THE EFFECT OF USING SCROL STRATEGY TOWARD STUDENTS' READING COMPREHENSION ON HORTATORY EXPOSITION TEXT AT THE ELEVENTHGRADE OF SMAN 1 CANDUANG ACADEMIC YEAR 2016/2017

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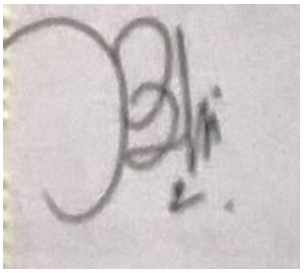
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PUTRI HELMINA
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MOTTO

I am bringing the gravity back.

I needed a brave, for a sec I ever gave up believing and praying

It feels like long time coming fam

since the day I thought of that cunning plan

One day I had a dream I tried to chase it. But I wasn't going anywhere .

Running man!

I know that someday may be I would understand

Trying to change a terror to a hundred grand.

I used to be the kid that no one cares about.

That why you have keep screaming till they hear you out.

'….. Oh written in the stars, million miles away…..

Messages to the main,

Seasons come and go.. But I will never change……

I am on my way…….'

~ Tinie tempah ft eric turner

DEDICATED

To

My Mom

(*Ibu paling hebat sedunia* **)**

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ABSTRACT

Putri Helmina, 2313.023. The Effect of Using SCROL strategy toward Students' Reading Comprehension on Hortatory exposition Text at The Eleventh Grade of SMAN 1 Canduang. A Thesis, State Islamic Institute (IAIN) Bukittinggi, 2017.

This research was done because most of the students of Senior High School students still encounter problems in mastering English especialy reading comprehension. Most of the students were difficult to comprehend the text especially hortatory exposition text . The students read the texts but they could not get the information's and message from the passage well. In other words, although the students were reading the text but they did not understand about the text. The students did not have any reading strategy in comprehend the text. In additions, the students only read the text without complete understanding. As a result, only a few students were able to understand the text.

The main focus of the research is to discover the effect of using SCROL strategy toward students' reading comprehension on hortatory exposition text. It has been done at SMAN 1 Canduang This research used experimental research. The researcher used a quasi-experimental design by using the pretest-posttest control group design. The population of this research was the eleventh grade students at SMAN 1 Canduang. The sample was XI IPS 3 was treated as experimental class and taught by using SCROL strategy and XI IPS 1 was treated as control class and taught by using common strategy. To determine the sample, the researcher used purposive sampling technique based on some consideration. The data was got through pretest and posttest to experimental and control groups. To analyze the data, the researcher used the normality by using Lilliefors test and the homogeneity test by using F test and to test the Hypothesis the researcher used t-test formula and consulted the result into t- table with level of significance $\alpha = 0,05$.

From the result and accounting the pre-test and post-test scores of the experiment class, it was found that the t-obtained (5.44) was higher than the t-table (1.68488) with degree of freedom (df) = 39 and (α) = 0,05. So, the alternative hypothesis (Ha) was accepted which means that there was significant effect of SCROL strategy to the students reading comprehension on hortatory exposition text. Then, the calculation of post-test both classes : was experimental class and control class, it was obtained that the t-o was (2,82) which was higher than the t-table (2.02269). With degree of freedom $20 + 20 - 1 = 39$ and (α)= 0.025 So, the alternative hypothesis (Ha) was accepted which means that there is significant difference between using SCROL strategy and common strategy. Then t-obtained both of classes in third hypothesis is (2.82) which was higher than t-table (1.68488) with (α)= 0,05. So, the alternative hypothesis (Ha) was accepted which means that SCROL strategy is better than common strategy in teaching reading comprehension on hortatory exposition text. So, it can be concluded that the entire hypothesis is accepted. It is proved that using SCROL strategy as a reading strategy can help the students in improving their reading comprehensions especially hortatory exposition text.

Keywords: Reading Comprehension, Hortatory exposition Text, SCROL strategy

ABSTRAK

Putri Helmina, 2313.023. Pengaruh Penggunaan Strategi SCROL terhadap Kemampuan Pemahaman Membaca Teks Hortatory exposition teks pada Siswa Kelas XI SMAN 1 Canduang. Skripsi, Institut Agama Islam Negeri (IAIN) Bukittinggi, 2015.

Penelitian ini telah dilakukan karena tidak bisa dipungkiri bahwa masih banyak siswa di Sekolah Lanjutan Tingkat Atas (SLTA) menghadapi masalah - masalah dalam menguasai pelajaran Bahasa Inggris, khususnya untuk pemahaman membaca dalam Bahasa Inggris. Kebanyakan siswa menemukan kesulitan dalam memahanmi teks salah satunya teks hortatory exposition. Siswa membaca teks tapi mereka tidak dapat menemukan informasi dan pesan dari teks dengan baik. Dengan kata lain, meskipun siswa membaca teks tapi kebanyakan dari mereka tidak mengerti isi teks. Selain itu, siswa hanya membaca teks tanpa mengerti teks sepenuhnya. Hasilnya, hanya beberapa siswa yang dapat mengerti tentang teks.

Penelitian ini bertujuan untuk menemukan pengaruh penggunaan strategi SCROL terhadap pemahaman membaca siswa pada Hortatory exposition teks. Jenis penelitian yang digunakan adalah penelitian eksperimen. Peneliti menggunakan penelitian Quasi eksperimen dengan menggunakan model pretest-post test. Populasi dari penelitian ini adalah siswa kelas (XI) di SMAN 1 Canduang. Untuk kelas XI IPS 3 diperlakukan sebagai kelas eksperimen yang diajar dengan menggunakan strategi SCROL. Sedangkan kelas XI IPS 1 yang diperlakukan sebagai kelas kontrol dan mereka diajar dengan menggunakan strategi yang biasa digunakan oleh guru. Peneliti menggunakan purposive sampel untuk menentukan sampel dengan beberapa pertimbangan pada penelitian ini. Untuk menganalisis data, peneliti menggunakan tes normalitas dengan memakai uji Lillifors dan menggunakan tes homogenitas dengan menggunakan uji-F. Sedangkan untuk menguji hypothesis peneliti menggunakan uji-t dan mengkonsultasikan hasilnya dengan tabel derajat (α) = 0,05.

Dari hasil penelitian dan perhitungan tes awal dan akhir dari kelas eksperiment terdapat hasil uji t-hitung (5,44) lebih tinggi daripada t-table (1.68488)dengan derajat kebebasan adalah df = 39 dengan (α)= 0,05. Jadi, hipotesis alternatif (Ha) diterima bahwa ada pengaruh yang signifikan dengan menggunakan strategy SCROL pada hortatory exposition teks. Kemudian, perhitungan akhir dari dua kelas: kelas eksperimen dan kelas kontrol di peroleh t-hitung (2.82) lebih tinggi dari t-table (2.02269) dengan derajat kebebasan (df) = 20 + 20 – 2 = 39 dengan (α) = 0.025. Jadi, hipotesis alternatif diterima bahwa terdapat perbedaan yang antara penggunaan strategi SCROL dan strategi yang biasa digunakan oleh guru. Kemudian antara dua kelas diperoleh t-hitung (2.82) lebih tinggi daripada t-table (1.68488) dengan (α):=0.05. Jadi, hipotesis alternatif diterima yang berarti bahwa penggunaan strategi SCROL lebih baik dari pada mengguanakan strategi biasa. Hal ini dibuktikan bahwa menggunakan strategi SCROL sebagai strategi membaca yang bisa membantu siswa dalam meningkatkan pemahaman membaca mereka khususnya pada teks hortatory exposition.

Kata Kunci: Pemahaman Membaca, Teks Hortatory exposition, strategi SCROL .

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading can be defined as process transformation of information from a written text into the meaning and the spoken. Reading also can be defined as the process from transferring the meaning from the written form. Reading is a communication with the aim to get information through written form. Danny said that reading is form of communication and its aim is to the reception of information from the written form.[1] When the students read in classroom, the teacher gets the students to read by combining their background knowledge and information that they got in the text. After they read, they have new information in their mind, and they can explain it briefly which means the reading aim is achieved.

Reading can be divided into two, extensive reading and intensive reading. When the students read extensively, it means they read a lot of material, such as novel, newspaper, magazine and several book. In extensive reading, students enjoy their reading materials and choose the material by themself also. The students also usually read frequently in a time it can 2 hours in a day. Besides, intensive reading is when the students read the material that is given to them and analyze it and get the understanding. Both of extensive and intensive reading is designed to enable students to develop specific receptive skills such as reading for *gist* (or general understanding- often called *skimming),* reading for *specific information* (often called *scanning),* reading for detailed

[1]Danny D. Steinberg. Hiroshi .N. David. P. A .*Psycholinguistic: Language Mind And World*.(2 ed).New york: Longman p. 97

comprehension or reading for inference (what is 'behind' the words) and attitude.[2] So, to get better understanding, the students need to involve in intensive and extensive reading.

In addition, reading comprehension is not an easy talk. When reading comprehension has been taught in English classes, students should have the ability to understand the words, phrases and sentences as meaningful unit and they can recognize and analyze the words. Bush and Huebner stated that the basic ability to read with a good comprehension is to present the importance of meaningful vocabularies. It means that the students should know the meaning of vocabularies of the text that they read until they can reach good comprehension in reading. When the students have already known the meaning of the vocabularies whole the text, they can catch the main idea and answer the question that has given to them. They can analyze the text and will be able to decide the text genre.

In teaching learning process, there were some texts genres are introduced in English curriculum at Senior High School. The genre in reading text was divided to continuous texts and non-continuous text. In School Based Curriculum (KTSP) for English subject, there were 12 genres of continuous texts that should be mastered by Senior High School students. The continuous text include; narrative, spoof, recount, procedure, descriptive news item, report,review, explanation, discussion, and analytical hortatory and explanation text. In another side, non-continuous text include; announcement, advertisement, letter, brochure, and short message. Each of text has its own functions and purposes.

One of the text genres is hortatory exposition text. Hortatory exposition text is a piece of writing that persuades the reader to accept the writer's point of view by showing the information in a logical way. A hortatory exposition is a type of spoken or written

[2] Harmer, Jeremy. (2001). *The practice of English language teaching*,London: Longman, p.283

text that is intended to explain.[3] According Vicko, the hortatory text function is to change the readers thinking.[4] The purpose of hortatory exposition text is to tell the listeners or readers that something should or should not happen or be done. In comprehending components of hortatory text, students get the information of the text about what they ought to or not ought to do. The generic structure of hortatory exposition usually has three components: (1) Thesis, it is a statement or announcement of issue concern. (2) Arguments, it shows reasons for concern that will lead to recommendation. (3) Recommendation, it includes statement of what should or should not happen or be done based on the given arguments.Additionally, hortatory exposition is different from other texts. Hortatory exposition can be found in newspaper, political speech and advertisement. Hortatory exposition belongs to factual text in which its function is to enable people to take part in social life. Factual text plays a particularly important role in formal and informal education.

Moreover, in teaching reading comprehension such as hortatory exposition text, the teacher needs to apply strategies to the students. In fact, there were some students that even did not have strategy or understand about reading strategy. The teacher mostly asked them to read the text and then after 5 until 10 minutes and they were asked to answer the question on the text. Finally the student read the text, but not in meaningfully way.

Based on preliminary observation and interview on February 2017, the researcher observed and interviewed the students and the teacher of the eleventh grade in SMA N 1

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[3]Husein, Rahmad, Pulungan, AnniHolila. *SUMBER BELAJAR PENUNJANG PLPG 2016 BAHASA INGGRIS* .KEMENDIKBUD KEBUDAYAAN DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN 2016

[4]Kurniawan,vicko, fitrawati.*Teaching Writing Hortatory Text By Using Stop And Dare Strategy To Senior High School*. Faculty of language and art.State University of Padang.

Canduang. The researcher found that there were some difficulties in comprehending text by the students. The problems found during the observation are;

First, the students were difficult to comprehend the text. When the teacher asked the students about main idea and topic, only 2 or 3 students answered the questions. They were also difficult to decide the structure and the purpose of the text. Beside, from 89 students only 34 students that got good mark in comprehending text in. Consequently, the students did not comprehend the text well.

Second, the students were difficult to find specific and detail information on text. Based on interview with the teacher she said that they were difficult to find the information's, they were only waiting to the teacher explanation. The students read the texts but they could not get the information's and message from the passage well. In other words, although the students were reading the text but they did not understand about the text.

The students did not have any reading strategy in comprehend the text. The English teacher only taught her students by using Question Answer method, such as gave a text to the students and asked them to read it then doing the exercises and sometimes she asked them to read it aloud, before assigning the tasks. In addition, the students only read the text without complete understanding. As a result, only a few students were able to understand the text.

To provide a solution to these problems, the researcher proposed a strategy which was called SCROL strategy. It was relatively a new strategy developed in 1993s by Rachel Grant. The SCROL strategy consist of five steps; (1) Survey the text ;(2) connect the ideas (3) read the text, (4) outline the text; and (5) look back. According to Rachel grant,SCROL is a strategy training framework for helping students use headings to

improve comprehension. Besides, Robert Reid said that SCROL is a reading strategies designed for the students in middle and upper grades to help them understand textbooks and variety of books. Therefore, SCROL is an effective reading comprehension strategy which progress gradually from one stage to the next and in each stage it involves different practices in order to make a better understanding.

There were several reasons for choosing SCROL strategy in teaching hortatory exposition text. SCROL strategy was proposed as one of effective strategies in teaching reading that can be applied by the English teacher. Based on the advantages of SCROL strategy by Robert Reid, the researcher assumed that SCROL strategy will be able to solve the student's problems in comprehend text.First, using SCROL strategy would help students read their textbooks, take notes, and remember what they have read, that's will make them quickly comprehend the text. Second, the outline and notes can serve as a quick review of the information when they connect each paragraph. Third, the outline highlights all important information in the text, and the notes explain that information, providing a nice overview of the information in the text and from that information students might be can decide the text genre and the organization.[5]Thus, the researcher wanted to conduct the research about **The Effect of using SCROL Strategy Toward Students' Reading Comprehension on Hortatory Exposition Texts at Eleventh grade of SMA N 1 Canduang Academic Year 2016/2017**.

B. Identification of Problems

There are some problems that found by researcher:

1. The students were difficult to comprehend the text identify topic, main idea, generic structure and purpose of the text.

[5]Reid ,Robert and Torri Ortiz Lienemann .(2006).*Strategy Instruction for Students with Learning Disabilities.*The Guilford Press;New York

2. The students were difficult to find specific and detail information and how they are related from each paragraph.
3. The students did not have any reading strategy in comprehend the text.

C. Limitation of the problem

Based on the identification of the problem above, the researcher limited the problems on the student were still difficult to comprehend the text in reading comprehension. Thus, the research focuses on the effect of using SCROL Strategy toward Students Reading Comprehension on Hortatory Exposition Texts at eleventh grade of Senior High School 1 Canduang.

D. Formulation of the Problem

Based on limitation of the problem above, the researcher formulated the problem in the fallowing research questions:

1. Is there any significant effect of using SCROL strategy to students reading comprehension on hortatory exposition text?
2. Is there any significant difference of students reading comprehension in using SCROL strategy and who are not taught by usingSCROL strategy?
3. Is the reading comprehension of the students who are taught by using SCROL strategy better than the reading comprehension of the students who are not taught by using SCROL strategy?

E. Purpose of the Research

The purposes of this research are:

1 To identify the significant effect of using SCROL strategy to the students reading comprehension on hortatory exposition text

2 To identify the significant difference of students reading comprehension who are taught by using SCROL strategy and who are not taught by usingSCROL strategy

3 To determine whether SCROL strategy is better in improving students reading comprehension

F. The Significance of the Research

The researcher hopes this research can be useful for:

1. For the teachers, the consideration to teach kind of texts in reading class, to be an assignment, evaluation, and for the progress of student growth.
2. For the students, to improve the student reading comprehension, and reflex their learning on hortatory exposition text.
3. For the researcher, to get new information in this research, especially in doing scientific writing.
4. For IAIN Bukittinggi, this research as an addition of educational literature and references.

G. Definition of Key Terms

In order to avoid the misunderstanding in this research explain some key term, which are:

1. Reading is a process transformation of information from a written text into the meaning and the spoken. Reading is a communication with the aim to get information through written form.
2. Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text. When reading comprehension has been taught, the students should have the ability to perceive the words, phrases and sentences as meaningful unit and they can recognize and analyze the words.

3. Hortatory exposition text is a piece of writing that persuades the reader to accept the writer's point of view by showing the information in a logical way. The purpose of hortatory is to persuade the readers to agree with the writer. The hortatory exposition text organization is including thesis, arguments and recommendation.
4. SCROL is strategy to help students to understand the texts by teaching them how to use headings and subheadings in order to have a better comprehension and recall important information.

CHATER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Review

1. The Nature of Reading

a. Reading

Reading is one of important skill in English. Reading is an interaction between the readers with the text. Reading is a means of language acquisition of communication and of sharing information and ideas from the written text. There are some definitions of reading by the expert. As state by Danny"Reading is a form of communication the goal of which is reception of information through written form." [6] So, Reading is a communication with the aim to get information's through written form.

Reading is a thinking process. As a thinking process, when reading a text the students do it by comparing information in the text to his or her background knowledge and prior experience. [7] As Batrice said reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. [8] That means, reading as thinking process to reach information through the comprehension.

Reading also can be defined as interactive process. Hassam Suleiman stated that reading can be seen as an "interactive" process between a reader

[6]Danny D. Sternberg, Hiroshi N, David P. aline. (2000) .*Psycholinguistics: language, mind and world.* Pearson education: New york

[7]Beatrice S. Mikulecky. Teaching Reading in a Second Language.2008 .Pearson Education, Inc. All rights reserved

[8]David nunan.(2003). *Practical English teaching*.Singapore:MCGrawhill

and a text which leads to automaticity or (reading fluency).[9] In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Based on the explanation above, the researcher concludes that reading is a process to carry idea, message, and information from text. By reading, the reader will know what they read and be challenged to response the ideas of the author. By reading, the reader will find the information and connect them and might be use the information for their life.

b. Reading comprehension

Reading comprehension is the ability to read text,think, process the information, and understand its meaning. As Danny said that Reading is form of communication and its aim is to the reception of information from the written form.[10]Reading is a dynamic, meaning-making activity that revolves around the individual reader's attempt to understand and interpret what has been written. The meaning anyone makes of a given text depends upon their prior background, training, experience and expectations.[11]Even tough, its look easy; it is not necessarily simple to teach, learn or practice. An individual's ability to comprehend text is influenced by their traits and skills, strategy one of which is the ability to make inferences. If word

[9]Alyousef ,Hesham Suleiman .Teaching Reading Comprehension To ESL/EflLearners .*The Reading Matrix* Vol. 5, No. 2, September 2005

[10]Danny d. Steinberg.Hiroshi.n. David. P. A. *Psycholinguistic: Language Mind And World*.(2 ed).new york: Longman p. 97

[11]Huot,brian.(2002)..*(Re)articulating Writing Assessment for Teaching and Learning*.Utah State University Press. Logan, Utah

recognition is difficult, students use too much of their processing information theseveralnumber of reading strategy to is neededcomprehend a text.

In addition, reading comprehensions is not an easy talk. When reading comprehension has been taught in English classes, students should have the ability to perceive the words, phrases and sentences as meaningful unit and they can recognize and analyze the words. Bush and Huebner stated that the basic ability to read with a good comprehension is to present the importance of meaningful vocabularies.[12] It means that the students should know the meaning of vocabularies of the text that they read until they can reach good comprehension in reading. When the students have already known the meaning of the vocabularies whole the text, they can catch the main idea and answer the question that has given to them. They can analyze the text and will be able to decide the texts genre.

Reading is a thinking process in our mind. Neil said that reading should be an active, fluent process that involves the reader and the reading material in building meaning. [13] The students know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they do not understand the meaning of what they are reading, they often select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

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[12] L. Bush,Clifford and Mildred H. Huebner, *Strategies for Reading in the Elementary School*, (USA: Macmillan Publishing Co, inc, 1970), p 118.

[13] Neil j. Anderson**.”***Scrolling, clicking, and reading english:Online reading strategies in a second/foreign language***”.** The reading matrix. Vol.3. No.3, november 2003

Reading comprehension has several features. According to Brown, there are some features of reading comprehension. The features are as follows:

1) Main idea
2) Expressions/idioms/phrases in context
3) Inference
4) Grammatical features
5) Detail (scanning for a specially stated detail)
6) Excluding facts not written (unstated details)
7) Supporting idea(s)
8) Vocabulary in context[14]

From the ideas above, it can be concluded that reading comprehension is the ability to find some information's from a written text, find its meaning, understand it according to prior knowledge and relate or interpret the meaning with the reader's thought, need and purpose.

In this research, the researcher uses the standard reading comprehension which is provided in School Based Curriculum (KTSP) at SMA N 1 Canduang. The researcher determines some indicators as follows:

1) Students are able to identify the main idea.
2) Students are able to identify particular information and detail information
3) Students are able to identify the communicative purpose.

[14]Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. San Fransisco: Pearson Education. 2003. P.206.

4) Students are able to identify generic structure.
5) Students are able to identify language features.
6) Students are able to identify the meaning of unfamiliar words based on context.

c. Teaching reading comprehension

There are 3 procedure to teach reading, pre-, while, and post reading. In each stages there are task given:

1) Pre reading

During the pre- reading process can be recommended to do a number of tasks. For example, become oriented with the context of the text, asking their knowledge about the topic, and familiarized the language with the text. This activities will activate their prior knowledge of the topic and any relation of the language the might be known before. [15]. This stage is important to build the students comprehension.

First, the teacher will ask whether students know the vocabulary and grammar and they are already prepared to read the text. In this pre-reading activity may include word definitions, to clarify the meaning of difficult words; and/or some syntactic explanation to help the students to understand complex structures in the text. The purpose of helping the students to link his/her background knowledge with concepts in the text is to set up appropriate expectations about the language

[15]Hedge, Tricia. (2000). *Teaching and Learning in the Language in the Classroom*. New York. . Oxford University Press. P. 210

and content of the passage.[16]The pre-reading plan begins with the teacher introducing a key word, concept or picture to stimulate a discussion. By having the students say anything that initially comes to their mind; they will be able to see the associations.

2) While reading

In while reading, the students are asked to read the text. The activities that generally be used is proposed to encourage the students to be active as the read.[17]The students can be given the activities that require them to do the task, such as: follow the ideas in a text, react with the opinion expressed, understand the information that include : asking question, make notes , confirm the prior knowledge or expectation about the text or predict the next part of the text from the clues before.

3) Post reading

Post reading activities can be varied as the texts that they follow, but it ideally it has relation with the reading purpose. The students will check and discuss activities done while reading and make use of what they have read in meaningful way. After that, various activities can be undertaken, such as, debate, role play, reading contrasting text

[16]Parviz,Ajide. (2003).Schema Theory-Based Pre-Reading Tasks: A Neglected Essential In The Esl Reading Class. The *Reading Matrix* Vol.3. No.1, April 2003

[17]Hedge, Tricia. (2000). *Teaching and Learning in the Language in the Classroom*. New York. . Oxford University Press. P. 210

or focusing on its language. [18] In this stage, the teacher can also give some exercise to the students.

The tree stages of teaching reading, pre-reading, while reading, and post reading is concern to students reading comprehension. This stage will help them to generalize their information. By following these stages the teacher will easier to teach in reading class.

d. Principles for teaching reading

Principles for teaching reading are essential. Nunan stated that there are 8 principles in teaching reading[19]:

1) Exploit the reader's background knowledge.

Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on. If students are reading on an unfamiliar topic, you may need to begin the reading process by building up background knowledge. An interesting concept to consider related to the role of background knowledge is the negative influence it may have. Incorrect background knowledge can hinder comprehension.

[18]Hedge, Tricia. (2000). *Teaching and Learning in the Language in the Classroom*. New York. . Oxford University Press. P. 210

[19]Nunan, david, caroline lines. (2003).”*Practical English language teaching''*. New York. Mc. Grew hill. Second edition p. 76

2) Build a strong vocabulary base.

Recent research emphasized the importance of vocabulary to successful reading. They stress the great need for a teaching program that builds general, basic vocabulary. Build a strong vocabulary basic is essential in teaching reading. The basic vocabulary will be work with the background knowledge and should thought explicitly by using the context to guess the meaning.

3) Teach for comprehension.

Cognition can be defined as thinking. Metacognition can be defined as thinking about our thinking. In order to teach for comprehension, the teacher must monitor the students reading comprehension processes and be able to discuss with the teacher and/or fellow readers what strategies they use to comprehend. By doing this, the students use both their cognitive and metacognitive skills.

4) Work on increasing reading rate.

The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand that the focus is not to develop speed readers, but fluent readers. One focus here is to teach readers to reduce their dependence on a dictionary. Skills such as scanning, skimming, predicting, and identifying main ideas get students to approach reading in different ways. Readers should spend more time analyzing and synthesizing the content of the reading, and not focusing on moving through the passage one word at a time. Part of

the joy of reading is being able to pick up a book and comprehend it, without having to struggle through the task of reading.

5) Teach reading strategies.

Strategies are “the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use”. This definition underscores the active role that readers take in strategic reading. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading.

6) Encourage readers to transform strategies into skills.

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill. For example, guessing the meaning of unknown vocabulary from context can be listed as both a strategy and a skill in reading texts. When a reader is first introduced to this concept and is practicing how to use context to guessthe meaning of unfamiliar vocabulary he or she is using a strategy. The useof the strategy is conscious during the learning and practice stages. As the ability to guess unfamiliar vocabulary from context becomes automatic, the reader moves from using a conscious strategy to using an unconscious skill.The use of the skill takes place outside the direct

consciousness of the reader. The goal for explicit strategy instruction is to move readers from consciouscontrol of reading strategies to unconscious use of reading skills.

7) Build assessment and evaluation into your teaching.

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from readingcomprehension tests as well as reading rate data. Qualitative information caninclude reading journal responses, reading interest surveys, and responses readingstrategy checklists.

8) Strive for continuous improvement as a reading teacher**.**

The quality of the individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom. The good reading teacher actively teaches students what to do.

All these principle is useful for the teacher. It can be a consideration for teacher in teaching and learning process. To teach reading, the teacher should know these principles. When teaching reading, the teacher should apply these principles as guidance.

e. Hortatory exposition text

As the researcher had limited in the research that researcher will use hortatoryexposition text in reading comprehension, the researcher will discuss briefly about hortatory exposition text.

1) Definition

Hortatoryexposition text is a piece of writing that persuades the readers to accept the writer's point of view by showing them the information in logical way. A hortatory exposition is a type of spoken or written text that is intended to explain.[20] According the hortatory text function is to change the readers thinking.[21] The purpose of hortatory exposition text is to tell the listeners or readers that something should or should not happen or be done.

The characteristics of hortatory exposition text as follows:

1) Generic Structure

a. Thesis

In this part, the writer tries to present an introduction of the issue concerned in opening statement.

b. Argument

In this part writer present a series of arguments to convince and lead the readers to believe writers point of view.

c. Recommendation

[20]Husein, Rahmad, Pulungan, AnniHolila. *SUMBER BELAJAR PENUNJANG PLPG 2016 BAHASA INGGRIS* .KEMENDIKBUD KEBUDAYAAN DIREKTORAT JENDERAL GURU DAN TENAGA KEPENDIDIKAN 2016

[21]Kurniawan,vicko, fitrawati. *Teaching Writing Hortatory Text By Using Stop And Dare Strategi To Senior High School*. Faculty of language and art. State University Of Padang.

In this part show the strength the writer's viewpoint by stirring up the readers feelings and direct them follow or agree to the writer's recommendation.

2) Language Features

a. Simple present tense e.g. the best advice is to think carefully before accepting any position.

b. Words that qualify statement. E.g.: usual, probably, etc.

c. Words that link argument e.g. firstly, on the other hand, therefore.

d. Passive voice e.g. it became rocky because the earth was washed away.

e. Modal auxiliaries e.g. should, can, could, etc.

f. Connectors e.g. then, after that, etc.

Example of Hortatory Exposition text:

The Importance of Reading

Thesis:

I personally think that reading is a very important activity in our life. Why do I say so?

Argument I:

Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, arts, culture, etc. written in books, magazine, newspaper, etc.

Argument II:

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Argument III:

Another reason, reading can give us pleasure too. When we are tired, we read books, novel, comic, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed.

Argument IV:

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

Recommendation:

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

f. Measuring reading comprehension

The main purpose of reading is comprehension. Comprehension and successful understanding help students to attain information, to communicate, and to get effective academic achievements. Successful reading comprehension contains reading the words, obtaining the meaning of the words, and figuring out the sense of sentences. A meaningful reading comprehension involves local and global coherence that means integrating the meaning of sentences and

the relationship between them as a whole. In this regard, readers have to involve their background knowledge to the reading process.

However, before having any reading comprehension assessment, it is important indicator to measure reading comprehension. Based on English syllabus by Debkdikbud for the eleventh grade, the indicators to measure reading comprehension are;

Table 2.1:

The Indicators to Measure Students' Reading Comprension

No	Indicator
1	Students are able to identify the main idea
2	Students are able to identify particular information and detail information
3	Students are able to identify generic structure.
4	Students are able to identify the communicative purpose.

Based Hudges to assessing reading there are some criteria of level s of performance:

Table 2.2: Criteria for Reading Comprehension

no	Content	Criteria
1	Macro skill	• Scanning text to locate specific information • Skimming text to obtain gist • Identifying stages of an argument • Identifying examples presented in support of an argument
2	Micro skills	• Identifying referents of pronoun

		• Using context to guess meaning of unfamiliar word • Understanding relations between part of text by recognizing indicators in discourse, especially for introduction , development ,transition and conclusion of ideas
3	Grammatical and lexical features	• Identifying the significance of the present continuous with future time adverbials • Knowing that word 'brother ' refers to a male sibling

And then the Brown explains the forms of assessing reading with some component which involving impromptu reading and responding question as follow[22]:

Table 3: feature for Reading Comprehension question

1. Main idea 2. Expression/idioms/phrases in context 3. Inference 4. Grammatical features 5. Detail 6. Excluding fact not written 7. Supporting idea(s) 8. Vocabulary in context

In this research, the researcher uses the standard reading comprehension which is provided in School Based Curriculum (KTSP) at SMA N 1 Canduang and combines it with Brown's feature of impromptu reading and responding question in reading comprehension. In this case, the indicators will in line with the learning aim in comprehending text. The researcher determines some indicators as follows:

7) Students are able to identify the main idea.

[22]Brown.(2003). *Language assessment: Principles and classroom practice*. Pearson Longman p.204

8) Students are able to identify particular information and detail information
9) Students are able to identify generic structure.
10) Students are able to identify language features.
11) Students are able to identify the communicative purpose.
12) Students are able to identify the meaning of unfamiliar words based on context.

There are various strategies and methods to assess reading comprehension such as written retellings, reading and thinking aloud, answering questions, multiple choice tests, cloze tests, fill in the blanks, questionnaires, interviews, and discussions. Generally, the type of the assessment to be applied for students' reading comprehension differs due to various written text types. According to the literature, the most common measures for reading comprehension assessment that need written response are:

1. Multiple choice

Multiple choices are usually used in testing reading. Multiple choices provide evidence of successful reading by marking mark against one out of a number of alternatives.[23] Multiple choices not only about choosing one from four possible answers, but it force the students to find the information in the text to answer one of possible answer.

2. Picture cued item

[23]Hudges, Arthur. (1998). *Testing for Language Teacher*. Cambridge university press. Great Britain

In picture cued item, the tested shown the picture or including a text and then choose one possible answer.

3. True-false

The tested should find and decide are the sentences as correct as the text told. Harold S. Madsensaid that are rather easy to prepare and that good for the beginner students than multiple choice item.[24] It can be applied as good exercise in reading task.

4. Gap filling task

In gap filling the tested are asked to write word or phrase. The tasks of gap filling are the tested read the sentence and then complete it by writing a phrase.[25] Gap filling is good test to test the vocabulary after reading a text.

5. Short answer

Short answer is a popular alternative for multiple choice items.[26]The tested take the question and answer the in a sentence or two. For example, reading passage of future travel airline.

In conclusion, each of types of written test for reading comprehension has its own advantages and disadvantages. The reason of using test should establish the purposes and function of test its self.

3. The concept of SCROL strategy

1. Definition SCROL

[24]Madsen , Harold S. (1983). *Techniques in Testing in English as second language*.Oxford university press. New york p.88

[25]Brown.(2003). *Language assessment: Principles and classroom practice.* Pearson Longman p.201

[26]Brown. (2003). *Language assessment: Principles and classroom practice.* Pearson Longman p.207

Among several strategies which are generated to help learners with various steps of approaching a text, one is the SCROL strategy (Grant, 1993). This strategy contains five steps which are:

S	**: Survey the headings**
C	**: Connect**
R	**: Read the text**
O	**: Outline**
L	**: Look back**

According to Hedge, SCROL is a totally effective procedure of using headings in order to understand the meaning of the text better.[27]Robert Reid, explain the SCROL strategy in this chart:

SCROL

Survey the headings

- In the assigned text selection, read each heading and subheading.
- For each heading and subheading, try to answer the following

questions:

- *What do I already know about this topic?*
- *What information might the writer present?*

Connect

- Ask yourself, how do the headings relate to one another?
- Write down the key words from the headings that might provideconnections between them.

Read the text

- As you read, look for words and phrases that express important

[27]Hedge, tricia. (2000). *" Teaching and Learning in the Language in the Classroom".* New York. . Oxford University Press. P. 213

Information about the headings. • Mark the text to point out important ideas and details. • Stop to make sure that you understand the major ideas andsupporting details. • If you do not understand, reread. Outline • Using indentions to reflect structure outline the major ideas and supportingdetails in the heading segment. • Write the heading and then try to outline each heading segment without looking back at the text. Look back • Now, look back at the text and check the accuracy of the major ideas and details you wrote. • Correct any inaccurate information in your outline. • If you marked the text as you read, use this information to help you verify the accuracy of your outline.

Table: Steps of SCROL Strategy, (Source: Reid &Lineman, 2006)

2. The advantages of SCROL

SCROL strategy is a comprehension strategy which is designed for middle and higher grade students in order to assist them in understanding of various reading materials. According to Grants there are some advantages of SCROL strategy[28]:

1. The SCROL procedure may be used to help understand, remember, and locate information in text that is lengthy and complex.
2. SCROL is practical when the headings are informative, that is, when headings contain information about the text. Based on the advantages, it's clear that SCROL strategy is useful.

[28]Grant, R. (1993). "*Strategic training for using text headings to improve students' processing of content"*.Journal reading. 36(6)

Besides, Robert Reid also explains the advantages of SCROL strategy[29]:

1. Using the SCROL strategy will help students read their textbooks, take notes, and remember whattheyhaveread.
2. The strategy will also help the students later. If they have a good grasp of the material being read the first time they go through it, they will have to spend less time studying later.
3. The outline and notes can serve as a quick review of the information.
4. The outline highlights all important information in the text, and the notes explain that information, providing a nice overview of the information.

Then,Ronakh Khodadadi Moghaddam from Institute of Graduate Studies and Research explain the advantages of SCROL strategy[30]: SCROL helps students to read successfully and independently. SCROL strategy includes a number of reading comprehension practices such as: prior knowledge, asking questions, taking notes, re-reading, sorting and organizing information, identifying writer's purpose, identifying major ideas and supporting details, making predictions, and making summaries.

Therefore, SCROL is an effective reading comprehension strategy which progress gradually from one stage to the next and in each stage it involves different practices in order to make a better understanding. Using

[29]Robert Reid and Torri Ortiz Lienemann .*Strategy Instruction for Students with Learning Disabilities.* The Guilford Press:New York p.58

[30]Moghaddam .(2014) "*The Effect of Text Headings on High School Female Students' Reading Comprehension*". Eastern Mediterranean. North Cyprus

SCROL strategy in the classroom helps students to reinforce their comprehension of various reading texts. So, the SCROL strategy is a good strategy to teaching reading comprehension.

3. The procedure of SCROL strategy

SCROL strategy teaches the students to use text headings to aids their comprehension and help them take notes from reading material, find and remember important information. Based on Rachel grant there are some step that explain the procedure to apply SCROL strategy[31]:

1. Strategy information.

In this first step, the teacher demonstrates the strategy, telling students why and when the strategy would be helpful:

   a. The SCROL procedure may be used to help understand, remember, and locate information in text that is lengthy and complex.
   b. SCROL is practical when the headings are informative, that is, when headings contain information about the text

2. Modeling. After reviewing each step of the SCROL procedure with the class by using a portion of text on the topic currently being covered, teachers can demonstrate how to implement the strategy

   Step. 1: Survey. The teacher begins by modeling how a reader might think about the headings.

[31]Grant, R. (1993). "*Strategic training for using text headings to improve students' processing of content"*.Journal reading. 36(6)

Step 2: Connect the teacher again models thinking about the headings. The teacher should write out these words on the chalkboard or overhead projector.

Step 3: Read. The teacher reads the first segment aloud as the students read silently.

Step 4: Outline. The teacher asks the student to outline the important information.

Step 5: Look back repeated. After modeling the SCROL procedure in this manner, teachers would answer questions that students have and review both why and when to use the strategy, namely to pinpoint information in complex text whenever the author's headings are informative. The next phase in the instructional sequence is intended to help students move towards independence in using the strategy.

3. Group practice.

   The teacher would identify 3-4 heading segments in the course textbook used in that class or another class that the students are taken. Throughout modeling of the strategy, the instructor verbalizes thinking and writes keywords on the chalkboard or overhead projector.

4. Independent practice. This final phase will help students to move to independent use of the SCROL procedure. The goal is that students become independent in their use of headings to learn, remember, and locate information in text

Then, Robert Reidexplains the SCROL strategy as follows[32]:

1. Memorization Activities

Reciting each SCROL strategy step with Partner. Students will be paired up and recite the stages with a partner, explaining what needs to be done at each stage. Students use the mnemonic chart to check answers. A student who struggles will be matched with a peer who can help with memorization of the strategy.

2. Making Cue Cards.

Students will make their own cue cards with the strategy steps on them. The cue card will have the mnemonic SCROLn on it, and the major parts of the strategy , as well as the prompting questions. Students will be able to use these to ensure that all steps of the strategy are completed. They will also be able to use the cards for classes in various content areas to assist them with their reading comprehension.

3. Memory Circle.

Students will be asked to form a circle around one person. The person in the middle calls out letters in the mnemonic, SCROL, and points to someone. That person has 5 seconds to accurately state what the letter stands for. If the student chosen doesn't get done within the 5 seconds then he or she goes to the middle.

Next, Hedge summarized the steps of SCROL strategy from Rachel grant.[33]The procedure of SCROL strategy is explained as follow:

[32]Robert Reid and Torri Ortiz Lienemann .*Strategy Instruction for Students with Learning Disabilities.* The Guilford Press:New York p.58

1. Survey the headings

   Read each heading and sub heading. Try to answer the following question:

   a. What do I already know about this topic?
   b. What information might the writer present?

2. Connect

   After reading all heading and subheading inselection, ask this question ‘How do the headings related to one another’ write the key word thatmight provide connections between the headings.

3. Read the material.

   Go back to the first heading segment and begin reading the text. Look at the word and phrase that express important information about the heading, give mark to the point out the important ideas and detail. Make sure you are understand major ideas and supporting details.

4. Outline.

   Using indentation to reflect structure, outline the majorideas and supporting details in heading segment. Write the heading and then try tooutline eachheading segment without looking back.

5. Look back

   Look back and check the accuracy of the major ideas and details in outline. Correct any inaccurate information in your outline.

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[33]Hedge, Tricia. (2000). *Teaching and Learning in the Language in the Classroom*. New York. .Oxford University Press. P. 196

Then, the next procedure is explained by Beldam Susana from Faculty ofEducation and Teacher Training State Islamic University Sultan Sharif Kais Riau Pekanbaru.[34]She made the procedure of SCROL strategy clearer based on the Rachel Grants procedure, as describe bellow:

1. Teacher divides students into groups; each group consists of five students.
2. Teacher hands out a hortatory exposition text to each group.
3. Teacher asks the students to survey the text and active their prior knowledge by answering these questions:
    a) What do I already know about this topic?
    b) What information might the writer present?
4. Teacher asks the students to connect their ideas, begin with text to self, text to world, and the last is text to text.
5. Teacher asks the students to read the text and asks them to identify words and phrases that express important information about the text.
6. Teacher asks the students to mark the text to point out the important ideas and details.
7. Teacher asks the students to outline the major ideas and supporting details without looking back at the text.
8. Teacher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.
9. Teacher asks the students to correct any inaccurate information in their

Outline. Finally, teacher assesses students' work and discuss together.

[34]Beldasusana.*The.Effect of using SCROL strategy towards students' reading comprehension at the second year of MTS darulhikmah.* Faculty Of Education And Teacher Training State Islamic University Sultan SyarifKasim Riau Pekanbaru 2001

Based on the procedures above the researcher chooses the procedure by Belda Susana because this procedure is more easy to use and easy to understand. This procedure is easy applied in classroom for the teacher and also for the students. Since this strategy is based on grants strategy also this procedure is more comprehensible.

B. Review Related To Studies

To encouraged this research, the researcher have found some related studies conducted by expert. One of related stud is conducted byRonakh KhodadadiMoghaddam from Institute of Graduate Studies and Research English Language Teaching in Eastern Mediterranean University February, 2014 Gazimağusa in North Cyprus with the tittle The Effect of Text Headings on High School Female Students' Reading Comprehension. This study was an attempt to investigate the effect of SCROL (Survey, Connect, Read aloud, Outline, Look back) strategy of reading skill on EFL learners' reading comprehension achievement.[35] An experimental design was employed in this research. To fulfill the purpose of this study, 60 female intermediate students of TaleqanihighSchool were selected from among 80 students based on their performance on the standard KET test and randomly put into one experimental and one control group. After treatment of three sessions of SCROL strategy and teaching how to use text headings and subheadings for the experimental group, all participants in both groups read eight different passages which followed by five comprehension questions. Results of single t-test revealed that learners in experimental group who received SCROL reading strategy instruction produced significantly higher scores than the control group. Therefore, by considering the

[35]Moghaddam. (2014) "*The Effect of Text Headings on High School Female Students' Reading Comprehension*". Eastern Mediterranean. North Cyprus

results of this study, it can be concluded that giving and teaching specific strategy to learners in reading process facilitates their comprehension of the text. The findings of current study propose some pedagogical implications for teachers, material designers and students who all have a relation with how to learn or teach reading comprehension more effectively and easily.

The next studies is conducted Belda Susana (2011) : "The Effect of Using SCROL (Survey, Connection, Read, Outline, Look Back) Strategy towards Students' Reading Comprehension at the Second Year of MTs DarulHikmahPekanbaru."The main focus of the research is to find out whether there is significant difference between students' reading comprehension taught by using SCROL (Survey, Connection, Read, Outline, Look Back) strategy and students' reading comprehension taught by using conventional strategy. In the research, the type of the research was quasi-experimental research. The writer used nonrandomized control group pretest-posttest design. The writer used two classes as sample consist of 60 students.[36]Based on the data analysis, the writer concludes that there is significant difference between students' reading comprehension taught by using SCROL (Survey, Connection, Read, Outline, Look Back) strategy and students' reading comprehension taught by using conventional strategy with consideration to = 9.905is higher than T-tableeither in significant 5 % = 2.00 or in significant 1 % = 2.65. It means that Ha is accepted and Ho is rejected. So, it can be concluded that there is significant difference between students' reading comprehension taught by using SCROL (Survey, Connection, Read, Outline, Look Back) strategy and students' reading comprehension taught by using conventional strategy at the second year of MTs DarulHikmahPekanbaru. In other

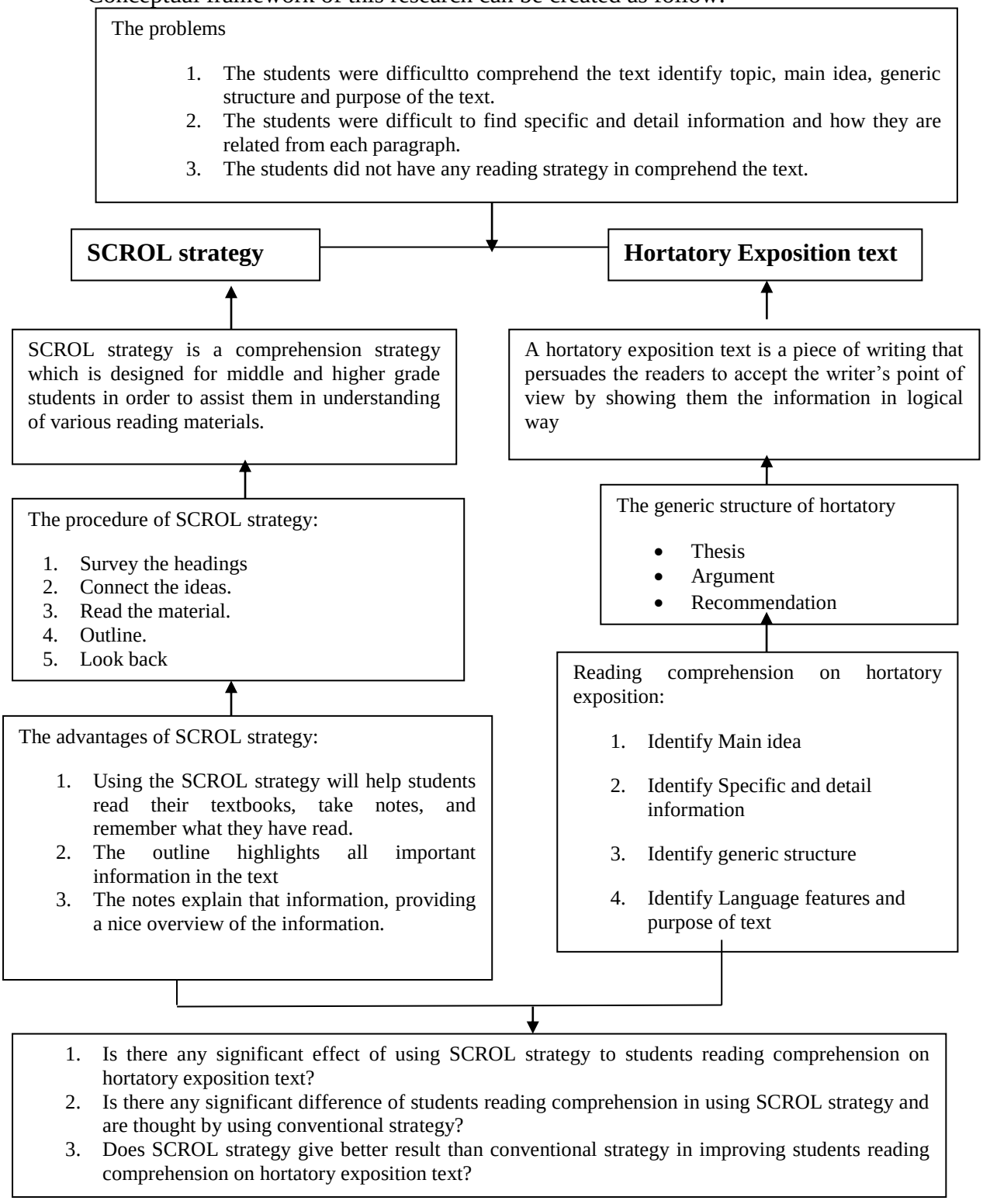
[36]Belda, susana.*The.Effect of using SCROL strategy towards students' reading comprehension at the second year of MTS darulhikmah.* Faculty Of Education And Teacher Training State Islamic University Sultan SyarifKasim Riau Pekanbaru 2001

words, there is a significant effect of using SCROL (Survey, Connection, Read, Outline, Look Back) strategy towards students' reading comprehension at the second year of MTs DarulHikmahPekanbaru.

From the previous related studies of SCROL strategy and reading comprehension, it provides the information that SCROL strategy is affected to the students reading comprehension. Then, since the previous studies conduct the research in High School Female and Junior high school with different text, the researcher will conduct the research in Senior high School with the hortatory exposition text and try to find is the SCROL strategy has significant effect to reading comprehension on hortatory exposition text and whether the strategy give the better result to reading comprehension.

C. Conceptual framework

Conceptual framework of this research can be created as follow:



ewD. Hypothesis

In this research the research use null hypothesis,which are:

1. Ha: There are any significant effect of using SCROL strategy to the students reading comprehension on hortatory exposition text in Senior High School 1 Canduang

   Ho: There is no significant effect of using using SCROL strategy to the students reading comprehension on hortatory exposition text in Senior High School 1 Canduang.
2. Ha: There is any difference between of students reading comprehension in using SCROL strategy and who are not taught by using SCROL strategy.

   Ho: There is no difference between of students reading comprehension in using SCROL strategy and who are not taught by using SCROL strategy.
3. Ha : SCROL strategy give better in teaching reading comprehension on hortatory exposition text

   Ho: SCROL strategy does not give better in teaching reading comprehension on hortatory exposition text.

CHAPTER III

RESEARCH METHOD

A. Design of research

Based on the research question which was stated on chapter two,the researcher used descriptive quantitative approach. According to Suharmi Arikunto in his book, quantitative research is the research using numeral, begin for collecting of data, interpretation and the result of the research. Quantitative approach is used for analyzing the statistic data that is students' pre-test and post-test score. By that score, the researcher would analyze whether SCROL strategy had some effect in reading comprehension. The researcher used quasi experimental research. Experimental is the best of the quantitative designs which is used to decide probablyility cause and effect. Experimental research is the way to find a causal relationship (relationship clause) in determining cause and effect.

Experiments are always done to see a treatment. In this research, the researcher used two classes; they were experiment and control class. Experiment class was a class that would be given treatment by using the SCROL strategy and control class was a class without using the SCROL strategy. Furthermore, the two classes were given the pre-test, different treatments, and post-test.

Table3.1: The design of the research

Class	Pre-test	Treatment	Post-test
Experimental class	**T1E**	**X**	**T1E**
Control class	**T1C**	**-**	**T2C**

Where:

1. TIE :

The pre-test for the experimental class, it means pre-test was held by the researcher in order to measure students' understanding the text before using SCROL strategy

2. T1C

The researcher gave pre-test to control class.

3. X

Thetreatment, it means the researcher would give treatment to the research's subject using SCROL strategy.

4. T2E

The post-test for experimental class, it mean the researcher would give post-testto the students in order to know the influences of giving treatment and measure score after giving SCROL stategy as a treatment.

5. T2C

The researcher gavepost-test for the control class.

B. Population and sample

1. Population

Population is the whole object such as person, things; animal that becomes a research object.As Arikunto stated; Population is the whole research object.[37]In the other hand Sugiono also state that population is a subject or object that has particular

[37]Arikunto,suharsimi . *ProsedurPenelitianSuatuPendekatan Praktik,* p.173

quality and the characteristics that researcher decide to learn and takes its conclusions.[38] The researcher conducted the research at SMA N 1 Canduang. The researcher took eleventh grade as the population since this grade has its own characteristic in learning English which is taught by the same teacher.

In SMA N 1 Canduang there were classes of eleventh grade:

Table 3.2: Population of eleventh grade in SMA N 1 Canduang

No	Class	Students
1	XI IPS 1	21
2	XI IPS 2	21
3	XI IPS 3	21
	Total	63

2. Sample

Sample is some part in population that is taken by sampling if it uses random sampling, or other. Sample is a part from population object.[39]As Sugiono state that sample is a parts of the total population and its characteristic.[40]The researcher sample wasrepresenting a part of population that will be research.[41].In this research, the researcher used two classes which is experimental class and control class. To determine a sample in this research, the technique was purposive sampling technique. [42] The technique wastaken the samples with some or particular consideration. In this research, the researcher choose both XI IPS1 and class XI IPS3 because some consideration, these classes had same teacher. Second, both of the

[38] Sugiono. (2013).“*Metode Kuantitatif , Kualitatif Dan R&D*”. Alfabeta. Bandung p.80

[39]Arikunto , suharsimi…… p.174

[40]Sugiono. (2013)……..p.81

[41]Arikunto, suharsimi.*ProsedurPenelitian: SuatuPendekatan Praktek*, (Jakarta:PT Asdi Mahasatya, 2002) p 109

[42]Arikunto, suharsimi……. p 117

classes had same characteristics, level and condition. It was approved by the English teacher.

To choose the classes for experiment or control class from these class, the research follow the steps below:

a. Collect the mark of students' English score of mid test in the eleventh of SMA 1 Canduang 2017 academic year

b. Test the normality of the data.

The purpose of testing the normality of the data is to know whether the data spreads out normally or not. The researcher uses Lilliefors test to test the normality of the data. It can be done in these steps below:

1) Arrange the data from the lower to the higher

2) Find the mean score ($\bar{x}$) and the standard deviation (SD) and the variant (S^2)

a. Meanscore

$$\bar{x} = \frac{\sum x}{N}$$

b. Standar deviation

$$s = \sqrt{\frac{\Sigma\,(xi - \bar{x})^2}{n-1}}$$

c. Varian

$$s^2 = \frac{\Sigma\,(xi - \bar{x})^2}{n-1}$$

Where:

$\bar{x}$ = Means

SD = Standard Deviation

Σfx = Sum of the multiple between frequencies

n =Number of class

1 =Constant number

S^2 = Variant

3) Find the score of Zi by using this formula : $Zi = \frac{Xi-\bar{x}}{S}$

Where:

Zi = Score

Xi = Limit of under class or higher class

$\bar{x}$ = Mean

4) Find the score of P (Zi) by consult the score of Zi with Ztable

5) Find S (Zi)

6) Find the absolute score of P (Zi) – S(Zi)

7) Determine the higher score of obsolete mark P (Zi) – S (Zi). It is named with Lo (Liliefors)

8) Test the Lo score with Liliefors table with the certain degree of freedom (α) : 0,05.

9) Take the conclusion, if Lo<Ltab or if Ltab>Lo it can be concluded that the data is distributed normally with the degree of freedom in (α) 5%.

c. Test the homogeneity of the data

The purpose of homogeneity test is to know whether the population is homogeneous or not. This test was done by using F test. The homogeneity test by using F test was done by following step:

1) Find the mean score ($\bar{X}$)

$(\bar{x}) = \frac{\sum x}{N}$

2) Find the Standard Deviation (SD)

$$SD = \sqrt{\frac{\Sigma (xi - \bar{x})^2}{n-1}}$$

3) Find the Variant (S^2)

$$s^2 = \frac{\Sigma (xi - \bar{x})^2}{n-1}$$

4) Find the F –obtained = $\frac{\text{the higher variant}}{\text{The lower variant}}$

5) Find the score F–table with the certain of level significance (α) 0,05

6) Take the conclusion, if the F- obtained <F –table, the data is homogeny.[43]

7) After the researcher find the homogeneous class , the researcher would decide the control and experiment class

C. Instrumentation

The researcher used test as instrument. In this research, the researcher used objective test for reading comprehension on hortatory exposition text. Researcher used objectives test,

[43] L.R. Gay, *Educatinal Research, Competencies for analysis and Application*,…p.102

in this case, the multiple choices. The choice of the multiple choice test type was based on the following considerations:

1. Multiple choices test type is economical in term of the number of items.
2. Multiple choicesprovide many specific skill and learning to measure.
3. Be answered rapidly and include a number of different task
4. Since the correct answers were limited in number objectives test.
5. Not make examiners have different interpretation of the students' test paper and the scoring can be done quickly.[44]

The researcher used multiple choice tests for reading with SCROL strategy. There were two kind of test: pre-test and post-test. The test was set based on the objective of learning that will be achieved.

a. Validity

Validity is a degree to which a test measure what it should measure. The validity test is used for the accurately what to measure. The test was consulted with advisor and then with the expert. At the beginning, the test was given as tryout which was containing 40 questions in multiple choices. The time to answer is 60 minutes. In this research, the researcher used constructs validity. In addition, the test will be measured what is intended to be measured.

To measure the validity of test the research uses product moment with the deviation formula.

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

In which:

Rxy= Correlation Index

[44] David p harris. 1969. *Testing English as a second language.* McGraw-hill book company:USA

N = The sum of tester

£XY= The sum item score and total score

£X = The sum item of score

After the tryout data was analyzed by the product moment and the correlation was found, the researcher compare with 0,3. Based on Sugiono, if the correlation coefficient is same or higher than 0,3, its means that the test is a good construct validity.[45] After did a validity test it was found that only 20 questions invalid. Then, the researcher gave 20 questions in multiple choices. The time to answer the test was about 30 minutes for Pretest.

b. Reliability

Reliability is the stability of test score from one day to another day, from one score to another score. The researcher used k-r20 pattern:

$$r_{ii} = \frac{n}{n-1}\left[\frac{s^2-\Sigma pq}{s^2}\right]$$

Where :

r_{ii} = Reliability coefficient

n = The sum of item

p = Proposition who give right answer

q = Proposition of students who give wrong answer

Σ_{pq} = Sum of $_{pq}$

S^2 = Variant

If: 0,8‹ R11 ≤ 1,00 : very higher

[45]Sugiono. 2013. ‘ MetodePenelitianKuantitatifdan R&D. penerbitalfabeta: Bandung

0,6‹ R11 ≤ 0,8 : higher

0,4‹ R11 ≤ 0,6 : average

0,2‹ R11 ≤0,4 : low

0,0‹ R11 ≤0,2 : very low

The researcher would compare between r score table and r total score. Ifrtable higher than r total score. It meansthe score was reliable.

D. Data Collection Techniques

The researcher give the pre test to the students both of control class and experimental class. The aim of the pre test wass to know the students understanding about hortatory exposition text. After giving a treathment SCROL stategy in experimental class the post test was held to know the result of treatment that given to them.

The result of the post test was used for te data in this research , the researcher investigated the students answer one by one. The minimum score is 0 and the maximum score is 100. Because the test is multiple choise items, which is each question has 1 score, The reseacher examined the the score by divided the correct answer with score 5 because the question for pretest ony 20 question and then the correct answer is divided the total item of test and then gined to one hundred. Finally, the researcher compared the result of control class and the experimental class to know if there is any significat effect of using SCROL strategy in reading comprehension on hortatory exposition text.

F. Technique of the Data Analysis

To analyze the data, the researcher used the t-test formula to the hypothesis. The researcher used the t test because the data ‹ 30

The formula will be used as follow:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(SS_1 + SS_2)}{n1+n2-2} \quad \frac{(1 \quad + \quad 1)}{n1 \quad n2}}}$$

Explanations:

For Hypothesis 1

t= The score of t calculated (obtained)

X1= The score of the post test of the experiment class

X2= The score of the pre test of the experiment class

SS1= Sums of squares of the post test of the experiment class

SS = Sums of squares of the pre test of the experiment class

N1= Number of experimental class in post test

N2= Number of experimental class in pre test

For Hypothesis 2

T= The score of t calculated) obtained

X1= The score of the post test of the experiment class

X2= The score of the post-test of the control class

SS1= Sums of squares of the experiment class

SS = Sums of squares of control class

N1= Number of experimental class

N2= Number of control class

For the first, post-test scores were analyzed to see the significant effect of using SCROL strategy toward students reading comprehension on hortatory exposition text. Post test score would be analyzed to see whether there is or there is no significant effect the

students understanding of text by using SCROL strategy and which is taught without SCROL strategy.

For the next, to test the hypothesis to indicates a significant difference between two classes. It would compare between t- obtained to the value in the table at degree of freedom ά= 0, 05. The conditions was alternative hypothesis (Ha) is accepted if t - obtained › t table. While, the null hypothesis (Ho) is accepted if t- obtained ‹ - table.

For the third hypothesis, to measure whether the researcher would accept or reject the hypothesis, the researcher used the formula. The data was got to prove the hypothesis above is the same with the data to prove the second hypothesis. It would compare between t-obtained to the value in the table at degree of freedom ά= 0, 025. The conditions was alternative hypothesis (Ha) is accepted if t - obtained › t table. While, the null hypothesis (Ho) is accepted if t- obtained ‹ - table. The differences only on the one tale and two tale.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of findings and discussion. Finding is including the analysis of data pretest and posttest in both of experimental and control class also hypothesis testing. The description of data is intended to describe the students pretest and post test result which is available since the research was started. Afterward, the data analysis is focus on the description of normality data and homogeneity data of the students pretest and posttest. Then t test is to test hypothesis.

A. Findings

The research findings include the students' score of reading from both control and experiment class and the analyses of students' score.

1. Description of the Data

The data of this research was got based on the research that had been done by the researcher at the eleventh grade of SMAN 1 Canduang. The pretest and posttest of reading comprehension on hortatory exposition text were given to the experiment class and control class and continued with treatment, and then the post test was held. The scores of the students' reading comprehension on hortatory exposition were collected after conducting the pre-test at the beginning of the research and the post-test at the end of the research.

There were 42 students as population, 21 students for experimental class and 21 students as control class. But, there were only 40 students who were involved in the pre-test; 20 students of XI IPS 3 in the experimental class and 20 students of XI IPS 1 in the control class. There were also 40 students who were involved in the post-

test; 20 students in the experimental class and 20 students in the control class. The description of the data in both of the experimental and control classes were explained as follow:

a. Data from the Pre-test of Experimental and Control Group

Pretest was given in the first meeting before the researcher giving treatment in experimental class by using SCROL strategy and treatment for control class by using common strategy.

The analysis of raw pre-test scores gained by the experimental group is explained in table as follows:

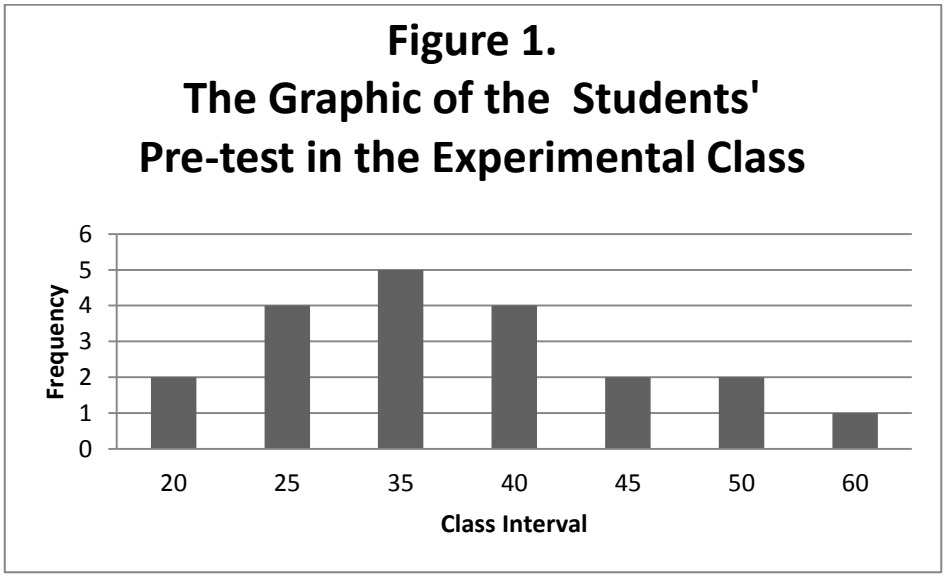
Table 4.1

Pre-test Score of the Experiment Class (XI IPS 3)

NO	STUDENTS	SCORE	Square of SCORE
1	AU	35	1225
2	TAV	25	625
3	WANDA	35	1225
4	IU	40	1600
5	SON	25	625
6	AHA	40	1600
7	MANA	40	1600
8	DAR	25	625
9	URY	50	2500
10	LIAN	50	2500
11	DAN	45	2025
12	HUL	35	1225
13	GKI	20	400
14	VAN	20	400
15	FRI	40	1600
16	MAN	60	3600
17	MAD	35	1225
18	IO	45	2025
19	ADI	25	625
20	OGI	35	1225
	TOTAL	**690**	28475
	X MAX	**60**	
	X MIN	**20**	

	AVERAGE	**36.25**	
	STANDAR DEVIATION	**10.75**	

The data obtained show that the lowest score of pre-test gained by the experimental group is 20 and the highest score is 60. It is found that two students got 20, 45, 50, four of them got 25, 40, five of them got 35 and only one got 60. The overall score of experiment class is ($\sum x_1$=690) and with the mean score is ($\overline{X}$ = 36, 25). It can be simplified in following figures:



From the figure 1 above, it was found that 17 students got score less than 50 and 5 students got 50 and only one got score 60. Consequently, it indicated that most students still had less reading comprehension.

The analysis of raw pre-test scores achieved by the control group is as follows:

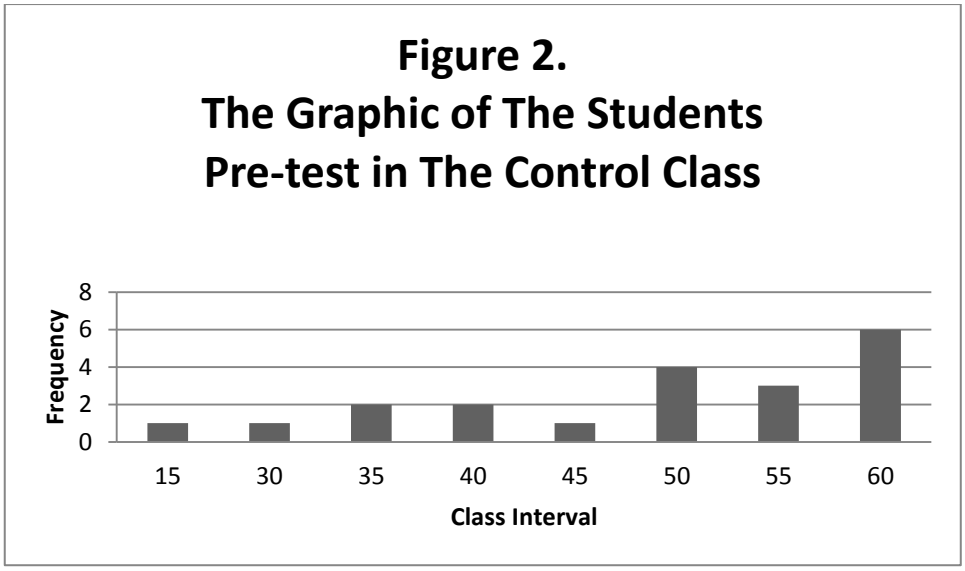
Table 4.2

Pre-test Score of the Control Class (XI IPS 1)

NO	**STUDENTS**	**SCORE**	**Square of SCORE**

1	ANDA	35	1225
2	ANDO	35	1225
3	AAI	60	3600
4	EIJEY	60	3600
5	INO	55	3025
6	DRA	40	1600
7	RAMA	60	3600
8	RIL	60	3600
9	SAH	60	3600
10	EVI	55	3025
11	ARI	40	1600
12	AYA	60	3600
13	GIA	50	2500
14	HUM	55	3025
15	BILA	50	2500
16	ENA	15	225
17	VIAN	45	2025
18	UZAN	30	900
19	SEA	50	2500
20	JULI	50	2500
	TOTAL	965	49475
	X MAX	60	
	X MIN	15	
	AVERAGE	48.25	
	STANDARD DEVIATION	12.38	

The data obtained show that the lowest score of pre-test gained by the control class was 15 and the highest score was 60. It is found that one student got 15, 30, and 45. And two of them got 35, 40, three of them got 55, four of them got 50, and six of them got 60. The overall score of experiment class is ($\sum x_1$=965) and double with the mean score is ($\bar{X}$ = 48.25). It can be simplified in following figures:



From the figure 2 above, it was found that 7 students got score less than 50 and 4 students got score 50, three of them got 55 and six of them got 60. Thus, it indicated that most students still had less comprehension in reading. It was the same with the experimental group in which there were low score under average.

Table 4.3

The Result of the Calculation of Scores Gained from the Pre-test

Group	N	Mean	Standard Deviation (S)	The Lowest Score	The Highest Score
Experiment	20	36.25	10.75	20	60
Control	20	48.25	12.38	15	60

The table above shows that the mean of the experimental group pre-test score is 36.25 while the mean of the control group pre-test is 48, 25 with a slight difference of these groups ‘score.

b. Data from the Posttest of the Experimental and Control Group

Based on chapter three, the posttest was done after the treatment in order to find out if there any significant effect of using SCROL strategy toward students' reading comprehension on hortatory exposition text. The posttest was given to the experiment and control group after treated. Both group were given the same test material and time allocation. The data gained from the posttest score of the experimental group are as follows:

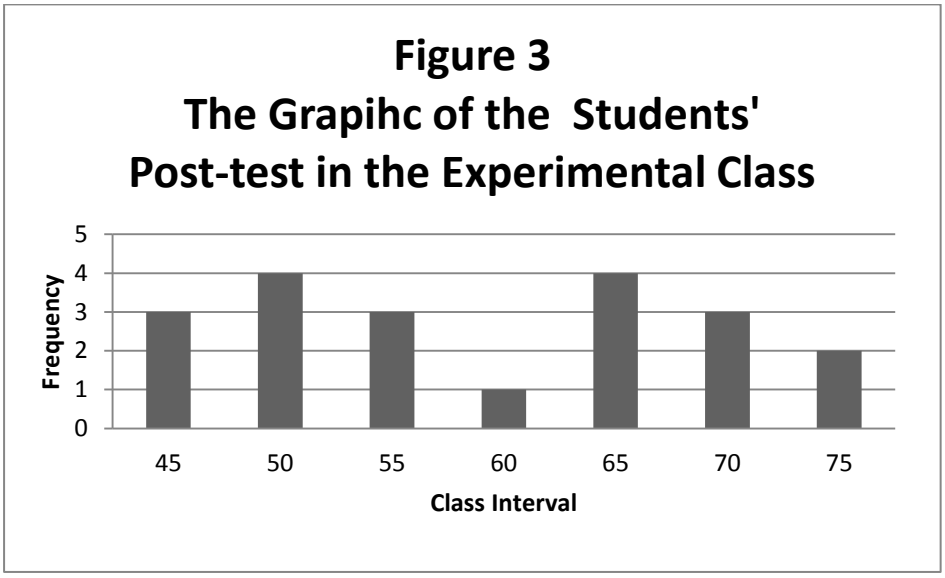
Table 4.4

Post-test score of the Experiment class (XI IPS 3)

NO	STUDENTS	SCORE	Square of SCORE
1	AU	75	5625
2	TAV	45	2025
3	WANDA	70	4900
4	IU	65	4225
5	SON	65	4225
6	AHA	50	2500
7	MANA	65	4225
8	DAR	45	2025
9	URY	55	3025
10	LIAN	60	3600
11	DAN	70	4900
12	HUL	55	3025
13	GKI	65	4225
14	VAN	50	2500
15	FRI	50	2500
16	MAN	75	5625
17	MAD	45	2025
18	IO	55	3025
19	ADI	50	2500
20	OGI	70	4900
	TOTAL	1180	71600
	X MAX	75	
	X MIN	45	
	AVERAGE	59	

The data shows that the lowest score of the posttest gained by the experimental group is 45 and the highest score is 75. It is found that one student

got 60, two students got 70, 75 three of them got 45, 55, 70, four of them got 50, 60. The overall score of experiment class is ($\sum x_1$=1180) and double with the mean score is ($\overline{X}$ = 59). It means that there is significant movement on students' posttest score compared to the pre-test. The significant progress on experimental class achievement occurs after getting the treatment. It can be simplified in following figures:



From the figure 3 above, it was found that 3 students got score less than 50, four of them got 50, three got 55, only one got 60, for got 65, three got 70 and only two got 75. Therefore, it indicated that most students had good comprehension in reading

The result of the students' score from the post-test scores of the control class is as follow:

Table 4.5

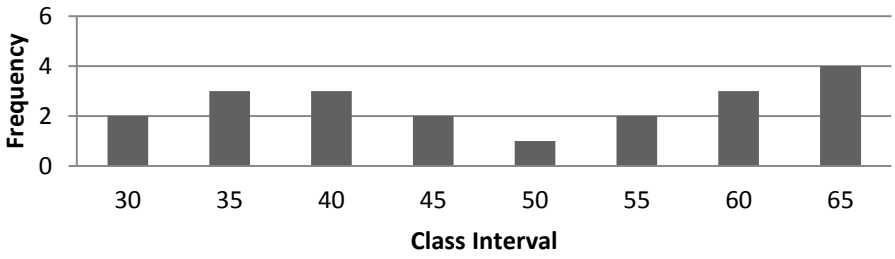
Post-test score of the Control class

NO	STUDENTS	SCORE	Square of SCORE
1	ANDA	35	1225
2	ANDO	45	2025
3	AAI	60	3600

4	EIJEY	40	1600
5	INO	60	3600
6	DRA	45	2025
7	RAMA	60	3600
8	RIL	55	3025
9	SAH	40	1600
10	EVI	65	4225
11	ARI	65	4225
12	AYA	65	4225
13	GIA	35	1225
14	HUM	55	3025
15	BILA	65	4225
16	ENA	35	1225
17	VIAN	50	2500
18	UZAN	30	900
19	SEA	30	900
20	JULI	40	1600
	TOTAL	975	50575
	X MAX	65	
	X MIN	30	
	AVERAGE	48.75	

From the data above, the lowest score of posttest obtained by the control class is 30 and the highest score is 65. It shown that only one student got 50, two students got 30, 45, 55, and there of them got 35, 40, 60, and four of them got 65. The overall score of experiment class is ($\sum x_1$=975) and double with the mean score is ($\overline{X}$ = 48.75). It can be simplified in following figure:

Figure 4
The Graphic of The Students Post-test in The Control Class



From the table and graphic above, it was found that 10 students got score less than 50, only one got 50, two of them got 55, three of them got 3 and only four of them got 65. Hence, it indicated that most students had enough comprehension in reading.

Based on the calculation of the scores gained in the posttest of reading test of both class, it can be summarized as follows:

Table 4.6

The Result of the Calculation of the Score Gained from Posttest

Group	N	Mean	Standard Deviation (S)	The Lowest Score	The Highest Score
Experiment	20	59	10.20	45	75
Control	20	48.75	12.65	30	65

The table above shows that the mean score of the experimental class posttest score is 59 while the mean score of the posttest score of the control class is 48.75. It means that the mean score of the experimental class higher than

the control class. The standard deviation of the experimental class 10.20 and the control class is 12.65. In addition, based on the maximum result of the experiment class and the control class above, it can be shown that experimental class maximum result is higher than the control maximum result; 75 is higher than 65.

After doing the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test from the experimental and the control class. The comparison test result of pre-test and post-test from the experimental and the control class are explained in the following table:

Table 4.7:

The comparison of pre-test and post-test of the experimental

And the control class

Test Result / The Class	Pre-test	Post-test
Experimental Class	$\bar{X}$ = 36,25 S = 10.75 S^2 = 115,56	$\bar{X}$ = 59 S = 10,20 S^2 = 104,04
Control Class	$\bar{X}$ = 48,25 S = 12.38 S^2 = 153,26	$\bar{X}$ = 48,75 S = 12.65 S^2 =160,02

Based on the table above, the post-test result of the experimental class is higher than the pre-test result (59 higher than 48, 75). It means that SCROL strategy that has been used by the researcher can help the students in improving the students' reading comprehension on hortatory exposition text. The

comparison of the post-test results between experimental and control class indicated that the control class test result was lower than experimental class. It is indicated by the mean score of the post-test result of control class (48, 75) is lower than the experimental post-test result (59). It means that the students who were treated by using SCROL strategy give better result than the students who were taught by using common strategy only.

2. Analysis of the Data

In this research, the researcher used two kinds of data analysis; pre-test and post-test from the experimental and the control class. The pre-test of the two classes shows that the two classes both experimental and control classes were equal at the beginning of the research because they were normal and homogeneous. The researcher used the Liliefors test to find out whether the data was distributed normally or not and used F-test to obtain whether the data of two classes were homogenous or not.

a. Normality Test of Pretest Score of Experiment Class

Table 4.8:

The Calculation of Mean Score, Standard Deviation,

and Variant of Pretest Score in Experiment Class

Xi	f	F xi	f (ka)	Sn (xi)	Z	P(zi)	Sn (xi)- P (zi)	(Sn xi- P zi)
20	2	40	2	0.1	-1.51163	0.0668	0.0332	0.0168
25	4	100	6	0.3	-1.04651	0.1492	0.1508	**0.1508**
35	5	175	11	0.55	-0.11628	0.4602	0.0898	0.0898
40	4	160	15	0.75	0.34884	0.6293	0.1207	0.1207
45	2	90	17	0.85	0.81395	0.7881	0.0619	0.0619
50	2	100	19	0.95	1.27907	0.8962	0.0538	0.0538
60	1	60	20	1	2.2093	0.9861	0.0139	0.0361

	∑n = 20	725	

∑ x= 725

Mean Score= $\frac{\sum x_i}{n}$

X=<u>725</u>

20

X= 36.25

Standard Deviation=

$$s = \sqrt{\frac{\Sigma(xi - \bar{X})^2}{n-1}}$$

S= <u>√2193.75</u>

19

S= √115.46

S = 10.74

Variant=

$$s^2 = \frac{\Sigma\,(xi - \bar{x})^2}{n-1}$$

S ²= (10.74)²= 115,74

From the column of F(Zi) – S(Zi), the score of Lo = **0.1508,** L – table for n = 20 with the level of significant 0.05 = 0.190,So, Lo < Ltable, 0.1296< 0.190. It can be concluded that the samples are distributed normally.

b. Normality Test of Pretest Score Control Class

Table 4.9:

The Calculation of Mean Score, Standard Deviation, and Variant of

Pretest Score in Control Class

Xi	F	F Xi	f (ka)	Sn (xi)	Z	P(zi)	Sn (xi)- P (zi)	(Sn xi- P zi)
15	1	15	1	0.05	-2.68578	0.0038	0.0462	0.0168
30	1	30	2	0.1	-1.47415	0.0722	0.0278	0.0278
35	2	70	4	0.2	-1.07027	0.1446	0.0554	0.0554
40	2	80	6	0.3	-0.6664	0.2578	0.0422	0.0422
45	1	45	7	0.35	-0.26252	0.4013	-0.0513	0.0513
50	4	200	11	0.55	0.14136	0.5517	-0.0017	0.0017
55	3	165	14	0.7	0.54523	0.7019	-0.0019	0.0019
60	6	360	20	1	0.94911	0.8238	0.1762	**0.1762**
	∑ =20	965						

∑ x= 920

Mean Score=$\frac{\sum X_i}{n}$=

X= 965

20

X= 48,25

Standard Deviation=

$$s = \sqrt{\frac{\Sigma(xi - \bar{X})^2}{n-1}}$$

S= $\sqrt{2913.75}$

19

S= √153.356

S = 12.38

Variant=

$$s^2 = \frac{\Sigma\,(xi - \bar{x})^2}{n-1}$$

$S^2 = 12.38^2 = 153.356$

From the column of F(Zi) – S(Zi), the score of Lo = **0.1762**. L – table for n = 20 with the level of significance **0.05 = 0.190**.So, Lo < Ltable, **0.1762< 0.190**. It can be concluded that the samples are distributed normally.

c. Normality Test of Post-test Score of Experiment Class

Table 4.10

The Calculation of Mean Score, Standard Deviation, and Variant of

Post-test Score in Experiment Class

Xi	f	F xi	f (ka)	Sn (xi)	Z	P(zi)	Sn (xi)- P (zi)	(Sn xi- P zi)
45	3	135	3	0.15	-1.372549	0.0869	0.0631	0.0168

50	4	200	7	0.35	-0.882353	0.1922	0.1578	**0.1578**
55	3	165	10	0.5	-0.392157	0.648	-0.148	-0.148
60	1	60	11	0.55	0.0980392	0.5319	0.0181	0.0181
65	4	260	15	0.75	0.5882353	0.7157	0.0343	0.0343
70	3	210	18	0.9	1.0784314	0.8531	0.0469	0.0469
75	2	150	20	1	1.5686275	0.9394	0.0606	0.0361
	∑ = 20	1180						

∑ x= 1180

Mean Score = $\frac{\sum X_i}{n}$=

=1180 = 59

20

Standard Deviation=

$$s = \sqrt{\frac{\Sigma(\text{xi} - \bar{X})^2}{n-1}}$$

S= √1980

19

S= √104.21

S = 10.20

Variant=

$$s^2 = \frac{\Sigma\,(\text{xi} - \bar{x})^2}{n-1}$$

$S^2 = 10.20^2 = 104.21$

From the column of F (Zi) – S(Zi), the score of Lo = **0.1578**. L – Table for n = 20 with the level of significance **0.05 = 0.190**.So, Lo < Ltable, **0.1578< 0.190**. It can be concluded that the samples are distributed normally.

d. Normality Test of Post-test Score Control Class

Table 4.11:

The Calculation of Mean Score, Standard Deviation, and Variant of

Post-test Score in Control Class

Xi	f	F xi	f (ka)	Sn (xi)	Z	P(zi)	Sn (xi)- P (zi)	(Sn xi- P zi)
30	2	60	2	0.1	-1.482213	0.0708	0.0292	0.0292
35	3	105	5	0.25	-1.086957	0.4325	-0.1825	**0.1825**
40	3	120	8	0.4	-0.6917	0.2483	0.1517	0.1517
45	2	90	10	0.5	-0.296443	0.3897	0.1103	0.1103
50	1	50	11	0.55	0.0988142	0.5319	0.0181	0.0181
55	2	110	13	0.65	0.4940711	0.6844	-0.0344	0.0344
60	3	180	16	0.8	0.8893281	0.8076	-0.0076	0.0076
65	4	260	20	1	1.284585	0.898	0.102	0.102
	$\sum$ =20	975						

$\sum$ x= 975

Mean Score=$\frac{\sum x_i}{n}$

X= $\frac{975}{20}$

X= 48.75

Standard Deviation=

$$s = \sqrt{\frac{\Sigma(xi - \bar{X})^2}{n-1}}$$

S= $\sqrt{3043.75}$

19

S= $\sqrt{160.20}$

S = 12.65

Variant=

$$s^2 = \frac{\Sigma\,(xi - \bar{x})^2}{n-1}$$

$S^2 = 12.65^2 = 160.20$

From the column of F(Zi) – S(Zi), the score of Lo = **0,1825** L – table for n = 20 with the level of significance **0.05 = 0.190** So, Lo < Ltable, **0,1825 < 0.190**. It can be concluded that the samples are distributed normally.

e. Homogenity Test of the Pretest Score from the Control and them Experiment Class

Table 4.12:

The Mean Score, Standard Deviation, and Variant

The Class	Mean	Totally of	Standard	Variant

	Score (x)	Sample (N)	Deviation (S)	S^2
Experiment Class	36.25	20	10.75	115.56
Control Class	48.25	20	12.38	153.26

Fhit = The higher variant

The lower variant

F = 153.26 = 1.3262

115.56

F = 1.3262

Ftab =V1 =sum of first data-1

= 20-1

=19

V2 =sum of second data-2

=20-1

=19

For F-table with level of significant **0.05=2.16.** So, F-hit< Ftable **1.3262** < **2.16**. It can be concluded that the data is homogenous.

f. **Homogeneity Test of the Post-test Score from the Experiment Class and the Control Class**

Table 4.13:

The Mean Score, Standard Deviation, and Variant

The Class	Mean $\bar{x}$	Totally of	Standard	Variant

	Score (x)	Sample (N)	Deviation (S)	S^2
Experiment Class	59	20	10.20	104,04
Control Class	48,75	20	12.65	160,02

Fhit = The higher variant

The lower variant

F = 160.20 =1.538

104.04

F = 1.538

Ftab =V1 =sum of first data-1

= 20-1

=19

V2 =sum of second data -2

=20-1

=19

For F-table with level of significant **0.05=2.16.** So, F-hit< F table **1.538 < 2.16**. It can be concluded that the data is homogenous.

3. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the $t_{obtained}$ by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested as follow:

a. The first hypothesis

The first hypothesis in this research, there is any significant effect of using SCROL strategy toward students' reading comprehension. To indicate the hypothesis is accepted or rejected, the researcher used the formula to find whether H_0 is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If the value of the $t_{obtained}$ is the same or less than the value of the t_{table} or $t_{obtained}$ located between $-t_{table}$ and $+ t_{table}$, the null hypothesis (H_0) is accepted

Table 4.14:

The Mean Score, Sum Square ,Standard Deviation, and Variant

The Experimental Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Sum of square	Standard Deviation (S)	Variant S^2
Pre test	36.25	20	1980	10.74	115.46
Post test	59	20	4670	10,20	104,04

X_1= mean Post-test experiment class

X_2= mean Pre-test experiment class

SS_1= sum square Post-test experiment class

SS_2= sum square Pre-test experiment class

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{(SS_1 + SS_2)}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{59 - 36.25}{\sqrt{\frac{(1980 + 4670)}{20 + 20 - 2}\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$= 22.75$$

$$\sqrt{(175)\ (0.1)}$$

$$= \frac{21.91}{\sqrt{17.5}}$$

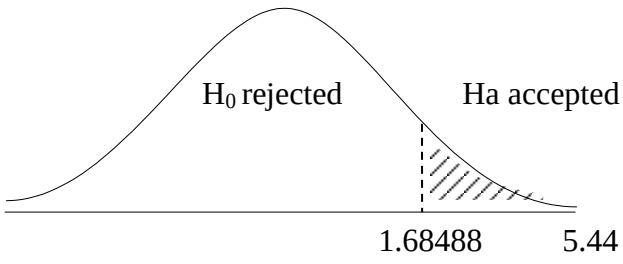
$$= \frac{21.91}{4.18}$$

$$t = 5.44$$

From the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{X}_2$) is 59. It is greater than the mean score of the pre-test ($\bar{X}_1$), 36.25.

Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of the $t_{obtained}$ by using the t-formula. It was found that $t_{obtained}$ is 5.44 and the t_{table} for degrees of freedom (df) = (na + nb – 1) = (20+ 20 – 1) = 39 with level of significance α 0.05= is 1.6848. Through comparing the $t_{obtained}$ (5.44) and t_{table} (1.68488), it was found that the $t_{obtained}$ is greater than the t_{table}.

Figure 1: The Curve of the t-test Result in the pre-test and the post-test of experimental class



From the data it shows that the descriptive hypothesis (H_a) is accepted or the null hypothesis (H_0) is rejected because the $t_{obtained}$ was higher than the t table. So, it can be concluded that there is a significant effect of using SCROL strategy toward students' reading comprehension.

b. The second hypothesis

The second hypothesis, there is any significant difference of the students' reading comprehension between the students who are taught by using SCROL strategy and the students who are not taught by using SCROL strategy or there is no any significant difference of the students' reading comprehension between the students who are taught by using SCROL strategy and the students who are not taught by using SCROL strategy. To indicate the hypothesis is accepted or rejected, the researcher used the formula to find whether H_0 is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If the value of the $t_{obtained}$ is the same or less than the value of the t_{table}, the null hypothesis (H_0) is accepted

Table 4.15:

The Mean Score, Sum Square, Standard Deviation, and Variant

Post test	**Mean Score ($\bar{x}$)**	**Totally of Sample (N)**	**Sum of square**	**Standard Deviation (S)**	**Variant S^2**
Experiment class	59	20	1980	10.20	104.4
Control class	48.75	20	3043,75	12.38	153.26

$X_{1=}$ mean Post-test experiment class

$X_{2=}$ mean Post-test control class

SS_1= sum square Post-test experiment class

SS_2= sum square Post-test control class

$X_1 = 59$

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$= 71600 - \frac{(1180)^2}{20}$$

$$= 71600 - 69620$$

$$= 1980$$

$\bar{X}_2 = 48.75$

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

$$= 50575 - \frac{(975)^2}{20}$$

$$= 50575 - 47531.25$$

$$= 3043, 75$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(SS_1 + SS_2)}{n_1 + n_2 - 2}\left(1 + \frac{1}{n_1}\right)\left(\frac{1}{n_2}\right)}}$$

$$= 59 - 48.75$$

$$\sqrt{\left(\frac{1980+3043.75}{20+20-2}\right)\left(1_{-}+\frac{1}{20}\right)\left(\frac{1}{20}\right)}$$

$$= \frac{10.25}{\sqrt{(132, 20)\,(0.1)}}$$

$$= \frac{10.25}{\sqrt{13.22}}$$

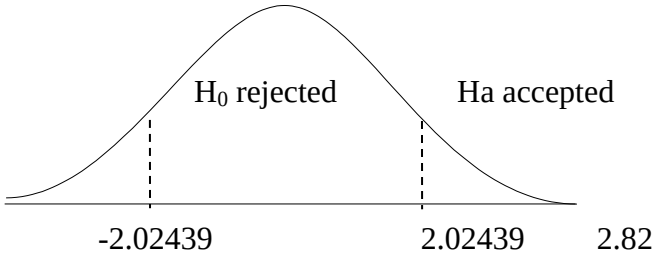
$$= \frac{10.25}{3.63}$$

$$t = 2.82$$

From the calculation of post-test scores of the both classes, the mean score of the post-test ($\bar{X}_2$) of the experimental class is 59. It is higher than the mean score of post-test of the control class ($\bar{X}_1$), 48.75.

Afterward, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of the $t_{obtained}$. It was found that $t_{obtained}$ is 2.82 and the t_{table} for degrees of freedom (df) = (20+20 – 2) = 38 with α =0.025 is 2.02439. Through comparing the $t_{obtained}$ (2.82) and t_{table} (2.202439), it was found that the $t_{obtained}$ is greater than the t_{table}. It is shown in the figure below:

Figure 2: The Curve of the t-test Result in the post-test of the experiment and the control



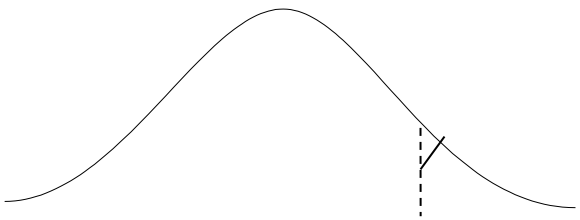
From the data above, it shows that the descriptive hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected because the $t_{obtained}$ is greater than the $t_{table.}$ So, it can be said that there is any difference of the students' reading comprehension between the students who are taught by using SCROL strategy and the students who are not taught by using SCROL strategy.

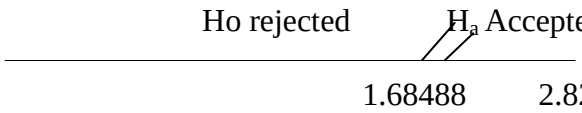
c. The third hypothesis

The third hypothesis is reading comprehension of the students who are taught by using SCROL strategy is better than the reading comprehension of the students who are not taught by using SCROL strategy or reading comprehension of the students who are taught by using SCROL strategy same withthe reading comprehension of the students who are not taught by using SCROL strategy.

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula. The data was got to prove the hypothesis above is the same with the data to prove the second hypothesis. From the second hypothesis above, it was found that $t_{obtained}$ is 2.82 and the t_{table} for degrees of freedom (df) = (20+ 20 – 1) = 39 with α 0.025 was 1.68488. Trough comparing the $t_{obtained}$ (2.82) and t_{table} (1.68488), it is found that the $t_{obtained}$ is greater than the t_{table}. The result of the t-test is shown in the following figure:

Figure 3: The Curve of the t-test Result of the third hypothesis





The figure above shows that the $t_{obtained}$ is greater than the + $t_{table,}$ 2.82 > 1.68488. It means that the alternative hypothesis (H_a) is accepted and it can be concluded that the reading comprehension of the students who are taught by using SCROL strategy is better than the reading comprehension of the students who are not taught by using SCROL strategy.

B. Discussions

This research was done by giving reading comprehension on test to see the students' comprehension on hortatory explosion text. The classes are divided into experimental class and control class. Based on the hypothesis, the researcher explains, the first hypothesis in this research: Is there any significant effect of using SCROL strategy to students reading comprehension on hortatory exposition text .From the calculation of post- test score of the experimental class, it can be concluded that the alternative hypothesis (H_a) is accepted. So, there is a significance of using SCROL strategy toward students reading comprehension on hortatory exposition text.

In this research, the researcher had seen the effect of using SCROL strategy. There were two classes involved in this research. One class was assigned as the experimental class and the other one class as the control class. The experimental group was treated by applying SCROL strategy while the control group was treated by using common strategy which used by the teacher in 11^{th} class of SMA N 1 Canduang.

The data obtained in this research through pretest and posttest indicated that the mean scores of experimental and control groups were significantly different. The

mean score of the students' posttest in the experimental group was 59 while the mean score of the students' posttest in control group was 48.75. The different result of the two groups could be seen from the hypothesis testing. The value of $t_{observed}$ was bigger than t_{table} (2.82>1.68488) in the level of significance 0.05. It means that the alternative hypothesis was accepted. Thus, it could be concluded that the students which were taught by using SCROL strategy had better reading comprehension rather than those who were taught by using common strategy which used by the teacher in 11th class of SMA N 1 Canduang.

One of the strategies that can be used in improving students' reading comprehension is SCROL strategy. By using this strategy, the researcher assumed that there is a significant effect of SCROL strategy to the students reading comprehension on hortatory exposition text, because the strategy can help the students' can be a self determining and active reader.

The researcher also assumes that there is difference between SCROL strategy and common strategy. Moreover, the SCROL strategy makes the self determining and the strategy also focuses to the students' reading comprehension of the text and helps them get the information quickly. It is better than the common strategy that the teacher used which only comprehends the text itself. The researcher also belief that SCROL strategy has disadvantages beside the advantages, such as; it spend much time to practice step to steps of the strategy, the students were less interaction with their friends and their teacher because they only focus on their text.

From this research, the researcher knows that there is a significant effect of using SCROL strategy toward students reading comprehension on hortatory exposition text. The experimental class is treated by asking the students to comprehend the hortatory exposition text by using SCROL strategy but the control

class is treated by asking them to comprehend the hortatory exposition text by common strategy. The material and the length of time in this research are the same for pre-test and post-test both classes.

In this research, the experimental class is given pre-test, treatment, and post-test. The researcher gives the test before treatment are called pre-test, and test which are after the treatment are called post-test. Then, the researcher gives the difference treatment in both of classes.

In first meeting, the researcher discussed with the students about hortatory exposition t text. The next, the researcher start the lesson by activating the students prior knowledge about hortatory exposition text, after that he guided the students to survey the text by skimming the text to get the key word and main ideas. Next he asked the students to generate question based on the key words and main ideas acquired in the previous step. Then, the researcher guided the students to get the details information from the text by underline the text and then take notes. After the researcher guided the students to write notes and the answer the question that have been generated in questioning. Finally, he guided the students to review the text and help them to find whether there is any missing information during the first reading session.

After the researcher gave the treatment, the researcher gave post-test to measure the student's achievement in reading comprehension on hortatory exposition text. The students got the treatment by using SCROL strategy in experimental class. Also, the researcher used common strategy in control class. The researcher gave the test to the students. It is same as pre-test. In conclusion, the experiment class has any effect when the researcher used SCROL strategy rather than by using common strategy. The result is suitable with Robert Reid who states that SCROL strategy will help them

understand textbooks and variety of books and Rachel grant who stated that SCROL is a strategy training framework for helping students use headings to improve comprehension.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the finding and the discussion in the previous chapters the researcher concludes this research,thatthe researcher focuses on students' reading comprehension on hortatory exposition text.

The use of SCROL strategy in teaching reading to the eleventh grade students of SMAN 1 Canduang. SCROL strategy has a significant effect in increasing the students' reading comprehension on hortatory exposition text. It is supported by the data, in which the mean score of the students in the pre-test from the experimental group 36.25 which has been increased in the posttest, in which the students' mean score is 59. In applying the t-test formula it is found that t-obtained is 5.44 which is higher than t-table 1.68488. It means that hypothesis (Ha) of this research could be accepted that using SCROL strategy gives significant effect toward the students' reading comprehension.

1. There is significant difference effect between the students who were taught by using SCROL strategy and commonstrategy. It was found that the value of t test 5.44 is greater than the value of t-table, 1.68488. Moreover, the mean score of posttest of experimental group was greater than the mean score of posttest of control group.
2. The use of SCROLstrategy in teaching reading is better than common strategy.It is proved by the data of the posttest of both group where the mean score of experimental group is 59 and the mean score of control group is only 48.75 meanwhile both group have the same level of ability in the pre-test.

So by using SCROL strategy in teaching reading is better than common strategy.

B. Sugestion

Based on the finding of the research, the researcher would like to propose some suggestions as following:

1. Based on the result of the research, the English teacher is recommended to use SCROLstrategy as an alternative teaching strategy especially teaching reading comprehension in various of text.
2. The teachers are hoped more guiding students in using SCROLstrategyto help students more understanding the text until they can use the strategy by themselves.
3. Students also need to improve their reading ability by using SCROL strategy in order to improve their knowledge.
4. Further researchers are suggested to conduct a study on the effect of SCROL strategy and the development of this strategy in the teaching of other genres of texts to explore the use of the strategy in other contexts.

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