



**THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR)
ON STUDENTS' HORTATORY EXPOSITION TEXT READING
COMPREHENSION OF SMK AL-HIDAYAH MEDAN IN ACADEMIC YEAR
2018/2019**

THESIS

**Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera as a Partial Fulfillment of the Requirements for the
Degree of S-1 Program**

By:

AFRIANI DEVI

34.14.3.016

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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Assalamualaikum Wr. Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **Afriani Devi** yang berjudul:

“THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR) ON STUDENTS` HORTATORY EXPOSITION TEXT READING COMPREHENSION OF SMK AL-HIDAYAH MEDAN IN ACADEMIC YEAR 2018/2019”,

maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, July 2018

Yang Membuat Pernyataan

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ABSTRACT

AFRIANI DEVI, NIM.34143016, THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR) ON STUDENTS' HORTATORY EXPOSITION TEXT READING COMPREHENSION OF SMK AL-HIDAYAH MEDAN IN ACADEMIC YEAR 2018/2019

Thesis , Medan: Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, Medan 2018.

Keywords: Collaborative Strategic Reading (CSR), Students' Hortatory Exposition Text Reading Comprehension

This research was intended to find out the empirical evidence of the students' ability in reading comprehension by using collaborative strategic reading at the XI grade students of SMK Al-Hidayah Medan. This research was experimental research. The population of this research was all students of class XI of SMK Al-Hidayah Medan. The samples of this research were taken from 25 students of experimental group (class XI-1) and 25 students of control group (class XI-2). The instrument for collecting data were test and observation. After analyzing the data, the writer got; The value of t_{observed} was 82.72 and that of t_{table} was 2.011. So the value of t_{observed} was higher than that of t_{table} . It means that there was significant effect of using collaborative strategic reading (csr) on students' hortatory exposition text reading comprehension.

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Medan, Agustus 2018

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the most important skills in language learning beside speaking, listening, and writing. Reading is an essential skill for all students at all levels. The students are required to be able to read. Moreover reading has formed part of the syllabus in teaching English because there is a competence standard in reading that students are expected to be able to comprehend the meaning both interpersonal and transactional in the text.

Grabe and Stoller state that reading is an ability to draw meaning from the printed page and interpreted the information appropriately.¹From the quotation above, reading means that to find out the messenger or information that the writer put into the text as efficient as possible.

In the classroom practice, the reason of reading is reading for information. In order to get the information, students need to comprehend what they have read. Comprehension means an understanding of the information that words and sentences are communicating in a reading text. So Reading comprehension is one of essential materials of teaching English that is given for students. The goal of reading is comprehension. The comprehension itself is the combination of information from text and the readers` prior knowledge. In teaching reading, the teacher should realize that the goal of reading is comprehension, comprehension is reading with understanding

¹William Grabe and Fredricka L.Stoller, *Teaching and Researching Reading*. Great Britain : Pearson education, 2002, p.9.

Reading comprehension is a good way to develop and understand English. In reading comprehension, students should be able to read English text effectively and efficiently. In reading comprehension, the students do not read the text only, but they want to know about the content of the text. To become a good reader, students should have a particular purpose before they interact with the text.

If the students know a lot about a topic, they use this knowledge to interpret the text, they will think and connect to the topic while they are reading in order to comprehend the text, it will support them to get the comprehension during the learning process and they will get success for their academic. Success in academic means that the students not only get high grades in reading because the students` ability in answering some questions, multiple choice and essay text, but success also means that the interpreting information into their own comprehension.

In reality, based on the observation on the researcher`s observation at SMK Al-Hidayah Medan, the students have some problem in reading comprehension, especially on Senior High School also face problem, they have low ability in reading comprehension because it is very difficult for them to comprehend the text. It happened because of some factors. First, when they read something, they just pronounced the words, they will lacked vocabularies (knowing what the word mean in context), they could not get the main idea, the students` poor knowledge about the topic, they did`nt understand the concept the genre, and also they were confused how to build meaning from a text. Second, they had not any motivation for learning reading.

Those problems of reading comprehension can be caused by two factors. First the students did not have good motivation to read because the text was not interesting, and they should comprehend every word of the text. Second, the students were lack in vocabulary, so if they wanted to understand the text, they must kept on looking up the words in a dictionary to found out the meaning of the words. Besides of it, Strategy which was not suitable. Commonly, English teacher teach reading comprehension by translating the reading text, so the students knew the meaning just from the English teacher. Because of this situation, the students got bore and uninterested in reading comprehension.

In teaching reading, the English teacher focus to the students' English book. Teacher only ask the students to read the text aloud in the class and rare to explain what the meaning of the text. They only read and got the meaning of the text from their teacher, or they just read the text from the beginning until the end, and when they find some difficult words they stop to read and to look for the meaning of the words in the dictionary. Therefore, it can be concluded that this strategy is not appropriate to be applied in the classroom.

This condition becomes the reason why the researcher would like to conduct a research by using a strategy that is Collaborative Strategic Reading (CSR) which will help the students in increasing their achievement in reading comprehension. Klingner and Vaughn (1996) state that Collaborative Strategic Reading is one of the best strategies for teaching students reading comprehension. In Collaborative Strategic Reading (CSR), the teacher will present the strategies (preview, click and clunk, get the gist, and wrap up). After the students have developed their proficiency in applying strategies through the activities facilitated by the teacher,

the students are asked to form heterogeneous groups, where each student performs a defined role as students collaboratively implement the strategies.

Ideally, if the English teacher uses the various and excited strategies in teaching reading, the students will not have difficulties in learning it. That is why the researcher wants to conduct a research with the title **THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR) ON STUDENTS' HORTATORY EXPOSITION TEXT READING COMPREHENSION OF SMK AL-HIDAYAH MEDAN IN ACADEMIC YEAR 2017/2018.**

B. Statements of the Problems

Based on the background of study, the problems in this research can be formulated as follows:

1. Most of students have some difficulty in searching the meaning of the text.
2. The students do not know what topic of the text.
3. They feel difficult to understand the paragraph they have read.
4. They couldn't grasp the idea and answer the question based on the text.

C. Research Question

Based on the problems above, the research questions is: "there any significant effect of using collaborative strategic reading on the students' reading comprehension hortatory exposition text?"

D. Purpose of the Study

In these research problem, the objective of study will aim:

The objective of the study is to find out the effect of using CSR on students' achievement in reading comprehension on Hortatory Exposition text.

E. Significances of the Study

As it is described in the aim of the study above, this study will also expect to have significant contribution and useful for:

1. English Teacher

This research can be used to consider in teaching learning process

2. Students

This research can be used to increase the students' achievement

3. The other researchers

As reference to study the same topic more deeply

F. Limitations of the Study

As mentioned on the background of the study above, Collaborative Strategic Reading strategy is one of the alternative solution that can be used by teacher in teaching reading comprehension in classroom, the problem is limited on the effect of words search strategy on the students' ability in reading comprehension. In addition, the researcher focuses on the students at the second grade of SMA Al- Hidayah Medan.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

The research of this research explain the related materials, which is aimed at giving some clarification of the terms used in this study. The terms are defined in order to avoid misunderstanding that might occur in the process of getting a better insight of the discussion of the study. Theoretical framework of this research will be presented and discussed as the following.

1. Definition of Reading

Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning (Reinking and Scheiner, 1985)

Reading may be defined as the meaningful interpretation of the printed or written verbal symbols. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the next he has read. The reasoning side of reading becomes increasingly important as word recognition is mastered. As proficiency in reading increases, individuals learn to adapt their reading strategies in accordance with the purpose for reading and the restrictions imposed by the material. The nature of reading task, therefore, changes as learners progress to the more mature levels.

Reading is central to teaching and learning and it is vital to consider the circumstances in which the developing child is required to extract and apply meaning derived from text.²

Reading is a highly complex process and therefore it may not be surprising that some children struggle to become proficient readers.³

Reading is one the most poorly developed of our daily skills and yet it is a vital medium of communication. In our society, is a knowledge rapidly accumulates and is committed to print, greater demands are continually being made on the ability of people to read.⁴

Allah SWT reveals in Surah Al-Alaq verse 1-5 Holy Qur'an:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3)

الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Meaning :

Read: In the name of the Lord Who create. Create the man from a clot.

Read:

And the Lord is the Most Bounteous, Who teach by the pen. Teach the man that

²Paula J. Clarke, Emma Truelove, Charles Hulme and Margaret J. snowling, *Developing Reading Comprehension*. USA: John Wiley & Sons, 2014, p.9.

³Paula J. Clarke, Emma Truelove, Charles Hulme and Margaret J. snowling, *Developing Reading Comprehension*. USA: John Wiley & Sons, 2014, p.14.

⁴Lajnah Pentashih Mushaf Al-Qur'an, *Al-Jumanatul Ali Al-Qur'an dan Terjemahan*, (Bandung: CV Penerbit J-Art, 2004), p. 6

which he knew not. (Al-Alaq:1-5)⁵

The first word of this verse is IQRA! that means read. The verse above means that if we want to know something we must read. If we went to get some information or knowledge, we have to read. By reading much, it can enlarge our knowledge.

Reading is not only the process in which the reader reads the words, sentences or the text but also by reading the reader intends to get something from the reading materials. By having a good skill in reading, we can enlarge our knowledge and get lot of advantages from it.

In Hadits Riwayat Muslim it show the important point of reading because with reading students can open their mind up and look the phenomenon that happen in this world.

اقْرَأُوا الْقُرْآنَ فَأَنْتُمْ يَوْمَ الْقِيَامَةِ شَفِيعًا لِأَصْحَابِهِ

Recite A-Qur`an. Because (Al-Qur`an) will come on the Day of Judgment as an intercessor for those who are eager to read it.⁶

From this hadiths we can conclude if readings very important for our life especially in reading Al-Qur`an because Al-Qur`an tough the man every science that very useful for life because Al-Qur`an is the best teacher for who read it.

Grabe and Stoller State reading is the ability to draw meaning from the printed page and interpret this information appropriately.⁷ It means that when a

⁵Lajnah Pentashih Mushaf Al-Qur`an, *Al-Jumanatul Ali Al-Qur`an dan Terjemahan*. Bandung: CV Penerbit J-Art, 2004, p. 597.

⁶Al-haaq, Hikmah Tilawah Al-Qur`an, hadist tentang keutamaan membaca Al-qur`an accessed from <http://alhaaq.wordpress.com/artikel/hadits-hadits-tentang-keutamaan-membaca-al-quran>.

reader interacts with printed pages, their prior knowledge combine with the visual or written information result in his comprehending the message.

Deborah Daiek and Nancy Anter in their book define reading as: (1) Reading is two-way communication between an author and a reader (2) Reading is interpretation and understanding (3) Reading is a process (processes) (4) Reading is thinking.⁸

Tankersley state that reading is a complex process made up of several interlocking skills and process.⁹ It means that reading need many skills and understanding. One of them is adequate background skills. Without this reading is difficult and trouble some for them. Reading requires not only skillful readers but also high-level thinkers and processors of knowledge.

According to the National Council of Teachers of English (NCTE) said that reading is a complex, purposeful, social and cognitive process in which readers simultaneously uses their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather a developmental process. A reader's competence continues to grow through engagement with various types of texts and wide reading for various purposes over a lifetime.¹⁰

⁷ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*. Great Britain : Pearson education, 2002, p.9.

⁸Deborah Daiek and Nancy Anter, *Critical Reading for College and Beyond*. New York: Mc.Graw Hill, 2004, p. 17

⁹ Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development*. Alexandria, ASCD, 2003, p. 2.

¹⁰Randi Stone, *Best Practice for Teaching Reading: What Award Winning Classroom Teachers Do*. California: Corwin Press, 2009, p. 85.

From the definition above, we can conclude that reading means that to find out the messenger or information that the writer put into the text as efficient as possible. Reading is the interacting between the reader and the writer through the printed text which requires the readers to bring their own knowledge of a language to recognize that print of the words, sentences and paragraph, and to interpret the author's message.

Allah SWT reveals in Surah Al-Muzzammil verse 20 Holy Qur'an:

الْقُرْآنِ مِنْ تَيْسَّرَ مَا فَاقرءُوا

Meaning :

So, recite you of the Qur'an as much as may be easy for you.¹¹

2. The Purpose of Reading

As one of the skills, reading is purposeful the essential purpose of all reading generally to get new information and for pleasure before reading a text, the readers or students must determine in their reading. Grabe and Stoler's state that there are some purpose of reading, they are:

- a. Reading to search for simple information and reading to skim

Reading to search for simple information is common reading ability though some researchers see it as a relatively independent cognitive process. In reading to search, we typically scan the text for a specific piece of information or a specific piece word similarly reading to skim is common part of many reading tasks and useful skill in its own right. It involves in essence a combination of strategic for guessing where information might be

¹¹<http://www.republika.co.id/berita/jurnalisme-warga/wacana/12/01/26/lydx0y-11-manfaat-membaca>

in a text and the using basic reading comprehension skill on those segments of the text until a general ideas formed.

b. Reading to learn from texts

Reading to learn typically occurs in academic and professional context in which a person needs to learn considerable amount of informations from a text.

c. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decision the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information to integrate it for the readers` goal. In this respect, both reading to write and reading to require abilities to compose, select and critique information from a text.

d. Reading for general comprehension

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, in the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

3. Definition of Reading Comprehension

Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to ones spoken language. Reading

comprehension is an ability of a reader to comprehend the text that they are reading. To comprehend the text, the reader needs a lot of effort because every people have different background knowledge. There are some people would have a broader background knowledge while some others do not. It makes people have to glide over the text.

The skills that necessary for a reader to read well are learned gradually as the reader ptogresses through the reading stages. Among the multitude of reading skill that are necessary, the most important one is comprehension skill. Reading Comprehension is situated within the text itself, a developed understanding comes from the interaction between the text and the readers` response to it¹²The diverse persectives that we bring to task result in different intrepretations of a text.

According to Kristen Lems, reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency, it varies according o the purposes for reading and the text thatis involved.¹³ It means that reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and meta-cognitive.

Perfetti, Landi, and Oakhill (2005) argue that for reading comprehension to develop, a high standard of coherence is necessary.¹⁴

Otto states that reading comprehension is a multiplication affected by various skill based on the statement. In comprehending text, reader has to

¹²Paula J. Clarke, Emma Truelove, Charles Hulme and Margaret J. Snowling. 2014. *Developing Reading Comprehension*. Dean Cheshier: Wiley Balcwell. P. 2

¹³Kristin Lems, Leah D.Miller, and Tenena M.Soro, *Teaching Reading to English Language Learners*. New York: The Guildford Press, 2010, p. 170.

¹⁴*Ibid.* ,p.9

find the main ideas that will determine the quality of their reading comprehension.¹⁵

Reading is not just saying the words. Reading must get the meaning of the text. Many people can read the words in passage perfectly, but are unable to answer the question even though the answers were directly contained in the words they pronounced. People should realize that the main goal of reading process is comprehension. Comprehension is a process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.

Reading Comprehension is a skill that is critical in the educational success of all individuals. Without adequate reading comprehension skills, students can struggle in many subject areas. Reading Comprehension is an important skill needed for all areas of school.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise meta-cognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. It means that a good readers should make connections between background knowledge and the new information in the text.

¹⁵Wayne Otto.1979. *How to Teach Reading.Philippines*:Addison-Wesley Publishing Company.p.241

Those are some statements that assume reading comprehension. In other words, reading comprehension is a complex activity that includes many purposes such as reading to get the specific information and general idea of the text. Moreover, the reader has to read a lot and train his ability to get the idea of the text.

4. Level of Reading Comprehension

Comprehension is the label for a myriad of skills that involves getting meaning from printed page. Comprehending the text means making sense to the text by using some activities those are helpful. Based on Burn, divided comprehension into four levels, namely literal comprehension, inferential comprehension, critical comprehension, and creative comprehension.

a. Literal Comprehension

Literal comprehension refers to the ability to understand what is stated by the writer or to take the idea and the fact that directly stated on the printed page. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what is actually stated.

b. Inferential Comprehension

Inferential comprehension refers to ability to go beyond what is stated directly, to understand what the writers means by looking for the inside meaning skill for inferential include inferring unstated main ideas, cause-effect relationship, references of pronouns and adverbs, admitted word, indentifying words, author purpose, predicting, ending and drawing conclusion.

c. Critical Comprehension

Critical comprehension refers to the ability to make analysis, evaluation, judgments and personal reacting about ideas of information what the writers offer in a passage.

d. Creative Comprehension

Creative comprehension refers to the ability of reader to use his/her imagination when reading the passage. Skill for creative reading comprehension include understanding cause effect relationship on a story. Problem solving and producing creations.¹⁶

5. Collaborative Strategic Reading (CSR)

CSR is derived from Collaborative Strategic Reading. According to Klingner & Vaughn say that originally designed collaborative strategic reading. Collaborative Strategic Reading is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching, and (b) cooperative learning in or students pairing.¹⁷ Collaborative Strategic Reading is a reading comprehension instruction models that includes strategic for summarizing information, asking and answering questions, comprehension monitoring, and peer discussion.

Collaborative Strategic reading (CSR) originally develops to help English language and students with learning disabilities become more confident, and competent readers in heterogeneous mainstream classrooms,

¹⁶Burns, Roy, Rose. 1984. *Teaching Reading and Today's Elementary Schools*. Boston: Houghton Mifflin Company, P. 131

¹⁷Mohamad Jafre Zinol Abidin. (2012). *Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategic Perspectives: European Journal of Business and Management*. Volume 4, No. 1. P. 1

serves as a way to develop the topic of the text through active students' prior knowledge that related to the topic. Collaborative Strategic Reading is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively.

CSR is carried out in two phases, namely *teacherled activities* and *students pairing*. In the first phase, the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the whole class using modeling, role playing, and teacher think-aloud. In the second phase, the students are asked to work in pairs. Each student performs a defined role as student collaboratively implement the strategies. The goal of CSR is to improve reading comprehension and increase conceptual learning in ways that maximize students participant.

6. The Implementation of Collaborative Strategic Reading

There are some activities in applying Collaborative Strategic Reading (CSR), teacher divides students into some groups, firstly, teacher provides the additional instruction in each strategy, teaches students why, when, and how to apply each reading strategy in applying CSR. These are the following strategies.

Phase 1: Teacher explains the teaching strategies of CSR.

c. Preview

The students previewing the text by looking at the title and predicting the topic that will be learned. Then, students share their response with one another. Next, they write down their predictions of what they might learn in log activity card.

d. Click and Clunk

Students use this process of click and clunk to monitor students' comprehension of the text. When students understand the information, it is "clunk". Teacher asks the students to identify the difficult or unknown word in the text as "Clunk" and share in group to determine the best meaning of the words. Teacher guides the students to use "fix-up" strategies to overcome their clunk become click:

- (a) Re-read the sentence and look for key ideas to help you understand the word.
- (b) Re-read the sentence with the clunk and the sentences before or after the clunk, looking for clues.
- (c) Look for a prefix or suffix in the word,
- (d) Break the word apart and look for smaller word you know. Students record their clicks in their learning logs to share with their teacher and pers.

e. Get the Gist

Mean that the students are able to state the main idea of paragraph in their own words, as succinctly as possible. In this way students learn how to synthesize information, taking a larger chunk of text and distilling it into a key concept or idea. Students are taught to identify the most important information they read about. Teacher ask the students to identify the text and share in-group to find the most important information in the text.

f. Wrap-Up

Students learn to wrap-up the text by formulating question and answer about what they have learned and by reviewing the key ideas. The goals are to improve students knowledge, understanding, and memory of what they have read. Students summarize the text by generating questions about important information in the passage. They learn to use questions starters to begin their questions: who, what, when, where, why, and how.

Phase II: Students cooperative learning group role of CSR

Teacher asks the students to make a role in cooperative roles. Roles are an important aspect of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task.

- a. Leader: This students leads the group in the implementation of CSR by saying what to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.
- b. Clunk Expert: This students uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.
- c. Announcer: This students calls on different group members to read or share an idea. He or she makes sure everyone participates and only one peson talks at a time.
- d. Encourager: This students watches the group and gives feedback. He or she looks for behaviors to praise. The students encourages all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.

- e. Reporter: during the whole-class wrap-up, this students reports to the class the main ideas the group learned and shares a favorite question the group has generated.
- f. Time Keeper: This students sets the timer for each portion of CSR and lets the group know when it is time to move on (the teacher might do thid instead of students)

Table 1.1 The Teaching Strategies of CSR

NO	Reading Activities	Students` Activities
1	Before Reading	Preview
2	During Reading	Clink and Clunk
		Get the Gist
3	After Reading	Wrap up

7. Hortatory Exposition Text

A Hortatory Exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition are popular among science, academic community and educated people.¹⁸

Hortatory exposition text is a text that is intended to argue and to persuade the readers that something should be or ought to be done. Hortatory

¹⁸AmaliaPradini. 2014. *Analytical Exposition & Hortatory Exposition*. Jakarta. M2U, P. 42

exposition text is type of English text that belongs to the class of argumentation. Hortatory exposition text ends with recommendation and usually called as suggestive arguments. To strengthen the explanation, the writer needs some arguments as the fundamental reasons of the given ideas and to reinforce the main ideas of the text. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech, etc.

Hortatory exposition text is a text that sets out the reasons for the purpose of persuading the listeners or reader to follow what the author has to say.¹⁹

As mentioned previously, Hortatory Exposition is a type of English text that belongs to the class of argumentation.²⁰ This type of English text influences the reader to do something or act in a certain way. In Hortatory Exposition, there are some opinions about certain things to reinforce the main ideas of the text. By doing so, the main communicative purpose of the hortatory exposition is to persuade the reader or listener that something should or should not be the case.

8. The Characteristics of Hortatory Exposition Text

a. Communicative purpose

Hortatory exposition text is a text which has the purpose to arguments to persuade the readers or listeners that something should or should not to be the case.

¹⁹PujiPurnama. 2011. *Cara Super MenguasaiMateriBahasaInggris SMA kelas 1,2,3*. Yogyakarta.MitraBuku, P. 26

²⁰WayanDirgayasa. 2014. *Writing a Genre Based Perspective*. Medan. Unimed Press, P. 161

b. Rhetorical structure

Hortatory exposition text has three elements base on their own functions which arranged rhetorically, they are :

(a) Thesis

It contains a writer`s statement of his or her position about a certain hot topic or problem.

(b) Arguments

It contains the description on facts and data to support the writer`s statement in the thesis. An argument is simply a rational means of persuasions. It seeks to convince and it is not just to explain, it uses a logical argument of persuasion that present evidence in supporting point of a view of the problem discussed.

(c) Writer`s reiterations/conclusion

It contains a suggestion, an advice or recommendation

c. Grammatical patterns

(a) Using abstract noun : policy, advantage, etc

(b) Relative verbs : should be, doesn`t seen to have been

(c) Actions verbs : we must act

(d) Using conjunction : although, because, however, therefore, but, on the other hand, etc.

(e) Using modal adverb : certainly, surely, absolutely, etc

(f) Using temporal connective : firstly, secondly, etc

(g) Using evaluative words : important, valuable, trustworthy, etc

(h) Using passive voice/simple present tense/present perfect.²¹

Clearly, the rhetorical structure of Hortatory Exposition text can be seen from the following example :

A LETTER TO TV STATION

<p>Dear Editor,</p> <p>We are writing to complain about ads on TV. There are so many ads, especially during our favorite programs. We think they should be stopped for a number of reasons.</p>	<p>THESIS</p>
<p>First, ads are nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs. Second, ads are bad influence on people. They try to encourage people to buy unhealthy food like beer, soft drink, candy and chips. And they make people want things they do not really need and cannot. Finally, the people who make ads have too much to say in what programs people watch. That is</p>	<p>ARGUMENT</p>

²¹AmaliaPradini. 2014. *Analytical Exposition & Hortatory Exposition*. Jakarta. M2U, P. 42

<p>because they want to put all their ads on popular programs watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone`s favorite</p>	
<p>For those reasons, we think TV station should stop showing ads. They interrupt programs.</p>	<p>RECOMMENDATION</p>

B. Conceptual Framework

Comprehension is reading with understanding. It decodes meaning from the printed text not only in single word or sentence but also of the interrelationship among the sentences in discourse which involves various factors such as background knowledge, vocabulary, fluency, active reading skills and critical thinking. Many students face those difficulties among the various factors in reading comprehension to understand the meaning of their reading text, those reasons make the learners are not able to comprehend the text and improve their achievement.

The using of Collaborative Strategic Reading (CSR) could be an effective strategy in teaching reading comprehension. Collaborative Strategic Reading (CSR) is designed to facilitate reading comprehension for students in reading, learning, and behavior problem included in general education classroom. Collaborative Strategic Reading (CSR) teaches students to use comprehension

strategies while working cooperatively. CSR engages students to work in small group cooperatively, so they have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills.

By applying Collaborative Strategic Reading, the writer believe that students reading comprehension will be improved not only in reading, but also in learning, and behavior problems. The students will be practiced more in developing their thinking while they are reading a text. It is called as critical reading comprehension. By doing this, the students will be a critical reader in comprehending what the authors writes and find out the core information while working cooperatively.

C. Hypothesis

Based on theoretical and conceptual framework, there is a different of students' reading comprehension hortatory exposition text because they don't have the same potential, motivation, or learning style. In this paper, the hypothesis consists:

1. Alternative Hypothesis (H_a)

“ There is a significant effect by using CSR on students' achievement in reading comprehension on hortatory exposition text“.

2. Null Hypothesis (H_0)

“There is no a significant effect by using CSR on students' achievement in reading comprehension on hortatory exposition text.”

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study will be conducted in experimental research design with pre-test and post-test design. The design will be applied in order to investigate the effect of using collaborative strategic reading (csr) on students' reading comprehension hortatory exposition text. This research consist of two different class, namely experimental group and control group. This study had two variables; Collaborative Strategies Reading (CSR) as independent variable and students' achievement in reading comprehension on hortatory exposition text as dependent variable. The experimental class was the class that would receive treatments by applying CSR strategy, and the control class was the class that would not applying CSR strategy. Experimental group is the group that receives treatment, while the control group is a separate group that receives no treatment or a different treatment than the experimental group.²² Both of group will be given pre-test and post-test with the same material and test.

There are two variables in this study; they are independent and dependent variable. Independent variable is the effect of using Collaborative Strategies Reading (CSR) while the dependent variable is the students' and students' achievement in reading comprehension on hortatory exposition text. The design can be presented as follows:

²² Marguerite G. Et al. *Methods in Educational Research From Theory to Practice Second Edition*, San Fransisco: Jossey-Bass, 2010, p. 229.

Table I
Research Design

Group	Pre- test	Treatment	Post -test
Experimental	X1	√	X2
Control	Y1	-	Y2

Where :

X1 : Pre-test of Experimental Class

Y1 : Pre-test of Control Class

X2 : Post- test of Experimental Class

Y2 : Post- test of Control Class

√ : Teaching Reading by using Collaborative Strategic Reading
(CSR)

- : Teaching Reading without using Collaborative Strategic Reading
(CSR)

The experimental group given the treatment. In experimental group, the students were taught by using CSR strategy. The treatment expected to give good effect for comprehending hortatory text. Meanwhile, the students in control group were not taught by using CSR strategy. Before treatment conducted, pre-test administrated into two group to ensure the homogeneity. After the treatment, a post test administrated.

B. Population and Sample

1. Population

Population is all data that concern in a scope and time that specified.²³

The population in this research is all students of XI grade of SMA Al-Hidayah Medan, North Sumatera in academic year of 2017/2018. The population of the research is distribute as follow:

Table II

The Distribution of Population

NO	Class	Total
1	XI-1	25
2	XI-2	25
Total		50

DataSource: Office Statistical Data of SMA Al-Hidayah Medan- Academic Year 2017/2018

2. Sample

Sample is part of population, which is chosen to participate in the study. The researcher will observe not all of classes but only two classes, that is XI grade. Sampling is the process done to choose and take sample corectly from population so that can be used as valid representative to the population. In this research, the researcher will take thee subject of research randomly.

The subjects are regarded that ach of them has the equal chance to be chosen

²³Syahrum, Salim, *Metodologi Penelitian Kuantitatif*, Bandung : Citapustaka Media, 2016, p. 113.

as the sample. The sample might be categorized in paired sample because there are experimental and control groups that are compared. Two classes are chosen randomly, in which each class consists of 25 students. Class XI-1 was chosen as the experimental group which was treated by using CSR strategy while class XI-2 was chosen as the control group which was taught without using CSR strategy.

The researcher's consideration in choosing the sample is based on the cognitive structure of the students in each class. At this school, the students were distributed thoroughly into their classes without regarding their cognitive competence. So, every class has the same right to be the sample of the research. In addition, there is a test to ensure that the competence of both classes is equal.

Table III
The Distribution of Sample

No	Class	Number
1	XI- 1	25
2	XI-2	25
	Total	50

C. Data Collection

The procedures of collecting data are such the following:

1. Pre-Test

Pre-Test Both of groups, the experimental group and control group are given before treatment. The teacher will ask the students to answer the multiple choice test

2. Treatment

The treatment conducting after administering the pre-test. The experimental class is teaching by using the Collaborative Strategic Reading (CSR) while the control class with the untreatment, the teacher will explain the material, Both experimental and control class is teaching with the same material.

3. Post-test

After conducted the treatment, the post-test will be given to find out the result of teaching presentation in both groups. It will be applied to analyze and evaluate both of the groups, then to know the effect of the treatment.

D. Data Analysis

Gain Score analysis is a method of data analysis from experimental design by finding the difference value of post-test and pre-test, moreover the gain score analysis is used if there is interaction / difference between group or group with pre score. Basically the gain score is the value of the difference in scores and can be tested using t-test.²⁴

Gain score = post-test – pre-test

- Experimental group = post-test – pre-test
- Control group = post-test – pre-test

To find out the effect of using collaborative strategic reading (csr) on students` achievement in reading comprehension on hortatory exposition text,

²⁴<http://www.statistikopensource.com/r/gain-score-dan-cohen-d-dalam-penelitian-eksperimen>. Accessed on 30April 2018 at 11.48

mean of the control group and experimental group will be compared by using t-test, as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

In which:

t : total score

Ma : the mean of experimental group

Mb : the mean of control group

Da² : the standard of deviation of experimental group

Db² : the standard of deviation of control group

Na : the total numbers of experimental group

Nb : the total numbers of control group²⁵

1. Normality test

Normality test was held to determine whether normal or abnormal research data or research variables.

- a. The observation X₁, X₂, X₃,, X_n are served raw numbers Z₁, Z₂, Z₃, ..., ..., Z_n using the formula. To count of raw numbers with the formulas :

$$Z_i = \frac{X_i - \bar{X}}{SD}$$

X = Average sample

S = Standard deviation

²⁵SuharsimiArikunto, *Prosedur Penelitian*, Jakarta:PT.RinekaCipta, 2010, p.352.

b. For each of these raw numbers using standard normal distribution is calculated odds $F(Z_i) = P(Z \leq Z_i)$

c. Furthermore, in calculating the proportion that expressed by $S(Z_i)$ then :

$$S(Z_i) = \frac{\text{total of } Z_1, Z_2, \dots, Z_n \text{ which } \leq Z_n}{n}$$

d. Calculate $F(Z_i) - S(Z_i)$ and define the absolute price Determine the largest price of the difference $F(Z_i) - S(Z_i)$ as Lo .²⁶

2. Homogeneity test

Homogeneity Test is used to determine whether the sample variance has the same or homogeneous variance, test of homogeneity is used with the following formula²⁷:

$$F = \frac{\text{Highestvarians}}{\text{lowestvarians}}$$

Criteria for testing H_0 is rejected if $F \geq F_{0,05}(v_1, v_2)$ where $F_{0,05}(v_1, v_2)$ obtained from the F distribution list with a chance of $\alpha = 0,05$ and $\alpha = 0,01$, whereas the v_1 and v_2 degrees of freedom each corresponding to df numerator and denominator of the formula above.

3. Validity

The validity of a test refers to the degree to which what is being measured is what the researchers intended. There are a number of aspects of

²⁶Indra Jaya, *Opcit.*, p. 253.

²⁷Sudjana, *Metode Statistika*, Bandung: Tarsito Bandung, 2009, p. 14.

the validity of a measure that should be checked.²⁸To find out the validity of the test we can use product moment correlation by Pearson:²⁹

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

N = Number of samples

$\sum X$ = Score item

$\sum Y$ = Total scores

r_{xy} = Correlation coefficient

To interpret the test validity price, consult the price at the criticism price of r at product moment, $\alpha = 0.05$. If $r_{count} > r_{table}$ so the item is valid.

4. Realibility

To find out the realibility of the test, we can use Kuder Richardson formula. The formula can be seen as follows:

$$r_{11} = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS^2}\right)$$

Where :

K = The number of test items

M = Mean of the score

S = Standard deviation of the score³⁰

²⁸ David Clark, *Quantitative Psychological Research*, (Psychological Press, 2004), p. 28-29

²⁹ Sudjana, *Metode Statistika*, (Bandung: Tarsito Bandung, 2009), p. 369

³⁰ Marzuki, *Statistika Terapan*, (DIY: Gadjah Mada University Press, 2000), p.

5. Statistical Hypothesis

Statistical hypothesis will be apply in order to know the result of observation about the sample. It can be construction as follows:

$$H_0 : \mu_x = \mu_y$$

$$H_a : \mu_x \geq \mu_y$$

Where :

H_0 : Null hypothesis

H_a : Alternative hypothesis

μ_x : The mean score of students' teach by using Graphic Organizer Technique

μ_y : The mean score of students' teach by using conventional method

E. Research Procedure

After give the pre-test to the both groups, the researcher will give teaching treatment to both groups.

The treatment will give to the experimental group. The following were the teaching procedures :

1. The researcher observe the location and population are carry out. The research will be conducted in two classes (experimental group and control group). Before treating the students using collaborative strategic reading (csr) as strategy of learning, the researcher administered the pre-test to the students in both classes with the same instrument.
2. The treatment is reading comprehension by using CSR strategy in XI-

1 class as the experimental class and no treatment in XI- 2 as the control class. The presentation of the lesson will do by the researcher.

3. Post-test will be given after finishing the treatment. The researcher will use the same format of test for both of classes. Even though the test instrument is same, students do not realize that would be examined again later. Finally, the researcher made a calculation of the result from both of the test.

The following were the teaching procedures of control group with conventional method :

- a. The teacher will explain the definition of Hortatory Exposition text.
- b. The teacher will explain to types of Hortatory Exposition text.
- c. The teacher gives a copy of Hortatory Exposition text.
- d. The teacher read the text to show how the way in reading is.
- e. The teacher asks the students to answer the text of reading comprehension

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Description Data

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. This research was applied a reading test which the total score is 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by applying Collaborative Strategic Reading while control group without applying Collaborative Strategic Reading.

After conducting the research, the researcher got the data of students' scores in pre test and post test from both experimental and control group.

1. The score of Pre-test in Experimental and Control Group

In collecting data of the students' Hortatory Exposition Text Reading Comprehension in control group by using Teacher Centered Strategy the researcher got the data as following the table.

Table IV

The score of Pre Test in Experimental and Control Group

No	Experimental	Control
1	75	75
2	80	60
3	90	80
4	65	65
5	60	65
6	50	70
7	65	50
8	65	55
9	85	80

10	80	80
11	75	70
12	90	60
13	90	60
14	90	80
15	90	75
16	85	50
17	80	60
18	90	60
19	85	60
20	90	70
21	85	75
22	65	75
23	65	65
24	65	60
25	75	60
$\Sigma_{n_1=25}$	$\Sigma = 1935$	$\Sigma = 1660$
	$\bar{x} = 77,4$	$\bar{x} = 66,4$

Based on the table above, the researcher was explained the score of the data. In the pre test of experimental group, the students who got score 50 is 1 students, 60 is 1 student, 65 is 6 students, 75 is 3 students, 80 is 3 students, 85 is 4 students, 90 is 7 students. And the Mean is **77,4**.

In other hand, the score of the data in pre test of control group, the students who got score 50 is 2 student, 55 is 1 student, 60 is 8 students , 65 is 3 students, 70 is 3 student, 75 is 4 students, 80 is 4 student. And the Mean is **66,4**

2. The score of Post-test in Experimental and Control Group

In collecting data of the students' Hortatory Exposition Text Reading Comprehension by Collaborative Strategic Reading technique in Experimental

group and Control group consistent in Teacher Centered Strategy, the researcher got the data as following the table

Table V
The score of Post-test in Experimental and Control Group

No	X	Y
1	80	80
2	85	75
3	90	85
4	75	80
5	75	80
6	70	75
7	80	65
8	80	60
9	95	80
10	95	85
11	80	75
12	85	65
13	90	65
14	95	85
15	90	80
16	85	70
17	85	70
18	95	75
19	90	70
20	90	70
21	85	80
22	70	80
23	75	70
24	70	70
25	90	75
$\sum_{n_1=25}$	$\Sigma = 2100$	$\Sigma = 1865$
	$\bar{x} = 84$	$\bar{x} = 74,6$

Based on the table above, the researcher was explained the score of the data. In the post test of experimental group there is raising score when the researcher applying graphic organizer as technique in learning procces, the

students who got score 70 is 3 students, 75 is 3 student, 80 is 4 student, 85 is 5 student, 90 is 6 student, 95 is 4 students. And the Mean is 84

But, in control group was not significance raising score. Such as, there is 1 student got 60 , 65 is 3 students, 70 is 6 students, 75 is 5 students, 80 is 7 student, 85 is 3 students. And the Mean is 74,6

3. The Analysis of the Test

To findings the result of the research, the researcher was analyzed the score of the test in pre test and post tes from both Experimental and Control.

a. The analysis of pre test and post test in Experimental Group

In this activity, the researcher explained about Hortatory text. The researcher asked the students to read a Hortatory text about corruption , so they could describe the object completely. The purpose of this activity was to measure the students' ability in reading comprehension text.

After implementing the test, the researcher assessed the result of the students' reading. From the result she could calculate mean, variant, standart deviation, standart error mean of the score of students' reading result using the following formula:

4. Normality Testing

Normality testing is used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.

a. Normality Testing of Experimental Group

Table VI
Frequency Distribution of Pre Test in Experimental Group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	50	1	50	2500	2500
2	60	1	60	3600	3600
3	65	6	390	4225	25350
4	75	13	225	5625	16875
5	80	3	240	6400	19200
6	85	4	340	7225	28900
7	90	7	630	8100	56700
Total		25	1935	37675	153125

Based on the data above, the result of $F_i X_i^2$ is 220975 and $F_i X_i$ is 2945.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$$\begin{aligned} \bar{x} &= \text{Mean of variable } x \\ \sum F_i X_i &= \text{Total number of score} \\ \sum F_i &= \text{Number of sample} \end{aligned}$$

So,

$$\begin{aligned} \bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1935}{25} \\ &= 77,4 \end{aligned}$$

b. Variant

Where:

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$\begin{aligned} S^2 &= \frac{n\sum FiXi^2 - (\sum FiXi)^2}{n(n-1)} \\ &= \frac{25 \times 153125 - (1935)^2}{25(25-1)} \\ &= \frac{3828125 - 3744225}{25(24)} \\ &= \frac{83900}{600} \\ &= 139,83 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{139,83} \\ &= 11,82 \end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality reading comprehension can be seen in the following table:

Table VII
Normality Testing of Pre Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	50	-2,32	0,0102	0,04	-0,0298
2	60	-14,7	0,0708	0,08	-0,0092
3	65	-1,05	0,1469	0,32	-0,1731
4	65	-1,05	0,1469	0,32	-0,1731

5	65	-1,05	0,1469	0,32	-0,1731
6	65	-1,05	0,1469	0,32	-0,1731
7	65	-1,05	0,1469	0,32	-0,1731
8	65	-1,05	0,1469	0,32	-0,1731
9	75	-0,20	0,4207	0,44	-0,0193
10	75	-0,20	0,4207	0,44	-0,0193
11	75	-0,20	0,4207	0,44	-0,0193
12	80	0,22	0,5871	0,56	0,0271
13	80	0,22	0,5871	0,56	0,0271
14	80	0,22	0,5871	0,56	0,0271
15	85	0,64	0,7389	0,72	0,0189
16	85	0,64	0,7389	0,72	0,0189
17	85	0,64	0,7389	0,72	0,0189
18	85	0,64	0,7389	0,72	0,0189
19	90	1,07	0,8577	1	-0,1423
20	90	1,07	0,8577	1	-0,1423
21	90	1,07	0,8577	1	-0,1423
22	90	1,07	0,8577	1	-0,1423
23	90	1,07	0,8577	1	-0,1423
24	90	1,07	0,8577	1	-0,1423
25	90	1,07	0,8577	1	-0,1423
Total	1935	Lo = 0,0189			
Mean	77,4	Lt = 0.173			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{50 - 77,4}{11,82} = -2,32$$

$$Z_i 2 = \frac{60 - 77,4}{11,82} = -1,47$$

$$Z_i 3 = \frac{65 - 77,4}{11,82} = -1,05$$

$$Z_i 4 = \frac{75 - 77,4}{11.82} = -0.20$$

$$Z_i 5 = \frac{80 - 77,4}{11.82} = 0.22$$

$$Z_i 6 = \frac{85 - 77,4}{11.82} = 0.64$$

$$Z_i 7 = \frac{90 - 77,4}{11.82} = 1.07$$

b. Finding $S(Z_i)$

$$S(Z_i) = \frac{F Kum}{N}$$

$$\frac{1}{25} = 0.04$$

$$\frac{2}{25} = 0.08$$

$$\frac{8}{25} = 0.32$$

$$\frac{11}{25} = 0.44$$

$$\frac{14}{25} = 0.56$$

$$\frac{18}{25} = 0.72$$

$$\frac{25}{25} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = 0.0189$ with $n = 25$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.173$. It is known that the coefficient of $L_o (0.0189) < L_t (0.173)$. So it can be concluded that the data distribution of the students' ability in reading comprehension is **normal**.

Table VIII
Frequency Distribution of Post Test in Experimental Group

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	70	3	210	4900	14700
2	75	3	225	5625	16875
3	80	4	320	6400	25600
4	85	5	425	7225	36125
5	90	6	540	8100	48600
6	95	4	380	9025	36100
Total		25	2100	41275	178000

Based on the data above, the result of $F_i X_i^2$ is 178000 and $F_i X_i$ is 2100.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

$$= \frac{2100}{25}$$

$$= 84$$

b. Variant

Where:

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$\begin{aligned} S^2 &= \frac{n\sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{25 \times 178000 - (2100)^2}{25(25-1)} \\ &= \frac{4450000 - 4410000}{25(24)} \\ &= \frac{40000}{600} \\ &= 66,67 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{66,67} \\ &= 8.17 \end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality reading comprehension can be seen in the following table:

Table IX
Normality Testing of Post Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	70	-1,71	0,0436	0,12	0,0764
2	70	-1,71	0,0436	0,12	0,0764
3	70	-1,71	0,0436	0,12	0,0764
4	75	-1,10	0,1357	0,24	-0,1043

5	75	-1,10	0,1357	0,24	-0,1043
6	75	-1,10	0,1357	0,24	-0,1043
7	80	-0,48	0,3156	0,4	-0,0844
8	80	-0,48	0,3156	0,4	-0,0844
9	80	-0,48	0,3156	0,4	-0,0844
10	80	-0,48	0,3156	0,4	-0,0844
11	85	0,12	0,5478	0,6	-0,0522
12	85	0,12	0,5478	0,6	-0,0522
13	85	0,12	0,5478	0,6	-0,0522
14	85	0,12	0,5478	0,6	-0,0522
15	85	0,12	0,5478	0,6	-0,0522
16	90	0,73	0,7673	0,84	-0,0727
17	90	0,73	0,7673	0,84	-0,0727
18	90	0,73	0,7673	0,84	-0,0727
19	90	0,73	0,7673	0,84	-0,0727
No	Score	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
20	90	0,73	0,7673	0,84	-0,0727
21	90	0,73	0,7673	0,84	-0,0727
22	95	1,34	0,9099	1	-0,0901
23	95	1,34	0,9099	1	-0,0901
24	95	1,34	0,9099	1	-0,0901
25	95	1,34	0,9099	1	-0,0901
Total	2100	Lo = 0,0764			
Mean	84	Lt = 0,173			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{70 - 84}{8.17} = -1,71$$

$$Z_i 2 = \frac{75 - 84}{8.17} = -1.10$$

$$Z_i 3 = \frac{80 - 84}{8.17} = -0.48$$

$$Z_i 4 = \frac{85-84}{8.17} = 0.12$$

$$Z_i 5 = \frac{90-84}{8.17} = 0.73$$

$$Z_i 6 = \frac{95-84}{8.17} = 1.34$$

b. Finding $S(Z_i)$

$$S(Z_i) = \frac{F Kum}{N}$$

$$\frac{3}{25} = 0.12$$

$$\frac{6}{25} = 0.24$$

$$\frac{10}{25} = 0.4$$

$$\frac{15}{25} = 0.6$$

$$\frac{21}{25} = 0.84$$

$$\frac{25}{25} = 1$$

$$\frac{37}{40} = 0.93$$

$$\frac{40}{40} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.0764$ with $n = 25$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.173$. It is known that the coefficient of $L_o (-0.0764) < L_t (0.173)$. So it can be concluded that the data

c. Normality Testing of Experimental Group

Table X
Frequency Distribution of Pre Test in Control Group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	50	2	100	2500	5000
2	55	1	55	3025	3025
3	60	8	480	3600	28800
4	65	3	195	4225	12675
5	70	3	210	4900	14700
6	75	4	300	5625	22500
7	80	4	320	6400	25600
Total		25	1660	30275	112.300

Based on the data above, the result of $F_i X_i^2$ is 112.300 and $F_i X_i$ is 1660. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$$\bar{x} = \text{Mean of variable } x$$

$$\sum F_i X_i = \text{Total number of score}$$

$$\sum F_i = \text{Number of sample}$$

So,

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

$$= \frac{1660}{25}$$

$$= 66.4$$

b. Variant

Where:

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$\begin{aligned} S^2 &= \frac{n\sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{25 \times 112.300 - (1660)^2}{25(25-1)} \\ &= \frac{2807500 - 2755600}{40(39)} \\ &= \frac{51900}{600} \\ &= 86,5 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{72.82} \\ &= 8.53 \end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality reading comprehension can be seen in the following table:

Table XI
Normality Testing of Pre Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	50	-17,6	0,0392	0,08	0,0392
2	50	-17,6	0,0392	0,08	0,0392
3	55	-1,22	0,112	0,12	0,1112
4	60	-0,68	0,2483	0,44	0,2483
5	60	-0,68	0,2483	0,44	0,2483
6	60	-0,68	0,2483	0,44	0,2483
7	60	-0,68	0,2483	0,44	0,2483
8	60	-0,68	0,2483	0,44	0,2483
9	60	-0,68	0,2483	0,44	0,2483
10	60	-0,68	0,2483	0,44	0,2483
11	60	-0,68	0,2483	0,44	0,2483
12	65	-0,150	0,4404	0,56	0,4404
13	65	-0,150	0,4404	0,56	0,4404
14	65	-0,150	0,4404	0,56	0,4404
15	70	0,38	0,648	0,68	0,648
16	70	0,38	0,648	0,68	0,648
17	70	0,38	0,648	0,68	0,648
18	75	0,92	0,8212	0,84	0,8212
19	75	0,92	0,8212	0,84	0,8212
20	75	0,92	0,8212	0,84	0,8212
21	75	0,92	0,8212	0,84	0,8212
22	80	1,46	0,9279	1,00	0,9279
23	80	1,46	0,9279	1,00	0,9279
24	80	1,46	0,9279	1,00	0,9279
25	80	1,46	0,9279	1,00	0,9279
Total	1660		Lo = 0.084		
Mean	66,4		Lt = 0.14		

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_{i 1} = \frac{50 - 66,4}{9,30} = -1,76$$

$$Z_{i 2} = \frac{55 - 66,4}{9,30} = -1,22$$

$$Z_{i 3} = \frac{60 - 66,4}{9,30} = -0,68$$

$$Z_{i 4} = \frac{65 - 66,4}{9,30} = -0,150$$

$$Z_{i 5} = \frac{70 - 66,4}{9,30} = 0,38$$

$$Z_{i 6} = \frac{75 - 66,4}{9,30} = 0,92$$

$$Z_{i 7} = \frac{80 - 66,4}{9,30} = 1,46$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F \text{ Kum}}{N}$$

$$\frac{2}{25} = 0,08$$

$$\frac{3}{25} = 0,12$$

$$\frac{11}{25} = 0,44$$

$$\frac{14}{25} = 0,56$$

$$\frac{17}{25} = 0,68$$

$$\frac{21}{25} = 0,84$$

$$\frac{25}{25} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.084$ with $n = 25$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.14$. It is known that the coefficient of $L_o (-0.084) < L_t (0.14)$. So it can be concluded that the data distribution of the students' ability in reading comprehension is **normal**.

Table XII
Frequency Distribution of Post Test in Control Group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	60	1	60	3600	3600
2	65	3	195	4225	12675
3	70	6	420	4900	29400
4	75	5	375	5625	28125
5	80	7	560	6400	44800
6	85	3	255	7225	21675
Total		25	1865	31975	140275

Based on the data above, the result of $F_i X_i^2$ is 140275 and $F_i X_i$ is 1865.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\begin{aligned}\bar{x} &= \frac{\sum Fi Xi}{\sum Fi} \\ &= \frac{1865}{25} \\ &= 74,6\end{aligned}$$

b. Variant

Where:

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$\begin{aligned}S^2 &= \frac{n\sum FiXi^2 - (\sum FiXi)^2}{n(n-1)} \\ &= \frac{25 \times 140275 - (1865)^2}{25(24-1)} \\ &= \frac{3506875 - 3478225}{25(24)} \\ &= \frac{28650}{600} \\ &= 47,75\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{47,75} \\ &= 6,91\end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was

given to the students was observed by Liliefors test. The calculation of normality reading comprehension can be seen in the following table:

Table XIII
Normality Testing of Post Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	60	-2,11	0,0174	0,04	-0,0226
2	65	-1,38	0,0838	0,16	-0,0762
3	65	-1,38	0,0838	0,16	-0,0762
4	65	-1,38	0,0838	0,16	-0,0762
5	70	-0,66	0,2546	0,4	-0,1454
6	70	-0,66	0,2546	0,4	-0,1454
7	70	-0,66	0,2546	0,4	-0,1454
8	70	-0,66	0,2546	0,4	-0,1454
9	70	-0,66	0,2546	0,4	-0,1454
10	70	-0,66	0,2546	0,4	-0,1454
11	75	0,05	0,5199	0,6	-0,0801
12	75	0,05	0,5199	0,6	-0,0801
13	75	0,05	0,5199	0,6	-0,0801
14	75	0,05	0,5199	0,6	-0,0801
15	75	0,05	0,5199	0,6	-0,0801
16	80	0,78	0,7823	0,88	-0,0977
No	Score	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
17	80	0,78	0,7823	0,88	-0,0977
18	80	0,78	0,7823	0,88	-0,0977
19	80	0,78	0,7823	0,88	-0,0977
20	80	0,78	0,7823	0,88	-0,0977
21	80	0,78	0,7823	0,88	-0,0977
22	80	0,78	0,7823	0,88	-0,0977
23	85	1,50	0,9332	1	-0,0668
24	85	1,50	0,9332	1	-0,0668
25	85	1,50	0,9332	1	-0,0668
Total	1865	Lo = 0,0226			
Mean	74,6	Lt = 0.173			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_1 = \frac{55 - 76.125}{7.75} = -2.73$$

$$Z_2 = \frac{60 - 76.125}{7.75} = -2.08$$

$$Z_3 = \frac{65 - 76.125}{7.75} = -1.44$$

$$Z_4 = \frac{70 - 76.125}{7.75} = -0.79$$

$$Z_5 = \frac{75 - 76.125}{7.75} = -0.15$$

$$Z_6 = \frac{80 - 76.125}{7.75} = 0.5$$

$$Z_7 = \frac{85 - 76.125}{7.75} = 1.15$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$\frac{1}{25} = 0.04$$

$$\frac{4}{25} = 0.16$$

$$\frac{10}{25} = 0.4$$

$$\frac{15}{25} = 0.6$$

$$\frac{22}{25} = 0.88$$

$$\frac{25}{25} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.0226$ with $n = 25$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.173$. It is known that the coefficient of $L_o (-0.0218) < L_t (0.173)$. So it can be concluded that the data distribution of the student's ability in reading comprehension is **normal**.

5. Homogeneity Testing

a. Homogeneity Testing of Pre Test

$$\begin{aligned} F &= \frac{\text{Highest varians}}{\text{lowest varians}} \\ &= \frac{139,83}{86,5} \\ &= 1.61 \end{aligned}$$

Then the coefficient of $F_{\text{obs}} = 1.61$ is compared with F_{table} , where F_{table} was determined at real level $\alpha = 0.05$ and the numerator $df = N = 25$ and the denominator $dk = 25$. So, by using the list of critical value at F distribution was found $F_{0.05(40,40)} = 1,98$

So $F_{\text{obs}} < F_{\text{table}}$ atau $(1.61 < 1,98)$ so it can be concluded that the variant from the data was homogenous.

b. Homogeneity Testing of Post Test

$$\begin{aligned} F &= \frac{\text{Highest varians}}{\text{lowest varians}} \\ &= \frac{66,67}{47,75} \\ &= 1.39 \end{aligned}$$

Then the coefficient of $F_{\text{obs}} = 1.39$ was compared with F_{table} , where F_{table} is determined at real level $\alpha = 0.05$ and the numerator $df = N = 25$ and the denominator $dk = 25$. So, by using the list of critical value at F distribution was found $F_{0.05(40,40)} = 1,98$

So $F_{\text{obs}} < F_{\text{table}}$ atau $(1.39 < 1,98)$ so it can be concluded that the variant from the data is homogenous.

6. Hypothesis Testing

Table XIV
Mean of Post-Test – Pre-Test in Experimental Group

No	Score Post-Test	Score Pre-Test	Decrease
1	80	75	5
2	85	80	5
3	90	80	10
4	75	65	10
5	75	60	15
6	70	50	20
7	80	65	15
8	80	65	15
9	95	85	10
10	95	80	15
11	80	75	5
12	85	90	5
13	90	80	10
14	95	90	5
15	90	80	10
16	90	85	5

17	85	80	5
18	95	90	5
19	90	85	5
20	90	80	10
21	85	80	5
22	70	65	5
23	75	65	10
24	70	65	5
25	90	75	15
Σ			225
Mean			45

Table XV
Mean of Post-Test – Pre-Test in Control Group

No	Score Post-Test	Score Pre-Test	Decrease
1	80	75	5
2	75	60	15
3	85	80	5
4	80	65	15
5	80	65	15
6	75	70	5
7	65	50	15
8	60	55	5
9	85	80	5
10	85	80	5
No	Score Post-Test	Score Pre-Test	Decrease
11	75	70	5
12	65	60	5

13	65	60	5
14	85	80	5
15	80	75	5
16	70	50	20
17	70	60	10
18	75	60	15
19	70	60	10
20	70	65	5
21	80	75	5
22	80	75	5
23	70	65	5
24	70	60	10
25	75	60	15
Σ			215
Mean			8,6

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$\begin{aligned}
 t &= \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}} \\
 &= \frac{45 - 8.6}{\sqrt{\left(\frac{66.75 + 47.75}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}} \\
 &= \frac{36.4}{\sqrt{\left(\frac{114.5}{48}\right)(0.08)}} \\
 &= \frac{36.4}{\sqrt{(2.39)(0.08)}} \\
 &= \frac{36.4}{\sqrt{0.019}} \\
 &= \frac{36.4}{0.44}
 \end{aligned}$$

$$= 82.72$$

From the computation above, it can be seen that $t_{\text{observed}} = 82.72$. The testing hypothesis was conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this study the calculation of the scores uses t-test for the degree of freedom 48 ($df = N + N - 2$) at the level of significant 0.05 that the critical value is 2.011. So it can be seen that $t_{\text{table}} = 2.011$.

After the scores were calculated, it was found that in this study the t_{observed} is higher than the t_{table} . It can be seen as follow:

$$t_{\text{observed}} > t_{\text{table}}(\alpha = 0.05) \text{ with df } 48$$

$$82.72 > 2.011$$

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that reading by Collaborative Strategic Reading affect student's ability in reading comprehension

7. The Reliability and Validity Test

In this section, subject of the research were 25 and 25 students of the XI grade of SMA Al- Hidayah Medan. The purpose of the researcher is to know the effect of Collaborative Strategic Reading in reading comprehension at SMA Al-Hidayah Medan. The result is obtained the data as follows:

Table XVI

The research data of the Effect of using Collaborative Strategic Reading

X_1 : Teaching using Collaborative Strategic Reading

80	85	90	75	75
70	80	80	95	95
80	85	90	95	90
90	85	95	90	90
85	70	75	70	90

Table XVII

The research data of the Effect of using Collaborative Strategic Reading on students` hortatory exposition text in reading comprehension

Y_1 : Teacher Technique

80	75	85	80	80
75	65	60	85	85
75	65	65	85	80
70	70	75	70	70
80	80	70	70	75

We will prove whether there is a relationship between graphic organizer as variabel X with the writing achievement as variabel Y, step answered:

1. Create H_a and H_0 in the form of a sentences, as follows:

H_0 : There is not an effect of using collaborative strategic reading on students` hortatory exposition text reading comprehension.

H_a : There is an effect of using collaborative strategic reading on students' hortatory exposition text reading comprehension. Create H_a and H_0 in the form of statistics as follows:

$$H_a : \mu_x = \mu_y$$

$$H_0 : \mu_x \geq \mu_y$$

2. Select the formula to be used, for this example we will use the formula of product moment correlation with through numbers as follows:

$$r_{xy} = \frac{N(\sum xy)}{\sqrt{(\sum x^2)(\sum y^2)}}$$

3. Create a helper table to calculate the correlation.

4. Enter the statistics contained in the table into the formula:

$$r_{xy} = \frac{N(\sum xy)}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{26(47,56)}{\sqrt{(544)(470,56)}}$$

$$r_{xy} = \frac{1236,56}{\sqrt{255984,64}}$$

$$r_{xy} = \frac{1236,56}{505,95}$$

$$r_{xy} = 2,444$$

The last procedure of the calculation is determining the result of coefficient with

the formula :

$$\begin{aligned} KP &= r_{xy}^2 \times 100\% \\ &= 2,444^2 \times 100\% \\ &= 5,973 \times 100\% \\ &= 597,3\% \end{aligned}$$

So, from the calculated above, has successfully we get r_{xy} amounted to 2,444. If we look, the correlation index numbers we have gained was not marked negative. This means that the correlation between the variabel X (Teaching collaborative strategic reading) and the variable Y (Teacher technique) there is a positive correlation between these two variable

Based on the approximate put forward we can state that the correlation between variables X and Y variables that are correlations were moderate or strong. This we can give a simple interpretation of the r_{xy} , namely that even if there is a positive correlation between variable X and Y, but the correlation is moderate. Correlation significant test of whether a correlation of -1,087 other than the force on the sample also apply to the entire population, according to formula:

Rule testing if $r_{count} \geq r_{table}$ then a significant correlation, if $r_{count} \leq r_{table}$ then the correlation is not significant value r_{table} was taken by $dk=n-k$ where n = number of samples 25, k = numbers of variables is 2.

So, the value r_{table} is taken from the value r_{table} for dk 25 at 5% significance level was 0,388 turns $r_{count} \geq r_{table}$. So, that it can be concluded that the relationship relevance of learning styles to students learning outcomes is significant level of 5%.

B. Findings

In this section, the researcher presents the students' reading achievement before and after taught by collaborative strategic reading (CSR) as a technique in the teaching reading. The subject of the research is 25 students in experimental group and 25 students in control group of the XI grade of SMK Swasta AL-HIDAYAH Medan.

Before analyzing the hypothesis, the writer calculated the normality to find the data had normal distribution. In the pre-test of experiment class it can be seen that the Liliefors Observation or $Lo (0,0189) < Lt (0,173)$. It means that data had normal distribution. In the pre-test of control class, it can be seen that the Liliefors Observation or $Lo (0,0764) < Lt (0,173)$. It means that data had normal distribution. It can be concluded that the data of pre-test had been used in experiment class and control class were normal and assessed as valid to be used in this research.

In post-test of experiment class, it can be seen that the Liliefors Observation or $Lo (0,0121) < Lt (0,171)$. It means that data had normal distribution. In the post-test of control class it can be seen that the Liliefors Observation or $Lo (0,0226) < Lt (0,173)$. It means that data had normal distribution. It can be concluded that the data of post-test had been used in experiment class and control class were normal and assessed as valid to be used in this research.

After calculating the normality test, the writer counts the mean of pre test in experiment and control group. The mean of pre-test in experiment group was 77,4, and in control group the mean of pre-test was 66,4. And the mean of post-test in experiment group was 84. In control group the mean of post-test was 74,6. The result shows that mean of experiment group was higher than control group.

After variance of experiment and control group was found, the writer was calculated homogeneity test to determined t-test formula. Based on the calculation of homogeneity test, it could be seen that the test is homogenous in both of classes.

The results of t-test shows that t-value is higher than t-table. Thus, in this case, the null hypothesis (H_0) in this research is rejected and alternative hypothesis (H_a) is accepted. It means that the treatment which is given to the experiment group by using collaborative strategic reading (csr) to improve students' achievement in reading comprehension text is successful.

C. Discussion

There was a significant difference on students' achievement in reading comprehension text by collaborative strategic reading. The students that were taught by using collaborative strategic reading have higher score than were taught by Teacher Centered strategy.

It was explained in Chapter II that a collaborative strategic reading are visual CSR that pedagogical tools for organizing contents and ideas and facilitating learners' comprehension of newly acquired information. It is are an effective way of giving concepts to explain their ideas to develop their skill in reading skill.

In CSR the researcher select the information teacher intend to present to the students. This may be a chapter, or a story, or a certain concept. Decide what key components are necessary for the students to learn. Create a CSR representation of that information, such as those illustrated.

Based on the explanation above, using CSR as a technique that showed the real effect in teaching reading because it can help the students to improve their ideas in reading comprehension at SMK AL-HIDAYAH Medan.

CHAPTER V

CLOSING

A. Conclusion

After carrying the experiment, the result shows that the comparison of students' scores of experimental class in SMK Swasta AL-HIDAYAH Medan from analysis of data is significant. It means that Collaborative Strategic Reading gives valuable effect in improving students' achievement in reading hortatory exposition text. The post-test result notes that the mean score of the experimental class was higher than that of the control class. The mean score of experimental group in the post-test was 84 while that of control group was 74,6. This mean that in teaching reading, students who were taught by using Collaborative Strategic Reading had higher scores than those who were taught without using it. Based on the findings of the research, it could be concluded that there is a significant difference between the writing achievement that were taught by using graphic organizer and those who were taught without using it. This shows that the result of t_{observed} is 82.72 and t_{table} is 2.011 ($t_{\text{observed}} > t_{\text{table}}$, $82,72 > 2.011$). It means that H_0 is rejected and H_a is accepted. So, there is a significant effect of using Collaborative Strategic Reading (CSR) on students' hortatory exposition text reading comprehension.

B. Suggestions

Based on the conclusion above, the researcher gives some suggestions as follows:

1. English teachers are recommended to use CSR technique in their teaching learning process in order to affect the students' achievement in reading comprehension text.
2. The researchers who are interested in doing a research related to this study should try to apply CSR technique on different level of learners through different genre to prove the effectiveness of CSR technique on students' achievement in reading comprehension text.

Finally, the researcher considers that this study still need validity from the next researcher that has the similar topic with this study.

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APPENDIX I**LESSON PLAN 1
(EXPERIMENTAL GROUP)****PRE-TEST**

School : SMK AL-Hidayah Medan

Skill/Subject : Reading/English

Class : XII

Skill : Hortatory Exposition

Allocation Time : 2 x 45 minutes

A. Standard Competence

Comprehend the meaning of short functional text and simple essay in form Hortatory Exposition text in daily life context and to access knowledge.

B. Basic Competence

Respond the meaning and step of rhetoric in simple essay by using various written text accurately, fluently, and appropriately in the context of daily life in the form of Hortatory Exposition text.

C. Indicators

Students are expected to be able to:

1. Identify the social function of Hortatory Exposition text.
2. Identify the generic structure of Hortatory Exposition text.
3. Identify the main ideas and supporting details of the text.
4. Understand the content of the text from teachers` lecturing.

D. Objectives

After finishing this lesson, the students are supposed to be able to:

1. Identify the social function of Hortatory Exposition text.
2. Identify the generic structure of Hortatory Exposition text.
3. Identify the main ideas and supporting details of the text.
4. Understand the content of the text from teachers` lecturing.

E. Teaching Material

Definition

Pardiyono (2007) a hortatory exposition text is a text that is intended to argue and to persuade the readers that something should be or ought to be done. Hortatory Exposition text is a type of English text that belongs to the class of argumentation. Hortatory Exposition text ends with recommendation and usually called as suggestive arguments. To strengthen the explanation, the writer needs some arguments as the fundamental reasons of the given ideas and to reinforce the main ideas of the text. Hortatory Exposition text can be found in scientific books, journals, magazines, newspaper, articles, academic speech, ect.

The Characteristics of Hortatory Exposition Text

1. Communicative purpose

Hortatory Exposition text is a text which has the purpose to argument and to persuade the readers or listeners that something should or should not to be the case.

2. Rhetorical Structure

Hortatory Exposition text has the elements base on their own functions which arranged rhetorically, they are:

Thesis : It contains a writers` statement of his or her position about a certain hot topic or problem.

Arguments : It contains the description on facts and data to support the writers` statement in the thesis. An argument is simply a rational means of persuasions. It seeks to convince and it is not just to explain, it uses a logical argument of persuasion that presents evidence in supporting point of a view of the problem discussed.

Writers` reiteration/conclusion : It contains a suggestion, an advice or recommendation.

F. Media

1. English Dictionary
2. The copies of the reading text
3. The copies of CSR Learning Log

G. Learning Strategy

Collaborative Strategic Reading (CSR)

H. Source

Sudarwati, Th., M dan Grace, Eudia. 2005. Look Ahead: An English Course.

I. Teaching and Learning Process

No	Teachers` Activities	Students` Activities	Time Allocation
1	<p>Opening</p> <ul style="list-style-type: none"> •Teacher greets the students, check attendance list, and pray. • Teacher asks the students` condition. (how are you? How is your day) 	<ul style="list-style-type: none"> •The students answer the teachers` greeting •The students tell their condition 	10 minutes
2	<p>Main Activities</p> <ul style="list-style-type: none"> •Teacher gives a copy of hortatory text to the students. •Teacher explain the hortatory text to the students. (social function, generic structure, and language features). • Teacher gives CSR`s Plan for strategic reading <p>1. Before reading</p> <ul style="list-style-type: none"> • Preview <ol style="list-style-type: none"> a. Brainstorm : what do we already know about the topic? b. Predict : what do we think we will learn about the topic when we read the passage <p>2. During Reading</p> <ol style="list-style-type: none"> a. Were there any parts that were hard to understand (clunks)? 	<ul style="list-style-type: none"> • The students take the copy of the text. • The students listen the explanation about hortatory text carefully. • The students make 5 groups • The students listen to the teacher carefully. • The students read the text in front of class. • The students try to find the meaning of the difficult words • The students translate the text • The students do and answer the reading comprehension 	70 minutes

	<p>b. How can we fix the clunks?</p> <p>3. Get the Gist</p> <p>a. What is the most important person, place, or thing?</p> <p>b. What is the most important idea about the person, place, or things?</p> <p>After reading</p> <p>4. a. Ask questions: What question would show we understand the most important information? What are the answer to those question?</p> <ul style="list-style-type: none"> •Teacher make the small group • Teacher read the text to show how the way in reading is. • Teacher chooses the students to read aloud in front of class. <p>3</p> <ul style="list-style-type: none"> • Teacher asks the students to translate the text. • Teacher asks the students to answer the text of reading comprehension <p>Closing</p> <ul style="list-style-type: none"> • Teacher concludes the material 	<ul style="list-style-type: none"> • All students have to study in their home 	<p>10 Minutes</p>
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J. Assessment :

No	Criteria	Score
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	20
5	Mechanic	20
Total		100

K. The Scoring

- For each number, each correct answer scores 5
- Total score a maximum of $20 \times 5 = 100$

The maximum score = 100

$$\text{Students' score} : \frac{\text{Getting Score}}{\text{Maximun Score}} \times 100$$

Medan, 8 July 2018

English Teacher

Researcher

Waridan Nur, S.Pd

Afriani Devi
34.14.3.016

Approved by
Head Master of SMK AL-HIDAYAH Medan

Abdul Muhammad Haldir Saragih, S.PdI, M.A

APPENDIX II**LESSON PLAN 2
(EXPERIMENTAL GROUP)****PRE-TEST**

School : SMK AL-Hidayah Medan

Skill/Subject : Reading/English

Class : XII

Skill : Hortatory Exposition

Allocation Time : 2 x 45 minutes

A. Standard Competence

Comprehend the meaning of short functional text and simple essay in form Hortatory Exposition text in daily life context and to access knowledge.

B. Basic Competence

Respond the meaning and step of rhetoric in simple essay by using various written text accurately, fluently, and appropriately in the context of daily life in the form of Hortatory Exposition text.

C. Indicators

Students are expected to be able to:

1. Identify the social function of Hortatory Exposition text.
2. Identify the generic structure of Hortatory Exposition text.
3. Identify the main ideas and supporting details of the text.
4. Understand the content of the text from teachers` lecturing.

D. Objectives

After finishing this lesson, the students are supposed to be able to:

1. Identify the social function of Hortatory Exposition text.
2. Identify the generic structure of Hortatory Exposition text.
3. Identify the main ideas and supporting details of the text.
4. Understand the content of the text from teachers` lecturing.

E. Teaching Material

Hortatory Text

CORRUPTION	
Thesis	Do you know what the meaning of corruption is ?what is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It is just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.
Arguments I	The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more

<p style="text-align: center;">Arguments II</p> <p>Reiteration/Recommendation</p>	<p>often. They even bribe the officials.</p> <p>Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.</p> <p>I believe we should start at the earliest stage in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.</p>
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F. Evaluation

Instruction: choose the a, b, c, d and e for the right answer based on the text

1. What does the articles tell about?
 - a. The article tell about tax
 - b. The article tell about corruption
 - c. The article tell about corruption
 - d. The article tell about the effort to eradicate corruption

- e. The article tell about Jakarta as the most corrupt place in Indonesia
2. They even **bribe** the officials. The opposite meaning of the underlined word is?
- a. On the level
 - b. Deceive
 - c. Prop up
 - d. Support
 - e. Negotiate
3. We can find recommendation in paragraph.....?
- a. 1 and 2
 - b. 2
 - c. 2 and 3
 - d. 3
 - e. 4
4. They even bribe the officials. The word they in that article refers to?
- a. Writer
 - b. Enterpreneurs
 - c. Government
 - d. Officials workers
 - d. listeners
5. What the most important ways that must be do to overcome this condition?
- a. Punishing the official workers
 - b. Punishing the corruptors

- c. prevent the younger generation from getting a bad mentality caused by corruption
- d. Give a high fine for all corruptors
- e. discharged all the official workers who are bribed

G. Media

- 1. The copies of the reading text
- 2. The copies of CSR Learning Log

H. Learning Strategy

Collaborative Strategic Reading (CSR)

I. Source

Sudarwati, Th., M dan Grace, Eudia. 2005. *Look Ahead: An English Course*.

J. Teaching and Learning Process

NO	Activities	Time Allocation
1	<p>Opening</p> <ul style="list-style-type: none"> • Teacher greets the students • Teacher check the attendat list • Teacher gives the explanation about what the class is going to do in the meeting 	10 Minutes

2	<p>Main Activities</p> <ul style="list-style-type: none"> •Teacher explains about the generic structure and language feature of Hortatory Exposition • Teacher divides students into groups consisting of 5 students in each group. • Teacher distributes copies of the text “ Corruption” to students • Teacher asks the students to read the text and applying steps of CSR <p>Step 1 : preview</p> <ol style="list-style-type: none"> 1. Teacher ask students to brainstorm and write everything they already know about the topic 2. Teacher asks students to share their ideas 3. Teacher asks students to predict what they will learn about the topic and share their ideas. <p>Step 2 : click and clunk</p> <ol style="list-style-type: none"> 1. Students read the text 2. Teacher asks the leader in group to point the students to read the text 3. Teacher checks their understanding while reading by asking whether everything is click or clunk 4. Teacher asks students to write the clunks that may be found in their CSR learning log <p>Step 3 : get the gist</p> <ol style="list-style-type: none"> 1. Teacher ask students to think about the text they read for getting the gist and write down the most important ideas. 2. Teacher calls a students in each group to read the gist aloud in their own words 3. Teacher invites other students to give comment about the gist <p>Step 4 : wrap up</p>	<p>70 Minutes</p>
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3.	<p>1. Teacher ask everyone to write question about information that is stated explicitly in the text in their CSR learning log to check their understanding.</p> <p>2. Teacher asks the students to share the question.</p> <p>3. Teacher asks the students about the answer of each question.</p> <p>Closing</p> <ul style="list-style-type: none"> •Teacher reviews what they have learned after reading the days` selection. •Teacher closes the meeting and motivates students to learn more about the lesson at home. 	
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K. Assessment :

No	Criteria	Score
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	20
5	Mechanic	20
Total		100

Medan, 8 July 2018

English Teacher

Research

Waridan Nur, S.Pd

Afriani Devi

(34.14.3.016)

Approved by

Head Master of SMK AL-HIDAYAH Medan

Abdul Muhammad Haldir Saragih, S.PdI, M.A

APPENDIX III**LESSON PLAN 1
(CONTROL GROUP)****PRE-TEST**

School : SMK AL-Hidayah Medan

Skill/Subject : Reading/English

Class : XII

Skill : Hortatory Exposition

Allocation Time : 2 x 45 minutes

A. Standard Competence

Comprehend the meaning of short functional text and simple essay in form Hortatory Exposition text in daily life context and to access knowledge.

B. Basic Competence

Respond the meaning and step of rhetoric in simple essay by using various written text accurately, fluently, and appropriately in the context of daily life in the form of Hortatory Exposition text.

C. Indicators

Students are expected to be able to:

1. Identify the social function of Hortatory Exposition text.
2. Identify the generic structure of Hortatory Exposition text.
3. Identify the main ideas and supporting details of the text.
4. Understand the content of the text from teachers` lecturing.

D. Objectives

After finishing this lesson, the students are supposed to be able to:

1. Identify the social function of Hortatory Exposition text.
2. Identify the generic structure of Hortatory Exposition text.
3. Identify the main ideas and supporting details of the text.
4. Understand the content of the text from teachers` lecturing.

E. Teaching Material

Hortatory Text

CORRUPTION	
Thesis	<p>Do you know what the meaning of corruption is ?what is the relation between money and corruption?</p> <p>Well, corruption is common everywhere in the world, even in the United States. It is just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.</p>
Arguments I	<p>The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.</p>

<p>Arguments II</p> <p>Reiteration/Recommendation</p>	<p>Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.</p> <p>I believe we should start at the earliest stage in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.</p>
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F. Evaluation

Instruction: choose the a, b, c, d and e for the right answer based on the text

3. What does the articles tell about?
 - a. The article tell about tax
 - b. The article tell about corruption
 - c. The article tell about corruption
 - d. The article tell about the effort to eradicate corruption
 - e. The article tell about Jakarta as the most corrupt place in Indonesia

4. They even bribe the officials. The opposite meaning of the underlined word is?
- a. On the level
 - b. Deceive
 - c. Prop up
 - d. Support
 - e. Negotiate
3. We can find recommendation in paragraph.....?
- a. 1 and 2
 - b. 2
 - c. 2 and 3
 - d. 3
 - e. 4
4. They even bribe the officials. The word they in that article refers to?
- a. Writer
 - b. Entrepreneurs
 - c. Government
 - d. Officials workers
 - d. listeners
5. What the most important ways that must be do to overcome this condition?
- a. Punishing the official workers
 - b. Punishing the corruptors
 - c. prevent the younger generation from getting a bad mentality caused by corruption

- d. Give a high fine for all corruptors
- e. discharged all the official workers who are bribed

G. Media

- The copies of the reading text
- Whiteboard, marker
- worksheet

H. Learning Strategy

- Lecturing
- Discussion

D. Source

<http://britishcourse.com/example-of-hortatory-exposition-text-corruption.php>

E. Teaching and Learning Process

No	Teachers` Activities	Students` Activities	Time Allocation
1	<p>Opening</p> <ul style="list-style-type: none"> •Teacher greets the students,check attendance list, and pray. • Teacher asks the students` condition. (how are you? How is your day) 	<ul style="list-style-type: none"> •The students answer the teachers` greeting •The students tell their condition 	10 minutes
2	<p>Main Activities</p> <ul style="list-style-type: none"> •Teacher gives a copy of hortatory text to the students. 	<ul style="list-style-type: none"> • The students take the copy of the text. • The students listen the 	

3	<ul style="list-style-type: none"> •Teacher explain the hortatory text to the students. (social function, generic structure, and language features). • Teacher read the text to show how the way in reading is. • Teacher chooses the students to read aloud in front of class. • Teacher asks the students to find the meaning of the difficult words • Teacher asks the students to translate the text. • Teacher asks the students to answer the text of reading comprehension 	<p>explanation about. hortatory text carefully.</p> <ul style="list-style-type: none"> • The students listen to the teacher carefully. • The students read the text in front of class. • The students try to find the meaning of the difficult words • The students translate the text • The students do and answer the reading comprehension 	70 minutes
	<p>Closing</p> <ul style="list-style-type: none"> • Teacher concludes the material • Teacher closes the class and motivates all students to learn more about the lesson at home • Teacher says leave taking 	<ul style="list-style-type: none"> • All students have to study in their home 	11 Minutes

F. Assessment :

No	Criteria	Score
1	Content	20
2	Organization	20
3	Vocabulary	20

4	Language	20
5	Mechanic	20
Total		100

Medan, 8 July 2018

English Teacher

Research

Waridan Nur, S.Pd

Afriani Devi

(34.14.3.016)

Approved by

Head Master of SMK AL-HIDAYAH Medan

Abdul Muhammad Haldir Saragih, S.PdI, M.A

APPENDIX IV**LESSON PLAN I
(CONTROL GROUP)****PRE-TEST**

School : SMK AL-Hidayah Medan

Skill/Subject : Reading/English

Class : XII

Skill : Hortatory Exposition

Allocation Time : 2 x 45 minutes

A. Standard Competence

Comprehend the meaning of short functional text and simple essay in form Hortatory Exposition text in daily life context and to access knowledge.

B. Basic Competence

Respond the meaning and step of rhetoric in simple essay by using various written text accurately, fluently, and appropriately in the context of daily life in the form of Hortatory Exposition text.

C. Indicator

Students are expected to able to:

1. Identify the social function of Hortatory text.
2. Identify the generic structure of Hortatory text.
3. Identify the main ideas and supporting details of the text.
4. Understand the content of the text from teachers` lecturing.

D. Teaching Material

Definition

Pardiyono (2007) a hortatory exposition text is a text that is intended to argue and to persuade the readers that something should be or ought to be done. Hortatory Exposition text is a type of English text that belongs to the class of argumentation. Hortatory Exposition text ends with recommendation and usually called as suggestive arguments. To strengthen the explanation, the writer needs some arguments as the fundamental reasons of the given ideas and to reinforce the main ideas of the text. Hortatory Exposition text can be found in scientific books, journals, magazines, newspaper, articles, academic speech, ect.

The Characteristics of Hortatory Exposition Text

3. Communicative purpose

Hortatory Exposition text is a text which has the purpose to argument and to persuade the readers or listeners that something should or should not to be the case.

4. Rhetorical Structure

Hortatory Exposition text has the elements base on their own functions which arranged rhetorically, they are:

Thesis : It contains a writers` statement of his or her position about a certain hot topic or problem.

Arguments : It contains the description on facts and data to support the writers` statement in the thesis. An argument is simply a rational means of persuasions. It seeks to convince and it is not just to explain, it uses a logical argument of

persuasion that presents evidence in supporting point of a view of the problem discussed.

Writers` reiteration/conclusion : It contains a suggestion, an advice or recommendation.

E. Media

- The copies of the reading text

F. Learning Strategy

- Lecturing
- Discussion

G. Source

Amalia Pradini. 2014. *Analytical Exposition & Hortatory Exposition*. Jakarta. M2U, P.42

H. Teaching and Learning Process

No	Teachers` Activities	Students` Activities	Time Allocation
1	<p>Opening</p> <ul style="list-style-type: none"> •Teacher greets the students,check attendance list, and pray. • Teacher asks the students` condition. (how are you? How is your day) 	<ul style="list-style-type: none"> •The students answer the teachers` greeting •The students tell their condition 	10 minutes
2	<p>Main Activities</p> <ul style="list-style-type: none"> •Teacher gives a copy of hortatory text to the students. •Teacher explain the hortatory text to the students. (social function, generic 	<ul style="list-style-type: none"> • The students take the copy of the text. • The students listen the explanation about hortatory text carefully. 	

Medan, 8 July 2018

English Teacher

Research

Waridan Nur, S.Pd

Afriani Devi

(34.14.3.016)

Approved by

Head Master of SMK AL-HIDAYAH Medan

Abdul Muhammad Haldir Saragih, S.PdI, M.A

APPENDIX V

PRE-TEST

NAME :

CLASS :

DATE :

Read the following text to answer questions number 1 to 6

TEXT 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?

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 make that decision.

Muslim women are not the only ones to feel forced 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.

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

Muslim opinion, feed conspiracy theories and add to the dangerous feeling that there is a clash of civilizations.

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 practice 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

- Answer the question!

1. What does the text discuss ?

- a. Why the Muslim women should struggle to defend their right to wear headscarf
- b. Why the every person in the world with multicultural society should respect the difference

c. Why the government should protect protect the Muslim women right to wear head carf

d. Why the government should consider that Muslim women should not be disallowed to wear headscarf

e. Why Muslim women are banned to wear headscarf in multicultural society

2. What is Muslim women's view on the veil ?

- a. It is an obstacle of their freedom

- b. It is to protect their modesty and privacy
 - c. It is a fashion trend among them
 - d. It is what their parents told them to wear
 - e. It is something to finish school obligation
3. Based on the text, what could happen if head coverings are banned ?
- a. Islamic community will attack the government that makes the ban
 - b. It will stir up a more tremendous reaction among highly religious communities
 - c. Muslim women will move to another country which gives freedom about head coverings
 - d. Islamic community will avoid any interaction with another religion groups
 - e. Muslim women will be free to show their hair to everyone
4. What does the writer suggest ?
- a. Schools should not be tolerant to any freedom of religious expression
 - b. The government should ban Muslims headscarf because it may arouse conflicts
 - c. Muslim's headscarf as a part of school or office uniforms should not be banned
 - d. Schools are allowed to ban Muslim headscarf because it may arouse many problems
 - e. Schools should provide more stylish headscarf to follow the trend
5. The word "they" in paragraph 4 line 26 refers to _____
- a. Highly religious community
 - b. Muslim women

- c. Islamic community
 - d. The society
 - e. The world
6. The word “distinctive” in paragraph 5 has similar meaning to _____
- a. Identical
 - b. Typical
 - c. Strange
 - d. Remarkable
 - e. Unforgettable

TEXT 2

Read the following text to answer questions number 7 to 12

Anybody who is over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.

Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and old ladies can be knocked down as they struggle home carrying their cat food from supermarkets. Thunderous rattles are heard on our main roads each night as skaters travel without lights and without signs to oncoming cars.

Skateboarding is a serious sport that improves young people’s health. It increases fitness, improves balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when groups practice together and compete to perform stunts or runs they form firm friendships.

Young people should be prevented from becoming overweight couch potatoes. If they are actively involved in skating, they do not smoke, take drugs or break laws for fun.

Kids will always seek thrills and excitement. They need to practice their 180s, 350s and Ollie's free from restrictions. We must build skate parks in the suburbs so that streets are safe for small children and senior citizens and skaters have spaces where they can race, chase, speed, and soar towards the sun.

7. Where do the kids usually ride their skateboard ?
 - a. In the main roads and foot paths
 - b. In front of the supermarket
 - c. In front of their home
 - d. In the suburbs
 - e. In the park

8. What is the main idea of paragraph 3 ?
 - a. There is no safe place for skateboarders
 - b. Kids seek an excitement in skate
 - c. The goodness of skateboarding
 - d. The skateboarding is a serious sport
 - e. How to prevent overweight by skateboarding

9. The writer's purpose in writing the text is ...
 - a. To invite the local teenagers to skate in a park built specifically for skaters
 - b. To convince the readers that they need a safe place for skaters to skate
 - c. To provoke youngsters in the local government policy
 - d. To promote the writer's business of skateboarding class
 - e. To inform parents about the goodness of skateboarding

10. What must we do to let the skaters play ?
 - a. Join with them anywhere
 - b. Give them space in the park
 - c. Let them play in the main roads
 - d. Let them play in the local street
 - e. Build a skate park in the suburbs

11. They need to practice their 180's, 360's and Ollie's free from restrictions.. (Paragraph 5).

The synonym of the underlined word is

- a. Approval
- b. Allowance
- c. Improvement
- d. Prevention
- e. Limitation

12. They need to practice their 180's, 360's and Ollie's free from restrictions. (paragraph 5). The underline word refers to...

- a. Old ladies
- b. Skaters
- c. Senior citizens
- d. Small children
- e. Skateboard

TEXT 3

Read the following text to answer questions number 13 to 18

There are a lot of discussions as to whether children should be given homework or not. Some people claim that children should be given homework or not. Some people claim that children do enough work in school already. They also argue that children have hobbies that they want to do after school, such as sports or music. A further point they make is that a lot of homework is pointless and does not help the children at all.

However, there are also strong arguments against this point of view. Parents and teachers argue that it is important to find out whether children can work on their own without the support from the teacher. They say that the evening is a good time for children to sit down and think about what they have learned in school.

Furthermore they claim that the school day is too short to get anything done that needs doing and it makes sense to send home tasks like independent reading or further writing tasks that don't need teacher's support.

On balance, I think that some homework is a good idea but that it should only be given at the weekend when children have more time

13. The main idea of the passage is...

- a. Why homework should be given or not
- b. Homework should be banned at schools
- c. Homework should be given everyday
- d. Students' problems dealing with homework
- e. Parents should help their children's homework

14. How do we compare the second and the fourth paragraph?

- a. Both paragraphs argue that homework is necessary for students.
- b. Unlike the fourth paragraph, the second paragraph argues that homework is unnecessary.
- c. The second paragraph supports that students need homework, but the fourth paragraph does not.
- d. The second paragraph and the fourth paragraph argue that students do not need homework.
- e. The second and the fourth paragraphs do not say anything about the benefit of homework.

15. How many reasons are presented by those who are against homework?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

16. Those who are pro homework thinks that the student _____ can in the evening.

- a. prepare for the next lesson
- b. review their lessons
- c. enjoy their past time
- d. do their hobbies

e. test themselves

17. “A further point they make is that a lot of homework is pointless and doesn’t help the children at all.”(paragraph 1) The underline word is synonymous with

...

- a. Terrible
- b. Careless
- c. Difficult
- d. Unimportant
- e. Uninteresting

18. What is the writer’s suggestion about homework?

- a. Homework is pointless.
- b. Homework is badly needed.
- c. Homework should be given at weekend.
- d. Student should not be given any homework.
- e. Student must frequently have homework.

TEXT 4

Read the following text to answer questions number 19 to 20

Sutiyoso will be given an Asian Air Quality Management Award Friday at an International Conference in Yogyakarta, but some people have questions whether he really deserved the honor. The critics say Sutiyoso has done little to reduce air pollution in the capital.

I think Sutiyoso deserved the award. Although we haven’t seen solid air quality management, he has restored the National Monument (Monas) Park to a green cool area where families can go to jog or have a Picnic. He also initiated the bus-way project, which I believe a good step toward reducing air pollution in Jakarta.

However, the government has to take further action, such as limiting the number of motorcycles in Jakarta. All the motorcycles on the roads contribute to air pollution in the city.

On the other hand, some people can't understand how Sutiyoso can win this award because he hasn't made any improvement in Jakarta's air management.

Jakarta is becoming more polluted as the authorities cut down more and more trees for transportation projects. And they don't bother to plant new trees to replace the old ones, let alone develop new green areas.

The authorities should build more parks in the city to make Jakarta greener and less polluted. Monas park is greener and less polluted. Monas park is greener now, but the fences prevent people from getting in. In countries like Singapore and Australia, public parks are pleasant places to hang out.

19. Why did Sutiyoso deserved the award ?

- a. Monas Park is green now.
- b. Jakarta is becoming more polluted
- c. He has improved Jakarta's air management
- d. He limited the number of motorcycles in the city
- e. He restored the Monas park and initiated the bus-way project

20. What has Sutiyoso done to reduce air pollution in Jakarta ?

- a. Initiating the bus project
- b. Holding an international conference
- c. Limiting the number of motorcycles
- d. Building fences around the Monas park
- e. Cutting down more and more trees

APPENDIX VI**POST TEST**

NAME :

CLASS :

DATE :

GENERAL INSTRUCTION:

1. Write your name and class on the answer sheet.
2. Read the text carefully and answer the questions!
3. Choose the correct answer and cross the answer (a, b, c, d, or e) on the answer sheet!
4. Do the test individually!
5. Re-check your answer before submitting the answer sheet!

Read the following text to answer questions number 1 to 4.

SKATEBOARDING

Anybody who is over the age of six knows that there is now here safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.

Just watch a local street for a short while and note the steady stream of skaters spending up and down the footpaths. Toddlers can be trampled on and old ladies can be knocked down as they struggle home carrying their cat food from supermarkets.

Skateboarding is a serious sport that improves young peoples` health. It increases fitness, improve balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when groups practice together and compete to perform stunts or runs they form friendships.

Young people should be prevented from becoming overweight couch potatoes. If they are actively involved in skating, they do not smoke, take drugs or break laws for fun.

Kids will always seek thrills and excitement. They need to practice their 180s, 360s and Ollies` free from restrictions. We must build skate parks in the suburbs so that streets

are safe for small children and senior citizens and skaters have spaces where they can race, chase, speed, and soar towards the sun.

1. Where do the kids usually ride their skateboard ?
 - A. In the main roads and foot paths
 - B. In front of the supermarket
 - C. In front of their home
 - D. In the suburbs
 - E. In the park
2. What is the main idea of paragraph 3 ?
 - A. There is no safe place for skateboarders
 - B. Kids seek an excitement in skate
 - C. The goodness of skateboarding
 - D. The skateboarding is a serious sport
 - E. How to prevent overweight by skateboarding
3. The writers` purpose in writing the text is.....
 - A. To invite the local teenagers to skate in park built specifically for skaters
 - B. To convince the readers that they need a safe place for skaters to skate
 - C. To provoke youngsters into the local government policy
 - D. To promote the writers` business of skateboarding class
 - E. To inform parents about the goodness of skateboarding
4. What must we do let the skaters play ?
 - A. Join with them anywhere
 - B. Give them space in the park
 - C. Let them play in the main roads
 - D. Let them play in the local street
 - E. Build a skate park in the suburbs
5. What the function of the last paragraph
 - A. Describing the problem
 - B. Stating the reasons behind the thesis
 - C. Giving arguments
 - D. Stating the proposal
 - E. Giving recommendation

Read the following text to answer questions number 5 to 7

FUEL PRICE

Government should not raise fuel price to solve the problem of economic issues. People were affected severely with the high fuel price like last year. Obviously they cut

their spending. As an example, they had to buy lower quality of rice or palm oil. There were also fewer buyers of secondary commodities like flour, or canned meat or fish.

Furthermore, the condition of low income family will become even worse because their expenses will increase while their salaries will not. Many companies will have to trim the number of employees because they are incapable of managing, buying or selling price, standard wages and personal affairs.

Finally, government should not raise fuel price to overcome economic problem but the solution should be sought by tapping into the nation's own potential and utilizing it to enhance productivity to its maximum.

5. The title of the text is

- A. The price of the secondary commodities
- B. The effect of increasing fuel price
- C. Condition of low income family
- D. The increasing of fuel price
- E. The economic problem

6. "Many companies will have to trim the number of employees." (Paragraph 2)

The underlined word means

- A. fire
- B. cut
- C. add
- D. reduce
- E. border

7. What is the main idea of the last paragraph?

- A. The government should enhance productivity to solve the economic problem.
- B. The government should raise fuel price to solve the problem.
- C. The government should consider condition of low family income.
- D. The government should reduce the number of employees.
- E. The government should decrease the standard of wages.

Read the following text to answer questions number 7 to 13

TEXT 3

Home schooling is an education system which provides child's main education program 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.

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

8. 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
9. How many important points of home schooling should be notice according to the text ?
- One only
 - Two points
 - Three points
 - Four points
 - Five points
10. What does the writer suggest ?
- We should afford them many tasks to balance with state school
 - We must provide them many chances to have social interaction
 - We must concern the psychology of the children at home
 - We must let the children grow independently
 - We must imitate the US and Canada school curriculum
11. 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 homeschooled
12. The word "it" in line 21 refers to
- A social community

- b. An ethic group
- c. A public school
- d. Home schooling
- e. The government

13. The word “them” in line 31 refers to

- a. The government
- b. Parents
- c. Children
- d. Home schools
- e. Public schools

Read the following text to answer questions number 14 to 19

TEXT 4

Why are Diazinon and Dursband should be Banned

Diazinon and dursban are chemicals used onlawn, gardens, agricultural crops and livestock as an insecticide or nematocide (for worms). They are banned for several good reasons.

Firstly, they cause nausea, dizziness, burningsensations, headaches, blurred visions, stomach and muscle cramps, twitching, diarrhea, aching joints, disorientation and an inability to concentrate.

Secondly, these chemicals cause human andanimal birth defects in many areas of the human body including the brain, nervous system, teeth, eyes, ears, nipples and genitals. They can also cause profound growth and mental retardation when pregnant mothers are exposed. This may affect on lower birth weights of infants if mothers are exposed before and during pregnancy, and this is associated with lower IQs.

Finally, residues, of course, are on some foods--up to 14 days on lettuce, for example--and the chemical also seeps into the nearby water. Therefore, the government must be urged to keep the safety factor of pesticides paramount in their thinking. Children are so much more sensitive than adults to the toxic effects of chemicals

14. What does the text discuss ?

- a. Why farmers should use diazinon and dursban
- b. Why worms are resistant to diazinon and dursban
- c. Why pests can be removed fast and effectively by using diazinon and dursban
- d. Why farmers choose diazinon and dursb and instead of other pesticides
- e. Why diazinon and dursban are banned

15. Diazinon and dursban are banned because

- a. They are very expensive
- b. The government can no longer subsidize farmers with diazinon and dursban
- c. They can remove pests fast and effectively
- d. They are dangerous to human health and other animals
- e. They may benefit the farmers a lot

16. What would happen if a pregnant mother is exposed to diazinon or dursban ?

- a. It may effect on their nervous system
- b. It may cause lower birth weight and lower IQs of the baby
- c. It may cause a terrible headache
- d. It may effect on its eyes, ears, and teeth
- e. This may increase its weight and Iqs

17. What does the writer suggest that the government should do ?

- a. Allow farmers to use diazinon and dursban
- b. Help the victims of diazinon and dursban
- c. Ban the use of diazinon and dursban
- d. Immunize children regularly
- e. Subsidize farmers with safe pesticides

18. "Children are so much more sensitive than adults to the toxic effects of chemicals". What does the statement mean ?

- a. We should protect our children from dangerous chemicals
- b. Children are resistant to several chemicals

- c. Parents should not be worried about their children's health. The government should pay more attention to adults than to children.
- d. Children have greater immunity than adults.

19. The word "residue" in paragraph 4 line 17 has the closest meaning to _____

- a. Leftovers
- b. Essence
- c. Parts
- d. Existence
- e. Big part

20. What the function of the last paragraph

- A. Describing the problem
- B. Stating the reasons behind the thesis
- C. Giving arguments
- D. Stating the proposal
- E. Giving recommendation

APPENDIX VII**ANSWER KEY PRE-TEST**

1. C	11. A
2. A	12. A
3. C	13. C
4. B	14. A
5. D	15. E
6. C	16. E
7. E	17. C
8. D	18. B
9. B	19. D
10. C	20. B

ANSWER KEY POST-TEST

1. A	11. B
2. C	12. B
3. B	13. C
4. E	14. D
5. E	15. E
6. D	16. D
7. A	17. B
8. D	18. C
9. E	19. A
10. A	20. A

APPENDIX VIII

STUDENTS' OBSERVATION SHEET

No	Activities	Score			
		1	2	3	4
1	The students' attitude in learning and teaching process				
2	The students' enthusiastic in learning and teaching process				
3	The students work individually in doing their task				
4	The students' activeness in learning and teaching process				
5	The students comprehend the lesson in learning and teaching process				
6	The students answer the question from the teacher				
7	The students response to the topic given				
8	All the students do their task				
Score					
Total					
Percentage					

Note: Score 1= bad, Score 2 = enough, Score 3 = good, Score 4 = very good

$$\text{Percentage} = \frac{\text{total score}}{\text{jumlah activities}}$$

Medan, 8 July 2018

Observer

Waridan Nur, S.Pd

APPENDIX IX

TEACHER'S OBSERVATION SHEET

NO	Activities	Score			
		1	2	3	4
1	Explanation the material by the teacher				
2	The teacher's pronunciation in teaching the material				
3	The teacher's intonation in teaching the material				
4	The teacher's grammar in teaching the material				
5	The using of media by the teacher				
6	The teacher chooses the right media with the material				
7	Students are helped to understand the material easier by media				
8	Spirit and enthusiastic of the teacher in teaching				
9	The teacher manages the time effectively and efficiently				
10	The teacher asks question to the students				
11	The teacher concludes the lesson				
Score					
Total					
Percentage					

Note: Score 1= bad, Score 2 = enough, Score 3 = good, Score 4 = very good

$$\text{Percentage} = \frac{\text{total score}}{\text{jumlah activities}}$$

Medan, 8 July 2018

Observer

Waridan Nur, S.Pd

APPENDIX X

STUDENTS' INITIAL AND REAL NAME
OF EXPERIMENTAL GROUP (XI-1)

No.	Initial Name	Real Name
1	AF	Affandi
2	AL	Ardiansyah Lubis
3	FY	Fitri Yani
4	MAR	Muhammad Alfa Ridho
5	MA	Muhammad Ali
6	MDH	Muhammad Danri Habibie
7	MYH	Muhammad Yusuf Hasibuan
8	NHH	Nisa Hanum Harahap
9	NEN	Nur Ella Nadia
10	PB	Putri Balqis
11	RM	Rahmad Matondang
12	RE	Rika Elviani
13	RE	Rika Elvira
14	RWP	Rika Wati Pasaribu
15	RGH	Rizky Gunawan Harahap
16	TR	Taufik Ramadhan
17	TW	Tri Wulandari
18	UK	Ummi Kalsum
19	WA	Widya Alfiani
20	YA	Yulia
21	PSR	Putri Syahri Ramadhani
22	MIB	Muhammad Irfan Barus
23	PSI	Pahli Sukma Irwansyah
24	RP	Rukmana Panjaitan
25	TL	Tri Larasati

APPENDIX XI

**STUDENTS' INITIAL AND REAL NAME OF
CONTROL GROUP (XI-2)**

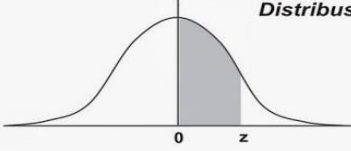
No.	Initial Name	Real Name
1	AEH	Ahmad Eriansyah Hasibuan
2	AFA	Aidil Fitra Akbar
3	AH	Abdul Halim
4	ASL	Arya Syahputra Lubis
5	ASM	Alwi Syahbana Matondang
6	AA	Azizah Ananda
7	AF	Alya Febriani
8	AH	Ayu Hartati
9	FL	Fauziah Lubis
10	FH	Fadila Hanum
11	FA	Febry Ariana
12	HH	Hariansyah
13	HNL	Holong Niroha Lubis
14	IS	Iskandar Syah
15	JR	Jeffry Ramadhan
16	JAN	Jemmy Azhari Nasution
17	KAN	Khairul Azhari Nasution
18	LAH	Lia Auliana Hasibuan
19	MF	Maya Fadila
20	MP	Maida Pasaribu
21	DSP	Dwi Sandy Pasaribu
22	IA	Iqbal Ardiansyah
23	NH	Nurul Habib
24	NP	Nana Purwanti
25	SH	Sari hasibuan

APPENDIX XII

TABLE DSTRIBUTION NORMAL BAKU 0-Z

Kumulatif sebaran frekuensi normal
(Area di bawah kurva normal baku dari 0 sampai z)

Distribusi Z



Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3.1	0.4990	0.4991	0.4991	0.4991	0.4992	0.4992	0.4992	0.4992	0.4993	0.4993
3.2	0.4993	0.4993	0.4994	0.4994	0.4994	0.4994	0.4994	0.4995	0.4995	0.4995
3.3	0.4995	0.4995	0.4995	0.4996	0.4996	0.4996	0.4996	0.4996	0.4996	0.4997
3.4	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4998
3.5	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998
3.6	0.4998	0.4998	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.7	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.8	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.9	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000

Dipergunakan untuk kepentingan Praktikum dan Kuliah Statistika Agrotek cit. Ade

Source : <http://jam-statistic.blogspot.co.id/2014/04/cara-menentukan-nilai-alpha-dengan.html>

APPENDIX XIII

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,222	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

APPENDIX XIV

TABLE OF DISTRIBUTION

(Bilangan Dalam Badan Daftar Menyatakan:

Fp : Baris Atas untuk p = 0,05 dan Baris Bawah untuk p = 0,01)

v ₂ = dk penyebut	v ₁ = dk pembilang																											
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞				
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254				
2	4062	4999	5403	5625	5764	5859	5928	5981	6022	6056	6082	6106	6142	6169	6208	6234	6258	6286	6302	6323	6334	6352	6361	6366				
3	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,47	19,48	19,49	19,49	19,50	19,50				
4	98,49	99,01	99,17	99,25	99,30	99,33	99,34	99,36	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,46	99,47	99,48	99,48	99,49	99,49	99,50	99,50	99,50				
5	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,57	8,56	8,54	8,54	8,52				
6	34,12	30,81	29,46	28,71	28,24	27,91	27,67	27,49	27,34	27,23	27,13	27,05	26,92	26,83	26,69	26,60	26,50	26,41	26,30	26,27	26,23	26,18	26,14	26,12				
7	7,17	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63				
8	21,20	18,00	16,69	15,98	15,52	15,21	14,98	14,80	14,66	14,54	14,45	14,37	14,24	14,15	14,02	13,93	13,83	13,74	13,69	13,61	13,57	13,52	13,48	13,46				
9	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,46	4,44	4,42	4,40	4,38	4,37	4,36				
10	16,26	13,27	12,06	11,39	10,97	10,67	10,45	10,27	10,15	10,05	9,96	9,89	9,77	9,66	9,55	9,47	9,38	9,29	9,24	9,17	9,13	9,07	9,04	9,02				
11	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,77	3,75	3,72	3,71	3,69	3,68	3,67				
12	13,74	10,92	9,78	9,15	8,75	8,47	8,26	8,10	7,98	7,87	7,79	7,72	7,60	7,52	7,39	7,31	7,23	7,14	7,09	7,02	6,99	6,94	6,90	6,88				
13	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,28	3,25	3,24	3,23				
14	12,25	9,55	8,45	7,86	7,46	7,19	7,00	6,84	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07	5,98	5,90	5,85	5,78	5,75	5,70	5,67	5,65				
15	5,32	4,46	4,07	3,84	3,69	3,58	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03	3,00	2,98	2,96	2,94	2,93	2,92				
16	11,26	8,65	7,59	7,01	6,63	6,37	6,19	6,03	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28	5,20	5,11	5,06	5,00	4,96	4,91	4,88	4,86				
17	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,86	2,82	2,80	2,77	2,76	2,72	2,72	2,71				
18	10,56	8,02	6,99	6,42	6,06	5,80	5,62	5,47	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73	4,64	4,56	4,51	4,45	4,41	4,36	4,33	4,31				
19	4,96	4,80	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,67	2,64	2,61	2,59	2,56	2,55	2,54				
20	10,04	7,56	6,55	5,99	5,64	5,39	5,21	5,06	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33	4,25	4,17	4,12	4,05	4,01	3,96	3,93	3,91				
21	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50	2,47	2,45	2,42	2,41	2,40				
22	9,65	7,20	6,22	5,67	5,32	5,07	4,88	4,74	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02	3,94	3,86	3,80	3,74	3,70	3,66	3,62	3,50				
23	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30				
24	9,38	6,93	5,95	5,41	5,06	4,82	4,65	4,50	4,39	4,30	4,22	4,16	4,05	3,98	3,86	3,78	3,70	3,61	3,56	3,49	3,46	3,41	3,38	3,36				
25	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21				
26	9,07	6,70	5,74	5,20	4,86	4,62	4,44	4,30	4,19	4,10	4,02	3,96	3,85	3,78	3,67	3,60	3,51	3,42	3,37	3,30	3,27	3,21	3,18	3,15				
27	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2,16	2,14	2,13				
28	8,86	6,51	5,56	5,03	4,69	4,46	4,28	4,14	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43	3,34	3,26	3,21	3,14	3,11	3,06	3,02	3,00				
29	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,10	2,06	2,07				
30	8,68	6,36	5,42	4,89	4,56	4,32	4,14	4,00	3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,29	3,20	3,12	3,07	3,00	2,97	2,92	2,89	2,87				
31	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01				
32	8,53	6,23	5,29	4,77	4,44	4,20	4,03	3,89	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,10	3,01	2,96	2,89	2,86	2,80	2,77	2,75				
33	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96				
34	8,40	6,11	5,18	4,67	4,34	4,10	3,93	3,79	3,68	3,59	3,52	3,45	3,35	3,27	3,16	3,08	3,00	2,92	2,86	2,79	2,76	2,70	2,67	2,65				
35	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,96	1,93	1,92				
36	8,28	6,01	5,09	4,58	4,25	4,01	3,85	3,71	3,60	3,51	3,44	3,37	3,27	3,19	3,07	3,00	2,91	2,88	2,78	2,71	2,68	2,62	2,59	2,57				
37	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,90	1,88				
38	8,18	5,93	5,01	4,50	4,17	3,94	3,77	3,63	3,52	3,43	3,36	3,30	3,19	3,12	3,00	2,92	2,84	2,76	2,70	2,63	2,60	2,54	2,51	2,49				
39	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,26	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84				
40	8,10	5,85	4,94	4,48	4,10	3,87	3,71	3,56	3,45	3,37	3,30	3,23	3,13	3,05	2,94	2,86	2,77	2,69	2,63	2,56	2,53	2,47	2,44	2,42				
41	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93	1,89	1,87	1,84	1,82	1,81				
42	8,02	5,78	4,87	4,37	4,04	3,81	3,65	3,51	3,40	3,31	3,24	3,17	3,07	2,99	2,88	2,80	2,72	2,63	2,58	2,51	2,47	2,42	2,38	2,36				
43	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,87	1,84	1,81	1,80	1,78				
44	7,94	5,72	4,82	4,31	3,99	3,76	3,59	3,45	3,35	3,26	3,18	3,12	3,02	2,94	2,83	2,75	2,67	2,58	2,53	2,46	2,42	2,37	2,33	2,31				
45	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,96	1,91	1,88	1,84	1,82	1,79	1,77	1,76				
46	7,88	5,66	4,76	4,26	3,94	3,71	3,54	3,41	3,30	3,21	3,14	3,07	2,97	2,89	2,78	2,70	2,62	2,53	2,48	2,41	2,37	2,32	2,28	2,26				
47	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,26	2,22	2,18	2,13	2,09	2,02	1,98	1,94	1,89	1,86	1,82	1,80	1,76	1,74	1,73				
48	7,82	5,61	4,72	4,22	3,90	3,67	3,50	3,36	3,25	3,17	3,09	3,03	2,93	2,85	2,74	2,66	2,58	2,49	2,44	2,36	2,33	2,27	2,23	2,21				
49	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,28	2,24	2,20	2,16	2,11	2,06	2,00	1,96	1,92	1,87	1,84	1,80	1,77	1,74	1,72	1,71				
50	7,77	5,57	4,68	4,18	3,86	3,63	3,46	3,32	3,21	3,13	3,05	2,99	2,89	2,81	2,70	2,62	2,54	2,45	2,40	2,32	2,29	2,23	2,19	2,17				

26	4,22	3,37	2,89	2,74	2,59	2,47	2,39	2,32	2,27	2,22	2,18	2,15	2,10	2,05	1,99	1,95	1,90	1,85	1,82	1,78	1,76	1,72	1,70	1,69
	7,72	5,53	4,64	4,14	3,82	3,59	3,42	3,29	3,17	3,09	3,02	2,96	2,86	2,77	2,66	2,58	2,50	2,41	2,36	2,28	2,25	2,19	2,15	2,13
27	4,21	3,35	2,96	2,73	2,57	2,46	2,37	2,30	2,25	2,20	2,16	2,13	2,08	2,03	1,97	1,93	1,88	1,84	1,80	1,76	1,74	1,71	1,68	1,67
	7,68	5,49	4,60	4,11	3,79	3,56	3,39	3,26	3,14	3,06	2,98	2,93	2,83	2,74	2,63	2,55	2,47	2,38	2,33	2,25	2,21	2,16	2,12	2,10
28	4,20	3,34	2,95	2,71	2,56	2,44	2,36	2,29	2,24	2,19	2,15	2,12	2,06	2,02	1,96	1,91	1,87	1,81	1,78	1,75	1,72	1,69	1,67	1,65
	7,64	5,45	4,57	4,07	3,76	3,53	3,36	3,23	3,11	3,03	2,95	2,90	2,80	2,71	2,60	2,52	2,44	2,35	2,30	2,22	2,18	2,13	2,09	2,06
29	4,18	3,33	2,93	2,70	2,54	2,43	2,35	2,28	2,22	2,18	2,14	2,10	2,05	2,00	1,94	1,90	1,85	1,80	1,77	1,73	1,71	1,68	1,65	1,64
	7,60	5,52	4,54	4,04	3,73	3,50	3,33	3,20	3,08	3,00	2,92	2,87	2,77	2,68	2,57	2,49	2,41	2,32	2,27	2,19	2,15	2,10	2,06	2,03
30	4,17	3,32	2,92	2,69	2,53	2,42	2,34	2,27	2,21	2,16	2,12	2,09	2,04	1,99	1,93	1,89	1,84	1,79	1,76	1,72	1,69	1,66	1,64	1,62
	7,56	5,39	4,51	4,02	3,70	3,47	3,30	3,17	3,06	2,98	2,90	2,84	2,74	2,66	2,55	2,47	2,38	2,29	2,24	2,16	2,13	2,07	2,03	2,01
32	4,15	3,30	2,90	2,67	2,51	2,40	2,32	2,25	2,19	2,14	2,10	2,07	2,02	1,97	1,91	1,86	1,82	1,76	1,74	1,69	1,67	1,64	1,61	1,59
	7,50	5,34	4,46	3,97	3,66	3,42	3,25	3,12	3,01	2,94	2,86	2,80	2,70	2,62	2,51	2,42	2,34	2,25	2,20	2,12	2,08	2,02	1,98	1,96
34	4,13	3,28	2,88	2,65	2,49	2,38	2,30	2,23	2,17	2,12	2,08	2,05	2,00	1,95	1,89	1,84	1,80	1,74	1,71	1,67	1,64	1,61	1,59	1,57
	7,44	5,29	4,42	3,93	3,61	3,38	3,21	3,08	2,97	2,89	2,82	2,76	2,66	2,58	2,47	2,38	2,30	2,21	2,15	2,08	2,04	1,98	1,94	1,91
36	4,11	3,26	2,86	2,63	2,48	2,36	2,28	2,21	2,15	2,10	2,06	2,03	1,89	1,93	1,87	1,82	1,78	1,72	1,69	1,65	1,62	1,59	1,56	1,55
	7,39	5,25	4,38	3,89	3,58	3,35	3,18	3,04	2,94	2,86	2,78	2,72	2,62	2,54	2,43	2,35	2,26	2,17	2,12	2,04	2,00	1,94	1,90	1,87
38	4,10	3,25	2,85	2,62	2,46	2,35	2,26	2,19	2,14	2,09	2,05	2,02	1,96	1,92	1,85	1,80	1,76	1,71	1,67	1,63	1,60	1,57	1,54	1,53
	7,35	5,21	4,34	3,86	3,54	3,32	3,15	3,02	2,91	2,82	2,75	2,69	2,59	2,51	2,40	2,32	2,22	2,14	2,08	2,00	1,97	1,90	1,86	1,84
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,07	2,04	2,00	1,95	1,90	1,84	1,79	1,74	1,69	1,66	1,61	1,59	1,55	1,53	1,51
	7,31	5,18	4,31	3,83	3,51	3,29	3,12	2,99	2,88	2,80	2,73	2,66	2,56	2,49	2,37	2,29	2,20	2,11	2,05	1,97	1,94	1,88	1,84	1,81
42	4,07	3,22	2,83	2,59	2,44	2,32	2,24	2,17	2,11	2,06	2,02	1,99	1,94	1,89	1,82	1,78	1,73	1,68	1,64	1,60	1,57	1,54	1,51	1,49
	7,27	5,15	4,29	3,80	3,49	3,26	3,10	2,96	2,86	2,77	2,70	2,64	2,54	2,46	2,35	2,26	2,17	2,08	2,02	1,94	1,91	1,85	1,80	1,78
44	4,06	3,21	2,82	2,58	2,43	2,31	2,23	2,16	2,10	2,05	2,01	1,98	1,92	1,88	1,81	1,76	1,72	1,66	1,63	1,58	1,56	1,52	1,50	1,48
	7,24	5,12	4,26	3,78	3,46	3,24	3,07	2,94	2,84	2,75	2,68	2,62	2,52	2,44	2,32	2,24	2,12	2,06	2,00	1,92	1,88	1,82	1,78	1,75
46	4,05	3,20	2,81	2,57	2,42	2,30	2,22	2,14	2,09	2,04	2,00	1,97	1,91	1,87	1,80	1,75	1,71	1,65	1,62	1,57	1,54	1,51	1,48	1,46
	7,21	5,10	4,24	3,76	3,44	3,22	3,05	2,92	2,82	2,73	2,66	2,60	2,50	2,42	2,32	2,22	2,11	2,04	1,98	1,90	1,86	1,80	1,76	1,72
48	4,04	3,19	2,80	2,56	2,41	2,30	2,21	2,14	2,08	2,03	1,99	1,96	1,90	1,86	1,79	1,74	1,70	1,64	1,61	1,56	1,53	1,50	1,47	1,45
	7,19	5,08	4,22	3,74	3,42	3,20	3,04	2,90	2,80	2,71	2,64	2,58	2,48	2,40	2,28	2,20	2,10	2,02	1,96	1,88	1,84	1,78	1,73	1,70
50	4,03	3,18	2,79	2,56	2,40	2,29	2,20	2,13	2,07	2,02	1,98	1,95	1,90	1,85	1,78	1,74	1,69	1,63	1,60	1,55	1,52	1,48	1,46	1,44
	7,17	5,06	4,20	3,72	3,44	3,18	3,02	2,88	2,78	2,70	2,62	2,56	2,46	2,39	2,26	2,18	2,10	2,00	1,94	1,86	1,82	1,76	1,71	1,68
55	4,02	3,17	2,78	2,54	2,38	2,27	2,18	2,11	2,05	2,00	1,97	1,93	1,88	1,83	1,76	1,72	1,67	1,61	1,58	1,52	1,50	1,46	1,43	1,41
	7,12	5,01	4,16	3,65	3,37	3,15	2,98	2,85	2,75	2,66	2,59	2,53	2,43	2,35	2,23	2,15	2,00	1,96	1,90	1,82	1,78	1,71	1,66	1,64
60	4,00	3,15	2,76	2,52	2,37	2,25	2,17	2,10	2,04	1,99	1,95	1,92	1,86	1,81	1,75	1,70	1,65	1,59	1,56	1,50	1,48	1,44	1,41	1,39
	7,08	4,98	4,13	3,65	3,34	3,12	2,95	2,82	2,72	2,63	2,56	2,50	2,40	2,32	2,20	2,12	2,03	1,93	1,87	1,79	1,74	1,68	1,63	1,60
65	3,99	3,14	2,75	2,51	2,36	2,21	2,15	2,08	2,02	1,98	1,94	1,90	1,85	1,80	1,73	1,68	1,63	1,57	1,54	1,49	1,46	1,42	1,39	1,37
	7,01	4,95	4,10	3,62	3,31	3,09	2,93	2,79	2,70	2,61	2,54	2,47	2,37	2,30	2,18	2,09	2,00	1,90	1,84	1,76	1,71	1,64	1,60	1,56
70	3,98	3,13	2,74	2,50	2,35	2,22	2,14	2,07	2,01	1,97	1,93	1,89	1,84	1,79	1,72	1,67	1,62	1,56	1,53	1,47	1,45	1,40	1,37	1,35
	7,01	4,92	4,08	3,60	3,29	3,07	2,91	2,77	2,67	2,59	2,51	2,45	2,35	2,28	2,15	2,07	1,98	1,88	1,82	1,74	1,69	1,63	1,56	1,53
80	3,96	3,11	2,72	2,48	2,33	2,21	2,12	2,05	1,99	1,95	1,91	1,88	1,82	1,77	1,70	1,65	1,60	1,54	1,51	1,45	1,42	1,38	1,35	1,32
	6,96	4,88	4,01	3,58	3,25	3,04	2,87	2,74	2,64	2,55	2,48	2,42	2,32	2,24	2,11	2,03	1,94	1,84	1,78	1,70	1,65	1,57	1,52	1,49
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,97	1,92	1,88	1,85	1,79	1,75	1,68	1,63	1,57	1,51	1,48	1,42	1,39	1,34	1,30	1,28
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,69	2,59	2,51	2,43	2,36	2,26	2,19	2,06	1,98	1,89	1,79	1,73	1,64	1,59	1,51	1,46	1,43
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01	1,95	1,90	1,86	1,83	1,77	1,72	1,65	1,60	1,55	1,49	1,45	1,39	1,36	1,31	1,27	1,25
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65	2,56	2,47	2,40	2,33	2,23	2,15	2,03	1,94	1,85	1,75	1,68	1,59	1,54	1,46	1,40	1,37
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00	1,94	1,89	1,85	1,82	1,76	1,71	1,64	1,59	1,54	1,47	1,44	1,37	1,34	1,29	1,25	1,22
	6,81	4,75	3,91	3,44	3,13	2,92	2,76	2,62	2,53	2,44	2,37	2,30	2,20	2,12	2,00	1,91	1,82	1,72	1,66	1,56	1,51	1,43	1,37	1,33
200	3,89	3,01	2,65	2,41	2,26	2,14	2,05	1,98	1,92	1,87	1,83	1,80	1,74	1,69	1,62	1,57	1,52	1,45	1,42	1,35	1,32	1,26	1,22	1,19
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60	2,50	2,41	2,34	2,28	2,17	2,09	1,97	1,88	1,79	1,69	1,62	1,53	1,48	1,39	1,33	1,28
400	3,86	3,02	2,62	2,39	2,23	2,12	2,03	1,96	1,90	1,85	1,81	1,78	1,72	1,67	1,60	1,54	1,49	1,42	1,38	1,32	1,28	1,22	1,16	1,13
	6,70	4,66	3,83	3,36	3,06	2,85	2,69	2,55	2,46	2,37	2,29	2,23	2,12	2,04	1,92	1,84	1,74	1,64	1,57	1,47	1,42	1,32	1,24	1,19
1000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95	1,89	1,81	1,80	1,76	1,70	1,65	1,58	1,53	1,47	1,41	1,36	1,30	1,26	1,19	1,13	1,08
	6,68	4,62	3,80	3,34	3,04	2,82	2,66	2,53	2,43	2,34	2,26	2,20	2,09	2,01	1,89	1,81	1,71	1,61	1,54	1,44	1,38	1,28	1,19	1,11
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94	1,88	1,83	1,79	1,75	1,69	1,64	1,57	1,52	1,46	1,40	1,35	1,28	1,24	1,17	1,11	1,00
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51	2,41	2,32	2,24	2,18	2,07	1,99	1,87	1,79	1,69	1,59	1,52	1,41	1,36	1,25	1,12	1,00

Source: Sudjana. *Metoda Statistika*. Bandung: Tarsito, 2002

APPENDIX XV

PERCENTAGE POINTS OF DISTRIBUTION

DF	A P	0.80	0.90	0.95	0.98	0.99	0.995	0.998	0.999
		0.20	0.10	0.05	0.02	0.01	0.005	0.002	0.001
1		3.078	6.314	12.706	31.820	63.657	127.321	318.309	636.619
2		1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.599
3		1.638	2.353	3.182	4.541	5.841	7.453	10.215	12.924
4		1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5		1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6		1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7		1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8		1.397	1.860	2.306	2.897	3.355	3.833	4.501	5.041
9		1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10		1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11		1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12		1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13		1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14		1.345	1.761	2.145	2.625	2.977	3.326	3.787	4.140
15		1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16		1.337	1.746	2.120	2.584	2.921	3.252	3.686	4.015
17		1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18		1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922
19		1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20		1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21		1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22		1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23		1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.768

24			1.318	1.711	2.064	2.492	2.797	3.090	3.467	3.745
25			1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725
26			1.315	1.706	2.056	2.479	2.779	3.067	3.435	3.707
27			1.314	1.703	2.052	2.473	2.771	3.057	3.421	3.690
28			1.313	1.701	2.048	2.467	2.763	3.047	3.408	3.674
29			1.311	1.699	2.045	2.462	2.756	3.038	3.396	3.659
30			1.310	1.697	2.042	2.457	2.750	3.030	3.385	3.646
31			1.309	1.695	2.040	2.453	2.744	3.022	3.375	3.633
32			1.309	1.694	2.037	2.449	2.738	3.015	3.365	3.622
33			1.308	1.692	2.035	2.445	2.733	3.008	3.356	3.611
34			1.307	1.691	2.032	2.441	2.728	3.002	3.348	3.601
35			1.306	1.690	2.030	2.438	2.724	2.996	3.340	3.591
36			1.306	1.688	2.028	2.434	2.719	2.991	3.333	3.582
37			1.305	1.687	2.026	2.431	2.715	2.985	3.326	3.574
38			1.304	1.686	2.024	2.429	2.712	2.980	3.319	3.566
39			1.304	1.685	2.023	2.426	2.708	2.976	3.313	3.558
40			1.303	1.684	2.021	2.423	2.704	2.971	3.307	3.551
42			1.302	1.682	2.018	2.418	2.698	2.963	3.296	3.538
44			1.301	1.680	2.015	2.414	2.692	2.956	3.286	3.526
46			1.300	1.679	2.013	2.410	2.687	2.949	3.277	3.515
48			1.299	1.677	2.011	2.407	2.682	2.943	3.269	3.505
50			1.299	1.676	2.009	2.403	2.678	2.937	3.261	3.496
60			1.296	1.671	2.000	2.390	2.660	2.915	3.232	3.460
70			1.294	1.667	1.994	2.381	2.648	2.899	3.211	3.435
80			1.292	1.664	1.990	2.374	2.639	2.887	3.195	3.416
90			1.291	1.662	1.987	2.369	2.632	2.878	3.183	3.402
100			1.290	1.660	1.984	2.364	2.626	2.871	3.174	3.391

120			1.289	1.658	1.980	2.358	2.617	2.860	3.160	3.373
150			1.287	1.655	1.976	2.351	2.609	2.849	3.145	3.357
200			1.286	1.652	1.972	2.345	2.601	2.839	3.131	3.340
300			1.284	1.650	1.968	2.339	2.592	2.828	3.118	3.323
500			1.283	1.648	1.965	2.334	2.586	2.820	3.107	3.310
∞			1.282	1.645	1.960	2.326	2.576	2.807	3.090	3.291

APPENDIX XVI**DOCUMENTATION**

Pic 1. The researcher give pre test paper to the students of experimental group



Pic 2. The researcher give the treatment to the students of experimental group



Pic 3. The researcher giving pre test to the students of control group



Pic 4. Students of experimental group doing the post test



Pict 5. Photo with the Teacher English SMK AL-Hidayah Medan

