

**USING PREPARE, STRUCTURE, READ AND THINK (PSRT) STRATEGY  
IN TEACHING EXPOSITORY READING TO THE ELEVENTH GRADE  
STUDENTS OF SMA AISYIYAH 1  
PALEMBANG**



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

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## **SURAT PERNYATAAN**

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **“USING PREPARE, STRUCTURE, READ AND THINK (PSRT) STRATEGY IN TEACHING EXPOSITORY READING TO THE ELEVENTH GRADE STUDENTS OF SMA AISYIYAH 1 PALEMBANG”** adalah hasil saya sendiri. Apabila ternyata bukan hasil sendiri, saya bersedia dengan pasal 70 Undang-undang No. 20 Tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “ Lulusan yang karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi atau advokasi sebagaimana dimaksud pada pasal 25 ayat (2) terbukti merupakan jiplakan, maka akan di pidana dengan penjara paling lama dua tahun penjara atau denda paling banyak Rp. 200.000.000 (Dua Ratus Juta Rupiah)”.

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Menyatakan

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## ABSTRACT

The objectives of this study are to find out whether or not there is a significant improvement on the eleventh grade students' expository reading achievement who are taught by using PSRT strategy at SMA Aisyiyah 1 Palembang before and after the treatment and to find out whether or not there is a significant difference on the eleventh grade students' expository reading achievement between those who are taught by using PSRT strategy and those who are not at SMA Aisyiyah 1 Palembang. This study used quasi-experimental design using non equivalent pretest-posttest design. The population of this study was all the eleventh grade students of SMA Aisyiyah 1 Palembang which consisted of 97 students. The sample of this study was taken by using purposive sampling technique. The total number of the sample was 64 students. The sample of this study was of the XI.B (control group) which consisted of 32 students and XI.A (experimental group) which consisted of 32 students. In collecting the data, the writer used test. The test was multiple choice test. The test was given twice to experimental and control groups, as a pretest and posttest. To verify the hypotheses, the data pretest and posttest of the experimental and control groups were analyzed by using paired sample t-test and independent sample t-test in SPSS. The findings showed that Firstly, there was significant improvement on the eleventh grade students' expository reading achievement who were taught by using PSRT strategy. It can be seen from the students' pretest to posttest scores that p-output (0.000) was lower than 0.05 level and t-value 12.430 was higher than  $df=32$  (2.037). It could be concluded that the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. Secondly, there was significant difference on the eleventh grade students' expository reading achievement between the students those who were taught by using PSRT strategy and those who were not at SMA Aisyiyah 1 Palembang. It can be seen the students' pretest to posttest scores that p-output (0.002) was lower than 0.05 level and t-value 3.042 was higher than  $df=62$  (1.999). It could be stated that the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. Therefore, the result of this study is expected to contribute something for the development of the process of English teaching and learning especially for the teaching of expository reading text.

**Keywords:** *Reading, expository text, prepare, structure, read and think (PSRT) strategy.*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents (1) background (2) problems of the study (3) objectives of the study and (4) significance of the study.

#### **1.1. Background**

Language is used for communication. Suri (2015, p. 181) defines that language is the most important tool and a basic for human in communication. It means that language can help human to have better social interaction between one and another. Meanwhile, Choudhury (2014, p.1) also said that through language, we can express our feelings, emotions, thoughts, needs, desires, etc. Therefore, without language people cannot live and communicate each other without language.

One of the languages that people use in communication is English. It is because English is considered as one of the international languages in the world. Harmer (2001, p. 1) argues that English is one of the main languages of international communication. In addition, Sothan (2015, p. 88) said that English is needed in this era of globalization for information sharing, business communications, trade, international relations, and also travelling in the world for different purposes. Therefore, the number of English language learners increases globally.

According to Javed (2013, p. 130), English has four main skills; reading, listening, speaking and writing. All of skills are related to each other. It means

that the students should master all of four skills to make them easily practice and use english to communicate.

Reading is one of four skills that has an important role for the students. Saeedi, Khanmohamadi and Mahmodi (2016, p. 61) state that reading is the most important skill for foreign language students in the academic contexts. It means that students need to be active reader for acquiring new knowledge and gaining new access to alternative explanations and interpretations. According to Misa (2014, p. 304), reading is an activity to get information from the text. It means that reader must understand the implicit and explicit meaning from the text. Moreover, Petel and Jain (2008, p. 113) state that reading is an important activity in any class. In other words, reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending.

For many students, reading is a difficult skill to improve because in reading, students have to concentrate but sometimes they feel lazy to read. It also needs a big motivation to improve reading skill. Some facts reveal that reading ability of Indonesian students is very low. It indicates that Indonesian students have problems in reading. The data taken from the OECD Pisa (2012) shows that Indonesia was in the 64<sup>th</sup> position from 65 countries included on the survey reading. Based on the Progress in International Reading Literacy Study (PIRLS) conducted in 2011, it was revealed that out of a total of 45 countries surveyed, Indonesia ranked 42<sup>nd</sup> in students' literacy rate. According to the PIRLS, Indonesian students scored an average of 405 in reading literacy, far below the mean international score of 500.

Based on the curriculum of Senior High School (SMA/MA), reading is one of the skills that must be taught for the students. Reading is crucial to be learnt by Senior High School students in learning English in order that they can get the information from the text. In reading activity, reading is possibly the most difficult language skill to teach, for each involves so many different elements such as mechanical eye movement, grammar, vocabulary, and intellectual comprehension. According to Cornoldi and Oakhill (1996, p. xi), 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.

Meanwhile, there are several types of reading texts that should be learnt by the students, especially in the eleventh grade. They are report, spoof, narrative, and expository texts (Soehendro, 2006, p. 126) and in this research, the writer will focus on the expository. Expository text is written to inform the readers about specific subject, there are some arguments that the author elaborated in the content of expository text in order to make the readers know the value or potential enjoyment for information in reading expository text. According to Hall, Sabey and McHellan (2015, p. 212), expository or informational texts convey and communicate factual information. Meanwhile, Bajwa (2014, p.212) also said that expository or informational texts provide facts and information about the topics. . In other words, the function of expository texts is to explain, describe or inform.

According to Mirshahvalad, Azizmalayeri and Akhondi (2015, p. 49) said that expository text is an important component in classroom and a constant companion in daily life. However, many students do not enjoy in learning expository text because of some factors. According McCormick (as cited in Beyer, 2007, p. 4) there are six factors that make expository texts difficult to read, such as; text structure, new information, specialized vocabulary, readability level of the text, abstract concepts, and the expectation that information should be retained by the reader. Hall (as cited in Beyer, 2007, p. 4) said that expository texts tend to be problematic because they contain content-specific vocabulary that may be unknown to the reader and there is often insufficient background information to make sense of new information. It means that expository text is needed to be learnt by the students to improve students' reading ability, especially in Senior High School.

Expository text exists on School-Based Curriculum (KTSP 2006) of SMA Aisyiyah 1 Palembang. Based on the curriculum, the standard of competence (SK) of reading is analyzing social functions, text structures and language elements in the form of a simple expository text, appropriate with uses of the context. Expository text is one of the reading texts that should be learnt by the students in the eleventh grade. It is written to inform the readers about specific subject; there are some arguments that the author elaborates in the content of expository text in order to make the readers know the value or potential enjoyment for information in reading expository text.

Based on the preliminary study, when the writer had teaching practice in SMA Aisyiyah Palembang, the eleventh grade students still had difficulties in comprehending reading expository text and it was convinced by their daily score in learning expository text in the first semester that was still under the standard of curriculum score 75. It was proven by the data taken from the teacher that showed the average score of reading competency achievement of 64 students of eleventh grade are 72,5 from social 1 and 62 from social 2 in learning expository text in the first semester. It means that the students achievement needs to be improve. Moreover, the writer also observed the eleventh grade students when the English teacher taught the students. This observation was conducted to know the English teacher taught the students and see how the students react in the middle of the process of teaching learning for reading expository text.

Futhermore, the writer also had an informal interview with the English teacher and asked the students' difficulties in comprehending expository reading text. The students had some difficulties in identifying and analytical the part, analyzing the language feature of expository text such as: the form of tenses (because the texts are usually written in the present but may also use both past and future tenses when referring to historical evidence), the use of imperative, passive voice and conjunction, in consequence they felt difficult to comprehended the text.

Considering the difficulties that described above, an English teacher needs to think of some ways to improve the students' reading skill. There are some strategies that can be applied by the English teacher in teaching reading. It is

necessary to improve the quality of teaching and learning reading comprehension by trying an appropriate strategy of teaching and learning process. Kirtnes, Raroczy, Otto, Kliene, Buttner and Gerhard (2015, p. 176) said that learning strategies is one important aspect of self-regulated learning in classrooms. It means that strategy can help the students in learning process.

One strategy that can be used by teacher in teaching reading expository text is Prepare, Read, Structure and Think (PSRT) Strategy. PSRT strategy is a strategy of reading comprehension to help students identify and remember the important ideas in the text. According to Simons, (1989, pp. 419) PSRT is the abbreviation of Prepare, Structure, Read and Think and concerns on teaching and learning expository text on junior and senior high school level. PSRT invites students to share their background knowledge about the text, then link it to a graphic overview and this strategy is designed to be used before and after reading (Simons, 1989, p. 420). It means that PSRT strategy is appropriate for teaching expository reading text. Where this strategy instructs the students to follow each step in reading in order the result of reading has good quality.

This strategy can help the students in reading. It is proven by Khusnita (2014) who found that the use of Prepare, Structure, Read and Think strategy is effective in teaching reading expository text at the eleventh grade students of Islamic Senior High School Al Huda Ilahiyah Indragiri Hilir Regency. Utami (2016) showed that PSRT (Prepare-Structure-Read-Think) strategy significantly effective the student's in reading explanation text at the seventh grade students of SMP Negeri 12 Magelang. In conclusion, PSRT strategy can be applied in



teaching expository text to improve students' reading ability. In accordance with the descriptions above, the writer is interested in implementing Prepare, Structure, Read and Think (PSRT) in teaching expository reading to the eleventh grade students of SMA Aisyiyah Palembang.

### **1.2. Problems of the Study**

Based on the background above, the writer formulates the problems of the study into the following questions:

1. Is there any significant improvement on the eleventh grade students' expository reading achievement who are taught by using PSRT Strategy at SMA Aisyiyah 1 Palembang before and after the treatment?
2. Is there any significant difference on the eleventh grade students' expository reading achievement between those who are taught by using PSRT Strategy and those who are not at SMA Aisyiyah 1 Palembang?

### **1.3 Objectives of the Study**

The objectives of this study are to find out:

1. Whether or not there is a significant improvement on the eleventh grade students' expository reading achievement who are taught by using PSRT Strategy at SMA Aisyiyah 1 Palembang before and after the treatment.
2. Whether or not there is a significant difference on the eleventh grade students' expository reading achievement between those who are taught using PSRT Strategy and those who are not at SMA Aisyiyah 1 Palembang.

#### **1.4 Significance of the Study**

The results of this study are expected to give beneficial contributions for some sides. Firstly, the students will be easy to read and comprehend the information on the expository text by using PSRT strategy using graphic over view. Secondly, for the teacher of english it is expected that PSRT strategy will be applied as one of the alternative strategies to improve the activity of teaching reading and learning English, especially in improving the students' achievement in reading. Thirdly, for the writer this study is expected to be used a meaningful experience, to enrich the writer's knowledge about an appropriate strategy in teaching and learning process in the future time and conducting education research. Lastly, actually it is expected to be able to give other reseachers references of the strategy that can be used for improving and developing students' comprehension about the crucial issues and also expanding the general knowledge, helping them as the quidance in developing their research in the same field.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents (1) the concept of teaching (2) the concept of reading (3) The Concept of Reading Comprehension (4) the concept of teaching reading (5) The Concept of Reading Process (6) The Concept of Principles in Teaching Reading (7) the concept of expository reading (8) the concept of Prepare, Structure, Read and Think (PSRT) strategy (9) teaching procedures by using Prepare, Structure, Read and Think (PSRT) strategy (10) previous related studies (11) hypotheses of the study (12) criteria for testing hypotheses and (13) research setting.

#### **2.1. The Concept of Teaching**

Teaching is considered as the process of explaining and transforming knowledge or material that is related to the topic while the process of teaching and learning takes place. Teaching is considered as the process of explaining and transforming knowledge or material that is related to the topic while the process of teaching and learning takes place. Brown (2000, p. 7) defines that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It means that teaching is an interaction between teacher and learner. Meanwhile, Greer (2002, p. 5) also said that teaching is a dynamic interaction among four components such as the students, the teacher, the curriculum (or what is being thought) and the learning repertoire (how to use it and when to use it). In addition, Richards and Renandya (2002, p. 6) said that

teaching is viewed as driven by teachers' attempts to integrate theory and practice. It means that teaching is the profession of someone who has creative provision as a teacher to give lesson to the students so that they are able to get the material which has been given.

From the explanations above, it can be assumed that teaching is the process of transferring the knowledge, sharing the information, and guiding the learner to do something involving classroom talk which takes place between teacher and students. Then, teacher has the important role in teaching process to improve students' ability.

A teaching is great based on a teacher. Coe, Aloisi, Higgins, and Major (2014, p. 2) argue that great teaching is defined as that which leads to improve students' progress. It means that a great teaching as that which leads to improve students' achievement using outcomes that matter to their future success. Moreover, great teacher will have some strategies to facilitate students a deeper understanding of the information; it is called teaching strategies. Franzoni and Assar (2009, p. 19) also said that teaching strategies are the elements given to the students by the teachers to facilitate a deeper understanding of the information. It means that teaching strategies must be designed in a way that students are encouraged to observe, analyze, express an opinion, create a hypothesis, look for a solution and discover knowledge by themselves.

## **2.2. The Concept of Reading**

Reading is one of the four language skills. Reading is very important for human being to get knowledge from the books, articles and etc. According to Zare

and Othman (2013, p. 188), reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. Hermida (2009, p. 23) states that reading is an academic text does not simply involve finding information from the text. Meanwhile, Nunan (2003, p. 68) also said that reading is a process combining information from a text and their background knowledge to get the meaning by the readers. Similarly, Alderson (2000, p. 13) states that reading involves perceiving the written form of language. According to Pang, Muaka, Bernhardt and Kamil (2003, p. 6):

Reading is about understanding written texts and it is a complex activity that involves both perception and thought. Reading consists of two related processes; word recognition and comprehension. word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

In addition, Ikaningrum (2013, p. 70) states that reading is an active process, so it is closely related to other activities such as thinking, interacting, making perception, making generalization and of course comprehension the context. Because readers bring different experiences and knowledge to a reading experience, each reader will construct a different interpretation of a text. An article from Al-Qur'an that explains about reading is:

لَمْ يَعْلَمْ.

Meaning: *“Read the name of God that creating. Creating humans are from clod-blood. Read, God is honor that had preached us. God preached human to read some lesson that they don't know yet”*. (Al-alaaq, verse 1-5).

It means that in those verses, the words “read” are repeated in the imperative forms to emphasize that as people want to explore any knowledge they need to read, because reading is an essential tool for life-long learning for all learners. Moreover, reading has the enormous benefits for people because it contains a lot of good reading for them. Even reading a single word can give kindness. A lot of words are better, such as a paragraph. It makes readers become good readers and reading gives a lot of information for them.

Based on the previous explanation, the writer assumes that reading is very important to be learnt by the students because through reading, the readers can get knowledge from the text both information and message. By having a lot of reading, people also can add their vocabularies. Besides, to understand the texts, the reader needs to find out the meaning or the correlation between the sentences that establishes in the whole text. They can interpret the information that they have read depending on their knowledge, culture and background.

The important functions of reading are reading for communicative purposes and reading for educational purposes (Nunan, 2015, p. 64). Reading for communication refers to the ‘real-world’ purposes for reading and reading educational purposes is to increase knowledge, for example either because students are interested in the topic, or because we are studying it formally at school or university.

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

According to Ghelani, sidhu, Jain, and Tannock (2004, p. 365), reading comprehension is multifaceted and requires the synchrony of a number of reading

related processes in order to derive meaning from the text. Wooley (2011, p. 15) defines that reading comprehension is the process of making meaning from the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain the meaning from isolated words or sentences. Meanwhile, Hibbard and Wagner (2013, p. 6) state that there are four levels of reading comprehension; first is *initial understanding*, in this part, the students are asked to retell the factual information from the fiction or non-fiction text. Second is *developing an interpretation*, the student is asked to process the information from one story or apart of a non-fiction text using a higher-order level of thinking, the student is focusing on two or more information sources. Third is *making connections*, the student is asked to process the information from the text and connect that information to his own experience (text-to-self), the everyday world (text-to-world) and/or the information from other texts (text-to-text) using a higher order level of thinking. Fourth is *critical stance*, for fiction, the student is asked to criticize the work of the author or illustrator regarding how well they did their job to create an effective story. For example, the student might be asked to evaluate how well the author used descriptive language to tell the story and to support his opinion with examples from the text. For non-fiction, the student is asked to judge the quality of an information source. Here the student might be asked to determine if the information in the book is on the desired topic, is accurate, is written by a qualified author, and is unbiased. These four levels of reading comprehension is expected to be able to help the teachers how to organize teaching strategies for students reading comprehension.

In addition, Snow and Chair (2002, p. 11) also state that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They also adds the use the of words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Snow and Chair (2002, p. 11) also show that comprehension entails three elements: 1) the reader who is doing the comprehending; 2) the text that is to be comprehended; 3) the activity in which comprehension is a part. Moreover, Richards (2002, p.277) also said that reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. It means that comprehension is needed to espouse the implementation of the important function of reading.

#### **2.4. The Concept of Teaching Reading**

Teaching is a process transferring and guiding knowledge. According to Harmer (2007, p. 107), teaching as “transmissions” of knowledge from teacher to students. Meanwhile, Maharaj (2008, p. 7) said that teacher must provide, plan, and teach the effective reading program for students. It means that teaching is about sharing information for the students with good preparation. The importance of teaching reading has been emphasized in the holy-Qur'an. It has been carried out since the holy-Qur'an was revealed from God to Muhammad saw as follows:



هُوَ الَّذِي بَعَثَ فِي الْأُمِّيِّينَ رَسُولًا مِّنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَإِنْ كَانُوا مِن قَبْلُ لَفِي ضَلَالٍ مُّبِينٍ ( )

Meaning: *“It is He who sent among the unlettered a messenger from Themselves reciting to them his verses and purifying them and teaching them the book and wisdom-although they were before in clear error”* (Q.S. Al-Jumu’ah 62:2).

From the verses above, it means that teaching reading is very important in education. The people demanded to enrich knowledge through reading in order to get much information. Maharaj (2008, p. 11) assumes that there are five components of teaching reading such as; phonemic awareness, word recognition, comprehension, vocabulary and fluency. Firstly, according to Maharaj (2008, p. 11), phonemic awareness is the ability to notice, think about, and work with individual sounds in spoken words. Secondly, word recognition refers to the skills that reader needs in order to read unknown words. According to Alyousef (2005 p.151), word recognition is an essential component in the mastery of reading. Thirdly, comprehension means understanding and interpreting what reader read. Fourthly, vocabulary is wide range of words from the context of the text understand and the lastly is fluency in reading that is the ability to read the text smoothly, accurately and with understanding, fluency is the key indicator of comprehension (Maharaj, 2008, p. 17).

## **2.5. The Concept of Reading Process**

According to Harmer (2001, p. 201), there are two methods for understanding the content of reading in English, both methods of reading are

*bottom-up* and *top-down*. *Bottom-up* method is a way of reading that is done by first recognizing the various signs of linguistics such as letter, morphemes, syllable, word, phrase, discourse markers, and the use of the process mechanism of linguistic data that will be used as cues. *Top-down* method is a process of reading, which focuses on an overview and understanding the text content in general or as a whole. Moreover, Alyousef (2005, p. 144) states that linguistic or systemic knowledge (through bottom-up processing) should be in line with schematic knowledge (through top-down processing), it means that they need to be able to master fundamental bottom-up strategies for organizing separate letters, words and phrases as good as top-down strategies that focus on comprehension.

## **2.6. The Concept of Principles in Teaching Reading**

There are some principles in teaching reading to achieve the purpose of teaching in learning process. Harmer (2003, p. 70) argues that teaching reading consists of three principles. Firstly, reading is not a passive skill. Secondly, students need to be engaged with what they are reading. Lastly, students should be encouraged to respond to the content of a reading text, not just to the language. It means that the teacher and students have strong relationship in teaching reading process.

In addition, Brown (2000, p. 306) said that there are some principles of strategies for reading comprehension:

1. Identify your purpose in reading text
2. Use graphemes rules and pattern to aid in bottom up decoding
3. Use efficient silent reading technique for relatively rapid comprehension

4. Skim the text for main idea
5. Scan the text for specific information (names, dates, keywords)
6. Use semantic mapping or clustering
7. Guess when you are not certain
8. Analyze vocabulary; recognize the word to analyze the term
9. Distinguish literal and implied meaning
10. Capitalized on discourse markers to process relationship

Based on the explanation above, it can be concluded that in teaching reading, appropriate and possible principle strategies should be applied based on the purpose of reading in order to get the comprehension.

## **2.7. The Concept of Expository Reading**

### **2.7.1. The Definition of Expository Text**

According to Hall, Sabey and McHellan (2015, p. 212), expository or informational texts convey and communicate factual information. Those texts contain more unfamiliar vocabulary and concepts, fewer ideas related to the here-and-now and less information directly related to personal experience. Meanwhile, Bajwa (2014, p.212) also said that expository or informational texts provide facts and information about the topics. In other words, the function of expository texts is to explain, describe or inform. Those texts utilize definition, sequence, categorization, comparison-contrast, enumeration, process, problem-solution, description, or cause and effect for performing their function (e.g. explaining concepts). Humphries (2005, p. 21) argues that an expository text is a non-fiction passage that describes and explains a subject; the author supports their ideas with

research, observation, and experience. 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. In addition, Dymock and Nicholson (2010, p. 166) said that expository texts have their own unique structures that are different from those of narrative texts, and most students, regardless of their reading ability, struggle at times with expository text. Expository text contains vocabulary that is both challenging and new words are often outside students' everyday knowledge (e.g. condensation, velocity), topics are ones that students have never experienced personally (e.g. volcanoes, outer space, Amazon rainforest) and unlike narrative text that has one structure, expository has many structures (e.g. cause–effect, compare–contrast).

According to Kinberg (2007, p. 76), the purpose of expository text is to relay information, unlike most narrative texts, expository text can have a variety of structures. For instance, such a text can have a question/answer structure, a cause/effect structure, a problem/solution structure, or a chronological structure. Meanwhile, according to Guzzetti (2002, p. 385) also said that the main purpose of expository text is to inform, explain and persuade. It can be assumed that the expository text is really challenging text, unique, has many structures, and might be difficult, but those difficulties can not be considered as the only reason to let the condition.

An exposition/expository text has two kinds of the text that are analytical exposition text and hortatory exposition text. Priyana, Riandi, and Mumpuni

(2008, p. 58) argues that analytical exposition text is a text that proposes or suggests a certain topic which may only be pro or contra, not both. Then, Priyana, et. al. (2008, p. 132) also state that the hortatory exposition text 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 the argumentation. So, it can be concluded that both of kinds of expository texts are the same in a purpose but different in the end of the argumentation.

Peter and Williamson (2000, p. 42) said that types of exposition text such as advertising, investigative journalism, newspaper reports, letters to the editors, editorials, regular columns, political speeches, public debates, promotional materials, argumentative, discussion, legal defences and sermons.

### **2.7.2. Language Features of Expository Text**

Peters and Williamson (2000, pp. 42-43) said that there are some language features of expository/exposition texts such as:

1. The texts can be written in either first or third person, depending upon desired effect.
2. The texts use formal and sometimes technical or special language helps to establish credibility on the part of the writer.
3. The texts are most effective when using the imperative and words showing a degree of obligation (e.g. stop polluting our waterways).
4. The texts may use the passive voice to emphasize their arguments (e.g. scientists are experimenting with new pollution reducing technologies have been undertaken).

5. The texts are usually written in the present tense but may also use both past and future tenses when referring to historical evidence or predicting consequences.
6. The text using synonyms to present ideas in an interesting and non-repetitive way.
7. The text use another technique common to exposition is nominalisation of verbs (e.g. pollute become pollution).
8. The texts use word families of noun and verbs may be used.
9. The text use conjunction and other connectives to link ideas and make the text coherent.
10. The texts often use the quotes and statistic from relevant sources (e.g. expert in the field and surveys).
11. Students must be taught to use effective evaluative and analytical language (e.g. successful, skilful etc.).
12. Learning to identify the tone of a piece of expository text. tone to shows the relationship between the audience and the writer.

### **2.7.3. Structure of Expository Text**

Then, according to Peters and Williamson (2000, p. 43), there are some structures in exposition/expository text, which are:

#### **1. Statement of position**

This statement must be assertive in nature and may also include some background information about the topic. The student should consider:

- 1) the form of the exposition
- 2) the intended audiences

3) the most appropriate language suited for the purpose

## 2. The argument

Each argument must be presented separately. An argument can be begun with a clear topic sentence and be followed by some elaborations. This can be description of evidence or example, including statistics or quotes from acknowledged sources.

## 3. The final statement

This is one of the most important parts of any exposition. Most of us remember most clearly what we have heard and read last, and so leaving a strong final impression is crucial to the success of an argument.

In the final statement, the writer may summarize the whole argument, reiterating the strength of their position according to the evidence that has been presented. They may also provoke the audience to consider their own opinion by challenging them to action or by posing a specific (if rhetorical) questions.

### Example of Expository Text

#### Structural features

#### The Environment

#### Language features

Statement of position

Every person in this country must take responsibility for the care of the environment. In the past greed and ignorance contributed to its degeneration. However in current times no one can claim that they are unaware of the consequences of poor management and carelessness in relation to issues such as waste management.

Third person

Impersonal voice

Emotive language

Noun families

Background information

Our country is one of the world's highest procedures of waste per person. The

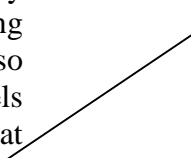
		<p>average household fills the equal of a language room full of waste per year according to the <b><u>Environment Protection Authority</u></b>. <b><u>While it is easy</u></b> to suggest that 'they' do something about the problem, it is very individual who should look at his or her own habits.</p>	<p>Reference to 'expert' knowledge/statistic</p>
Argument point elaboration	1	<p><b><u>The easiest way</u></b> to solve the problem of excess waste is to avoid making so much in the first place. This means that a consumer <b><u>must</u></b> think about how much packaging there is around every product bought and whether <b><u>its necessary</u></b>. Are the plastic shopping bags really needed or could the shopper use another <b><u>carrier?</u></b> This step is one of the simplest in reducing household waste.</p>	<p>Concessional conjunction</p> <p>Evaluative language</p> <p>imperative</p> <p>Use of rhetorical question</p>
Argument point elaboration	2	<p><b><u>Another</u></b> way of making of difference to the problem of excess waste is to recycle. Items such as glass or plastic bottles and jars should be re-use in the home. If not required, <b><u>recycling depots</u></b> are willing to take a wide range of materials and will sometimes pay for them.</p>	<p>technical language</p> <p>Use of linking words</p>
Argument point elaboration	3	<p>Much of the waste from a household is organic. This can be used to make <b><u>compost</u></b> in a commercially available bin, worm farm or informal compost heap. It may seem like a lot of work to begin with, but the resulting compost can be put back in to the garden and reward the householder by returning <b><u>nutrients</u></b> to the soil-perhaps saving money in <b><u>fertiliser</u></b> cost.</p>	<p>Technical terms</p> <p>Complex sentences</p>



Final statement

Environmental management is not merely about industry or the government making changes to the way they operate. It is also about the actions of every single individual. Simply by thinking about what you can do and implementing a few **basic changes to** your daily habits will make a difference.

Appealing directly  
to the audience



## 2.8. The Concept of Prepare, Structure, Read and Think (PSRT) Strategy

PSRT strategy is a strategy of reading comprehension to help students identify and remember the important ideas in the text. According to Simons, (1989, pp. 419) PSRT is the abbreviation of Prepare, Structure, Read and Think and concerns on teaching and learning expository text on junior and senior high school level. PSRT invites students to share their background knowledge about the text, then link it to a graphic overview and this strategy is designed to be used before and after reading (Simons, 1989, p. 420). This strategy can help students focus on what they read and develop information in order to comprehend the text well. Roe, Kolodziej, Hill and Burns (2011, p. 200) also explains that PSRT step strategy are:

### 1. Prepare

The prepare step includes finding out what the students already know about the concepts in the material and, if necessary, supplementing this background information. Brainstorming the key concepts should take place during this step.

## 2. Structure

The structure step involves helping students understand the text's organization through use of a graphic overview that is partially completed on the board with them.

## 3. Read

During the read step, the students read the text independently for a purpose and individually complete the overview presented in the previous steps.

## 4. Think

During the think step, a discussion of the text is held, the overview on the board is completed as a class activity, and the students summarize the text and answer higher order, teacher developed questions about it.

Meanwhile, Roe, Kolodziej, Hill and Burns (2011, p. 367) state that PSRT is a teaching procedure that is helpful in enhancing students' study skill; prepare, structure, read and think. In addition, Wiesendanger (2001, p. 188) said that PSRT strategy can improve students' reading comprehension by helping them recognize the organization of the text and improve critical thinking skills. It means that the PSRT strategy also encourages students' ability to think critically about what they have read. Simons (1989, p. 126) also said that PSRT strategy is most effective when used with lesson in which reading is key to learn the concepts being taught and PSRT strategy can help the students become more active and independent reader.

From the explanation above, it can be assumed that PSRT strategy is appropriate for teaching expository reading text where this strategy instructs the

students to follow each step in reading in order that the result of reading has good quality by independent reader.

## 2.9. Teaching Procedures by Using Prepare, Structure, Read and Think (PSRT) Strategy

Roe, Kolodziej, Hill and Burns (2011, p. 200) explains several steps in teaching reading comprehension by using PSRT strategy. The steps are as follows:

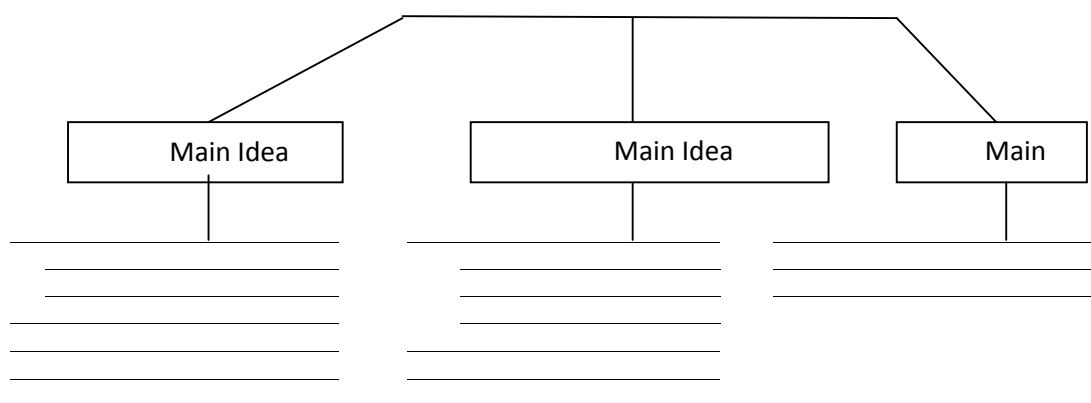
### 1. Prepare

The prepare step includes finding out what the students already know about the concepts in the material and, if necessary, supplementing this background information. Brainstorming the key concepts should take place during this step.

### 2. Structure

The structure step involves helping students understand the text's organization through use of a graphic overview that is partially completed on the board with them.

Organization by theme or topic concep



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### 3. Read

During the read step, the students read the text independently for a purpose and individually complete the overview presented in the previous steps.

#### Sequential organization



### 4. Think

During the think step, a discussion of the text is held, the overview on the board is completed as a class activity, and the students summarize the text and answer higher order, teacher developed questions about it.

In this study, the researcher adopted some steps in doing the treatments because the researcher regards some conditions that might be happened in the classroom, There are three activities in teaching reading expository text by using *Prepare, Structure, Read and Think (PSRT) Strategy*, they are *pre activities*, *whilst activities*, and *post activities*;

#### Pre- Teaching Activities (10 minutes)

1. The researcher greets the students and checks the student's attendance list
2. The researcher tells the objectives of study to the students about exposition texts
3. The researcher tells the title of topic
4. The researcher asks the students some questions that will relate to the topic
5. The researcher writes students' brainstorming on the write board.

#### Whilst-Activities (60 Minutes)

1. The researcher prepares the graphic overview
2. The researcher gives the graphic overview to students
3. The researcher writes overview on the white board and helps students do it related with brainstorming on step 1
4. The researcher shares the text and asks the students to read the text for specific purposes.
5. The researcher asks the students to read the text independently
6. The researcher asks the students to complete the grafic overview related with the text

#### Post-Activities (25 minutes)

1. The researcher choose one student to writes the grafic overview on the white board
2. The researcher asks the students to summarize the text
3. The researcher gives exercises to the students about material.
4. The researcher closes the class

### **2.10. Previous Related Study**

There are two previous studies which are related to the writer's present study. The first study entitled "The Effect of Using Prepare, Structure, Read, and Think Strategy on Students' Reading Comprehension on Hortatory Exposition Text" written by Khusnita (2014). The purpose of this study is to find out whether

or not Prepare, Structure, Read, and Think strategy is effective in teaching expository reading. The result of the research showed that this strategy can improve the students' reading expository text. The similarities between Khusnita's research and the writer's present study are in independent and dependent variables namely using Prepare, Structure, Read, and Think strategy in teaching expository reading . However, the difference is on the population of the study. In the writer's present study, the population is the eleventh grade students of SMA Aisyiyah 1 Palembang while the Khusnita's study was the eleventh grade at Islamic Senior High School Al Huda Al Ilahiyah Indragiri Hilir Regency.

The second study entitled "Keefektifan Strategi PSRT (prepare-structure-read-think) dalam Pembelajaran Memahami teks eksplanasi pada Siswa Kelas VII SMP Negeri 12 Magelang "written by Utami (2016). The purpose of this study is to find out whether or not Prepare, Structure, Read, and Think strategy is effective in teaching explanation text. The result of the research showed that this strategy can improve the students' reading explanation text. The similarities between Utami's research and the writer's present study are in independent variables namely using Prepare, Structure, Read, and Think strategy in teaching reading . However, the difference is on the population of the study, sample and text. In the writer's present study, the population is the eleventh grade students of SMA Aisyiyah 1 Palembang while the Utami's study was the seventh grade at SMP Negeri 12 Magelang.

### **2.11. Hypotheses of the Study**

The writer formulates the hypotheses in the following:

1. (H<sub>a</sub>): There is a significant improvement on the eleventh grade students' expository reading achievement who are taught by using PSRT Strategy at SMA Aisyiyah 1 Palembang before and after the treatment.

(H<sub>o</sub>): There is no significant improvement on the eleventh grade students' expository reading achievement who are taught by using PSRT Strategy at SMA Aisyiyah 1 Palembang before and after the treatment.

2. (H<sub>a</sub>): There is a significant difference on the eleventh grade students' expository reading achievement between those who are taught by PSRT Strategy and those who are not at SMA Aisyiyah 1 Palembang.

(H<sub>o</sub>): There is no significant difference on the eleventh grade students' expository reading achievement between those who are taught by PSRT Strategy and those who are not at SMA Aisyiyah 1 Palembang.

### **2.12. Criteria for Testing Hypothesis**

To prove the research problems, the testing of research hypotheses is suggested from Lane (2004) as follows:

1. If the p-output (sig. 2-tailed) is lower than 0.05 and t-obtained is higher than t-table 2.037 (with df= 32), the null hypothesis (H<sub>o</sub>) is rejected, and the alternative hypothesis (H<sub>a</sub>) is accepted.

If the p-output (sig. 2-tailed) is higher than 0.05 and t-obtained is lower than t-table 2.037 (with df= 32), the null hypothesis (H<sub>o</sub>) is accepted, and the alternative hypothesis (H<sub>a</sub>) is rejected.

2. If the p-output (sig. 2-tailed) is lower than 0.05 and t-obtained is higher than t-table 1.998 (with  $df= 64$ ), the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted.

If the p-output (sig. 2-tailed) is higher than 0.05 and t-obtained is lower than t-table 1.998 (with  $df= 64$ ), the null hypothesis ( $H_0$ ) is accepted, and the alternative hypothesis ( $H_a$ ) is rejected.

### **2.13. Research Setting**

In this study, the data will be conducted at Senior High School in Palembang. The senior high school chosen for research is SMA Aisyiyah 1 Palembang in Jl. Jenderal Sudirman Balayudha Km.4,5 Palembang. It has 43 civil servants. There are three grades of the students. The tenth grade has 150 students, the eleventh grade has 97 students, and twelfth grade has 140 students. Therefore, the total students of SMA 'Aisyiyah 1 Palembang are 387 students.

SMA Aisyiyah 1 Palembang has enough facilities to develop student's activeness. It supports teaching, learning and other school activities such as meetings room for teachers and others are sufficient. Furthermore, there are other facilities in the classroom such as blackboards, desks, chairs, and others. SMA Aisyiyah 1 Palembang also has sports facilities, laboratory, etc.



## **CHAPTER III**

### **METHODS AND PROCEDURES**

This chapter presents: (1) research design (2) variables of the study (3) operational definitions (4) population and sample (5) data collection (6) data instruments analysis (7) data analysis, and (8) hypothesis testing.

#### **3.1. Research Design**

In this research, quantitative research design based on experimental methods was used. According to Fraenkel, Wallen and Hyun (2012, p. 11), experimental research is the most conclusive of scientific methods because the researcher actually establishes different treatments and then studies their effects, results from this type of research are likely to lead to the most clear-cut interpretations. The research was taken by quasi experimental research design or the design that manipulate the independent variable to observe the effect on dependent variable and the type that was used by the researcher is pre test – post test non-equivalent group design. There were two groups; they were experimental and control group which both were given pre-test and post-test. The experimental group was given treatment by using Prepre, Structure, Read and Think (PSRT) strategy, but the control group is not.

The figure of pre test-post test non-equivalent groups design is suggested by Cohen, Manion and Morisson (2007, p. 283) is as follows:

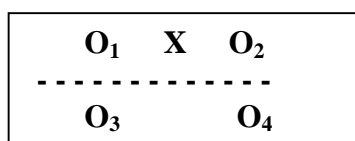


Diagram Key:

O<sub>1</sub> = Pre-test for experimental group design

X = Treatments (PSRT strategy)

O<sub>2</sub> = Post-test for experimental group design

O<sub>3</sub> = Pre-test for Control group design

O<sub>4</sub> = Post-test for Control group design

--- = Dashed line (Non random)

### **3.2. Variables of the Study**

Fraenkel et al., (2012, p. 87) define that variable is any characteristic or quality that varies among the members of particular group. In this research, there are two kinds of variable. They are independent variable and dependent variable. Creswell (2012, p. 115) argues that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. In addition, Marczyk, et.al. (2005, p. 42) said that independent variable is the factor that is manipulated or controlled by the researcher. In this research, the dependent variable is expository reading achievement and independent variable is PSRT strategy.

### **3.3. Operational Definitions**

To avoid such kinds of misunderstanding, the definition of the terms were provided as below:

Teaching is considered as the process of explaining and transforming knowledge or material that is related to the topic while the process of teaching and learning takes place.

Expository reading is defined as one of the informative texts that is focusing on specific subject and presenting some elaborations of author's arguments about crucial issues and also one of the texts that should be comprehended by the learners. The purpose of this text is to inform, explain, or persuade something. This text has three generic structures, 1) the statement of position 2) the arguments 3) the final statement.

PSRT strategy is reading comprehension strategy to help students identify and remember the important ideas in the text. PSRT is the abbreviation of *Prepare, Structure, Read* and *Think*. It supports two interaction in the class, teacher-student interaction and reader-text interaction. PSRT concerns on teaching and learning expository text on junior or senior high level. This strategy emphasizes the students to read and to comprehend the texts by using the steps based on the PSRT Strategy. First step is, find out the students already know. Second step is, helping the students to see how the text is organized. Third step is, having the students read the text. last step is, discussing the text.

### **3.4. Population and Sample**

#### **3.4.1. Population**

Fraenkel et al., (2012, p. 91) argue that a sample in a research study is the group in which information is obtained. The larger group to which one hopes to apply the results is called population. Meanwhile, Creswell (2012, p. 29) states that population is whole number of research objects which is going to be investigated in a research study. It means that population is whole number of the research object which is going to be investigated in a research study. The

population of this study was the eleventh grade students of SMA 1 Aisyiyah Palembang consisting of three classes. The total of the students is 97 students. There are one class for science class that consisted of 33 students and two classes for social classes that consisted of 64 students. The distribution of whole population can be seen in the following table:

**Table 1**  
**The population of the study**

Class	Number of students		Total
	Male	Female	
XI IPA	12	20	33
XI IPS 1	15	17	32
XI IPS 2	13	19	32
<b>Total</b>			<b>97</b>

*(Source: SMA 1 Aisyiyah Palembang in academic year 2016/2017)*

### **3.4.2. Sample**

A sample is a sub group of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012, p. 142). This research needed two classes or groups as the sample. In doing this study, there are two classes as the experimental and the control group. For getting the sample, purposive sampling was used.

According to, Fraenkel et al., (2012, p. 100), purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgement to select a sample that they believe, based on prior information, will provide the data they need. In addition, Cohen et al., (2007, pp. 113-114) emphasize that purposive sampling is the sample has been chosen for a specific purpose. Purposive sampling has been

chosen because it has similar characteristics and same abilities. There are two classes as the sample XI IPS 1 and XI IPS 2.

In this research, the purposive sampling was used because the sample has similar characteristics such as; 1) the same teacher, 2) the class is same from social class, and 3) the same total number of the students .

**Table 2**  
**Sample of the Study**

No	Group class	Male	Female	Total students
1	XI IPS 1(experiment)	15	17	32
2	XI IPS 2 (control)	13	19	32
<b>Total</b>				<b>64</b>

### **3.5. Data Collection**

#### **3.5.1. Test**

To collect the data, test (Pre-test and Post-Test) was used in a form of multiple choice test as an instrument. According to Brown (2000, p. 384), a test in plain words, is a method of measuring a person ability or knowledge in a given domain. In this study, the reading comprehension test was used twice, for pre-test and post-test. The purpose of the test is to measure students' reading comprehension achievement before and after the treatments was given.

Before the test was given to the samples, the test has been tried out to the one class of eleventh grade students of SMA Muhammadiyah 6 Palembang. The class is XI IPS 2 because it has similar characteristics to the sample, such as; 1) the accreditation is A; 2) the class is from social class. After doing the try out test, the validity and reliability of test items are analyzed before giving to the sample.

After the test is valid and also consistent as reliable test, the final test will be produced. The final test was used for pre-test and post-test and scoring. The test and scoring are explained as follows:

#### **3.5.1.1. Pre-test**

Pre-test was done before the treatment. Both control and experiment group should answer 40 questions based on expository reading comprehension texts given in around 2x45 minutes. The pre-test of the study mainly focused in expository reading comprehension test. The purpose of this test was to know the students English reading comprehension of expository text before the treatments were given and also to know which class would be an experimental class and control class. Then, the result of students' score in pretest was checked and scored by the writer.

#### **3.5.1.2. Post-test**

The post-test was administrated to control and experimental groups after the treatment was given. The same test as the one in pre-test was given to students both in experimental and control groups. The post-test of the study mainly focused in expository reading comprehension test. The test consists of 40 multiple choice questions around 2x45 minutes. The result of this test to compared with the result of pre-test in order to know the effect of teaching reading by using PSRT strategy to students' reading comprehension. From the post-test, the writer got the data that used to measure the students' progress taught by using PSRT strategy. Then, the result of students' score in pretest was checked and scored by the writer.

### **3.6. Data Instrument Analysis**

#### **3.6.1. Validity Test**

Fraenkel et al., (2012, p. 147) argue that validity is the most important idea to consider in preparing or selecting an instrument for use. The term of validity, as used in the 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.

Then, 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 and Wallen, 2009, p. 148). In order to ensure each item of reading test is valid, Pearson Product Moment found in SPSS (Statistical Package for the Social Science) version 16 software to calculate the validity of the test was used. In this study, they are three kinds of validity become the main concern, as follows:

##### **3.6.1.1. Construct Validity**

Fraenkel, et. al, (2012, p. 148) state that construct validity refers to the nature of the psychological construct or characteristic being measured by instruments. In addition, According to Sugiyono (2010, p. 125) in order to estimate the construct validity, expert judgments is required. The construct validity of this study involves two types. They were items for pre-test and post-test and lesson plans for experimental group.

After constructing the instruments related to some aspect measured, then it was consulted to achieve some expert judgments from at least three validators to evaluate whether the components of the instrument were valid or not to be applied

in research activities. There were some characteristics for expert judgments or validators, such as: (1) English educational background, (2) English lecturer, and (3) minimum score TOEFL 500.

In relation to the statement above, the writer asked the lecturers of English Education Study Program at UIN Raden Fatah Palembang as validators in this study. There were three validators to validate the research instruments and lesson plan. Based on the assessment carried out by validators I, II, and III, the instruments and lesson plan can be used with little revision. The first validators gave B both instrument and lesson plan. The second validator gave B for instrument and A for lesson Plan. The third validator gave B for instrument and lesson plan. From the validators, it could be assumed that the instrument and lesson plan were appropriate to apply in this research. (see appendix C).

#### **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 question are valid or not. To find out the validity of each question item by analyzed the items of the test by doing try-out. To know whether the instruments of each questions valid or not, the score of significance (r-output) should be compared with the score of r-table product moment. In this case Pearson Product Moment in SPSS 16.0 was used.

To find out the validity of the test each question items, the researcher analyzed the items of the tests by doing try-out. The try-out of the test was carried out on 3<sup>rd</sup> of february 2017 at 07.15 a.m–8.45 a.m. The instruments of the test were tested to 32 students (XI.B) to the eleventh grade students of SMA



Muhammadiyah 6 Palembang. The result of the test was analyzed by using (Statistical Package for Social Science) SPSS version 16.0. To know whether it is valid or not, the score of significance ( $r_{\text{output}}$ ) should be compared with the score of “ $r_{\text{table}}$ ” product moment. If the result of the test shows that  $r_{\text{output}}$  is higher than  $r_{\text{table}}$  (with  $N=32$ ) 0.349 with sample ( $N$ ) is 32 students, it means that the item is valid.

In this case, there were 60 multiple choice items that were given to the students. The result analysis of validity in each question items in the table, it was found that there were 18 questions considered invalid since the score of significant ( $r_{\text{output}}$ ) were lower than 0, 349. They are item 1, item 3, item 9, item 11, item 12, item 13, item 15, item 20, item 25, item 26, item 30, item 40, item 41, item 43, item 45, item 46, item 55, and item 57. Then 42 question items since considered valid, since the score of significant were higher than ( $r_{\text{table}}$ ) 0, 349. They were question item 2, item 4, item 5, item 6, item 7, item 8, item 10, item 14, item 16, item 17, item 18, item 19, item 21, item 22, item 23, item 24, item 27, item 28, item 29, item 31, item 32, item 33, item 34, item 35, item 36, item 37, item 38, item 39, item 42, item 44, item 47, item 48, item 49, item 50, item 51, item 52, item 53, item 54, item 56, item 57, item 58, and item 60. Since there were 42 questions are considered valid, the researcher just took 40 valid questions item. (See Appendix D)

### **3.6.1.3. Content Validity**

To know if the content of the test item given are appropriate, the test material to the curriculum was checked. Cohen et al., (2000, p. 131) describe that content

validity is achieved by ensuring that the content of the test fairly samples the class or fields of the situations or subject matter in question. 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 checked the syllabus from school and then matched them into test specification. The test specification table including, objectives of the test, materials, test indicators, total of test, types of test, and answer key.

Then, the researcher was asked by three validators to revise some item questions of the test and to revise a few things in lesson plan. From the validators, it can be assumed that the instruments were appropriate to be used for the research study after being revised. In addition, test specification was made once more after the test items has been analyzed by analysis of content validity and each question item before it was given to the sample to be tested. There are 40 questions and 8 texts has been specified into test specification.

**Table 3**  
**Specification of Test**

<b>Basic Competence</b>	<b>Test Material</b>	<b>Indication</b>	<b>Item Number</b>	<b>Total</b>	<b>Type of test</b>	<b>Key Answer</b>
11.2 Responding to measuring and theoritical stages of essay using a variety language accurately, fluently and acceptable in the context of daily life and to use	Expository text	The student are able to:  1) Identify the topic of the text 2) Identify reference 3) Identify description of the text 4) Identify goals communicative and concluding	  2,9,17,25, 33,38  3,10,28, 29,35  6,12,15, 20,32,34  8,16,21, 24, 39,40	40	Multiple Choice	  1) E, b, c, a, e, a 2) B, b, c, a, c 3) B, d, a, a, b, b 4) B, a, e, e, b, a

science in the text from; narrative, spoof an exposition text		sentence				5) D, a, c, e
		5) Identify the meaning of the words	1,4,23,30			6) C, d, d, b, b, e, b
		6) Identify words synonym	7,18,19, 26,31,36, 37			7) C, e, c, e, b, c
		7) Identify detail information	5,11,13, 14,22,27			

### 3.6.2. Reliability Test

Cohen, et. al. (2007, p. 146) state that reliability in quantitative research is essentially a synonym for dependability, consistency and reliability over time, over instruments and over groups of respondents. It is concerned with precision and accuracy; some features, e.g. height, can be measured precisely. Reliability test measure whether research instruments used for pre-test and posttest activities is reliable or not. Fraenkel, et.al. (2012, p. 136) state that the test score is considered reliable whenever the reliability coefficient of the test should be at least 0.70.

To know the reliability of the test used in this study, calculated the using spearman brown formula prophecy formula found in SPSS program version 16.0 was used to calculate students' scores. The school where the tryout analysis is different. In this part, split half test method was used to obtain the scores of tryout analysis. To measure the reliability test using split half method. It was found that the p-output of Gutman Split-half Coeficient was 0.709 from the score. It can be stated that the reliability of reading test item was reliable since the p-output of

Gutman Split-half Coefficient was higher than 0.70. the result of analysis reliability can be seen the table below:

**Table 4**  
**Result of Reliability Analysis Measures Using Spit Half**

Cronbach's Alpha	Part 1	Value	.474
		N of Items	20 <sup>a</sup>
	Part 2	Value	.027
		N of Items	20 <sup>b</sup>
	Total N of Items		40
Correlation Between Forms			.573
Spearman-Brown Coefficient	Equal Length		.729
	Unequal Length		.729
Guttman Split-Half Coefficient			.709

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.

### 3.6.3. Research Teaching Schedule

The treatment refers to any process designed to find out that something workable, effective, and valid. This research conducted the experiment by applying PSRT strategy to the sample, the tenth grade students of SMA Aisiyiah 1 Palembang in academic year 2016-2017.

Treatments are designed for twelve meetings excluding pretest and posttest activities. The treatment is only given to the experimental group. Before treatments are done in experiment group, readability test of teaching material should be done. The reading materials are taught based on teaching learning

objectives that refer to the English syllabus of Senior High school. The research teaching schedule treatments are described as follows:

**Table 5**  
**The Research Teaching Schedule**

NO	Teaching Schedule	Research Meeting	Teaching Material	Time Allocation
1	Monday, 06 of February 2017	<b>Pretest</b>		08.15–9.45 a.m
2	Tuesday, 07 of February 2017	1 <sup>st</sup>	Controlling Children Using Computer	11.15-12.45 a.m
3	Monday, 13 of February 2017	2 <sup>nd</sup>	Dustbins	08.15–9.45 a.m
4	Tuesday, 14 of February 2017	3 <sup>rd</sup>	A Needle or Reuse Needles	11.15-12.45 a.m
5	Monday, 20 of February 2017	4 <sup>th</sup>	Private School	08.15–9.45 a.m
6	Tuesday, 21 of February 2017	5 <sup>th</sup>	Using Drug in Sport	11.15-12.45 a.m
7	Monday, 27 of February 2017	6 <sup>th</sup>	Garbage Needs Improvement	08.15–9.45 a.m
8	Tuesday, 28 of February 2017	7 <sup>th</sup>	School Uniform, Another Good Lesson	11.15-12.45 a.m
9	Monday, 06 of March 2017	8 <sup>th</sup>	On School Discipline	08.15–9.45 a.m
10	Tuesday, 07 of March 2017	9 <sup>th</sup>	Deciding Where to Live	11.15-12.45 a.m
11	Monday, 13 of March 2017	10 <sup>th</sup>	Vegetarians Vs. Meat Consumer	08.15–9.45 a.m
12	Tuesday, 14 of March 2017	11 <sup>th</sup>	Television	11.15-12.45 a.m
13	Monday, 20 of March 2017	12 <sup>th</sup>	Solving Global Warming	08.15-9.45 a.m
14	Tuesday, 21 of March 2017	<b>Post Test</b>		11.15-12.45 a.m

The text were taken from Inter language: The books entitled is Interlanguage: English for Senior High School Students X1 Science and Social Study Programme: SMA/MA Kelas XI IPA/IPS. By Priyana, J., Riandi, & Mumpuni, A. P. (2008). Jakarta, ID: Pusat Perbukuan, Departemen Pendidikan

Nasional. In addition, the e book from Peters, R., & Williamson, P. (2000).

Then teaching procedures for experimental group as shown in the table below:

No	TEACHING PROCEDURES EXPERIMENTAL GROUP		
	MEETING	LEARNING ACTIVITIES	TIME ALLOCATION
1.	1 <sup>st</sup> Meeting	<b>Pretest</b>	90'
2.	2 <sup>nd</sup> Meeting- 13 <sup>th</sup> Meeting	<p>Pre- Teaching Activities (10 minutes)</p> <ul style="list-style-type: none"> <li>• The researcher greets the students and checks the student's attendance list</li> <li>• The researcher tells the objectives of study to the students about expository texts.</li> <li>• The researcher tells the title of topic.</li> <li>• The researcher asks the students some questions that will relate to the topic.</li> <li>• The researcher writes students' brainstorming on the write board</li> </ul> <p>Whilst-Activities (60 Minutes)</p> <ul style="list-style-type: none"> <li>• The researcher prepares the graphic overview.</li> <li>• The researcher gives the graphic overview to students.</li> <li>• The researcher writes overview on the white board and helps students do it related with brainstorming on step 1.</li> <li>• The researcher shares the text</li> </ul>	<p>10'</p> <p>60'</p>

		<p>and asks the students to read the text for specific purposes.</p> <ul style="list-style-type: none"> <li>• The researcher ask the students to read the text independently.</li> <li>• The researcher asks the students to complete the grafic overview related with the text</li> </ul> <p>Post-Activities (20 minutes)</p> <ul style="list-style-type: none"> <li>• The researcher choose one student to writes the grafic overview on the white board.</li> <li>• The researcher asks the students to summarize the text.</li> <li>• The researcher gives exercises to the students about material.</li> <li>• The researcher closes the class</li> </ul>	20'
3.	14 <sup>th</sup> Meeting	<b>Posttest</b>	90'

#### 3.6.4. Readability Test

Readability test is done to know the level of reading texts is appropriate for students' class level in comprehending the reading texts. It means that readability test is done to put the reading text in the appropriate class meeting based on the difficulty level of each reading text during research treatment. Readability test is measured using online readability test which can be accessed from:<http://www.readabilityformula.com>. There are seven categories in reading text level. They are: (a) **very easy text level** (b) **easy text level** (c) **fairly easy text level** (d) **standard text level** (e) **fairly difficult text level** (f) **difficult text level**. 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.

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. In this study, the reseacher was used one kind of text categories for research instrument and research treatment that appropriate with eleventh grade level. According to Fielding (2006, p. 205), there are some categories of flesch reading grade level. For more detail the categories can be seen on the following table:

**Table 7**  
**Flesch Reading Ease Score**

<b>Flesch Reading Ease Score</b>	<b>Description of Readability</b>	<b>Students Level</b>
90-100	Very easy	Fifth
80-89	Easy	Sixth
70-79	Fairly easy	Seventh
60-69	Standard	Eight-ninth
50-59	Fairly difficult	Tenth-eleventh
30-49	Difficult	Post school/college
0-30	Very difficult	Unoversity/graduate

**Table 8**  
**Flesch Reading Ease Score and School Reading Level**

<b>Flesch Reading Ease Score</b>	<b>Grade</b>
90-100	5
80-90	6
70-80	7
60-70	8-9
50-60	10-11
30-50	Post school/ college
0-30	University graduate



#### 3.6.4.1. Readability of Instrument Text

There were seven texts results got after checking readability for research instrument texts in flesch Kincaid reading score and the text statistic. For readability test for research instrument, the researcher were used some books. The books entitled is Interlanguage: English for Senior High School Students X1 Science and Social Study Programme: *SMA/MA Kelas XI IPA/IPS*. By Priyana, J., Riandi, & Mumpuni, A. P. (2008). Jakarta, ID: Pusat Perbukuan, Departemen Pendidikan Nasional. In addition, the eBook from Peters, R., & Williamson, P. (2000). *Targeting text ideas and issues: Discussion, expository and response*. Sydney, NSW:Blake Education.

**Table 9**  
**Result of Readability Test for Pre test-Post test**

No	Text Title	Easy Score	Text Category	Grade Level
1	Should Americans be Forced to Use Public Transportation?	59.8	Fairly difficult	Ten & Eleven
2	Home Schooling	59.3	Fairly difficult	Ten & Eleven
3	Cheating	58.5	Fairly difficult	Ten & Eleven
4	House Husbands' Heart Risk	57.3	Fairly difficult	Ten & Eleven
5	Discipline	56.8	Fairly difficult	Ten & Eleven
6	Male Superiority	59.8	Fairly difficult	Ten & Eleven
7	Muslim's Headscarf	57.3	Fairly difficult	Ten & Eleven

### 3.6.4.2. Readability of Research Treatment Texts

There were twelve texts results got after checking readability for research instrument texts in flesch Kincaid reading score and the text statistic. For readability test for research instrument, the researcher use some books. The books entitled is *Interlanguage: English for Senior High School Students X1 Science and Social Study Programme: SMA/MA Kelas XI IPA/IPS*. By Priyana, J., Riandi, & Mumpuni, A. P. (2008). Jakarta, ID: Pusat Perbukuan, Departemen Pendidikan Nasional. In addition, the ebook from Peters, R., & Williamson, P. (2000). *Targeting text ideas and issues: Discussion, exposition and response*. Sydney, NSW: Blake Education.

**Table 10**  
**Result of Readability Test of Research' Treatment Texts**

No	Text Title	Easy Score	Text Category	Grade Level
1	Controlling Children Using Computer	59.8	Fairly difficult	Ten & Eleven
2	Dustbins	59.3	Fairly difficult	Ten & Eleven
3	A Needle or Reuse Needles	58.5	Fairly difficult	Ten & Eleven
4	Private School	57.3	Fairly difficult	Ten & Eleven
5	Using Drug in Sport	56.8	Fairly difficult	Ten & Eleven
6	Service Need Improvement	59.8	Fairly difficult	Ten & Eleven
7	School Uniform, Another Good Lesson	57.3	Fairly difficult	Ten & Eleven
8	On School Discipline	59.5	Fairly difficult	Ten &

				Eleven
9	Deciding Where to Live	59.3	Fairly difficult	Ten & Eleven
10	Vegetarians Vs. Meat Consumer	57.3	Fairly difficult	Ten & Eleven
11	Television	58.5	Fairly difficult	Ten & Eleven
12	Solving Global Warming	56.8	Fairly difficult	Ten & Eleven

### 3.7. Data Analysis

In analyzing the data, data obtained from quasi experimental design calculated by means of SPSS 16.0 software (Statistical Package for the Social Sciences). Moreover, the researcher used and described some techniques, as follows:

#### 3.7.1. Scoring

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

$$GRADI = \text{the correct answer} \times 2.5$$

The maximum score that the students got if they answer all questions correctly is 100 point. Then, the score was displayed into interval score based on curriculum score range of SMA Aisyiyah 1 Palembang, as follows:

**Table 11**  
**Interval Score and Categories**

Interval Scores	Category
86-100	Excellent
76-85	Very Good
56-75	Fair
<55	Poor

*(Source: Based on Curriculum Score Range of SMA Aisyiyah 1 Palembang)*

### **3.7.2. Data Descriptions**

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

#### **1) Distributions of Frequency Data**

In distributions of frequency data, the students' score, frequency, percentage are achieved. The distributions of frequency data were obtained from students' pretest-posttest scores in experimental and control group, Then, the distribution of frequency data was displayed in a table analysis.

#### **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.

### **3.7.3. Prerequisite Analysis**

A prerequisite analysis was done before testing hypothesis. It estimated whether or not the obtained data from students' pretest and post-test score in experimental and control group were distributed normal and homogeny.

According to Flynn (2003, p. 15) states that the use of parametric statistics requires that the sample data, be normally distributed, have homogeneity of variants and be continuous. As we know, the first choice for a researcher is using parametric statistics. Therefore, if the researchers want to know the technique of statistics that will be used in analyzing the data, the researchers firstly have to test the normality and homogeneity. The description of both as follows:

### **1) Normality Test**

Normality test was used to measure whether the obtained data was normal or not. In measuring normality test, I-sample Kolmogorov Smirnov was used. The analyzed was done by using SPSS program. Moreover, Flynn (2003, p. 17) states that a value less than 0.05 indicate that the data are non-normal. The normality test was used to measure students' pre-test and post-test scores in control and experimental groups.

### **2) Homogeneity Test**

Homogeneity test was used to measure the obtained scores whether it was homogeneity or not. According to Flynn (2003, p. 18), the data can be categorized homogenous whenever it is higher than 0.05. In measuring homogeneity test, Levene Statistics in SPSS was used. The homogeneity test was used to measure students' pre-test and post-test scores in control and experimental groups.

## **3.8. Hypotheses Testing**

In measuring significant difference on students' reading comprehension expository text taught by using PSRT strategy. It analyzed the differences using paired sample t-test and independent sample t-test in SPSS 16.0 software

application. Paired sample t-test used to compare pre-test and post-test score of reading comprehension achievement in experimental group. The significance difference for paired sample t-test is accepted when the p-output (Sig.2-tailed ) is lower than 0.05 and  $t_{\text{value}}$  is higher than  $t_{\text{table}}$ . This study also used independent sample for testing student's post-test scores in control and experimental groups. The significant difference for independent sample t-test accepted whenever the probability value is lower than 0.05 and t-value is higher than t-table.

In measuring significant improvement and significant difference on students' expository reading comprehension by using PSRT Strategy , as follows:

- a. In measuring a significant improvement, paired sample t-test is used for testing the students' pre-test to post-test scores in expository reading comprehension by using PSRT 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 2,037 (with  $df = 32$ ).
- b. In measuring a significant difference, independent sample t-test used for testing the students' post-test scores in expository reading 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 1,998 (with  $df = 64$ ).

## **CHAPTER IV**

### **FINDINGS AND INTERPRETATIONS**

In this chapter, the researcher presents and explains (4.1) findings; and (4.2) interpretations of the research study.

#### **4.1. Findings**

The findings of this study were to find out: (1) data descriptions (2) prerequisite analysis, and (3) the results of hypotheses testing.

##### **4.1.1. Data Descriptions**

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

##### **4.1.1.1. Distribution of Data Frequency**

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

##### **1) Students' Pretest Scores in Control Group**

In distribution of data frequency, the researcher got the interval score, frequency and percentage. The result of the pretest scores in control group was described in table 12.

**Table 12**  
**Distribution of Data Frequency on Students' Pretest Scores**  
**in Control Group**

Interval Score	Category	Pretest Control	
		Frequency	Percentage
85-100	Excellent	0	0 %
75-84	Good	4	12.5 %
56-74	Fair	10	31.3 %
<55	Poor	18	56.2 %
<b>Total</b>		<b>32</b>	<b>100 %</b>

Based on the result analysis of students' pretest scores in control group, it shows that there were 18 students (56.2%) who got the score <55 in poor category, 10 students (31.3%) got the score between 56-74 in fair category and 4 (12.5%) students got score between 75-84 in good category.

## 2) Students' Posttest Scores in Control Group

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

**Table 13**  
**Distribution of Data Frequency on Students' Posttest Scores**  
**in Control Group**

Interval Score	Category	Posttest Control	
		Frequency	Percentage
85-100	Excellent	0	0 %
75-84	Good	4	12.5 %
56-74	Fair	14	43.7 %
<55	Poor	14	43.8 %
<b>Total</b>		<b>32</b>	<b>100 %</b>

Based on the result analysis of students' posttest scores in control group, it shows that there were, 4 students (12.5 %) got the score between 75-84 in good category, 14 students (43.7 %) got the score, between 56-74 in fair category and 14 students (43.8 %) got the score <55 in poor category.



### 3) Students' Pretest Scores in Experimental Group

In distribution of data frequency, the result of the pretest scores in experimental group is described in table 14 below.

**Table 14**

**Distribution of Data Frequency on Students' Pretest Score  
in Experimental Group**

Interval Score	Category	Pretest Experimental	
		Frequency	Percentage
85-100	Excellent	0	0 %
75-84	Good	3	9.4 %
56-74	Fair	14	43.8 %
<55	Poor	15	46.8 %
Total		32	100 %

Based on the result analysis of students' posttest scores in control group, it shows that there were, 3 students (9.4%) got the score between 75-84 in good category, 14 students (43.8 %) got the score, between 56-74 in fair category and 15 students (46.8 %) got the score <55 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 below.

**Table 15**

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

Interval Score	Category	Posttest Experimental	
		Frequency	Percentage
85-100	Excellent	0	0 %
75-84	Good	12	37.5%
56-74	Fair	12	37.5%
<55	Poor	8	25.0 %
Total		32	100 %

Based on the result analysis of students' posttest scores in control group, it shows that there were, 12 students (37.5 %) got the score between 75-84 in good category, 12 students (37.5 %) got the score, between 56-74 in fair category and 8 students (25.0 %) got the score <55 in poor category.

#### **4.1.2. Descriptive Statistics**

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

##### **1) Students' Pretest Scores in Control Group**

In descriptive statistics, it showed that the total number of sample was 32 students. The minimum score was 3.00, the maximum score was 77.50, the mean score was 55.7813 and the standard deviation was 11.90415. The result analysis of descriptive statistics in control group was described in table 16 below.

**Table 16**  
**Descriptive Statistics on Students' Pretest Scores in Control Group**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretestcontrol	32	30.00	77.50	55.7813	11.90415
Valid N (listwise)	32				

##### **2) Students' Posttest Scores in Control Group**

In descriptive statistic, it showed that the total number of sample was 32 students. The minimum score was 4.00, the maximum score was 8.00, the mean

score was 59.2187 and the standard deviation was 10.59590. The result analysis of descriptive statistic in control group was described in table 17 below.

**Table 17**  
**Descriptive Statistics on Students' Posttest Scores**  
**in Control Group**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Control	32	40.00	80.00	59.2187	10.59590
Valid N (listwise)	32				

### 3) Students' Pretest Scores in Experimental Group

In descriptive statistics, it showed that the total number of sample was 32 students. The minimum score was 25.00, the maximum score was 75.00, the mean score was 54.6875 and the standard deviation score was 14.30867. The result analysis of descriptive statistics in experimental group was described in table 18.

**Table 18**  
**Descriptive Statistics on Students' Pretest Scores in Experimental Group**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experiment	32	25.00	75.00	54.6875	14.30867
Valid N (listwise)	32				

### 4) Students' Posttest Scores in Experimental Group

In descriptive statistics, it showed that the total number of sample was 32 students. The minimum score was 45.00, the maximum score was 87.50, the mean score was 68.1250, and the standard deviation score was 12.73172. The result analysis of descriptive statistics in experimental group was described in table 19.

**Table 19**  
**Descriptive Statistics on Students' Posttest Scores**  
**in Experimental Group**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Experiment	32	45.00	87.50	68.1250	12.73172
Valid N (listwise)	32				

#### **4.1.3. Prerequisite Analysis**

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

##### **4.1.3.1. Normality Test**

In measuring normality test, *1 Sample Kolmogorov-Smirnov* was used. The normality test is used to measure students' pretest and posttest in control and experimental group. (see appendix F).

##### **1) Students' Pretest Scores in Control and Experimental Groups**

The computations of normality used the computation in SPSS 16. The result of analysis is figured out in table 20 below.

**Table 20**  
**Normality Test of Students' Pretest Scores**  
**in Control and Experimental Groups**

No	Student's Pretest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	32	.701	.710	Normal
2	Experimental Group	32	1.110	.983	Normal

##### **2) Students' Posttest Scores in Control and Experimental Groups**

The computations of normality used the computation in SPSS 16. The result of analysis is figured out in table 21 below.

**Table 21**  
**Normality Test of Students' Posttest Scores**  
**in Control and Experimental Groups**

No	Student's Posttest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	32	.810	.528	Normal
2	Experimental Group	32	.1215	.104	Normal

#### 4.1.3.2. Homogeneity Test

In measuring homogeneity test, *Levene statistics* was used. *Levene statistics* is a formula that used to analyze the homogeneity data. The homogeneity test was used to measure students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups. The computation of homogeneity used computation in SPSS 16.0.

##### 1) Students' Pretest Scores in Control and Experimental Groups

Based on the homogeneity test, it was found that the significance level was 0.406. From the result of the p-output, it could be stated that the students' pretest in control and experimental group were homogenous since they were higher than 0.05. The result of homogeneity test was figured out in table 22 below.

**Table 22**  
**Homogeneity Test on Students' Pretest Scores**  
**in Control and Experimental Groups**

Levene Statistic	df1	df2	Sig.
.701	1	62	.406

##### 2) Students' Posttest Scores in Control and Experimental Groups

Based on the homogeneity test, it was found that the significance level was 0.370. From the result of the p-output, it could be stated that the students' posttest

in control and experimental group were homogenous since they were higher than 0.05. The result of homogeneity test was figured out in table 23.

**Table 23**  
**Homogeneity Test on Students' Posttest Scores in Control and Experimental Groups**

Levene Statistic	df1	df2	Sig.
.814	1	62	.370

#### 4.1.4. Result of Hypothesis Testing

In this result hypothesis testing, measuring means significant improvement was presented. (see appendix G).

##### 1) Result Analysis of Paired Sample T-Test from Students' Pretest Posttest Score in Experimental Groups

In this research, paired sample t-test was used to measure the significant improvement on students' expository reading by using PSRT strategy at the Eleventh grade students of SMA Aisyiyah 1 Palembang. The analysis result of paired sample t-test was figured out in table 24 below.

**Table 24**  
**Result Analysis of Paired Sample T-Test from Students' Pretest Posttest Score in Experimental Groups**

Using <i>PSRT</i> Strategy at SMA Aisyiyah 1 Palembang	Paired Sample t-test			Ha
	T	Df	Sig. (2-tailed)	
	12.430	31	.000	Accepted

Based on the table analysis, it was found that the p-output was 0.000 and the t-value was 12.430. It could be stated that there was a significant improvement on students expository reading taught by using PSRT Strategy because the p-output was lower than 0.05 and the t-value was higher than t-table (df 31= 2.0409). Therefore, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

## 2) Result Analysis of Independent Sample T-Test from Students' Posttest Scores in Control and Experimental Groups

In this research, independent t-test was used to measure the significant difference on students' expository reading scores taught by using PSRT Strategy and those who were taught by using teacher's method at SMA Aisyiyah 1 Palembang. The analysis result of independent sample t-test was figured out in table 25 below.

**Table 25**  
**Result Analysis of independent Sample t-test from Students' Posttest Scores in Control and Experimental Groups**

Using <i>PSRT Strategy</i> and those who were taught by using teacher's method.	Independent Sample t-test			Ha
	T	Df	Sig. (2-tailed)	
	3042	62	.003	Accepted

Based on the table analysis, it was found that the p-output was 0.000 and the t-value was 3042. It could be stated that there was a significant difference on students' expository reading taught by using PSRT Strategy because the p-output

was lower than 0.05 and the t-value was higher than t-table (df 62= 1.999). Therefore, it was concluded that the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted.

#### **4.2. Interpretation**

To strength the value of this study, some interpretations are made based on the findings above. Based on the result of the data analysis, there was significant improvement on the eleventh grade students' expository reading achievement who are taught by using PPSRT strategy. Also, there was significant difference on the eleventh grade students' expository reading achievement between those who are taught by using PSRT strategy and those who are not at SMA Aisyiyah Palembang.

The results can occur because some reasons. When the researcher did the treatment in experimental group, in the first meeting, the researcher focused in explaining about expository reading in order to make the students understand how to use PSRT strategy properly. In the second to forth meeting, the students were still confused how to use the steps of PSRT strategy and comprehend the text. They could not follow the procedure PSRT strategy easily and they did not know vocabulary, main idea and conclusion. The researcher had to explain them again in order to make them comprehend the text given by using this strategy. Nevertheless, asking some questions to know baground knowledge from the topic expository text made the students interested and active during the teaching of expository reading by using PSRT strategy. This is supported by Wiesendanger (2011, p, 188) said that PSRT strategy can improve students' reading



comprehension by helping them recognize the organization of the text and improve critical thinking skills. In the fifth to twelfth meeting, they slowly could manage to find main idea, they could know the new vocabulary and they could know how to make conclusion in a text. They became interested in answering the questions easily and correctly. In the ninth to twelfth meeting, they got used to apply PSRT strategy as their new strategy in learning reading skill. They also felt the advantages when they used the strategy such as easy to find the main idea, organize the generic structure and made a conclusion. They got experience as they answered the questions in individual. It is also supported by Simons (1989) stated that PSRT strategy is must effective to be used in lesson where reading is key to learn the concepts being taught and PSRT strategy can help the students become more active and independent reader. Reading the text with a overview in answering questions and making meaningful connections with information already known and familiar concept has been demonstrated to be an effective study tool.

The last, the result can happen since the students felt enjoyable to find main idea, organize the generic structure of the text through overview and answer question from the text in reading expository paragraph and they can interact with their friends, such as in checking the mistakes and giving suggestion about their assignment in graphic overview each other. Each students can give ideas about the text, understand about text and make students be active in the classroom activities. It is strengthened by Simon (1989) states that PSRT promotes both teacher–students interaction and reader text interaction. In other word, the steps in

PSRT strategy can explore reading material be came interested. Therefore, this strategy was an alternative technique for students in understanding texts, especially in expository reading.

In conclusion, PSRT strategy is effective to be applied in teaching reading especially expository text. Since, there were significant improvement and significant difference on the eleventh grade students of SMA Aisyiyah 1 Palembang could be achieved.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents: (1) conclusion; and (2) suggestions.

#### **5.1. Conclusion**

Based on data analysis of the research findings, some conclusions can be drawn. Firstly, there was significant improvement on the eleventh grade students' expository reading achievement who were taught by using PSRT strategy. It can be seen from the students' pretest to posttest scores that p-output (0.000) was lower than 0.05 level and t-value 12.430 was higher than  $df=32$  (2.037). It could be concluded that the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted.

Secondly, there was significant difference on the eleventh grade students' expository reading achievement between the students those who were taught by using PSRT strategy and those who were not at SMA Aisyiyah 1 Palembang. It can be seen the students' pretest to posttest scores that p-output (0.002) was lower than 0.05 level and t-value 3.042 was higher than  $df=62$  (1.999). It could be stated that the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted.

#### **5.2. Suggestions**

Based on the conclusion above, some suggestions are offered in order to develop the teaching and learning in English Foreign Language classroom. Firstly, the teachers of English especially teacher of English at SMA Aisyiyah 1

Palembang could use PSRT strategy as an alternative strategy to improve students' reading comprehension. This strategy can be useful to improve their English teaching and learning for teaching reading comprehension.

Secondly, the researcher also suggests that PSRT strategy can be used to teach various text genres such as recount and narrative text. It also can be implemented from senior high school up to university. Furthermore, this strategy can be used in different levels of formal or informal institutions.

Finally, this research can be useful for theoretical references for other researchers who want to conduct the research in teaching reading, it can use this result of study as additional references for further relevant research with different variable and conditions.

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# A P P E N D I C E S

## **INTERVIEW GUIDELINES FOR INTERVIEWING THE TEACHER**

1. Permasalahan apa yang ada terkait dengan kegiatan belajar mengajar bahasa Inggris?
2. Bagaimana proses pembelajaran bahasa Inggris di kelas?
3. Skill apa yang anda anggap paling sulit untuk diajarkan dalam pelajaran bahasa Inggris?
4. Bagaimana hasil belajar siswa dalam pelajaran reading, apakah lebih rendah dibandingkan dengan hasil belajar skill dalam pelajaran bahasa Inggris lainnya?
5. Apa saja kendala yang dihadapi dalam kegiatan belajar reading?
6. Aktivitas apa yang dilakukan dalam proses belajar mengajar reading?
7. Apa saja media yang anda gunakan dalam mengajar reading?
8. Apa saja teknik atau strategi yang pernah anda terapkan dalam mengajar reading?
9. Bagaimana partisipasi siswa dalam kegiatan belajar mengajar reading?

## **LESSON PLAN**

**School** : SMA Aisyiyah 1 Palembang  
**Subject** : English  
**Class/Semester** : X1 IPS 1  
**Time Allocation** : 2 x 45 minutes  
**Meeting** : 1

### **A. Standard of Competence**

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

### **B. Basic Competency**

- 1.1 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 hortatory exposititon.

### **C. Indicator**

- Identify the certain information of the text
- Find the main argument of each paragraph
- Comprehend the text

### **D. The Goal of Learning**

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

- Identify the certain information of the text
- Find the main argument of each paragraph
- Comprehend the text

### **E. Material of Learning**

#### **Expository Text**

Expository text contains vocabulary that is both challenging and new, words are often outside students' everyday knowledge (e.g., condensation, velocity), topics are ones students have never experienced personally (e.g.,

volcanoes, outer space, Amazon rainforest), and unlike narrative text that has one structure, exposition has many structures (e.g., cause–effect, compare–contrast).

### **Purpose of expository/exposition text**

Exposition text is a text that proposes or suggests a certain topic which may only be should or should not, not both

### **Structure of expository/exposition text**

There are some structures in exposition/expository text, which are :

#### **1) Statement of Position**

This statement must be assertive in nature and may also include some background information about the topic.

The student should consider:

- 3) The form of the exposition
- 4) The intended audiences
- 5) The most appropriate language suited for the purpose

#### **2) The Argument**

Each argument must be presented separately. An argument can begin with a clear topic sentence and be followed by some elaboration. This can be description of evidence or example, including statistics or quotes from acknowledged sources.

#### **3) The Final Statement**

This is one of the most important parts of any exposition. Most of us remember most clearly what we have heard and read last, and so leaving a strong final impression is crucial to the success of an argument.

In the final statement, the writer may summarize the whole argument, reiterating the strength of their position according to the evidence that has been presented. They may also provoke the audience to consider their own opinion by challenging them to action or by posing a specific (if rhetorical) questions.

**Example of Expository Text:****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.

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. Source of Learning: Book and the internet**

*Source: Interlanguage: English for senior high school students XI. Pusat Perbukuan, Depdiknas (2008))*

**G. Method in Learning:**

**PSRT Strategy**

**H. Media** : Dictionary, Book, and The text

## **I. Teaching and Learning Activities:**

### **Pre- Teaching Activities (10 minutes)**

6. The researcher greets the students and checks the student's attendance list
7. The researcher tells the objectives of study to the students about exposition texts
8. The researcher tells the title of topic
9. The researcher asks the students some questions that will relate to the topic
10. The researcher writes students' brainstorming on the white board

### **Whilst-Activities (60 Minutes)**

7. The researcher prepares the graphic overview
8. The researcher gives the graphic overview to students
9. The researcher writes overview on the white board and helps students do it related with brainstorming on step 1
10. The researcher shares the text and asks the students to read the text for specific purposes.
11. The researcher asks the students to read the text independently
12. The researcher asks the students to complete the graphic overview related with the text

### **Post-Activities (25 minutes)**

5. The researcher choose one student to writes the graphic overview on the white board
6. The researcher asks the students to summarize the text
7. The researcher gives exercises to the students about material.
8. The researcher closes the class

## **J. Assessment**

### **a. Exercises**

1. What does the text discuss?
  - a. Controlling children using computer
  - a. The existence of computer
  - c. Bad impact of computer
  - d. People who oppose improvement of technology
2. What is the argument of people toward in 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
3. 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 childre
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
9. The author usually gives her/his point of view in the paragraph
  - a. First paragraph
  - b. Second paragraph
  - c. Third paragraph
  - d. All paragraph

**Answer Key:**

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

**b. Guided Assessment**

The correct answer : 20 point

The wrong answer : 0 point

Total                                    = total correct answer x 20 point

Palembang,    2017

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## APPENDIX Q

### TRY OUT



### TREATMENT



## INSTRUMENTS Prettest-Posttest

School	: SMA Aisyiyah 1 Palembang
Class	: XI (Sebelas)
Time	: 90 minutes
Skill	: Reading

### **Petunjuk Menjawab Soal:**

1. *Write your name on your answer sheet.*
2. *Read the directions for each text.*
3. *Fill the correct answer by crossing (X) from five options (a),(b),(c),(d),(e) given in the following questions.*
4. *Each correct answer will be scored 2.5*

---

**Direction: Read the following text to answer questions number 1-4 .**

### **Text 1**

#### **Should Americans be Forced to Use Public Transportation?**

- 1 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
- 5 say yes.

- 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
- 10 in traffic cleared up, and nearly 20 parking spaces that don't need to be built.

- 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
- 15 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.

- 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
- 20

community car to several apartment tenants that arrange a schedule for the car, and this program gets many positive reviews.

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.

*(SMA/MA grade XI of language programmed)*

1. What does the writer suggest?
  - a. Americans should learn to use public transportations.
  - b. American should give up their cars.
  - c. Americans should be forced to use public transportations.
  - d. The government should limit the number cars.
  - e. The government should charge extra taxes for those who uses cars.
2. The following is one of the writer's suggestions in forcing people to use public transportations....
  - a. Make people buy transit passes as part of their property taxes.
  - b. Banning the use of cars.
  - c. Stop automobiles productions.
  - d. Fine people who do not use public transportations.
- e. Limit the number of gasoline.
3. What is the purpose of the article?
  - a. Defining the functions of public transportations.
  - b. Arguing that American should not use public transportations.
  - c. Suggesting American the ways to use public transportation.
  - d. Asking for more public transportations.
  - e. Suggesting that American should be
4. In the article you find the word transit a few times. What does it means?
  - a. Stop
  - b. Transportation
  - c. Exit
  - d. Entrance
  - e. Bus stop

***Direction: Read the following text to answer questions number 5- 12.***

### **Text 2**

#### **Home Schooling**

- 1 Home schooling is an education system which provides child's main

education programme at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

First, the idea of taking our children's education on home schooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in home schooling. They will get the sense of unity when they are in the compulsory public schools since it is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society.

Recognizing the lack of home schooling in the case of children's socialization opportunity, we should afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school scouting troops and many more options to provide them opportunities to socialize with others.

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

5. What does the text tell us?
- |  |  |
|--|--|
| a. Some complaints on home schooling       | c. Ban on home schooling                             |
| b. Children's complaints on home schooling | d. Some criticisms and suggestions on home schooling |
|  | e. The government's concern in home schooling        |

6. Where does home schooling meet state requirements for compulsory education?
- In Indonesia
  - In Canada and the US
  - In Japan
  - In Canada and Japan
  - In the US and in Great Britain
7. What should be prepared for children to fit into the society according to the text?
- creativity
  - financial support
  - the sense of unity
  - independence
  - high quality school
8. Where do children get the sense of unity easily according to the text?
- In home schools
  - In public schools
  - In their own home
  - In their own community
  - In their own ethnic society
9. Considering the weakness of home schooling, what should be done according to the text?
- Parents should give them many social opportunities.
  - Parents should be able to tell them to study harder.
  - Home schools teachers should be able to teach social sciences.
  - The government must ban home schooling.
  - Parents should not have their children home schooled.
10. The word “it” in line 16 refers to ...
- a social community
  - an ethnic group
  - a public school
  - home schooling
  - the government
11. The word “them” in the last line refers to ...
- The government
  - parents
  - children
  - home schools
  - public schools
12. The Indonesian equivalent of “scouting troop” is ...
- Karang taruna
  - OSIS
  - PMR
  - Pecinta alam
  - Pramuka

**Direction: Read the following text to answer questions number 13-18.**

### **Text 3**

#### **Cheating**

1 Students' cheating is one of the biggest problems faced by teachers nowadays. Despite the fact that teachers advise their students not to do dishonest acts during tests, some students still do cheating. There are many crime up cheating that students do during the test or examination, such as looking other students' work, put some notes under their clothes, write notes or formulas on their desks, make hand signals or go to rest rooms to get the answers from their friends.

5 In my view, students who do cheating are committing a crime. It is a sort of taking something illegally. This crime causes negative results to the students. Students who always cheat deteriorate their mental capacity. Cheating acts also create dependence. They weaken **their** self confidence. Instead of preparing for the coming test, they are busy to organize notes on a piece of paper. If this awful habit continues, the students will lose their opportunity to develop their intellectual and mind.

15 Therefore, school should consider cheating as a very serious problem. School board and administration should go hand to **overcome** this matter. Honesty must be put in school's vision. Harsh punishment must be applied to students who commit this crime.

*(SMA/MA grade XI of language programmed)*

- 10 What is the text about?
- a. Students who do crime
  - b. The reasons for some students who do cheating
  - c. Cheating is one of the biggest problems faced by teachers
  - d. Cheating as a good solution for students to achieve a better score
  - e. Harsh punishment for students who do cheating
14. What does the second paragraph mainly discussed?
- a. Many students never cheated their friends
  - b. Crime up cheating that students do during the test Cheating was allowed
  - c. Many students did their own tests
  - d. The negative result of cheating
  - e. The suitable punishment for the student who do cheating
15. What kind of cheating that students NOT probably do during the test?
- a. Writing notes or formulas on their desks make hand signals.
  - b. Looking other students' work.
  - c. Reading the notes on their desks loudly.
  - d. Putting some notes under their clothes.

- e. Going to rest rooms to get the answers from their friends
16. "Students who do cheating are committing a crime." (Paragraph 2, line 7). What does the sentence mean?
- Students who do cheating develop their intellectual and mind.
  - Students who do cheating will get negative result because it is a sort of taking something illegally.
  - Students will get punishment after cheating
  - Cheating has become a school's vision
  - Students who do cheating get a better achievement
17. "They weaken their self confidence." (Paragraph 2, line 10). What does the underlined word refers to?
- Tests
  - Papers
  - Result
  - Students
  - Cheatings
18. Cheating is a bad habit that makes the students...
- More diligent in studying.
  - Lose their opportunity to develop their intellectual.
  - Develop their intellectual and mind.
  - Create a new opportunity to develop their skill.
  - Find a new challenge in doing a test.

**Direction: Read the following text to answer questions number 19-22**

#### **Text 4**

#### **House Husbands' Heart Risk**

1 Most people assume that life in the rat race is bad for your health. But reversing the traditional gender roles, being a house husband is a stressful business, according to the latest research by American scientists. By giving up their jobs in order to become house husbands, men increase their risk of heart attack or coronary disease by as much as 82% according to research based on 10 year study of 2.500 people in Boston, USA.

5 According to Dr. Elaine Eaker, the key to the problem is that *some men became stressed* about performing a role not traditionally assign to

them by society. Men who stay at home tend not to have the same levels of support from friends and family women do the same.

Jack O'Sullivan, of the Father's Direct group, was quoted as saying "Society expects the main career should be a woman and society is structured around that. Day care is called *mother and toddler groups* and some men feel awkward about belonging to those groups.

Professor Gary Cooper, a psychologist at the University of Manchester, said many men tend to underestimate the task of caring for a family. He said 'Most men think being a house husband involves putting on a bit of washing, taking the kids to school and then putting their feet up with a cup of coffee. They are crazy. Most men are not used to performing a variety of activities simultaneously the kind of multi-tasking which is second nature to most women.'

It is estimated that men have taken over the main homemaker's role in one in seven homes, as increasing numbers of women become the main breadwinner. The study also found that women in high-powered jobs were more likely to develop heart disease than those in more junior positions.

(Source: Soal UN SMA/MA IPA 2011/2012)

19. The main idea of the first paragraph is ?

- a. People living in the rat-race tend to have heart attacks.
- b. The research on house-husband health involved 2500 people.
- c. Scientists did some research on the people's health living in Boston.
- d. House husbands have understandable reasons why they gave up their jobs.
- e. The result of the research showed that house husbands tend to have heart attacks.

20. Some men became stressed about performing a role not traditionally assign to them by society." (Paragraph 2). The statement above is the result of research done by ?

- a. A psychologist.
- b. Jack O'Sullivan.
- c. Dr Ellaine Eaker.
- d. An American scientist.
- e. Professor Gary Cooper.

21. What type of text it is?

- a. Analytical exposition text
- b. Explanation
- c. Report



- d. Hortatory exposition text
  - e. News Item
22. The purpose of the text is ?
- a. to describe what a house husband is.
  - b. to persuade readers not to become a house husband.
  - c. to report the result of a research carried on by Dr Elain Eaker.
  - d. to explain to readers why house husbands are subjects to heart attack.
  - e. to inform readers that 82% of house husbands suffer from heart attack

**Direction: Read the following text to answer questions number 23-28**

### **Text 5**

#### **Discipline**

1        Being on time is a beautiful social ethic and one of great importance, as it creates efficiency in system and implies respect for one another. However it is one the many values that is not easy for our students to learn.

5        Inner discipline, one that comes from an understanding of the set rules and regulation, is *the highest form of behavior*. Most excellent school try to instill this with a loving environment. Why, even adults arrive late to meeting, work, etc. Here, we do not agree that late comers should be shut out. They can be given warnings, most of which are enough to make them try their best to reach the school on time latter. If this fails, invite the parent to school.

10       By closing the gates, the school is behaving cruelly, to which we prefer not to expose our children. Every school has responsibility to implant good educational principle, but **it** should be in appropriate ways. Good school create competitive students who can organize themselves effectively in society, so that everyone gets a quality life as a result of the ethics and values learned for as long as 12 years.

Children are **precious** and depend on the adult for guidance. Understanding them is the key, and to this end, both parents and schools must work hand in hand without playing the blame game.

(Source: Soal UN SMA/MA IPA 2011/2012)

- 23. What is the text about?
- 15    The beautiful ethnic
- b. Understanding the rules and regulation
- c. Educational principle
- d. The importance of discipline
- e. Adults Guidance
- 24. The purpose of the text is to...
- a. explain something
- b. entertain the reader
- c. persuade the readers to do something.
- d. inform the readers about something in common

- e. present at least two points of view about an issue
25. What should the school do if a students can not stop his/her habit to come late to school?
- Punish him/her
  - Shut him/her out
  - Fail him/her
  - Talk to his/her parents
  - Try to undersland him/her
26. What does the writer think to be "the highest form of behavior" (Paragraph, line 5). ?
- Respect for one another
  - Not being late to school
  - Understanding the regulations
  - Understanding the rules
  - Inner discipline
27. "it should be in appropriate ways". (Paragraph 3, line 11). The word "it" refers to ...
- School
  - Principle
  - Guidance
  - Rule
  - Environment
28. "Children are precious and dependent on the adult for guidance". (Paragraph 4. line 15). The underlined word is closest in meaning to....
- Valuable
  - Excellen.
  - Clever
  - Innocent
  - Nalve

**Direction: Read the following text to answer questions number 29-32**

#### **Text 6**

#### **Male Superiority**

1 Men's believe in male superiority extends even into the area of automobile driving, it seems. They believe that they are far better drivers than women. Men consider women drivers incompetent, inattentive and even dangerous behind the wheel.

However, statistics prove that women are, in fact, safer drivers than men. For example, insurance rates for women are 20 percent than they are for men. Another proof is that more accidents are caused by male drivers  
5 between the ages of 18 and 25 than by any other groups. Also the greater percentage of accident involving death is caused by men. Although women  
10 are criticized for being too cautious, they are really just being safe drivers.

The reason for women driver's safer habits can perhaps be found in

the differing attitudes of sexes toward automobiles as a convenience, like a washing machine.

On the other hand, men regard the automobile as an extension of their egos. Using it as a weapon when they feel particularly aggressive or using it as a status symbol.

In all, women are safer drivers because of their attitude. Men can learn to become safe drivers if they adopt the attitude that an automobile is merely a convenience.

(Source: *Targeting Text Ideas and Issues: Discussion, Exposition and Response*)

- |  |  |
|--|--|
| <p>29. In term of car accidents, the statistics proves that car accidents caused by ....</p> <ul style="list-style-type: none"><li>a. Men are higher than those of women</li><li>b. Men are lower than that of women</li><li>c. Men are as high as that of women</li><li>d. Women are equal to that of men</li><li>e. Men are lower than that of women</li></ul> <p>30. Which of the following you don't agree with about men drivers?</p> <ul style="list-style-type: none"><li>a. They are safe and careful drivers</li><li>b. They cause more accidents than women</li><li>c. They consider themselves to be competent drivers</li><li>d. They feel that using a car shows status of symbol</li><li>e. They feel that women driver's safer habits</li></ul> | <p>31. The rethoric step of the text is...</p> <ul style="list-style-type: none"><li>a.Statement of poisition-the argument reiteration</li><li>b.The argument-elaboration-conclusion</li><li>c.The conclusion-elaboration-reiteration</li><li>d.Statement of position-elaboration-reiteration</li><li>e. the conclusion-reiteration-elaboration</li></ul> <p>32. The last paragraph of the text above is called....</p> <ul style="list-style-type: none"><li>a. Recommendation</li><li>b. Reiteration</li><li>c. Theses</li><li>d. Orientation</li><li>e. argumentati</li></ul> |
|--|--|

**Direction: Read the following text to answer questions number 33-**

#### **Text 7**

#### **Old Enough?**

- 1        When a person old enough to be responsible for a crime? This question

needs to be investigation because the current law is not good enough.

The law at present protect children aged between ten years and fourteen years from being punished for committing crimes. It is believed that children under fourteen years are too young to realize the seriousness of their crimes. Mr Stephen Scarlett, head of the NSW Children's Court, describes how clever young offenders use this different, saying that **they** are too young to understand that they have broken the law, Mr. Scarlett and expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this.

Teenagers those days are far more sophisticated then **those** in the past. The law should recognize this. In a recent survey some people suggested that the age for being responsible for a crime should be dropped to age years old. This, I feel is too young. Fourteen, however, is too old. Is there anyone who believes that a fourteen-years-old doesn't know that it is againts the law to steal or vandalize property? By the age of twelve, children are aware of what is legal and what is not.

Public preasure creates change. It is know up to the public to put resure on the government to change the age at which a person maybe held responsible for a erime from fourteen years to twelve years. Out of the date laws have no place in a modem society, especially one date needs people to be responsible for their action.

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

33. What does text above? What does the underlined word refers to?
- |  |                    |
|--|--------------------|
| a. When a person is old enough to be responsible for a crime | a. NSW children    |
| b. When a person is being punished for committing crime      | b. Children        |
| c. When children are too young to be responsible for a crime | c. Young offenders |
| d. When a person is too old to be responsible for a crime    | d. Teenagers       |
| e. When do teenagers realize the seriousness of their crimes | e. Some people     |
34. "They are too young to understand". Paragraph 2, line 7).
35. "Teenagers those days are far more sophisticated than *those* in the past. (Paragraph 3, line 10). The word "those" refers to...
- |              |
|--------------|
| a. Day       |
| b. Teenagers |

- c. Laws
  - d. Childre
  - e. Crimes
36. According to the writer the children should realize that they have break the law in the of...
- a. Eleven
  - b. Twelve
  - c. Nine
  - d. Ten
- e. Four
37. Teenagers those days are far more sophisticated". (Paragraph 3, line 10). The synonym of the underlined word is...
- a. Skilled
  - b. Poor
  - c. Excited
  - d. Amazing
  - e. Shopaholic

**Direction: Read the following text to answer questions number 38-40**

### **Text 8**

#### **Muslim's Headscarf**

- 1 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?
- 5 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 judgement call; some are comfortable in the smallest bikini while others prefer a lot more clothing. No one but the woman herself should
- 10 make that decision.
- 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.
- 15 Banning head coverings is only likely to provoke a more extreme  
15 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 civilisations.

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.

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

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

- |   |   |
|---|---|
| <p>38. What does the text discuss?</p> <ul style="list-style-type: none"> <li>a. Muslim students</li> <li>b. Muslim boarding school</li> <li>c. Muslim life</li> <li>d. Muslim headscarf</li> <li>e. Muslim community</li> </ul>  | <ul style="list-style-type: none"> <li>b. Many social conflicts arouse because of Muslims freedom of religious expression.</li> <li>c. Schools should not be tolerant to any freedom of religious expression.</li> <li>d. Schools are allowed to ban Muslim headscarf because it may cause problems.</li> <li>e. Schools should not ban Muslims freedom of religious expression on any reason.</li> </ul> |
| <p>39. "Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression" (paragraph 5) The sentence implies...</p> <ul style="list-style-type: none"> <li>a. Muslims freedom of religious expression may cause problems.</li> </ul> | <p>40. The word "veil" in paragraph 2 has similar meaning to ...</p> <ul style="list-style-type: none"> <li>a. helmet</li> <li>b. glove</li> </ul>  |

c. headscarf

d. napkin

e. sock

☺ Good Luck ☺

## APPENDIX D

No	Questions Items	Sig. (2-tailed) of Pearson Correlation (r-output)	r-table	Result
1.	Item 1	0.000	0.349	Invalid
2.	Item 2	0.926	0.349	<b>Valid</b>
3.	Item 3	0.052	0.349	Invalid
4.	Item 4	0.356	0.349	<b>Valid</b>
5.	Item 5	0.469	0.349	<b>Valid</b>
6.	Item 6	0.941	0.349	<b>Valid</b>
7.	Item 7	0.725	0.349	<b>Valid</b>
8.	Item 8	0.356	0.349	<b>Valid</b>
9.	Item 9	0.015	0.349	Invalid
10.	Item 10	0.382	0.349	<b>Valid</b>
11.	Item 11	0.141	0.349	Invalid
12.	Item 12	0.327	0.349	Invalid
13.	Item 13	0.122	0.349	Invalid
14.	Item 14	0.555	0.349	Invalid
15.	Item 15	0.122	0.349	Invalid
16.	Item 16	0.736	0.349	<b>Valid</b>
17.	Item 17	0.836	0.349	<b>Valid</b>
18.	Item 18	0.736	0.349	<b>Valid</b>
19.	Item 19	0.795	0.349	<b>Valid</b>
20.	Item 20	0.298	0.349	Invalid
21.	Item 21	0.699	0.349	<b>Valid</b>
22.	Item 22	0.555	0.349	<b>Valid</b>
23.	Item 23	0.535	0.349	<b>Valid</b>
24.	Item 24	0.911	0.349	<b>Valid</b>
25.	Item 25	0.029	0.349	<b>Valid</b>
26.	Item 26	0.052	0.349	<b>Valid</b>
27.	Item 27	0.941	0.349	<b>Valid</b>
28.	Item 28	0.389	0.349	<b>Valid</b>
29.	Item 29	0.733	0.349	<b>Valid</b>
30.	Item 30	0.041	0.349	Invalid
31.	Item 31	0.555	0.349	<b>Valid</b>
32.	Item 32	0.544	0.349	<b>Valid</b>
33.	Item 33	0.469	0.349	<b>Valid</b>
34.	Item 34	0.388	0.349	<b>Valid</b>
35.	Item 35	0.736	0.349	<b>Valid</b>
36.	Item 36	0.685	0.349	<b>Valid</b>
37.	Item 37	0.382	0.349	<b>Valid</b>



38.	Item 38	0.544	0.349	<b>Valid</b>
39.	Item 39	0.664	0.349	<b>Valid</b>
40.	Item 40	0.122	0.349	Invalid
41.	Item 41	0.061	0.349	Invalid
42.	Item 42	0.836	0.349	<b>Valid</b>
43.	Item 43	0.122	0.349	Invalid
44.	Item 44	0.954	0.349	<b>Valid</b>
45.	Item 45	0.161	0.349	Invalid
46.	Item 46	0.000	0.349	Invalid
47.	Item 47	0.388	0.349	<b>Valid</b>
48.	Item 48	0.544	0.349	<b>Valid</b>
49.	Item 49	0.664	0.349	<b>Valid</b>
50.	Item 50	0.926	0.349	<b>Valid</b>
51.	Item 51	0.535	0.349	<b>Valid</b>
52.	Item 52	0.699	0.349	<b>Valid</b>
53.	Item 53	0.477	0.349	<b>Valid</b>
54.	Item 54	0.733	0.349	<b>Valid</b>
55.	Item 55	0.122	0.349	Invalid
56.	Item 56	0.403	0.349	<b>Valid</b>
57.	Item 57	0.263	0.349	Invalid
58.	Item 58	0.926	0.349	<b>Valid</b>
59.	Item 59	0.403	0.349	<b>Valid</b>
60.	Item 60	0.664	0.349	<b>Valid</b>

**Distribution of Data Frequency Frequency students' Frequency  
students' Pretest\_Control**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.1	3.1	3.1
	40	3	9.4	9.4	12.5
	45	4	12.5	12.5	25.0
	47.	1	3.1	3.1	28.1
	50	5	15.6	15.6	43.8
	55	4	12.5	12.5	56.2
	60	4	12.5	12.5	68.8
	65	5	15.6	15.6	84.4
	70	1	3.1	3.1	87.5
	75	3	9.4	9.4	96.9
	77.	1	3.1	3.1	100.0
	Tot	32	100.0	100.0	

**Distribution of Data Frequency Frequency students' Posttest\_Control**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.1	3.1	3.1
	45	2	6.2	6.2	9.4
	47.	1	3.1	3.1	12.5
	50	6	18.8	18.8	31.2
	52.	3	9.4	9.4	40.6
	55	1	3.1	3.1	43.8
	57.	1	3.1	3.1	46.9
	60	5	15.6	15.6	62.5
	62.	1	3.1	3.1	65.6
	65	3	9.4	9.4	75.0
	70	3	9.4	9.4	84.4
	72.	1	3.1	3.1	87.5
	75	2	6.2	6.2	93.8
	77.	1	3.1	3.1	96.9
	80	1	3.1	3.1	100.0

**Distribution of Data Frequency Frequency students'**  
**Pretest\_ Experiment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	3.1	3.1	3.1
	30	4	12.5	12.5	15.6
	40	2	6.2	6.2	21.9
	45	2	6.2	6.2	28.1
	50	1	3.1	3.1	31.2
	55	5	15.6	15.6	46.9
	60	6	18.8	18.8	65.6
	65	7	21.9	21.9	87.5
	70	1	3.1	3.1	90.6
	75	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

**Distribution of Data Frequency Frequency students'**  
**Posttest\_ Experiment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.1	3.1	3.1
	50	7	21.9	21.9	25.0
	60	1	3.1	3.1	28.1
	65	2	6.2	6.2	34.4
	70	9	28.1	28.1	62.5
	75	4	12.5	12.5	75.0
	77.	1	3.1	3.1	78.1
	80	2	6.2	6.2	84.4
	85	4	12.5	12.5	96.9
	87.5	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

## APPENDIX F

### Normality Pretest in control

#### One-Sample Kolmogorov-Smirnov Test

		Pretest_Control
N		32
Normal Parameters <sup>a</sup>	Mean	55.7719
	Std. Deviation	11.88659
Most Extreme Differences	Absolute	.124
	Positive	.124
	Negative	-.094
Kolmogorov-Smirnov Z		.701
Asymp. Sig. (2-tailed)		.710
a. Test distribution is Normal.		

### Normality Pretest in experiment

#### One-Sample Kolmogorov-Smirnov Test

		Pretest_Experiment
N		32
Normal Parameters <sup>a</sup>	Mean	54.6875
	Std. Deviation	14.30867
Most Extreme Differences	Absolute	.196
	Positive	.114
	Negative	-.196
Kolmogorov-Smirnov Z		1.110
Asymp. Sig. (2-tailed)		.170
a. Test distribution is Normal.		

### Normality Posttest in control

#### One-Sample Kolmogorov-Smirnov Test

		Posttest_Control
N		32
Normal Parameters <sup>a</sup>	Mean	59.2188
	Std. Deviation	10.59590
Most Extreme Differences	Absolute	.143
	Positive	.143
	Negative	-.096
Kolmogorov-Smirnov Z		.810
Asymp. Sig. (2-tailed)		.528
a. Test distribution is Normal.		

### Normality Posttest in experiment

#### One-Sample Kolmogorov-Smirnov Test

		Posttest_Experiment
N		32
Normal Parameters <sup>a</sup>	Mean	68.1250
	Std. Deviation	12.73172
Most Extreme Differences	Absolute	.215
	Positive	.173
	Negative	-.215
Kolmogorov-Smirnov Z		1.215
Asymp. Sig. (2-tailed)		.104
a. Test distribution is Normal.		