs that are there to help the elderly and disabled. There have already been enough Medicare cuts without the extra cuts this would bring about.

15

20

In the early 1990's, states started requiring that syringes be kept behind the counter in drugstores and requiring prescriptions for syringes were needed. This was a way to cut down on illegal drug use and reusing of needles. This was also an effort to stop the further epidemic of aids. It has not worked either, but the answer to the drug problem and the spread of diseases through used needles is not to equip addicts tools with which to continue their illegal activities.

25

30

We must spend the money that the needle **exchange** program would cost in other areas to help stop the use of drugs altogether.

(Source: Interlanguage: English for senior high school students XI. Grasindo)

14. According to the passage, what way we can stop an illegal drugs?

- syringes be kept behind the counter in drugstores
- destroy all addicter
- giving money to addicter
- stopping from our heart

15. Which of the following is NOT true about "a needle exchange program"?

- by giving needles to addicts, we are also taking away from other programs
- requiring that syringes be kept behind the counter in drugstores
- requiring prescriptions for syringes were needed
- not giving needles out for addicts to prevent the spread of disease

16. The second paragraph tells us about?

- statement of position
- first argument
- elaboration of argument
- reiteration

17. "We must spend the money that the needle exchange program (Last Paragraph)

The underlined word means...

- switch
- alter
- move
- cross

APPENDIX M

This text is for question 18-26

Text 4

Should Americans be Forced to Use Public Transportation?

5 First, let **me** define what the question is and isn't asking. It isn't asking if we should we all abandon cars right now, nor is it asking if we should abandon them completely, nor is it asking if every American should do so. It is asking whether some Americans should have to take public transit some of the time, and I would say yes.

10 Oil use and pollution aside, in some cities like Los Angeles and New York there just isn't room for any more roads, so in order for large cities to grow, they need more people to take public transit or risk permanent traffic jam. One bus can safely hold 40 people, so even at half capacity that's nearly 20 cars' worth of space in traffic cleared up, and nearly 20 parking spaces that don't need to be built.

15 There are a lot of people that can take public transit with little **inconvenience** but simply don't because they never have in the past. If residents in areas with plenty of transit had to buy transit passes as part of their property taxes then they would have little excuse not to bus occasionally. A number of universities already bundle a 'U-Pass' with their tuition fees, forcing their students to take the bus. When given the chance the majority of those students have voted to keep these programs.

20 A similar system in apartments where a portion of the tenants are not issued parking spaces in exchange for a discount on their rent would also be forcing people to use public transit. This is already being done with the assignment of one community car to several apartment tenants that arrange a schedule for the car, and this program gets many positive reviews.

25 So yes, I would say that Americans should be forced to use public transit, as Americans whom are already forced to do so find that it works well for them.

(Source: *Interlanguage: English for senior high school students XI*. Grasindo)

18. It is implied in the passage that
- Public transit
 - the big city is too crowded and untidy
 - Americans be forced to use public transportation
 - the transportation is easy to get

19. The word "inconvenience" in line 17 is closest in meaning to
- free
 - not convenience
 - nothing to do
 - unassociated with

20. Where in the passage does the author discuss the first argument of public transit?
- Lines 1-4
 - Lines 4-5
 - Lines 6-8
 - Lines 8-10

21. The type of the text is
- Analytical Exposition
 - Discussion
 - News Item
 - Explanation

22. The organization of the text above is
- orientation, complication, resolution, re-orientation
 - statement of position, argument, reiteration
 - newsworthy event, background even, sources
 - identification, description

23. The writer's purpose in writing the text above is...
- To tell readers how to solve public transit
 - To describe the detailed information
 - To explain to readers how the way americans abandons the cars
 - To provoke the readers to agree with her/his statement

24. The pronounce "me" in line 1 , 1st paragraph refers to....
- Americans
 - The writer
 - The readers
 - author and readers

25. "So yes, I would say that Americans should be forced to use public transit" This sentence means that the author..... Americans should be forced.
- loves
 - satisfy
 - agree
 - disagree

26. Which of the following is not mentioned in the passage about television
- Los Angeles and New York there just isn't room for any more roads
 - the tenants are not issued parking spaces in exchange
 - they need more people to take public transit
 - there is no risk to traffic jam

APPENDIX M

This text is for question 27-30

Text 5

5 The government has just published a report which suggest that television is partly responsible for the serious increase in crime over the last ten years. The exposure of violence or pornography harmful effects on children. Many people who are alive today know what it is like to live in a world without television. Television as we know is only about forty years old. Yet **it** is so much a part of our lives that it seems as if it had always existed.

10 Some people think that the years before the invention of television were a better time. They claim that families talked more and did more things together. More books were read. People used their imaginations more fully. People got more outdoor exercises.

15 But others disagree. They claim that television is a powerful educational tool. It informs us of what is going on in the world, from a famine in Africa to a local politics and fashion. It helps us understand how people live, work, and struggle. In 1961, Newton Minow, a government official, called prime-time schedules “a vast wasteland.”

20 Television is **credited** with being a great teacher, but it is also blamed for the poor reading and writing skills of our population. Television gets praised for helping us understand the people of the world. But it has been accused of helping to destroy family life. Television keeps us informed about the political issues of the day.

25 Experts will probably continue to argue about television’s value. But everyone agrees that it is one of the most significant inventions of the twentieth century.

30 (Source: *Interlanguage: English for senior high school students XI. Grasindo*)

27. What type of information is included in the third paragraph?

- The advantages of the television
- The detailed of television argument
- The discussion of bad effect of the television
- An outline of the type of parents who prefers the interactionist view of television

28. The writer wants to tell

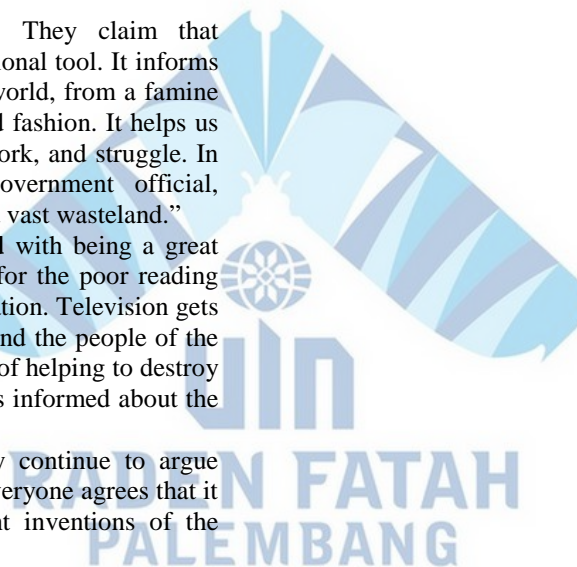
- the development of television
- the advantages of television program
- how television improves people’s knowledge
- the influence of television on people’s daily life

29. Which of the following is good for children in watching TV?

- The children should watch the violence on TV
- Children may watch TV whenever they like
- Children should spend all their time to watch TV program
- Children should be accompanied by their parents in watching TV

30. what is “significant invention” in the last paragraph?

- a promotion
- a reward
- a punishment
- an agreement



APPENDIX M

This text is for question 31-35

Text 6

5 Many young people have difficulty deciding where they will live when the time comes to leave home and make their own way in the world. Among the more common alternatives are sharing a house or flat with other young people, and finding full board and lodgings in someone else's home.

10 Renting a house with other young people offers the advantage of a high degree of **freedom and independence**. On the down side, renting involves a variety of responsibilities that may be more than you wish to take on. This would mean you would be responsible for making large rental payments if one or more of the people you are sharing with should move out of the house or flat. It might also mean that you are held financially responsible if they damage the dwelling.

15 Finding board and **lodgings**, on the other hand, has significant advantages. Generally **you** have no responsibility for the cleaning or maintenance of the dwelling or its gardens, other than to take reasonable care of your room. However, living in board and lodging circumstances has its drawbacks too. You have less freedom and flexibility in your lifestyle.

20 In the end, the decision each person makes will depend on their own personal valuing of independence and of convenience, as well as their feeling of readiness for taking on the considerable financial and other responsibilities of house or flat rental.

25 30
(Source: *Interlanguage: English for senior high school students XI. Grasindo*)

31. The text mainly discusses about ...

- a. sharing a house
- b. cleaning a house
- c. deciding where to live
- d. renting a house

32. "Finding board and **lodgings**, on the other hand, has significant advantages." The underlined word means ...

- a. gained position
- b. rooms rented to live
- c. supply of materials
- d. work of cutting down tree

33. the pronoun "you" in line 19 third paragraph refers to

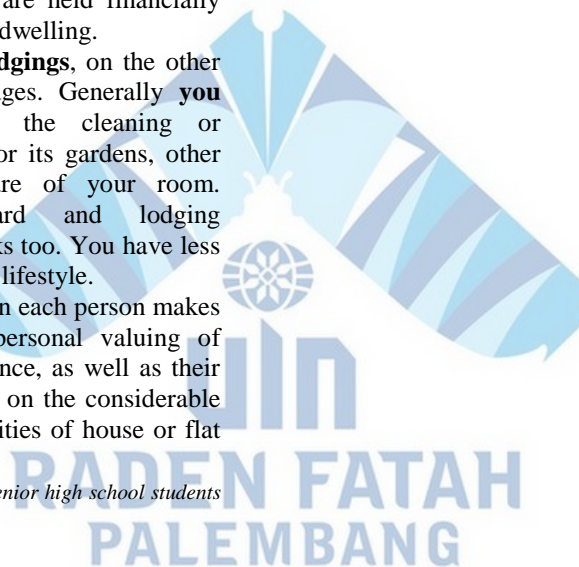
- a. a young man
- b. the readers
- c. the writers
- d. the audiences

34. the word "freedom and independence" in line 9-10 is closest in meaning to

- a. it is connected to
- b. depend on something
- c. standing alone
- d. unbinded

35. What type of the passage above is...

- a. exposition
- b. narrative
- c. report text
- d. explanation



APPENDIX M

This text is for question 36-40

Text 7

5 The right to freedom of religion is enshrined in the UN charter and considered by many to be a basic human right. Some religions require special diet, others prayer at specific times. Why should a religious mode of dress receive as much protection as these other aspects of religious freedom?

10 Many Muslim women view the veil as a means to protect their modesty and privacy. Just as we would not force any women to be seen in public in her underwear if she did not feel **comfortable** doing so, why should a woman be forced to show her hair if she does not want to? Modesty is a personal judgment call; some are comfortable in the smallest bikini while others prefer a lot more clothing. No one but the woman herself should make that decision.

20 Muslim women are not the only ones to feel coerced over their mode of dress. Most people are affected by the societal norms surrounding them. Fashion trends could be seen in exactly the same light as religious traditions.

25 Banning head coverings is only likely to provoke a more extreme reaction among highly religious communities. Framing laws to ban only Islamic forms of dress could be considered an attack on one religion. Feeling under attack could cause the Islamic community to close off into itself. They could set up religious schools where **their** children can dress as they want them to and not mix with children from other faiths. These effects could never be good for the integration of society and would further the influence of extremists. Internationally, the perceived attack on Islamic values would inflame wider Muslim opinion, feed conspiracy theories and add to the dangerous feeling that there is a clash of civilizations.

40 Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression. In a multicultural society, students should be aware of the different religious practise and cultural traditions of their classmates, and be taught to understand and respect these. Without such respect, Muslims and other groups with distinctive dress, such as Orthodox Jews and Sikhs, will be driven out of mainstream education and forced to educate their children separately, which will really create divisions and alienation.

45 Based on the above discussion, the government should not banned Muslim's headscarf as a part of school or office uniforms.

(Source : Targeting ideas and responses: exposition, discussion by peters)

36. What is the topic of this passage?
a. Muslim religion
b. Muslim rules
c. Muslim headscarf
d. Islamic community

37. What kind of the text is?
a. explanation
b. exposition
c. report text
d. news item

38. What type of information is included in the second paragraph?
a. two theorists discuss the weaknesses of government' order
b. Contrasting views of conflict are presented
c. Examples of conflict within islamic community
d. A description of arguments

39. The pronoun " their" in line 29 fourth paragraph refers to
a. the one who wear muslim headscarf
b. the islamic community
c. parents
d. the government

40. Which of the following is not discussed in the passage as a determining factor can be occurred because banning head coverings?
a. Feeling under attack could cause the Islamic community to close off into itself
b. feed conspiracy theories and add to the dangerous feeling
c. Islamic values would inflame wider Muslim opinion
d. Muslim women are the only ones to feel coerced over their mode of dress

APPENDIX N

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/Bahan/Alat
Membaca 5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>report, narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet</i> , dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<i>banner, poster, pamphlet</i>	Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu	Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar Mengidentifikasi topik dari teks yang dibaca Mengidentifikasi informasi tertentu dari teks fungsional pendek	Performans Tertulis (PG dan Uraian)	(8 x 45)	Developing english competencies for grade XI senior high school
			Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.			1 x 45	
Menulis 6. Mengungkapkan makna dalam teks fungsional pendek dan esei sederhana berbentuk <i>report, narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya <i>banner, poster, pamphlet</i> , dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari		Berlatih menggunakan kalimat <i>simple present</i> untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita	Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat Menulis gagasan utama Mengelaborasi gagasan utama Membuat <i>draft</i> , merevisi, menyunting Menghasilkan <i>banner, poster</i> , atau <i>pamphlet</i>	Tugas portofolio	1 x 45	Foto/poster Gambar koran berbahasa Inggris majalah. English online
			Membuat <i>draft</i> teks naratif, berita atau deskripsi dengan melakukan <i>chain writing</i> .			1 x 45	
			Melakukan koreksi teman sejawat untuk			1 x 45	

APPENDIX N



APPENDIX N

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/Bahan/Alat
Membaca a 5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>report, narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk	<i>Noun phrase</i> <i>Ajective clause</i> Teks tulis berbentuk <i>narrative</i> Teks tulis berbentuk <i>report</i> Teks tulis berbentuk <i>analytical exposition</i>	Membaca nyaring bermakna teks <i>narrative/report/analytical exposition</i> secara individu Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.	Mengidentifikasi makna kata dalam teks yang dibaca. Mengidentifikasi komplikasi dalam sebuah cerita narasi Mengidentifikasi kejadian dalam teks yang dibaca Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan Mengidentifikasi kasus yang dibahas dalam teks Mengidentifikasi argument yang diberikan Mengidentifikasi langkah-langkah retorika dari teks Mengidentifikasi tujuan komunikasi teks dibaca	quiz Tes tertulis tugas	(14 x 45)	Developing english competencies for grade XI senior high school Foto/poster Gambar koran berbahasa inggris majalah. English online
						2 x 45	
Menulis 6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>report, narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	6.2 Merespon makna dalam teks fungsional resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari untuk mengakses ilmu.		Berlatih menggunakan kalimat <i>simple present</i> untuk menyatakan fakta dan kalimat kompleks yang menggunakan modal untuk menyatakan opini Membuat <i>draft</i> teks naratif,berita atau deskripsi dengan melakukan <i>chain writing</i> . Melakukan koreksi teman sejawat untuk menyempurnakan <i>draft</i>	Menggunakan kalimat <i>adjective clause</i> dalam menyampaikan sebuah berita Menggunakan kalimat <i>adjective phrase</i> dalam membuat sebuah report Menghasilkan teks berbentuk <i>report</i> Menghasilkan teks berbentuk <i>narrative</i> Menghasilkan teks berbentuk <i>analytical exposition</i>	unjuk kerja	2 x 45	
						4 x 45	
						1 x 45	
						1 x 45	

APPENDIX N



APPENDIX O

Result of Reliability Statistic

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.340
		N of Items	20 ^a
	Part 2	Value	.038
		N of Items	20 ^a
	Total N of Items		40
Correlation Between Forms			.584
Spearman-Brown Coefficient	Equal Length		.737
	Unequal Length		.737
Guttman Split-Half Coefficient			.727

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15, item16, item17, item18, item19, item20.

b. The items are: item21, item22, item23, item24, item25, item26, item27, item28, item29, item30, item31, item32, item33, item34, item35, item36, item37, item38, item39, item40.



APPENDIX P

LESSON PLAN

School	: SMA N 11 Palembang
Subject	: English
Class/Semester	: XI/I
Time Allocation	: 2 x 45 minutes
Meeting	: 1st

A. Standard Competence

Reading

5. Understanding short functional written text and simple essay in the form of report, narrative and analytical exposition texts in daily life and to access knowledge.

B. Basic Competence

5. 2 Responding the meaning and rhetorical steps of an essay using various written language accurately, fluently, and appropriately in daily contexts and to access knowledge in the form of report, narrative, and analytical.

C. Indicators

1. Identifying the main idea of each paragraph
2. Understanding the purpose of expository text in type analytical exposition text

D. The Goal of Learning

In the end of the learning process, students will be able:

1. Understand the purpose of expository text in type analytical exposition text
2. Comprehend the text
3. Identify the main idea of each paragraph

APPENDIX P

E. Material of Learning

Definition of Analytical Exposition Text

Analytical exposition is a text which persuade the readers or listeners that something is the case, give a point of view, and confirms what is claimed.

Purpose of Analytical Exposition text

Analytical exposition text is a text that proposes or suggests a certain topic which may only be pro or contra, not both

Structure of Analytical Exposition text

The generic structure of analytical exposition text are:

1. Thesis is introduces a topic, outlines main idea or point of view to be presented (thesis statement).
2. Argument means provides the evidence (arguments) to support the thesis statement, each paragraph identifies a particular point, the elaboration may be further description, analysis, justification, giving examples, comparing and contrasting, etc.
3. Reiteration is restates the position, perhaps with some emphasis.

Controlling Children Using Computer

Computer and internet are useful as well as powerful. Information about health and safe usage of computer and Internet, especially for children, should be owned by each family. Computer connected to internet is powerful way to socialize with others. It can be good but also bad effect. Recently we hear a lot of children get the advantage of social networking sites but we often see the news about the disadvantage of it for children. Healthy and safety of computer and Internet usage should continue to be campaigned.

APPENDIX P

The role of parent in assisting and directing children in using computer is very necessary. Installation of software monitor such as key logger which has function to watch and note all activities relating to keyboard usage is helpful but not enough to protect children from potential harms. Children tend to hide what they have done in front of the computer to their parent. They see that all of they have done are their privacy and no one may know.

We can not prevent children from using computer because it is multifunctional. However, many parents worry about what their kids do in front of the computer; whether they are doing homework or even just playing games. Or spending all time to surf internet which is the materials do not fit with his age. There is a tendency, especially teenagers, want to become acquainted with many strangers out side. The lack parental supervision of children's activities is likely to pose a potential danger to them. So parental monitor against the use of computers needs to be done from time to time

F.Sources of Learning: Book and the internet

Peters, R., and Williamsons, P. (2000)*Targeting Text Ideas and Issues: Discussion, Exposition and Response*. Blake Education

G.Method in Learning:

Questioning the Author Strategy

H.Media : Dictionary, Book, and The text

I.Teaching and Learning Activities:

Pre- Teaching Activities (10 minutes)

1. The teacher greets the students and checks the students' attendance list.
2. The teacher gives some questions that will relate to the expository texts and lets the students guess what will be going to learn.

Whilst-Activities (75 Minutes)

Eksplorasi:

1. The teacher tells the students the title of the topic that going to learnt.

APPENDIX P

2. The teacher explains definition of analytical exposition text and gives the example of the text.
3. The teacher also explains the purpose of analytical exposition text.

Elaboration:

4. The teacher divides the students in pairs.
5. The teacher gives the students the texts about analytical exposition texts, and asks the students to read.
6. The teacher gives some questions related to the text.
 - a. What is the author trying to tell you (students)?
 - b. Why is the author telling you (students) that?
 - c. Is it said clearly?
 - d. How might the author have written it more clearly?
 - e. What would you (students) have wanted to say instead?
7. The teacher asks the students to answer these questions in the template.
8. The teacher asks the students to present their template in front of the class to share and discuss students responses and differing conclusions among the students.
9. After finishing the discussion, the teacher gives the assignments to the students to evaluate their comprehension about the text.

Confirmation:

1. The teacher and the students discuss the correct answer.
2. The teacher gives the positive feedback to the students who have the correct answers and gives more motivation to the students who have the wrong answer.

Post-Activities (5 minutes)

1. The teacher lets the students to conclude the material.
2. The teacher closes the class.

J. Assessment

Exercises

1. What does the text discuss?
 - a. controlling children using computer

APPENDIX P

- b. the existence of computer
 - c. bad impact of computer
 - d. people who oppose improvement of technology
2. In paragraph two, people mainly talk about
- a. the evidence of argument about computer
 - b. benefit of computer
 - c. millions of people use computer
 - d. computer give positive impact to the children
3. What is the argument of people toward computer ?
- a. it can be good but also bad effect
 - b. computer give bad impact to the children
 - c. it is not important to parents to control their children
 - d. computer is good for developing children mind
4. The author's main point is that
- a. To persuade parents to control their children
 - b. Gives illustration the evidence bad effect of computer
 - c. Gives a contrastive argument to the ideas in the first paragraph
 - d. A detailed definition about computer
5. The author usually gives her/his point of view in the paragraph
- a. First paragraph
 - b. Second paragraph
 - c. Third paragraph
 - d. All paragraph

APPENDIX P

Answer Key:

1.A 2. A 3. A 4. A 5.C

Guided Assessment

The correct answer : 20 point

The wrong answer : 0 point

Total = total correct answer x 20 point

Palembang, April 2017

Teacher Of English

Researcher

Yusroh, S.Pd

Yusna Elita

NIM.11250067



APPENDIX Q

STUDENTS' ATTENDANCE LIST EXPERIMENTAL GROUP
SMA Negeri 11 PALEMBANG

No	Students' Name	Meeting											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Aldi Haryanto	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
2	Aldiona Bunga Wijaya	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
3	Almanda	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
4	Anggi Dhita Lestari	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
5	Andi M Naufal	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
6	Arya Wijaya	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
7	Diah Ayu Lestari	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
8	Eko Saputra	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
9	Eric Edwardo	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
10	Fatimah Az-zahra	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
11	Fitri Ariani	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
12	Gebi	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
13	Imam Akbar	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
14	Imbran Chomara Bakti	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
15	Isna Asaroh	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
16	M. Bagus Anugrah	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
17	M. Naufal Aditya	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
18	Maextria	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att
19	Marsiaty	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att	Att

APPENDIX Q

20	Mersi Anggita	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr
21	Mehta Monica	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat
22	M. Arya Gemilang	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat	Mat
23	Randy Daly Fanzent	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr
24	Riffany Fitri Arfaziah	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr
25	Riska Pasko	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr
26	Sarah Sabrina	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr
27	Seltian Okin Aperindena	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr
28	Uswatun Hasanah	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr
29	Vinka Rara Syah Putri	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr
30	Yesnadini febrianti	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr
31	Yogi Kariwa	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr
32	Zerta pratiwi	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr

Teacher Of English



Yunialdi, S.Pd

Palembang, April 2017
Researcher



Yusna Elita
NIM.11250067

APPENDIX

Distributions of Frequency Data of Students' Pretest and Posttest Scores in Control Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 32.5	1	3.1	3.1	3.1
35	1	3.1	3.1	6.2
40	3	9.4	9.4	15.6
47.5	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	3	9.4	9.4	40.6
52.5	1	3.1	3.1	43.7
55	4	12.5	12.5	56.2
57.5	3	9.4	9.4	65.6
60	5	15.6	15.6	81.2
62.5	1	3.1	3.1	84.4
65	1	3.1	3.1	87.5
70	1	3.1	3.1	90.6
Total	32	100.0	100.0	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	3.1	3.1	3.1
47.5	1	3.1	3.1	6.2
50	1	3.1	3.1	9.4
52.5	1	3.1	3.1	12.5
55	5	15.6	15.6	28.1
57.5	1	3.1	3.1	31.2
60	5	15.6	15.6	46.9
62.5	2	6.2	6.2	53.1
65	6	18.8	18.8	71.9
67.5	2	6.2	6.2	78.1
70	3	9.4	9.4	87.5
72.5	1	3.1	3.1	90.6
75	2	6.2	6.2	96.9
80	1	3.1	3.1	100.0
Total	32	100.0	100.0	100.0

Distributions of Frequency Data of Students' Pretest and Posttest Scores in Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 32.5	3	9.4	9.4	9.4
35	4	12.5	12.5	21.9
37.5	2	6.2	6.2	28.1
40	1	3.1	3.1	31.2
45	2	6.2	6.2	37.5
47.5	4	12.5	12.5	50.0
50	7	21.9	21.9	71.9
52.5	1	3.1	3.1	75.0
55	2	6.2	6.2	81.2
57.5	1	3.1	3.1	84.4
60	4	12.5	12.5	96.9
67.5	1	3.1	3.1	100.0
Total	32	100.0	100.0	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	3.1	3.1	3.1
52.5	1	3.1	3.1	6.2
60	4	12.5	12.5	18.8
62.5	3	9.4	9.4	28.1
65	3	9.4	9.4	37.5
67.5	1	3.1	3.1	40.6
70	4	12.5	12.5	53.1
72.5	2	6.2	6.2	59.4
75	3	9.4	9.4	68.8
77.5	1	3.1	3.1	71.9
80	3	9.4	9.4	81.3
Total	32	100.0	100.0	100.0

APPENDIX

Descriptive Statistics of Students' Pretest and Posttest Scores in Control and experimental Groups

1. Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretestcontrol	32	32.50	70.00	51.4062	9.00129
Valid N (listwise)	32				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
posttestcontrol	32	40.00	80.00	62.0312	8.60039
Valid N (listwise)	32				

2. Experimental Group



Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretestexp	32	32.50	67.50	47.1875	9.62503
Valid N (listwise)	32				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttestexp	32	50.00	80.00	68.1250	7.69897
Valid N (listwise)	32				

APPENDIX

Normality Test of Students' Pretest Scores in Control and Experimental Groups

1. Pretest Control

One-Sample Kolmogorov-Smirnov Test

		pretestcontrol
N		32
Normal Parameters ^a	Mean	51.4062
	Std. Deviation	9.00129
Most Extreme Differences	Absolute	.124
	Positive	.076
	Negative	-.124
Kolmogorov-Smirnov Z		.701
Asymp. Sig. (2-tailed)		.710

a. Test distribution is Normal



2. Pretest Experimental

One-Sample Kolmogorov-Smirnov Test

		pretestexp
N		32
Normal Parameters ^a	Mean	47.1875
	Std. Deviation	9.62503
Most Extreme Differences	Absolute	.138
	Positive	.124
	Negative	-.138
Kolmogorov-Smirnov Z		.780
Asymp. Sig. (2-tailed)		.576

a. Test distribution is Normal.

APPENDIX

1. Posttest Control

One-Sample Kolmogorov-Smirnov Test

		posttestcontro
N		32
Normal Parameters ^a	Mean	62.0312
	Std. Deviation	8.60039
Most Extreme Differences	Absolute	.104
	Positive	.084
	Negative	-.104
Kolmogorov-Smirnov Z		.587
Asymp. Sig. (2-tailed)		.881

a. Test distribution is Normal.

2. Posttest Experimental



One-Sample Kolmogorov-Smirnov Test

		posttestexp
N		32
Normal Parameters ^a	Mean	68.1250
	Std. Deviation	7.69897
Most Extreme Differences	Absolute	.127
	Positive	.126
	Negative	-.127
Kolmogorov-Smirnov Z		.716
Asymp. Sig. (2-tailed)		.685

a. Test distribution is Normal.

APPENDIX

Homogeneity Test of Students' Pretest and Posttest Scores in Control and Experimental Groups

1. Pretest Scores in Control and Experimental Groups

Test of Homogeneity of Variances

SSSCORE

Levene Statistic	df1	df2	Sig.
.033	1	62	.857

ANOVA

SSSCORE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	284.766	1	284.766	3.273	.075
Within Groups	5383.594	62	86.832		
Total	5668.359	63			

2. Posttest Scores in Control and Experimental Groups

Test of Homogeneity of Variances

SSSCORE

Levene Statistic	df1	df2	Sig.
.035	1	62	.877

ANOVA

SSSCORE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	594.141	1	594.141	8.913	.004
Within Groups	4130.469	62	66.620		
Total	4724.609	63			

APPENDIX

Hypothesis Testing of Students' Pretest and Posttest Scores in Control and Experimental Groups Measuring Means Significant difference

1. Pretest to Posttest Scores in Experimental Groups

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretestexp - posttestexp	-2.023E'	8.8E434	1.570E4	-24.1406E	-17.7343E	-1.333'	31	.100

2. Posttest Scores in Experimental and Control Groups

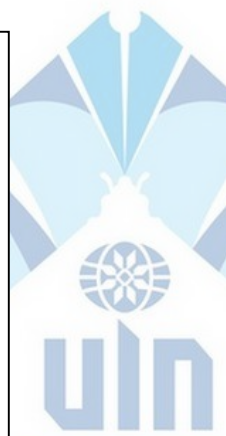
Independent Samples Test

	Levene's Test for Equality of Variances		t-Test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
eseexp	.065	.771	2.986	62	.004	6.06375	2.0405E	2.0147E	10.17272
esecon			2.986	31.255	.004	6.06375	2.0405E	2.0157E	10.1737'

APPENDIX W

RESEARCH PHOTO GALLERY

Try Out XI IPA 1 at SMA N 11 Palembang



RADEN FATAH



APPENDIX W

Pretest Control Group and Experimental group at SMA N 11 Palembang



APPENDIX W

Posttest Control Group and Experimental Group at SMA N 11 Palembang



APPENDIX W

Treatment in Experimental Group (QtA Strategy)





TELADIPERIKSA KEBENARANNYA
DAN SESUAI DENGAN ASLINYA
PALEANG. 9-5-2017
No. B-333. (10.09/4.1/PP/09/11) /2017
Kepala BAAK,
[Signature]
NIP. 19650102 198603 2 001

BANK SUMSELBABEL
S Y A R I A H
 SUMBAH BERTUAH Membangun Daerah
 309 CABANG PEMBANTU SYARIAH UIN RADEN FATMA
 10/02/17 3:34:06 752818
 01509 44SRFSAPEN

PENYAYARAN TAGIHAN SEMESTER MAHASISWA

ID Universitas : 0009 IAIN R. FATMA
 ID Mahasiswa : 11250067
 Nama Mahasiswa : YUSNA ELITA
 Keterangan Bayar : SPP
 Semester Bayar : GENAP
 Tahun Angkatan : 2016
 Nama / Fakultas : TARRIYAH DAN KEGURUAN
 Nama Jurusan : PENDIDIKAN BAHASA IN
 Nomor Induk Mhs : 11250067
 Detail Pembayaran :

001 SPP	600,000.00
reference code	
Nilai transaksi	600,000.00
Biaya bank	.00
Total Pembayaran	600,000.00

Terbilang :
 ENAM RATUS RIBU RUPIAH

= Universitas menyatakan Struk ini sebagai Tanda bukti Pembayaran yang sah ==
 ===== Bila Ada Keluhan Hub Call Center 0711-5228080 Ext. 7337 =====



KEMENTERIAN PENDIDIKAN NASIONAL
REPUBLIK INDONESIA

MENGESAHKAN

IJAZAH

Copy/Salinan Sesuai Dengan Aslinya
420 / ... / QMAN 1 Tls / 20...

SEKOLAH MENENGAH ATAS

PROGRAM : ILMU PENGETAHUAN ALAM

TAHUN PELAJARAN 2010/2011



SEKOLAH
Sugiyono, M.M.
NIP. 19661025 199703 1 002

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas Negeri 1
Tulung Selapan, Ogan Komering Ilir menerangkan bahwa:

nama : **YUSNA ELITA**
tempat dan tanggal lahir : **Lebung Itam, 03 Maret 1993**
nama orang tua : **Mulkan**
nomor induk : **02092**
nomor peserta : **3-11-11-06-021-033-8**

LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Sekolah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.



Yusna



Ogan Komering Ilir, 16 Mei 2011

Kepala Sekolah,

Sugiyono, M.M.
NIP. 19661025 199703 1 002



No. DN-11 Ma 0011877



UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
LANGUAGE CENTRE
JLN. PROF. ZAUNAL ABIDIN FIKRI KM 3.5
PALEMBANG TELP : 0711 354668 PSM 147

TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
45	50	48	143

TOEFL PREDICTION TEST

FULL NAME

YUSNA ELITA

SEX

M/F

F

DATE OF BIRTH

DD / MM / YY

03 / 03 / 1993

TEST DATE

DD / MM / YY

07 / 03 / 2017

07032017

Drs. HERIZAL, MA
TOEFL Tester

This person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
This score is valid for six months.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
(UIN) RADEN FATAH
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Prof. K. H. Zainal Abidin Fikry Kode Pos : 30126 Telp. 0711-354668, Palembang

USUL JUDUL SKRIPSI

Nama : Yusna Elita
NIM : 11250067
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi :

1. Teaching Reading Analytical Exposition text by Using Questioning the Author (QTA) Strategy to the Eleventh Grade Students of SMA N 11 Palembang
2. The Relationship between Learning Style and Listening Comprehension Achievement of Twelfth Grade Students of SMA N 11 Palembang
3. Teaching Writing by Using Capitalization, Overall appearance Punctuation, and Spelling (COPS) Strategy to the Eight Grade of SMP N 3 Palembang
4. Judul yang disetujui : Teaching Reading Analytical Exposition text by Using Questioning the Author (QTA) Strategy to the Eleventh Grade Students of SMA N 11 Palembang

Nomor Index : 1

Palembang, 4-1-2017
Pembina Skripsi

Beni Wijaya, M.Pd./

Nova Lingga Pitaloka, M.Pd.

**Judul yang disetujui dan nomor index ditulis oleh Pembina Skripsi*



KEMENTERIAN AGAMA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI (UIN)RADEN FATAH
Jl. Prof. Dr. ZainalAbidinFikryPalembang
Telp. 0711-354668

PENUNJUKAN PEMBIMBING SKRIPSI

Nama : Yusna Elita
NIM : 11250067
Judul Skripsi : Teaching Reading Analytical Exposition text by Using Questioning
the Author (QtA) Strategy to the Eleventh Grade Students of SMA N
11 Palembang.

Pembimbing I : Hj. Lenny Marzulina, M.Pd
Pembimbing II : Nova Lingga Pitalota, M.Pd

Wakil Dekan I,

Dr. Dewi Warna, M.Pd
NIP. 19740723 199903 2002

Palembang, 14 Januari 2017
Ketua Prodi Pendidikan Bahasa Inggris

Hj. Lenny Marzulina, M.Pd.
19710131 201101 2 001



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG
Nomor : B-140/Un.09/II.1/PP.009/1/2017

Tentang
PENUNJUKKAN PEMBIMBING SKRIPSI
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

- Menimbang : 1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.
2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.
- Mengingat : 1. Undang – Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
2. Undang – Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengekatan, Pemindahan dan pemberhentian Pegawai Negeri Sipil;
5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Keputusan Menteri Agama RI Nomor 53 Tahun 2015 tentang ORTAKER UIN Raden Fatah;
7. Peraturan Menteri Keuangan Nomor 53/FMK.02/2014 tentang Standar Biaya Masukan;
8. DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016;
9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 669B Tahun 2014 tentang Standar Biaya Honorarium dilingkungan Universitas Islam Negeri Raden Fatah Palembang;
10. Peraturan Presiden Nomor 129 Tahun 2014 tentang Alih Status IAIN menjadi Universitas Islam Negeri;

MEMUTUSKAN

- Menetapkan
PERTAMA : Menunjuk Saudara 1. Hj. Lenny Marzulina, M.Pd NIP. 19710131 201101 2 001
2. Nova Lingga Pitaloka, M.Pd NIK. 14020110992/BLU

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing – masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara :

Nama : Yusna Elita
NIM : 11250067
Judul Skripsi : Teaching reading analytical exposition text by using questioning the author (QTA) strategy to the eleventh grade students of SMA N II Palembang.

- KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.
- KETIGA : kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.
- KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 06 Januari 2017



Dekan,
Prof. Dr. H. Kasinyo Harto, M.Ag.
NIP. 19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip





Universitas Islam Negeri Raden Fatah Palembang

Fakultas Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347. Fax (0711) 354668. Website: <http://radenfatah.ac.id>, Email: tarbiyah@radenfatah.ac.id

THESIS CONSULATATION CARD

Name : Yusna Elita
Student Number : 11250067
Faculty : Tarbiyah
Advisor II : Hj. Lenny Marzulina, M.Pd.
Thesis title : Teaching Reading Analytical Exposition Text by using Questioning the Author (QtA) Strategy to the Eleventh Grade Students of SMA N 11 Palembang.

No.	Date	Aspect Consulted	Comment	Signature
	20/1/17	Chapter 1	Revise	
	24/1/17	Chapter 1	Acc	
	7/3/17	Chapter 2	Revise	
	10/3/17	Chapter 2	Acc	

24/3 '17	Chapter 3	Revisi	
27/3 '17	Chapter 3	Revisi	
30/3 '17	Chapter 3	AzC	
25/5 '17	Chapter 4	Revisi	
27/5 '17	Chapter 4	AzC	
5/7 '17	Chapter 5	Revisi	
6/7 '17	Chapter 5	AzC 1	
7/7 '17	All chapters	AzC.	

Palembang, 7/7 2017
 Advisor I

Hj. Lenny Marzulina, M. Pd



Universitas Islam Negeri Raden Fatah Palembang

Fakultas Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347. Fax (0711) 354668. Website: <http://radenfatah.ac.id>, Email: tarbiyah@radenfatah.ac.id

THESIS CONSULATATION CARD

Name : Yusna Elita
Student Number : 11250067
Faculty : Tarbiyah
Advisor : Nova Lingga Pitaloka, M.Pd.
Thesis title : Teaching Reading Analytical Exposition Text by using Questioning the Author (QtA) Strategy to the Eleventh Grade Students of SMA N 11 Palembang.

No.	Date	Aspect Consulted	Comment	Signature
1	9/2017 /1	Background + Problems + Significance	- Organize your ideas - Revise ungrammatical sentences - Add more theories to strengthen your arguments	dtf
2	11/-2017 /1	Background + Problems + Significance	- Revise ungrammatical sentences - Revise your significance	dtf

3.	13/1-17	Background + problem	Revise as Suggested	LNH
4.	17/1-17	Background + Problem	Acc	LNH
5.	27/1-17	Literature Review	Revise as Suggested	LNH
6.	31/2-17	Literature Review	Acc	LNH
7.	8/2-17	Research Method	Revised as Suggested	LNH
8.	15/2-17	Research Method	Revise as Suggested	LNH
9.	22/2-17	Research Method	Acc	LNH
10.	26/5-17	Ch-4	Revised as Suggested	LNH
11.	27/5-17	Ch-4	OK. proceed to ch-5	LNH
12.	10/6-17	Ch-5	Revise	LNH
13.	16/6-17	Ch-5	Acc.	LNH
14.	20/6-17	Ch-1-5	Acc	LNH

Palembang, 20/6 2017

Advisor II



Nova Lingga Pitaloka, M. Pd



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Palembang, 18 April 2017

Nomor : B.18/Un.09/II.1/PP.00.9/04/2017
Hal : Permohonan izin *Try Out*

Kepada Yth.
Kepala SMAN 11 Palembang
Di -
Tempat

Assalammu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini, Kaprodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang menyampaikan bahwa mahasiswa berikut:

Nama : Yusna Elita
NIM : 11250067
Program Studi : Pendidikan Bahasa Inggris/S1
Judul Skripsi : *Teaching Reading Analytical Exposition Text by Using Questioning the Author (QTA) Strategy to the Eleventh Grade Students' of SMAN 11 Palembang.*

Sehubungan dengan tugas akhir mahasiswa berupa penelitian akademik, maka saya mohon izin agar mahasiswa tersebut dapat mengadakan *Try Out* (uji soal) pada siswa kelas XI di sekolah yang Bapak/ Ibu pimpin.

Demikianlah surat permohonan ini saya sampaikan dan dapat digunakan sebagaimana mestinya. Atas perhatian Bapak/Ibu saya mengucapkan terima kasih.

Wassalammu'alaikum Wr. Wb.

Kaprodi Pendidikan Bahasa Inggris,

Eppy Marzulina, M.Pd.
NIP. 197101312011012001



PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN
SMA NEGERI 11 PALEMBANG

Jalan Inspektur Marzuki No. 2552 Palembang, Provinsi Sumatera Selatan Telepon : (0711) 412668
Kode Pos 30138 Email : smanbelsplg@gmail.com

SURAT KETERANGAN
Nomor : 070/232/SMA N 11/2017

Dasar : Surat UIN Raden Fatah Palembang Nomor : B-1878 Un.09/II.1/PP.00.9/04/2017
Perihal : Permohonan izin Try Out

Yang bertanda tangan tangan di bawah ini :

Nama : Drs. Joko Edi Purwanto, M.Si
NIP : 196704281994121002
Jabatan : Kepala SMA Negeri 11 Palembang

Dengan ini menerangkan bahwa :

Nama : YUSNA ELITA
NIM : 11250067
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah mengadakan Try Out di SMA Negeri 11 Palembang tanggal 22 April 2017 untuk penyusunan skripsi dengan judul "Teaching Reading Analytical Exposition Text by Using Questioning the Author (QTA) Strategy to the Eleventh Grade Students of SMAN 11 Palembang".

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.



Palembang, 29 Mei 2017
Kepala Sekolah,

Drs. Joko Edi Purwanto, M.Si
NIP 196704281994121002

Tembusan :

1. Kadin Pendidikan Propinsi Sumatera Selatan
2. Kaprodi Pendidikan Bahasa Inggris UIN Raden Fatah Palembang
3. Arsip



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Nomor : B-1862/Un.09/II.I/PP.00.9/4/2017 Palembang, 17 April 2017
Lampiran :
Perihal : Mohon Izin Penelitian Mahasiswa/i
Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah
Palembang.

Kepada Yth,
Kepala SMA N II Palembang
di

Palembang

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama : Yusna Elita
NIM : 11250067
Prodi : Pendidikan Bahasa Inggris
Alamat : Dusun I Lebung Itam RT/RW : 004/002, Desa Lebung Itam, Kec. Tulung Selapan.
Judul Skripsi : Teaching reading analytical exposition text by using questioning the author (QTA) strategy to the eleventh grade students of SMA N II Palembang.

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

Wassalamu'alaikum. W. Wb



Prof. Dr. H. Kasinyo Harto, M. Ag.
NIP. 19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip





PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN
SMA NEGERI 11 PALEMBANG

Jalan Inspektur Marzuki No. 2552 Palembang, Provinsi Sumatera Selatan Telepon : (0711) 412668
Kode Pos 30138 Email : smanbelsplg@gmail.com

SURAT KETERANGAN
Nomor : 070/233/SMA N 11/2017

Dasar : Surat UIN Raden Fatah Palembang Nomor : B-1862/Un.09/II.1/PP.00.9/4/2017
Perihal : Permohonan izin Penelitian Mahasiswa/i

Yang bertanda tangan tangan di bawah ini :

Nama : Drs. Joko Edi Purwanto, M.Si
NIP : 196704281994121002
Jabatan : Kepala SMA Negeri 11 Palembang

Dengan ini menerangkan bahwa :

Nama : YUSNA ELITA
NIM : 11250067
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah mengadakan Penelitian di SMA Negeri 11 Palembang tanggal 25 April s.d. 23 Mei 2017 untuk penyusunan skripsi dengan judul "Teaching Reading Analytical Exposition Text by Using Questioning the Author (QTA) Strategy to the Eleventh Grade Students of SMAN 11 Palembang".

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.



Palembang, 29 Mei 2017
Kepala Sekolah,

Drs. Joko Edi Purwanto, M.Si
NIP 196704281994121002

Tembusan :

1. Kadin Pendidikan Propinsi Sumatera Selatan
2. Kaprodi Pendidikan Bahasa Inggris UIN Raden Fatah Palembang
3. Arsip



PUSAT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH
JL. PROF. K. H. ZAINAL ABIDIN FIKRY KM. 3,5 PALEMBANG 30126. ☎ 0711 - 354668 FAX. 0711 - 356209

SERTIFIKAT

Nomor : In.03 / 10.1 / Kp. 01 / 005 / 2013

Diberikan kepada :

NAMA : YUSNA ELITA
NIM : 11250067
FAKULTAS : TARBIYAH
JURUSAN : PENDIDIKAN BAHASA INGGRIS

Atas partisipasinya dalam mengikuti **PENDIDIKAN PROGRAM APLIKASI DAN KEAHLIAN KOMPUTER** yang diselenggarakan pada semester I dan II Tahun Ajaran 2011 - 2012 dengan nilai sebagai berikut :

Program Aplikasi	Nilai	Akumulasi Nilai
Microsoft Office Word 2003	B	B
Microsoft Office Excel 2003	A	

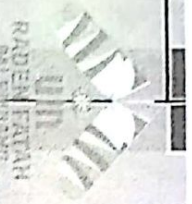


Palembang, 06 Nopember 2013

Kepala PUSTIPD,

Sholeh Khudin, S.Ag

NIP. 197410252003121003



LP2M LEMBAGA PENELITIAN DAN
 PENGABDIAN KEPADA MASYARAKAT
 UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

Sertifikasi

Nomor : In. 03/8.0/PP.00/400/2015

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M) UIN RADEN FATAH MENERANGKAN

Nama : Yusna Elka
 Tempat/Tgl.Lahir : Lebung Itam, 03 Maret 1993
 Pak/Jur/MIM : Tarbiyah/FBI/11250067

TELAH MELAKSANAKAN PROGRAM KULIAH KERJA NYATA ANGKATAN 65 TEMATIK POSDAYA
 DARI TANGGAL 10 FEBRUARI S/D 26 MARET 2015 DI :

Desa : Aromantai
 Kecamatan : Jarai
 Kabupaten : Lahat
 Lulus dengan nilai : A (Amat Baik)

KEPADANYA DIBERIKAN HAK SESUAI DENGAN PERATURAN YANG BERLAKU

Palembang, 01 Juni 2015
 Ketua,



Prof. Dr. Ri's'an Rusli, MA
 NIP. 19650519 199203 1 003



catrading : 9-5-17
 Nomor : 20/2017





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG
LEMBAGA PENGABDIAN MASYARAKAT (LPM)

Jl. Prof. KH. Zainal Abidin Fikri Telp. (0711) 354668 Kode Pos : 30126 Palembang

SERTIFIKAT

Nomor : In.03/8.0/PP.00/ 3634 /2012

Diberikan kepada

Nama : Yusna Elita

NIM : 11250067

Fak/Prodi : Tarbiyah/Pendidikan Bahasa Inggris

Yang telah Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA)

yang diselenggarakan oleh Lembaga Pengabdian Masyarakat (LPM)

Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqasyah berdasarkan SK Rektor No. : In.03/1.1/Kp.07.6/266/2012

Mengetahui,

Rektor IAIN Raden Fatah Palembang,

Prof. Dr. H. Afiatun Muchtar, MA
NIP. 19520601 198503 1 002



Palembang :

Nomor : In. 03 / 8.00 / PP. 00 / 2012

MEMPERAHUI

copy / scan / atau diarsipkan aslinya

diarsipkan di bagian

Palembang, 07 Februari 2014

Ketua LPM,

Dr. Muhajirin, MA
NIP. 19730125 199903 1 002



Sertifikat

No. 03/PH/PAHLAWAN/PANPEL/VIII/2011



Diberikan Kepada:

YUSNA. ELITA

ATAS PARTISIPASINYA SEBAGAI PESERTA DALAM KEGIATAN
PERKENALAN MAHASISWA BARU DI BULAN RAMADHAN [PAHLAWAN 2011]
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG

*"Dengan semangat pahlawan 2011 kita bentuk jiwa pahlawan dan kepemimpinan mahasiswa
baru yang berkarakter muslim revolusioner"*

15 - 20 Agustus 2011
Mengetahui,

Ketua Pelaksana

Eka Nofriansyah

NIM: 0729006

Sekretaris Pelaksana

Khalida

NIM: 09210079

Rektor

Prof. Dr. H. Agus Mochtar, MA

NIP: 195206011985031002

Presiden Mahasiswa

Amir Arifin

NIM: 0721014



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry, No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KETERANGAN BEBAS TEORI

Nomor: E-3585/UIn.09/II 1/PP.00.9/√ /2017

Berdasarkan Penelitian yang Kami lakukan terhadap Mahasiswa/i :

Nama : Yusna Elita
NIM : 11250067
Semester/Jurusan : XII / PBI
Program : SI

Kami Berpendapat bahwa Mahasiswa/i yang tersebut di atas (sudah / belum) Bebas Mata kuliah (Teori, Praktek dan Muta Kullah Non Kredit) dengan IPK 3.11
(.....)

Demikianlah syarat ini dibuat dengan sesungguhnya untuk digunakan seperlunya

Palembang 18 - mei - 2017

Kasub-Akademik
Kemahasiswaan dan alumni



UNI MELATI, M.Pd
NIP: 19690607 200312 2 0016



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website; www.radenfatah.ac.id

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

HARI / TANGGAL UJIAN : Selasa/ 13 Juni 2017
PUKUL : 08.00 - selesai
PROGRAM STUDI : Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					Huruf
			I	II	III	IV	Angka	
1	11250067	Yusna Elita	80	60	70	73	70,75	B
2	13250018	Dian Fitriani	80	57	80	80	76,75	B
3	12250090	Murdliyana	80	70	75	70	73,75	B
4	13250021	Dwi Sri Susanti	83	70	80	70	75,75	B
5	13250080	Rumainah	82	85	78	80	81,25	A
6	12250081	Mrsyitoh	80	68	75	68	72,75	B
7	11250010	Desi Tilda Sari	80	67	70	65	70,5	B
8	12250035	Eka Dwi Putri	80	67	70	68	71,25	B
9	11250047	Rani Haryanti	83	60	70	64	69,25	B

Mata Uji

- I : Language Evaluation
- II : TEFL Methodology
- III : Curriculum Development
- IV : Material Development

Dosen Penguji

- Nova Lingga Pitaloka, M.Pd.
- M. Holandiyah, M.Pd
- Dr. Dian Erlina, S.Pd., M.Hum.
- Hj. Lenny Marzulina, M.Fd

Interval Nilai

- 80 - 100 = A
- 70 - 79 = B
- 60 - 69 = C
- 56 - 59 = D
- ≤ 55 = E

Ketua,

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

Palembang, 20 Juni 2017
Panitia Ujian Komprehensif
Fakultas Ilmu Tarbiyah dan Keguruan
Sekretaris

M. Holandiyah, M.Pd
NIP. 197405072011011001

[Handwritten signature]

TANDA TERIMA

Yusna Elita
: 11250062
: P.B.I.

nama tersebut di atas telah selesai menyerahkan biaya administrasi ujian komprehensif, memaafkan penyelesaian ijazah (Sesuai dengan tarif layanan BLU UIN Raden Fatah Palembang).

Palembang, ... 19 ... Mei ... 2017



Yang menerima
Kasubid Akademik, Kemahasiswaan, dan Alumni

Yuni Melati, M.H.
NIP. 19690607 200312 2001

0.000.00
ang: tiga ratus ribu rupiah