The Effect of PQRST Strategy on Students' Reading Comprehension with Analytical Exposition Text

(Pre-Experimental Research at the Eleventh Grade of SMA Muhammadiyah 2 Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Education in English Education Department

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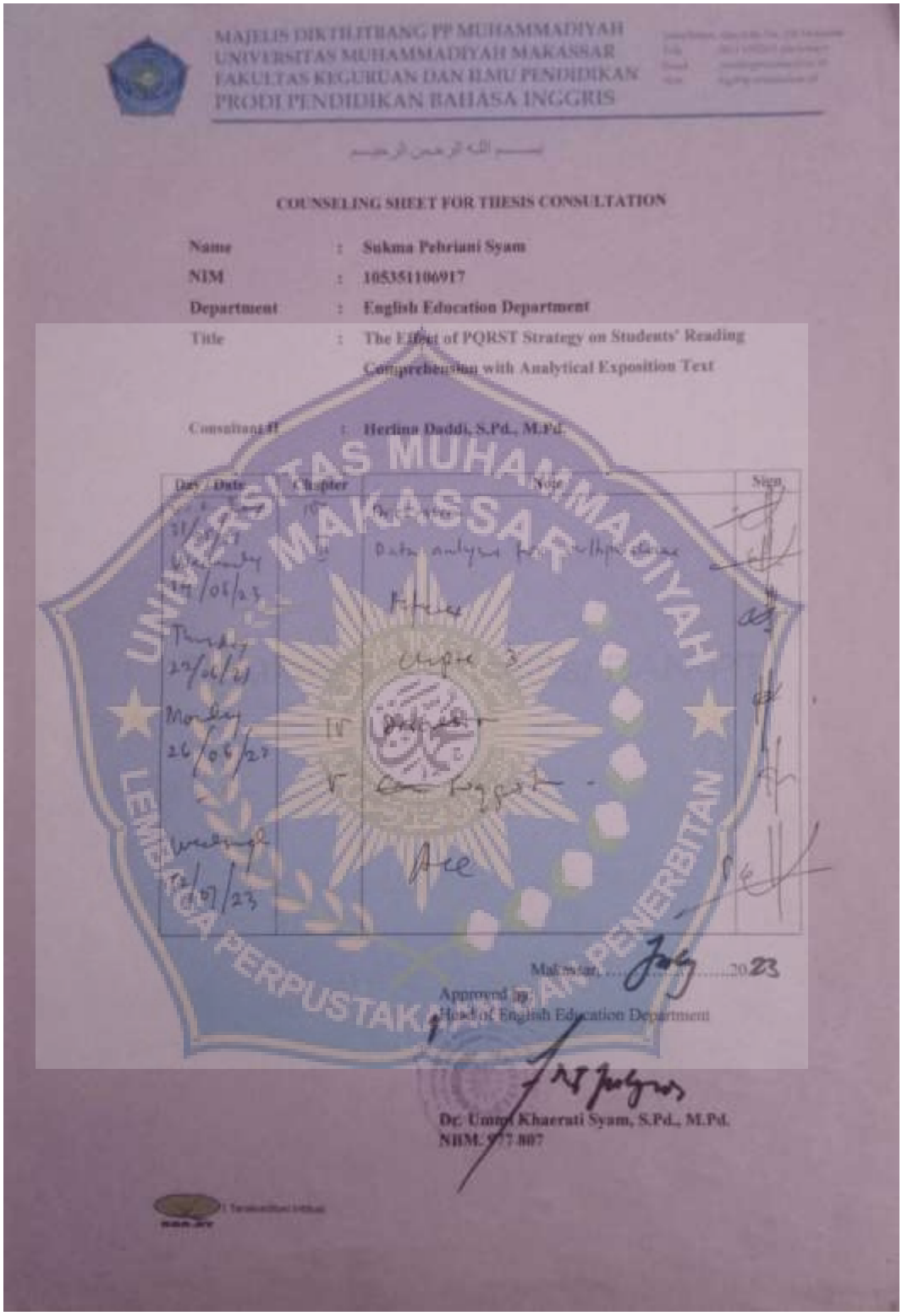

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3. Saya tidak melakukan penjiplakan (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian seperti pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

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MOTTO

"Miracle is another name for Hard work".

"La haula wa la quwwata illah billahil

'aliyyil azhimi".

"Kadang sebuah penderitaan sangat diperlukan

Supaya diri semakin mengingat Tuhan".

DEDICATION

I dedicated this thesis to:

My greatest parents, my lovely sister and brother,

who love and support me until the end.

Thank you for love and pray in finishing my study.

And also, My self.

ABSTRACT

Sukma Pebriani Syam (2023), *The Effect of PQRST Strategy on Students' Reading Comprehension with Analytical Exposition Text.* English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar supervised by St. Asriati and Herlina Daddi.

This research aimed to find out the effect of PQRST strategy on students' reading comprehension with analytical exposition text. The instrument of this research used a test about analytical exposition text that consisted of 20 question of multiple choice. This research used pre- experimental research that consist of pre-test, treatment and post-test. The sample of this research was class XI of SMA Muhammadiyah 2 Makassar that consisted of 20 students. The sample used a total sampling technique. The data was analyzed using SPSS 29.00.

The results of this research showed that the score of pre-test was 28.5 classified as very poor categorized and post-test was 62.5 classified as fair categorized. This research also showed the value of t-test was higher than the value of t- table (T-test > T-table). The value of t-test was 13.309 and the value of t-table was 2.093. it means the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. Based on the research results, the researcher concluded that the implementation of PQRST Strategy was effective to improve students' reading comprehension. Therefore, it suggested that students should study more to improve their ability from fair category into excellent category.

Keywords: PQRST Strategy, Reading Comprehension, Analytical Exposition text, and Pre- Experimental

ABSTRAK

Sukma Pebriani Syam (2023), Pengaruh Strategi PQRST Terhadap Pemahaman Membaca Siswa Menggunakan Teks Eksposisi Analitik. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar dibimbing oleh St. Asriati dan Herlina Daddi.

Penelitian ini bertujuan untuk mengetahui pengaruh strategi PQRST terhadap pembelajaran pemahaman membaca siswa menggunakan teks eksposisi analitik. Instrumen penelitian ini menggunakan tes tentang teks eksposisi analitik yang terdiri dari 20 soal pilihan ganda. Penelitian ini menggunakan penelitian pra-eksperimen yang terdiri dari pre-test, treatment dan post-test. Sampel penelitian ini adalah siswa kelas XI SMA Muhammadiyah 2 Makassar yang berjumlah 20 siswa. Sampel menggunakan teknik total sampling. Data dianalisis menggunakan SPSS 29.00.

Hasil penelitian ini menunjukkan bahwa nilai pre-test adalah 28.5 diklasifikasikan dalam kategori sangat rendah dan post-test adalah 62.5. diklasifikasikan dalam kategori sedang. Penelitian ini juga menunjukkan nilai t- test lebih tinggi dari nilai t-tabel (T-test > T-tabel) . Nilai t-test adalah 13.309 dan nilai t-tabel adalah 2.093. artinya hipotesis nol (H0) ditolak dan hipotesis alternatif (H1) diterima. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa penerapan Strategi PQRST efektif untuk meningkatkan pemahaman membaca siswa.

Kata kunci: Strategi PQRST, Pemahaman Membaca, Teks Eksposisi Analitik, dan Pra- Eksperimental

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In writing this thesis, the researcher found many difficulties, so the researcher realized that the Thesis has a lot of mistakes and weakness. Therefore, the researcher needs correction and suggestion to become perfect. And the last, the researcher would like to say thank you so much for the people who give pray, spirit, motivation, advice, suggestion, and help during the process of writing this thesis.

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The Researcher

Sukma Pebriani Syam

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CHAPTER I

INTRODUCTION

A. Background

English is a foreign language in Indonesia. Learning a foreign language is a difficult process that needs the mastery of four fundamental skills: listening, speaking, reading, and writing. We use it to comprehend the world through listening, reading, writing, and discussing our feelings, desires, and desires. If we have greater language knowledge and skills, we have more opportunity to comprehend and be understood, and we can also receive what we want and need from those around us. Students should be able to accomplish four things when learning a language: listen, talk, read, and write. Teachers must incorporate these four talents into the classroom teaching and learning process.

Reading is one of four abilities that students must learn when studying English. Reading allows someone to obtain a wealth of information from written stuff. Reading is the process of gaining knowledge through the understanding of visuals, shapes, patterns, and rhythms that subsequently produce interpretations that are later comprehended, according to Yulianti and Setiawan (2019).

Employing specific strategies in the form of learning abilities can help readers comprehend what they are reading better. PQRST, or Preview, Question, Read, Summarize, and Test, is a study technique that is frequently used to improve student learning, particularly in curriculum areas including reading. Sulistyo and Miqawati (2014) PQRST is a teaching strategy that has been found to increase reader ability and comprehension.

Reading takes a high level of motivation to keep your concentration alert

and to be able to obtain information from a text. In this example, the student's comprehension of reading is one of the parts of language skills that high school students must learn. (SMA). Students can actively acquire a range of knowledge and understand the text by reading the relevant information through analytical exposure text reading activities. The capacity to understand analytical exposure materials is a necessity and important to student success in process education. The majority of students' information is gathered from reading activities, as well as knowledge gained not only through the teaching and learning process in school, but also through reading in everyday life. Moreover, During the epidemic, schools provided online learning, thus students required assistance or assistance from parents when classes finished. As a result, reading abilities and the capacity to comprehend reading are critical components of students' mastery and improvement of their information. Students simply glance without grasping the actual information contained in the teacher's readings.

It may be claimed that their capacity to read analytical exposure texts is still low because most teachers' techniques are still traditional, as well as a lack of student desire in engaging in reading sessions and a lack of interest in student reading. When reading the analytical exposure text, the student must be able to capture information or material from the reading and master the language or writing employed in the reading.

The PQRST Strategy was chosen by the researchers because it is thought to boost the activity and learning outcomes of students' understanding of reading throughout learning. PQRST is particularly effective in enhancing student reading comprehension because its purpose is to enable students to learning step by step,

beginning with Preview, Question, Read, Summarize, and Test tasks on themselves.

Based on my experience related to the previous I found researcher I found students difficulty to identify the main idea and the generic structure of analytical exposition text.

Based on the discussion above, the researcher is interested in conducting research on "*The Effect of PQRST Strategy on Students' Reading Comprehension with Analytical Exposition Text*"

B. Problem Statement

This research has problem statement that is "Does the use of PQRST Strategy affect Students' Reading Comprehension with Analytical Exposition Text"?

C. Objective of the Research

The objective of the research is to determine how the PQRST method affects students' ability to comprehend analytical exposition text.

D. Significance of the Research

The goal of this study's significance is to be useful and useful information for English language teachers, particularly in applying the Analysis Exposition Test to improve the quality of the teaching and learning process in terms of reading comprehension. These study findings are considered to be beneficial information for students in enhancing their reading comprehension skills. Furthermore, all of the difficulties encountered by the researchers are anticipated to be taken into account in order to develop better approaches to improve learning circumstances. This research can also serve as a starting point for researchers who want to do research on a similar issue or something

relevant to this research.

E. Scope of the Research

The researcher only focused on reading comprehension through analytical exposition text when collecting data for this study. Especially on the main idea and conclusion the text at eleventh grade of SMA Muhammadiyah 2 Makassar.

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CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

According to Aulia and Nahartini (2022) aims to find empirical proof of the influence of the application of PQRST techniques on student readings in hortation exposure texts in the eleventh grade of SMAN 1 Sukaraja in the academic year 2021. The sample comprised of 70 students chosen using sophisticated sampling techniques and divided into two groups: experimental and controlled. This study employed a quantitative method with a quasi-experimental design. According to the results of the pre-test data analysis, the average study result acquired in the test with an average score was 69,5, and the average research result gained in the post-test was 82,2. In the meantime, on the post-test. after the researchers applied the PQRST technique increased 12.7 points from the pre-test. This research demonstrates that the PQRST technique affects student readings in hortatory text.

According to Fitri & Rozimela (2020), the purpose of the study is to learn about students' abilities and perceptions of challenges in understanding analytical exposure texts at various levels of questions based on Barret's taxonomy of reading comprehension. This is a descriptive quantitative study that employs tests and questionnaires as tools. Finally, the percentage suggests that students have a strong knowledge of the

degree of evaluation. "The student capacity is very high." "Of all the questions, the percentage of students' ability to answer the evaluation level was that 70% did not encounter difficulties or had good skills and 30% had difficulty."

According to Anom (2018), the purpose of this research is to efficiency of PQRST techniques on the students reading comprehension. This is a class action investigation. (CAR). The subject is a first-class student of the TKJ SMKN 05 Pekanbaru Department, which has 35 students. The researchers acquired a base score of 65 and a final score of 79 after conducting this investigation utilizing the PQRST technique. The base score ranges from 65 to 79, with an additional point of 14 points. Throughout a cycle, quantitative analysis results are linked to quality analysis results to illustrate the elements that lead to qualitative gains, factors that improve kids' grasp of reading, such as teachers, teamwork, and strategies. The researchers concluded based on the findings that PQRST could improve student reading understanding.

According to Manurung et al. (2010), the purpose of this study is to determine the effects of the Preview, Question, Read, Summarize, Test, Method on students in the tenth grade of State High School 4 Pematangsiantar who comprehend reading in Narrative Text. . The PQRST technique is an appropriate strategy for teaching reading comprehension in the tenth grade at State High School 4 Pematangsiantar. The findings of this study indicate that this strategy has an effect on pupils'

reading comprehension. Finally, it may be stated that the PQRST Method is appropriate for use in the teaching and learning of reading comprehension. Following therapy, it is possible to conclude that the reading ability of students in the experimental class improves. Average (average) pre-test score in the control class demonstrate promising prospect. The value is 69.41. The average post-test score was likewise satisfactory. There are 75,58 persons in total. As a result, the overall average score rose by 6.17 points.

From the related findings above, there is differences and similarity with my research. research one until four, has a similar goal to the research to be conducted, using PQRST Strategy to improve students' reading comprehension.

The similarity between the previous research and my research that both writer research about PQRST Strategy to improve students' reading comprehension. Meanwhile, the difference is that some of the researcher above use different texts and technique.

B. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Maria (1990) Reading comprehension is the process of constructing meaning from written text through the interaction of (1) the readers' ability brought the text such as word recognition ability, word knowledge, and knowledge of linguistic conventions; (2) the reader's interpretation of the language used by the writer in constructing the text;

and (3) the situation in which the text is read.

According to St. Asriati, et.al (2018) Reading comprehension is one of the skills that must be prioritized in higher education. Reading comprehension is an important aspect of reading in which a reader develops his or her understanding of a text. It integrates your views on the text's. A collection of words, phrases, and letters. The process of reading comprehension is necessary. Because this is not an ability that we can acquire instantly or easily because it takes a very long and consistent process to develop good comprehension skills, students must continue to be trained to be able to participate actively in the learning process so that they can later think critically. Reading is an action that is done in order to get acquire knowledge. As a result, reading involves more than just reading aloud; it also involves figuring out the basic idea and key ideas that are presented.

According to Oka (1983) in Jaenal (2010), three types of meaning to read can be separated by distinctions in scope: The first is understood in a restricted sense, namely as a method of written sign recognition. This technique involves the careful, broad, and rapid recognition of words.

According to Nunan (1989) "Reading is not an invariant skill; there are various types of reading skills that correspond to the many different purposes for which we read." As a result, the writer is confident that students have a variety of aims when they read in class. Among them

graduating from high school and providing giving themselves with the information they need to pursue their education and achieve their objectives

According to Johnson (2008), Reading is the process of deriving meaning from written material. The researcher concludes that reading must develop in order for the reader to comprehend or apply the meaning of the reading and also understand what the text means based on this definition. One of the most important English skills is reading, which also has a lot of advantages for us. As a result, students reading skill must be improved.

Students' reading abilities need to be strengthened. The teacher is essential in helping pupils develop their skills and abilities. Every action the teacher takes during reading classes should be aimed at improving the students' capacity to understand literature with more complex information. The methods, tactics, and teaching media selected and employed by the instructor will have a significant impact on the success of the teaching and also learning process and students progress. In this study, a strategy for teaching reading and comprehension of the offered content is desperately needed. in order to make the class appear more lively during reading courses and to understand the reading's main points. So that learning might make students more interested in the reading sessions supplied. As a result, students are not simply silent or passive participants in the teaching and learning process.

Reading is one of the most important language skills for students to develop. Students will build their own language and experience throught this cours. They obtained the information and insights they needed. They were even able to learn they previously did not know. Reading is an important part of learning English. This is critical since it can assist children in obtaining information such as general knowledge and academic courses.

According to Pourhosein Gilakjani & Sabouri (2016) reading comprehension is the process of the reader in understanding a text to get the meaning of the text they reads. The result of reading comprehension is a mental representation of the meaning of the text combined with the reader's previous knowledge.

The researcher can deduce from the remarks of various experts above that reading comprehension is the process of constructing meaning from the text. As well as the ability to analyze the reading content, comprehend it is meaning, and integrate it with what the reader already knows. Readers with comprehension abilities will be able to glean a wealth of crucial information from the text that has been read.

According to Widyarini F (2015) reading comprehension is one of the most important abilities required to extend the readers perspective and enable them to see the world and chances. Reading comprehension is an important skill in the adult world and chances. Reading comprehension is an important skill in the adult world because it allows

people to follow directions, receive feedback, and learn new things through written language. Reading comprehension is the stage at which we comprehend the text that we are interpreting.

According to Weda (2010) reading comprehension is one of the most effective strategies to acquire English and is related to an active writing style. Reading comprehension is a dynamic mental process that requires interaction between the reader and the text in order to infer meaning. Making literature understandable is done through reading comprehension. Reading comprehension involves finding a word or phrase that precedes of follows a word so that the intent, meaning of a word may be understood.

2. Kinds of Reading Comprehension

Scanning, skimming, close reading, guessing from context, and paraphrasing skills are required for reading comprehension. Skimming is a reading technique that allows readers to save time while searching for information. This differs from other methods of high-speed reading. Including as previewing and scanning. Skimming can provide readers with a feeling of a paragraph or an overall novel, but not exhaustive details. The aim of skim reading is not to read the entire text, but to decide what tiny information the reader is seeking for and what has to be studied more attentively. So, when skimming over the material, the reader should practice so that they may acquire keywords and phrases that encompass all of the information they are reading. The reader must

scan the section, skip the bits, and gain a basic understanding of what it is doing through skimming.

Scanning is a type of fast reading that the reader undertakes while they are looking for specific information. As the reader scans, he has questions running through his mind. We do not read every word in the scan , but just the keywords will provide us with answer. Brown (2000: of whether the book is acceptable for a certain purpose. Scanning readily reads to discover specific information. Readers can observe students' eyes flitting across the text as they read, checking their notes before scanning them to look for specific information in the paper. By scanning, the reader implies either searching thourght the text for relevant details to gain an initial understanding, such as a place, type of cuisine, a verb, or specific specifics. Students must have clear views about where they can get the knowledge they need from documents in order to search efficiently.

We have all previewed in our life because we are detail-oriented. For instance, when we receive a letter, we often look up the sender's name and address to figure out who sent it and where it came from. Following that, we'll predict certain outcomes. By just previewing the material we are about to read, we can discover a lot about it.

Close reading necessitates paying close attention to all of the worda and phrases in a selection in order to fully comprehend it is meaning (later and osborn). Context guessing is the ideal method to use when

we come across a term we do not recognize while reading. Instead of stopping to look at unfamiliar words, utilize prior knowledge of the subject and concepts in the text as references to their meanings.

According to Richard and Schmindt (2002), a paraphrase is an approximation of the meaning of a word or phrase that uses another word or phrase, generally to make it easier to understand. You stop paraphrasing at the end of the section to assess comprehension of the text's material and ideas.

3. Level of reading comprehension

There are three levels of understanding proposed by (Manurung et al., 2010)

a. Literal Comprehension

The information is provided directly in the text, literal comprehension is the lowest level and simplest manner of finding information in a text.literal understanding. In other words, is the process of comprehending an idea and information that is stated explicitly in reading, such as identifying the meaning of words, remembering details stated directly, paraphrashing, and also comprehending grammatical clues such as subject, verb, pronoun, conjunction, and so on. Reading comprehension questions are detailed at this level. Finding specific information from the text, vocabulary, and references are all included in this level of reading.

b. Interpretative Understanding

The understanding of ideas or information that is not directly stated in a reading text is referred to as interpretative understanding. This level's reading component includes determining the main concept of the text and drawing conclusions. Readers must have the following abilities:

1.) Define the reasons using the facts provided to comprehend the author's goal and attitude.

a) Factual facts, essential ideas, comparisons, and causal links that are not mentioned explicitly in the text should be summarized.

b) Summarize the story is content.

c. Critical Understanding

Critical understanding is the process of examining, evaluating, and individually reacting to the information offered in a pessage, for example; it demonstrates the overall meaning in a reading text and assesses the quality of symbols or written material in relation to set criteria. When a reader reads a text, an active, creative, and curious mind searches for erroneous statements automatically.

d. Factor Affecting Reading Comprehension

According to Anderson. Et al, (2006) explain the factors influencing reading comprehension. In this case, it means to be

in the textual information itself. meaning is obtained when the reader mixes personal background information, reading practices, and text to obtain definition.

The statement above implies that in order to achieve flawless understanding during the reading process, various aspects, either internal or external, must be monitored. There are five types of factors that influence reading comprehension, namely:

1) **Background experience**

   It pertains to previous experience that the readers have had and is related to the reading materials that they have read.

2) **Language ability**

   If a reader comes across a reading in a language they have never heard before, it will be challenging for them to comprehend the reading material. Their lexical restrictions are the only factor to blame.

3) **Thinking ability**

   The ability of the reader to examine the reading materials.

4) **Affection**

   it means the readers must be aware of various psychological elements that may influence their

comprehension. The component is interest, motivation, attitudes, and so on.

5) **Reading purpose**
It refers to the readers motivation for reading the reading materials. It is frequently done by posing a question or offering a prediction as a stepping stone toward knowledge. Anderson is cited in Arif (2006:16).

C. Concept of Analytical ExpositionText

1. Definition of Analytical Exposition Text

Analytical exposition is the one the text genres taught to eleventh grade students in reading according to the current curriculum (Kurikulum 2013). Analytical exposition text is one that elaborates the writer is idea, point of view, and argument concerning a topic. The teacher should understand how to teach the type of analytical writing to students. It is critical for teacher to introduce students to the three genre elements, namely the purpose, the generic structure, and the language features, in order to increase students knowledge about analytical exposition texts and how those elements can help and guide students to comprehend a text, particularly its text structure. Teachers should provide a clear explanation of how a text is arranged by raising students is understanding of the text structure used to construct a text and how that text structure can assist students easily access crucial information in the text.

Analytical exposition writings are more difficult to write than other

types of texts. For some reason, analytical exposition text structure is more difficult for kids because Williams et al (2004) only introduced them to narrative text structure while they were in primary school. Furthermore, unlike many other types of publications, the terminology and connections between ideas in analytical exposition texts are not straightforward and familiar. As a result, the majority of students still struggled to understand an analytical exposition text. Furthermore, it was owing to the employment of improper methods of teaching reading for analytical exposition texts. It is critical for teachers to understand how to teach genre to students and how genre knowledge might aid in reading comprehension.

To teach reading, teachers must not only tell students about genre aspects, but also provide information about how genre knowledge can help students understand a text, particularly its text structure. Some teachers continue to use conventional methods of teaching reading. For example, the teacher might ask the pupils to read the material, then translate it into Bahasa before asking them questions on the passage. These activities have no substantial influence on students' understanding; instead, they just know the meaning of individual words in the text. The students are also unaware of the text structure used to construct a text, which is used as a guide to locate the text's main material. When children do not understand how a text is ordered, they will struggle to comprehend it.

According to prior research conducted by Arianti.,et al (2014), the challenges encountered in the field when teaching reading of analytical exposition text were students is inability to recognize the primary concept of the text and the general structure of analytical exposition text. Veneranda (2014) discovered in her study that the teacher simply requested the students to read the text and look for new words. The students would then be required to translate the text. Following that, the teacher administered a test based on the material in the text. Teachers' habit to ask students to translate the text from English into Bahasa only helps the students comprehend the literal sense of the text and only helps them answer the question that is expressly written on the text. As a result, the students' reading comprehension is generally low.

Teachers play a critical impact in influencing a student's ability to comprehend analytical exposition literature. Teachers should show students how to create the meaning of a text, explain the social role of an analytical exposition text, identify the generic structure of an analytical text, and determine the characteristics of language features employed in analytical exposition. Not only should teachers inform students about genre knowledge, but they should also be informed about how that knowledge might aid comprehension. Students struggle to understand analytical exposition material when they are merely given the terminology and generic structure of analytical exposition. While teachers, as knowledge contributors, must assist them in dealing with it.

The manner a teacher teaches reading comprehension is determined by how she or he teaches reading comprehension. The students' ability to comprehend the text is dependent on the teachers' ability to teach reading of all kinds.

Analytical exposition is a text genre, it is critical to understand how to educate reading comprehension depending on the genre. A genre often consists of three components: the aim, the structure, and the language qualities (Bhatia, 2004). To teach an analytical exposition text, teachers must first explain the work's purpose, structure, and language qualities.

According to Coffin (2004), analytical exposition is a text used to present a point of view or an argument. The goal of an exposition text is to persuade the reader or listener by providing one side of an argument supported by facts in order to persuade the readers.

a. The Social functional of Analytical Exposition Text The social function of analytical exposition text is to persuade the reader or listener that something is the case Gerot and Wignell, (1994)

b. Generic Structure of Analytical Exposition Text

   1) Thesis, which introduces the topic

   2) Argument, elaborating each point of contention.

   3) Reiteration, in which the thesis is restated.

c. Analytical Exposition Language Features

1) Is concerned with general human and non-human participants.

2) It is frequently written in the Simple Present Tense.

3) Employ nominalization to display a list of specified arguments, such as firstly.

Arianti and Tiarina (2014) discovered that one of the issues encountered in the field when teaching reading of analytical exposition text was students inability to identify the primary idea of the text and the generic structure of analytical exposition text.

2. Generic Structure of Analytical Exposition Text

Every text must have generic structure which is different with another text. Analytical Exposition Text also has generic structure, those are:

a. Thesis: it contains writer's opinion about something. It also introduces topics and indicates the writer's position.

b. Argument: it contains the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.

c. Reiteration: Restating the writer's point of view / to strengthen the thesis. We can use the following phrase to make conclusion in reiteration:

- From the fact above …
- I personally believe …

- Therefore, my conclusion is …
- In conclusion …

3. Purpose of Analytical Exposition Text

a. To analyze the topic and to convince or influence the reader that this opinion is correct and supported by arguments

b. To convince the reader that the topics presented was an important topic to be discussed or gained attention by way of providing arguments or opinions that support the main idea or topic

4. Language Feature of Analytical exposition Text

a. Using Simple Present Tense

b. Use word that link argument, such as firstly, secondly, in addition, furthermore

c. It contains these phrases:

1) From the fact above …

2) Personally believe ….

3) Therefore, my conclusion is ….

4) In conclusion …

D. The Concept of PQRST Strategy

1. Definition of PQRST Strategy

To address such problems, the instructor must develop precise strategies in order to achieve an effective method of teaching and learning. There are certain reading tactics that are intriguing and can help students enhance their reading skills. However, not all tactics are

appropriate for the content and the needs of the students. It implies that the teacher has a significant deal of responsibility when deciding on a technique to increase her students' reading comprehension.

PQRST is one the tactics that can help student to improve their reading comprehension. According to Syafitri (2017), the PQRST technique is an instructional strategy utilizing five processes to help students cope with their reading comprehension problems. They are previewing, questioning, reading, summarizing, and testing the material. Each phase of the PQRST technique improves the teaching and learning process, with the goal of increasing students' reading comprehension. The strategy's first phase is previewing. This forces the student to use their prior knowledge. The next step is to question. This phase assists students in focusing and developing an interest in the text.

This encourages students to read. The third step is to read. When students read the content, they already have a reason to read based on the question, which helps them stay focused and concentrate. The students are then asked to recall all of the precise facts about the book in a summarizing assignment. Finally, there is a test. It aids students in retaining the text in their long-term memory.

In summary, the PQRST technique can encourage students to participate in the reading process, focus on the text, enhance their motivation, have a long trem-memory in the material, and increase their test score. According to the above description, the researcher

attempted the use PQRST during teaching and learning to solve the students' reading comprehension problems in her class. A classroom action research was conducted for this objective

In fact, when reading books on teaching strategies, the writer discovered some effective methods for teaching reading. The PQRST (Preview, Question, Read, Summary, and Test) technique was one of the choices. The students were pushed to focus on the text and read it again using this strategy. Staton (1982) claims that the PQRST approach improves a reader's comprehension and capacity to recall material. In other words, the reader is more likely to learn from the stuff he or she is reading.

This strategy prioritizes the information in a way that is closely related to how the information on the text was asked to be used. PQRST consists of five steps, which are as follows:

a. They only read for a few seconds (skimming).
b. Question: The students will arrange the questions regarding the text that they wish to know.
c. Read: The students will go over all of the text that the author has provided.
d. Summary: Students will create a summary in this step.
e. Test: The students will respond to the question posed by the teacher.

Based on the explanations above, the writer concludes that

employing the PQRST (Preview, Question, Read, Summary, and Test) may be appropriate for the students' descriptive reading comprehension. Furthermore, descriptive material should be read with whole attentiveness. And it was discovered that the strategy is appropriate for the students, particularly senior high school students.

2. The Advantages of PQRST

There some advantages and disadvantages of using PQRST method strategy in teaching reading comprehension. They are namely;

a. The PQRST strategy helps to enhance students comprehension of a text. It helped the students arrange the steps of reading. The students would have a good intention to the text because they had the preview before they analyze the whole of the text.

b. The benefits of questioning step led the students to formulate the questions they need to find. This step helped the students to focus and create the curiosity toward the text. This motivates the students to read. It made the students found the information details easily. It also made them to focus to the aspects that they should find in the text

c. It helped engage students actively and meaning fully in their reading The students will actively involve in comprehending the text.

d. This strategy made the students well planed in reading in the text.

It made the reading process more effective in order to reach the goals. By knowing this ahead of time, the students able to look for and recognize the most important points when they do read for details. They did not waste time stumbling trough the book and finding a starting point.

3. The Disadvantages of PQRST

a. This strategy was time consuming, because it had several stages that should be done by the students in reading. So, it would rather difficult for the students who have difficulties in reading. To solve the problem, the teacher used the simple or short text in order to make the effective time. The students also did the group work to discuss the text in some part of learning process.

b. In some stages, the students may get difficulties in doing the steps of PQRST strategy. For example, there are some students with low capability in summarizing, because they are weak to recognize the most important points to find the details. Only the students who have upper knowledge level are able to recall the important points. So, it was dominated by some students who can do this stage. To solve this problem, the teacher divided the class in some groups or pairing works to discuss the difficult terms. The teacher also asked the students to consult their dictionary.

E. The Concept of Main Idea

Questions about the "main idea" of a passage are common on

reading comprehension assessments, however they might be challenging to respond to, particularly for students who are unsure of their understanding of the major idea. One of the most important reading skills to learn, along with inference, figuring out the author's purpose, and evaluating vocabulary words in context, is identifying the main concept of a paragraph or longer length of text. Here are a few tips to assist you in understanding what a "main idea" is and how to accurately spot it in a section.

1. **How to Define the Main Idea**

   The principal point or thought that the author wishes to express to the readers about the issue is the main idea of a paragraph. As a result, when the primary idea is articulated explicitly in a paragraph, it is expressed in what is known as the topic sentence. It provides a broad picture of what the paragraph is about and is backed by specifics in subsequent sentences. The fundamental idea in a multi-paragraph piece is represented in the thesis statement, which is subsequently supported by individual small points.

   Think about the main idea to be a concise but all encompassing overview. It covers everything said in the paragraph broad strokes but excludes the specifics. Those elements will appear in following words or paragraph adding subtlety and context to the main idea, which will rely on them to support it is argument.

   Think about producing a paper on the reasons behind World War I. The contribution of imperialism to the conflict might be covered in one

paragraph. This paragraph's main concept could be something like, "Constant competition for massive empires led to increasing tensions in Europe that eventually erupted into World War I." The rest of the paragraph may go into greater detail about those specific tensions, who was involved, and why countries sought empires, but the core premise simply establishes the section's general point. When an author does not state the major idea explicitly, it should be implied and is referred to as an implied main idea. This necessitates the reader paying close attention to the content—specific words, sentences, and images that are utilized and repeated—in order to deduce what the author is stating.

Understanding what you are reading requires you to identify the primary idea. It makes the facts more meaningful and relevant, and it provides a framework for remembering the content. Utilize these particular tips to determine the primary point of a passage.

a. Identify the Topic

Try to determine the topic after thoroughly reading the passage. Who or what is the topic of the paragraph? Do not bother about figuring out what argument the text is making on this topic just yet; this part is just identifying a topic, such as "cause of World War I" or "new hearing devices."

b. Summarize the Passage

Write a one-sentence summary of the passage in your own words after carefully reading it. What would you say if you had only

ten to twelve words to explain the paragraph to someone?

c. Look at the First and Last Sentences of the Passage

Analyze those sentences to check if they make sense as the major topic of the material. Authors frequently place the key concept in or close to either the first or last sentence of the paragraph or article. Look out for terms like "but," "but," "in contrast," "yet," and similar expressions that can suggest that the second sentence is truly the key topic. A sign that the second sentence is the key concept is the presence of one of these words that qualify or negate the first statement.

d. Look for Repetition of Ideas

If a paragraph contains a lot of information and you're having trouble summarizing it, try looking for recurring words, phrases, or concepts. Read this example of a sentence:

A magnet holds the removable sound-processing component of a modern hearing aid in place. It transforms sound into vibrations like other aids do, but it is special in that it can send the vibrations straight to the magnet and subsequently to the inner ear. This results in a louder sound. Only those with hearing.

loss brought on by an infection or another issue with the middle ear will benefit from the new gadget, not those with hearing loss caused by other conditions. Only about 20% of those who have

hearing issues will likely benefit. The new technology, however, ought to provide comfort and restored hearing for those who suffer repeated ear infections.

What does this paragraph consistently talk about? A new hearing device. What is it trying to convey? A new hearing device is now available for some, but not all, hearing-impaired people. That is the main idea!

a. Avoid Main Idea Mistakes

Choosing a primary idea form a list of answer options is not the same as creating a main idea on your own. Multiple-choice test writers are typically devious, and they will ask you distractor questions that seem very similar to the correct answer. However, by properly reading the material, applying your abilities, and finding the essential idea on your own, you can avoid making the following three common errors: Choosing an answer that is too restricted in scope; choosing an answer that is too broad in scope; or choosing an answer that is sophisticated but contradicts the basic premise.

2. The Concept of Conclusion

Choosing a primary idea form a list of answer options is not the same as creating a main idea on your own. Multiple-choice test writers are typically devious, and they will ask you distractor questions that seem very similar to the correct answer. However, by properly reading the

material, applying your abilities, and finding the essential idea on your own, you can avoid making the following three common errors: Choosing an answer that is too restricted in scope; choosing an answer that is too broad in scope; or choosing an answer that is sophisticated but contradicts the basic premise.

a. Types of Conclusions

1) Reflection: Offers a thoughtful closing statement reflecting the significance of your thesis.
2) Judgment: Gives your opinion about the topic.
3) Call to action: Suggests readers to take action regarding the topic.

b. How to Write a Conclusion in 3 Easy Steps:

1) Steps 1: Restate your Thesis Claim and Evidence. The conclusions' primary role is to convince the reader that your argument is valid
2) Step 2: Provide New and Interesting Insight
3) Step 3: Form a Personal Connection With the Reader.

F. Conceptual Frameworks

The conceptual framework underlying this research illustrate in the following diagram :

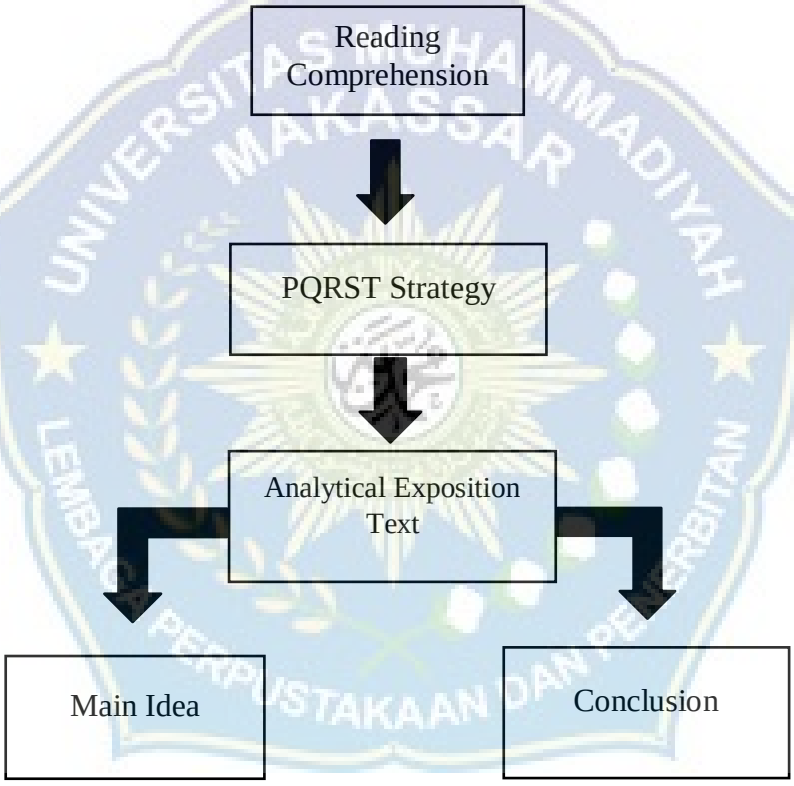


Table 2.1 Conceptual Framework

In this case, researcher was analyze PQRST Strategy of the effect of using analytical exposition text to improve students' reading comprehension. before the treatment using analytical exposition text the

researcher gave a pre-test, after the test the researcher implemented analytical exposition text in the class, after the pre-test and treatment the researcher gave a final test or post-test to find out the data that Analytical Exposition Text can improve students' reading comprehension.

G. Hypothesis

There are two hypothesis in this research as follows:

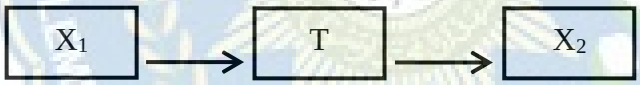
1. H0 (Null Hypothesis) there is no effect of PQRST Strategy in Analytical Exposition Text to improve students reading comprehension.
2. H1 (Alternative Hypothesis) there is an effect of PQRST Strategy in Analytical Exposition Text to improve students reading comprehension

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, pre-experimental design was implemented. Research is a sort of research in which pre-experimental data is used to generate findings using statistical metrics. Farhady and Hatch (1982). The goal of this study was to determine whether or not using analytical exposition text resulted in a substantial boost in students' reading comprehension achievement. This strategy was adopted in this study since the researcher only used one class as an experimental class to teach reading comprehension over the course of four meetings using an analytical exposition text.



The design presented as follows:

Where :

X_1 : Pre-test

T : Treatment (4x meetings) (Hatch. 1991 : 87)

X_2 : Post-test

a) Pretest: The researcher received a pretest before starting the treatment. It took in 60 minutes. The 20 items in the material test were used. Students in SMA Muhammadiyah 2 Makassar's

eleventh grade have access to significant curriculum-based material. Determine the students' past reading comprehension.Levels for analytical exposition texts was the main objective of the pre-test.

b) **Treatment:** The PQRST Strategy was used in the research's treatment plan. the treatment of the research was conducted at eleventh grade contain four meetings which each meeting needs 90 minutes and have different tittle. The first meeting was on 8 february, with the title is mobile phone, The second meeting was on 22 February with the title is cars cause the pollution, The third meeting was on 1 March with the title is Uniform, and advantages of wearing it at institutions, the last meeting is Animals.

c) **Post-test:** There was a post-test at the most recent meeting. A post-test was employed by the researcher to ascertain whether the post-test results were superior than the pre-test results.

B. Population and Sample of the Research

In this study, the researcher selected the eleventh grade students of SMA Muhammadiyah 2 Makassar as the subject of the research.

a) Population

According to Ary et,all. (2010:148) Described as all members of any clearly defined class of people, situations, or things. In a different argument, Kothari (2004:55) asserts that the population of the research is

defined as all things in any field of the research study. Students of SMA Muhammadiyah 2 Makassar eleventh grade during the academic year 2022–2023 constitute the population of this study.

b) Sample

A sample is a group of people chosen from the general population to participate in a research project. According to Arikunto (2014:175), a sample is a collection of some, but not all, of the observations or other objects. There is only one class for the second grade consists of 15-20 students. In determining the experimental class, researcher used total sampling technique. One class of 20 students was used as a sample by the researcher. Therefore, they have particular characteristics related to the purpose of the research.

C. Research Variable and Indicator

Research variables are research objects or those that are of concern to a study. Research variables are often stated as factors that play a role in the events to be studied. Variables are divided into two, as follows:

1) Independent Variable

The independent variable are variable that affects or causes a change or emergence of the dependent variable. In this study, the independent variable is Reading comprehension.

2) Dependent Variable

This variable are variable that is influenced or which is a result, because of the independent variable. In this study, the dependent variable that will be

tested is the ability to read in using analytical exposition text.

3) Indicator

Related to the two variables above, indicator of this research was the main idea and conclusions.

D. Research instrument

The research instrument is a tool to collect data. In an effort to make it simple for students to memorize text keywords, the researcher in this study only employed one type of instrument, a reading test. the test was given to students twice, namely pretest and posttest consist of 10 multiple choice questions. Each test had 6 questions about main idea and 4 questions about conclusion related to the analytical exposition text. To ascertain the level of the students' prior knowledge, the pre-test was administered before to treatment. and to identify their final knowledge of whether or not there has been an increase post-treatment. The post-test was administered following treatment, and depending on the variance between the pre-test and post-test, the findings were compared.

E. The procedure of Data Collection

Pre-Experimental Research was used in this study, with a single group taking each the pre- and post-tests. The test items in the pre-test and post-test are the same. Just how much time is provided varies.

The researcher gave a pre-test before administering the treatment. It took 60 minutes to complete. The test material consisted of ten things. That is pertinent

to the subject covered in the eleventh grade curriculum. SMA Muhammadiyah 2 Makassar students. To ascertain the students' prior reading comprehension ability for analytical exposition texts, the pre-test was used. The most recent meeting included a post test. To determine whether the post-test result was superior to the pre-test result, the researcher utilized a post test.

F. Data Analysis

The researcher employed a reading exam with multiple-choice questions In this investigation, with 10 post-test items and 10 pre-test items. The reading test only covers analytical exposition literature. The test expects students to be able to answer questions based on their understanding of analytical exposition text reading comprehension. The pre-test objective was to test the students' comprehension of analytical exposition text. Following treatment, The students' reading skills in analytical exposition literature were evaluated by a post-test.

Table 3.1. Scoring multiple choice question

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Written test	Multiple Choice	1. What is the main idea of the pessage? a. The warning of texting and driving. b. The debatable issue of texting and driving. c. The involvement of mobile devices while driving d. The risks of texting while driving

The Instructional Scoring

After they completed with the task, the researcher collected the data and analyzed the students' answer to got the result of the analysis. After the students finished and submitted the task, the researcher checked the students' answer by used mark (✓) if correct answer got 1 point and used mark (X) if incorrect answer got 0 point. The last, the researcher classified the students' ability based on the 7 levels of students' ability (Crocker et al., 2008)

a) The data was calculated using the following formula (depdiknas given by Hermawan, 2016) to determine each student's score separately.

$$\text{Scoring} = \frac{total\ correct\ subject}{total\ number\ subject}\ x\ 100$$

b) Classifying the score of the students using the following scale :

Score	Classification
96 – 100	Excellent
86 – 95	Very good
76 – 85	Good
66 – 75	Fairly good
56 – 65	Fair
36 – 55	Poor
0 – 35	Very poor

(Depdikbud : 1985:6)

CHAPTER IV

FINDINGS AND DISCUSSION

Findings and discussion are included in this chapter. The results indicate the information about students' reading skills that was collected from the pre-test and post-test reading assessments. The results of the data analysis are provided in the discussion along with an explanation and a description of the findings.

A. Findings

The results of the data analysis provide the basis for the findings of the research. A pre-test and a post-test make up the reading assessment. A pre-test is given to students to determine their reading comprehension skills prior to the learning model being employed. The post-test was given to determine whether or not the learning model is helpful in improving students' reading ability and comprehension of the text following treatment.

The analysis of the data revealed that teaching reading comprehension through the used of analytical exposition texts was successful in enhancing students' reading comprehension skills in the eleventh grade at SMA Muhammadiyah Makassar. The following is a description of the findings:

PQRST Strategy on Students' Reading Comprehension

a) The reading comprehension outcomes of the students were discussed in this section. The following criteria and percentages were used to classify the students' pre- and post-test scores: pre-test score

Table 4.1. The students' frequency of pre-test

No	Score	Classification	Frequency	Percentage
1	96-100	Excellent	0	0%
2	86-95	Very Good	0	0%
3	76-85	Good	0	0%
4	66-75	Fairly Good	0	0%
5	56-65	Fair	2	10%
6	36-55	Poor	3	15%
7	0-35	Very Poor	15	75%
Total			**20**	**100%**

Based on the table 4.1. it shows the students' scores in pre-test. There were 2 (10%) the students who got fair, 3 (15%) the students who got poor and 15 (75%) the students who got very poor. From the table above, it can be concluded that the students' reading ability were less.

b) Post-Test Scores

Table 4.2. The students' frequency of post-test

No	Score	Classification	Frequency	Percentage
1	96-100	Excellent	0	0%
2	86-95	Very Good	0	0%
3	76-85	Good	2	10%
4	66-75	Fairly Good	7	35%
5	56-65	Fair	11	55%
6	36-55	Poor	0	0%
7	0-35	Very Poor	0	0%
Total			**20**	**100%**

Based on the 4.2, it shows the students' scores in post-test. There were 2 (10%) the students' who got good, 7 (35%) the students who got fairly good, and 11 (55%) the student who got fair. From the table above, it can be concluded that the students' post-test scores were higher than the students' pre-test scores.

The Improvement of Students Reading Comprehension

Table 4.3. The Improvement Students Reading Comprehension in Pre-test and Post-test

Students Reading Comprehension	Pre-test	Post-test	Improvement %
	28.5	62.5	1.19%

Based on table 4.3. it shows that the students reading comprehension in the pre-test 28.5 was classified as very poor and from the post-test 62.5 it was classified as fair. This means that the post-test score of students was higher than the pre-test. Then, the improvement of students reading comprehension from pre-test to post-test was 1.19 %.

1. **The Mean Score and Standard Deviation Students' Reading Comprehension**

Table 4.4. Mean Score and Standard Deviation

Students Reading Comprehension	Pre-test		Post-test	
	Mean Score	Standar Deviation	Mean Score	Standar Deviation
	28.5	0.43	62.5	0.31

Based on the table 4.4 it shows that the mean score of students reading comprehension. In pre-test, the mean score was 28.5 classified as very poor and the standar deviation was 15.9. Then, in Post-test the mean score was 62.5 classified as fairly and the standar deviation was 10.19.

2. The Significance of the Students' Reading Comprehension

To determine the level of significance between two variables, the researcher used t-test analysis on the level of significance (p) = 0,05 with defree of freedom (df) = N-1, where N = number of students (20 students) and the value of t-table is 2.093.

The results of T-test for students' reading ability focus on reading comprehension as follows.

Table. 4.5. The T-test value of students' reading comprehension

Variable	T-test	T-Table	PQRST	Classification
Reading Comprehension	13.309	2.093	T-test > T-table	Significantly different

Table 4.5 shows that t-test value for students reading ability focused on reading comprehension it the t-test value was 13.309>2.093 . it provided that the results of the t-test value in all variables and indicators were higher than t-table. It means that there was a significant different between the results of the pre-test in reading comprehension. Therefore, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

Based on the results, it can be concluded that students reading comprehension in Analytical Exposition text with PQRST Strategy was effective to improve students' reading ability.

B. Discussion

This chapter discussed about the data that was researcher found in the effect of PQRST Strategy on students' reading comprehension with analytical exposition text. At the time of implementing this strategy, the researcher found that the PQRST Strategy was effective in improving students' comprehension of reading with analytical exposition text in particular main idea and conclusion. This is evidenced by the increased of pre-test and post-test results. The result of pre-test students get an average score of 28.5 and the post-test average score is 62.5. It is because the first, the PQRST strategy helps to enhance students comprehension of a text. It assisted the students in organizing their reading process. The second, The advantages of the questioning process inspired the students to develop the questions they needed to research. This step helped the students to focus and create readers interest in the text. The third, It made reading more meaningful and engaging for the students. Students will take an active role in reading comprehension. the final, The students were well prepared to read the book. In order to accomplish the goals, it improved the effectiveness of the reading process. By getting aware of this in advance the students may search for and identify the most crucial information when they read for specifics. They did not waste time looking through the book to get a place to start.

Based on the previous related research according to (Aulia & Nahartini, 2022) They said that the PQRST technique affected students' reading in hortatory exposition text. This research proved in post-test after the researcher applied PQRST technique was increased 12,7 points from the pre-test.

According to Fitri and Rozimela (2020) This study sought to learn about students' abilities and perceptions of challenges in processing analytical exposition material at various levels of questions based on Barret's taxonomy of reading comprehension. Finally, the percentage indicated that the students were capable of comprehending the evaluation level. From the total number of questions, 70% of students had no trouble or had strong skill in responding evaluation level, while 30% had difficulty. As a result, the students' skill was high.

According to Anom (2018) The purpose of the study is to determine how well the PQRST technique improves students' reading comprehension. The increasing point range for the base score was 14 points, comprising 65 to 79. The teacher, teamwork, and strategy were the characteristics that increased pupils' reading comprehension. The researcher came to the conclusion that PQRST can enhance students reading comprehension based on the findings.

According to Manurung et al., (2010) The findings of this study demonstrated that this strategy has an effect on students' capacity to read comprehension in the experimental class, which has improved after treatment. The control class's pre-test average scores (mean) indicate a favourable outcome. It is 69,41. The post-test's average scores also indicate a successful outcome. It is 75,58. The average scores have increased by 6.17 points as a result. The different from previous researchers was that other researchers did not focus on the main idea and conclusion. Previous researchers only focused on reading comprehension skills on analytical exposition texts in general, while this research, had a more specific research focus, namely the main idea and conclusion.

From to the discussion above, it can be inferred that the eleventh grade students at SMA Muhammadiyah 2 Makassar benefited from the implementation of teaching reading comprehension in analytical exposition texts with the PQRST Strategy.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the Experimental Research about Improving Students' Reading Comprehension in Analytical Exposition Text with PQRST Strategy on research findings in the previous chapter, the researcher concluded that teaching material about Analytical Exposition text was effective, it proved by the mean score of students achievement before and after giving the treatment was 28.5 classified as very poor become 62.5 classified as fair. There was significant difference of students reading comprehension before and after implementation of teaching reading comprehension in Analytical Exposition text. It could be proven by the value of t-test (13.309) was higher than t-table value (2.093).

PQRST strategy was effective because, the first, helps to enhance students comprehension of a text. The second, the advantages of the questioning process inspired the students to develop the questions they needed to research. The third, It made reading more meaningful and engaging for the students. Students will take an active role in reading comprehension. The final, The students were well prepared to read the book.

B. Suggestions

Based on the results of the data analysis and conclusion above the researcher suggests:

1. The teachers of English at SMA Muhammadiyah 2 Makassar should improve and explore more various ways of teaching Reading comprehension with Analytical exposition text.
2. The Students should study more. So, the students' ability can improve from fair category into excellent category.
3. This research only focuses on the main idea and conclusion, it is suggested that future researchers can use other parts of the text apart from the main idea and conclusion.
4. The findings of this study can also be used as additional information or as the basis for future research with a different focus.

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Source: http://www.shakeupyourwakeup.com/why-is-breakfast-important

APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Muhammadiyah 2 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Materi Pokok : Analytical Exposition Text

Alokasi Waktu : 4x pertemuan

A. Tujuan Pembelajaran

1. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis dengan benar.
2. Merinci makna teks eksposisi analitis dengan benar

B. Langkah – Langkah Kegiatan Pembelajaran

Kegiatan	Rincian Kegiatan
Treatment	**P (Preview) :** Siwa diberikan teks mengenai text analytical exposition tentang Global Warming, Siswa diberi waktu selama 1 menit untuk melakukan skimming. **Q (Question) :** Siswa akan Menyusun pertanyaan mengenai hal yang ingin mereka ketahui tentang text analytical exposition yang telah mereka baca sebelumnya. **R (Read) :** Siswa diberikan waktu untuk membaca text analytical exposition sebelumnya secara keseluruhan, batas waktu selama 20 menit. **S (Summary) :** Siswa membuat kesimpulan mengenai text analytical exposition yang telah mereka baca. **T (Test) :** Siswa akan menjawab pertanyaan yang telah guru persiapkan.

	Guru memberikan kegiatan tindak lanjut berupa tugas membaca contoh-contoh teks analitis eksposis.
Penutup	Guru memberitahukan rencana pembelajaran berikutnya. Siswa menutup pembelajaran dengan berdoa dan menyampaikan salam.

C. Media/ Alat dan Sumber Pembelajaran

1. Media/ Alat
   a. Teks
2. Sumber Pembelajaran
   a. Buku Bahasa Ingggris

Penilaian

1. Teknik : Pre-test dan post-test
2. Bentuk : Worksheet
3. Instrument : Pilihan Ganda
4. Pedoman Penilaian : Scoring the students' correct answer pre-test and post-test

$$\text{Students' score} = \frac{\text{The number of students' correct answer}}{\text{Maximum score}} \times 100$$

Makassar, 2022

Peneliti

Sukma Pebriani Syam

Teaching Material

Judul Materi Pembelajaran : Analytical Exposition Text

Tujuan Pembelajaran:

Siswa dapat:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis dengan benar.
2. Merinci makna teks eksposisi analitis dengan benar

Fungsi sosial:

Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab

Struktur Teks:

Thesis: Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan

Arguments: Menyebutkan pandangan/pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung

Conclusion: Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut

Unsur Kebahasaan

1. Kata dan Tata bahasa baku
2. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
3. Kalimat Simple Present
4. Conditional Clauses
5. Modals

Example of Analytical Exposition Text about

The Importance of Breakfast

Why is breakfast important? “Breakfast like a King, Lunch like a Prince and Dine like a Pauper” It’s a well known phrase, but do you follow it?

Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast – that’s where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

Breakfast support cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Breakfast provides energy needs. People’s energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals.

Example of Analytical Exposition Text about

<u>Garbage Service Need Improvement</u>

There have been many complaints recently about the ABC garbage collection service. The official department has agreed that the service needs improvement. But nothing has been done!

In some streets the garbage is collected only once a month because the workmen are not supervised. In other streets, collection in more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks.

In some parts of the colony, house-holders are dumping their garbage on the waste land. This is dangerous and an unhealthy to do. These `dumps' may catch fire and they will certainly attract rats and flies. It is the duty of the official department to collect all the garbage efficiently and regularly.

PRE-TEST

Name :

Class :

The following text is for questions 1 to 3.

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

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

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

1. What is the subject of the pessage?
    a. Food frozen
    b. Global Warming
    c. Local groceries
    d. Carbon dioxide

2. What is the main idea of this paragraph related to the main idea of the entire pessage?
    a. Consuming fresh groceries instead of frozen ones are healthier
    b. Buying local groceries can be helping reduce the carbon dioxide
    c. Several things to reduce global warming
    d. Everybody should change their way of life to reduce global warming
3. Which is the most appropriate and general conclusion of the pessage?
    a. Local groceries includes local vegetables, fruits, bread, etc
    b. Consuming fresh local groceries aims to reduce global warming
    c. Local groceries do not need much transportation to get it into the market
    d. Fresh food or groceries means no requirements for it to be freeze up

The following text is for questions 4 to 6.

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes-with 3,092 people killed-and crashes resulting in an injury-with 416,000 people wounded

The Virginia Tech Transportation institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable

4. What is the main idea of the pessage?

   a. The warning of texting and driving.

   b. The debatable issue of texting and driving.

   c. The involvement of mobile devices while driving

   d. The risks of texting while driving

5. What is the conclusion of the text?

   a. The popularity of mobile devices has some dangerous consequences.

   b. The Virginia Tech Transportation institute found that text messaging creates a crash risk 23 times.

   c. Mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

   d. Sending or receiving texts is want of the cause of drivers crashed.

6. Which of the following would be the best title of this passage?

   a. Misuse of mobile communication

   b. Car accident victim

   c. The dangers of typing sms while driving

   d. Driver negligence in driving

The following text is for questions 7 to 8.

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body. The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses ? Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

7. The main idea of paragraph 2 is…
    a. The use of formalin and other preservatives is really a serious problem if it is not resolved immediately.
    b. There is no tight control from the government. This condition makes the people's health is really in a threat.
    c. Fish or food traders still sell their products which contain formalin and dangerous preservatives.

d. The use of formalin that is spread throughout Indonesia by irresponsible traders can threaten public health

8. What is the conclusion of the text?
    a. Fish or food traders still sell their products which contain formaliln and dangerous preservatives.
    b. There is no tight control from the government, this condition makes the people's health is really in a threat.
    c. The use of formalin and other dangerous preservatives in food has been serious.
    d. Formalin is not for human beings, but it is for biological specimens been serious.

The following text is for questions 9 to 10.

I personally think that reading is a very important activity in our life. Why do I say so? 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 either books, magazine, newspaper, etc. 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. Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, quiz, etc. To make us relaxed. 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. 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.

9. What is the conclusion of the text?
    a. By reading, people can get a lot of knowledge
    b. Reading is very important in our life
    c. Everyone needs to read for getting knowledge
    d. The people can feel relax after reading book
10. Which of the following would be the best title?
    a. The kinds of books
    b. The benefits of reading in our life
    c. Reading is very important for education
    d. Getting knowledge by reading book

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POST-TEST

Name :

Class :

The following text is for questions 1 to 3.

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes-with 3,092 people killed-and crashes resulting in an injury-with 416,000 people wounded

The Virginia Tech Transportation institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable

1. What is the main idea of the pessage?
   a. The warning of texting and driving.
   b. The debatable issue of texting and driving.
   c. The involvement of mobile devices while driving
   d. The risks of texting while driving

2. What is the conclusion of the text?
    a. The popularity of mobile devices has some dangerous consequences.
    b. The Virginia Tech Transportation institute found that text messaging creates a crash risk 23 times.
    c. Mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.
    d. Sending or receving texts is want of the cause of drivers crashed.
3. Which of the following would be the best title of this pessage?
    a. Misuse of mobile communication
    b. Car accident victim
    c. The dangers of typing sms while driving
    d. Driver negligence in driving

The following text is for questions 4 to 5.

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body. The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these

days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses? Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

4. The main idea of paragraph 2 is…
    a. The use of formalin and other preservatives is really a serious problem if it is not resolved immediately.
    b. There is no tight control from the government. This condition makes the people's health is really in a threat.
    c. Fish or food traders still sell their products which contain formalin and dangerous preservatives.
    d. The use of formalin that is spread throughout Indonesia by irresponsible traders can threaten public health
5. What is the conclusion of the text?
    a. Fish or food traders still sell their products which contain formaliln and dangerous preservatives.
    b. There is no tight control from the government, this condition makes the people's health is really in a threat.
    c. The use of formalin and other dangerous preservatives in food has been serious.

d. Formalin is not for human beings, but it is for biological specimens been serious.

The following text is for questions 6 to 7.

I personally think that reading is a very important activity in our life. Why do I say so? 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 either books, magazine, newspaper, etc.

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

6. What is the conclusion of the text?
    a. By reading, people can get a lot of knowledge
    b. Reading is very important in our life
    c. Everyone needs to read for getting knowledge
    d. The people can feel relax after reading book
7. Which of the following would be the best title?
    a. The kinds of books

b. The benefits of reading in our life

c. Reading is very important for education

d. Getting knowledge by reading book

The following text is for questions 8 to 10.

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

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

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

8. What is the subject of the pessage?

a. Food frozen

b. Global Warming

c. Local groceries

d. Carbon dioxide

9. What is the main idea of this paragraph related to the main idea of the entire pessage?

    a. Consuming fresh groceries instead of frozen ones are healthier
    b. Buying local groceries can be helping reduce the carbon dioxide
    c. Several things to reduce global warming
    d. Everybody should change their way of life to reduce global warming

10. Which is the most appropriate and general conclusion of the pessage?

    a. Local groceries includes local vegetables, fruits, bread, etc
    b. Consuming fresh local groceries aims to reduce global warming
    c. Local groceries do not need much transportation to get it into the market
    d. Fresh food or groceries means no requirements for it to be freeze up

THE ANSWER KEY OF THE TEST

Pre-test:

1. B
2. D
3. B
4. D
5. D
6. C
7. A
8. C
9. B
10. B

Post-test:

1. D
2. D
3. C
4. A
5. C
6. B
7. B
8. B
9. D
10. B

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STUDENTS CLASSIFIATION IN PRE-TEST AND POST-TEST

No	Respondents	Literal Comprehension			
		Pre-test	Classification	Post-test	Classification
1	S-1	20	Very poor	50	Fair
2	S-2	60	Fair	80	Good
3	S-3	20	Very poor	70	Fairly good
4	S-4	10	Very poor	50	Fair
5	S-5	30	Very poor	70	Fairly good
6	S-6	20	Very poor	60	Fair
7	S-7	20	Very poor	70	Fairly good
8	S-8	40	Poor	70	Fairly good
9	S-9	40	Poor	70	Fairly good
10	S-10	40	Poor	50	Fair
11	S-11	60	Fair	80	Good
12	S-12	30	Very poor	50	Fair
13	S-13	20	Very poor	50	Fair
14	S-14	20	Very poor	60	Fair
15	S-15	20	Very poor	50	Fair
16	S-16	20	Very poor	70	Fairly good
17	S-17	30	Very poor	60	Fair
18	S-18	30	Very poor	60	Fair
19	S-19	10	Very poor	60	Fair
20	S-20	30	Very poor	70	Fairly good

DATA ANALYSIS

A. Students' Mean Score Pre-test and post-test in Stessing 4.6

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	28.5000	20	13.86969	3.10136
	Postest	62.5000	20	10.19546	2.27977

B. Students' T-Value and Significance Pre-test and Post-test in Stressing 4.7

Paired Samples Test

		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			One-Sided p	Two-Sided p
Pair 1	Pretest - Postest	-34.00000	11.42481	2.55467	-39.34698	-28.65302	-13.309	19	<.001	<.001

Paired Samples Correlations

		N	Correlation	Significance One-Sided p	Significance Two-Sided p
Pair 1	Pretest & Postest	20	.586	.003	.007

Paired Samples Effect Sizes

			Standardizer[a]	Point Estimate	95% Confidence Interval Lower	95% Confidence Interval Upper
Pair 1	Pretest - Postest	Cohen's d	11.42481	-2.976	-4.004	-1.933
		Hedges' correction	11.90196	-2.857	-3.844	-1.855

a. The denominator used in estimating the effect sizes.
Cohen's d uses the sample standard deviation of the mean difference.
Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

THE DISTRIBUTION OF T-TABLE

Level of significant = 0,05

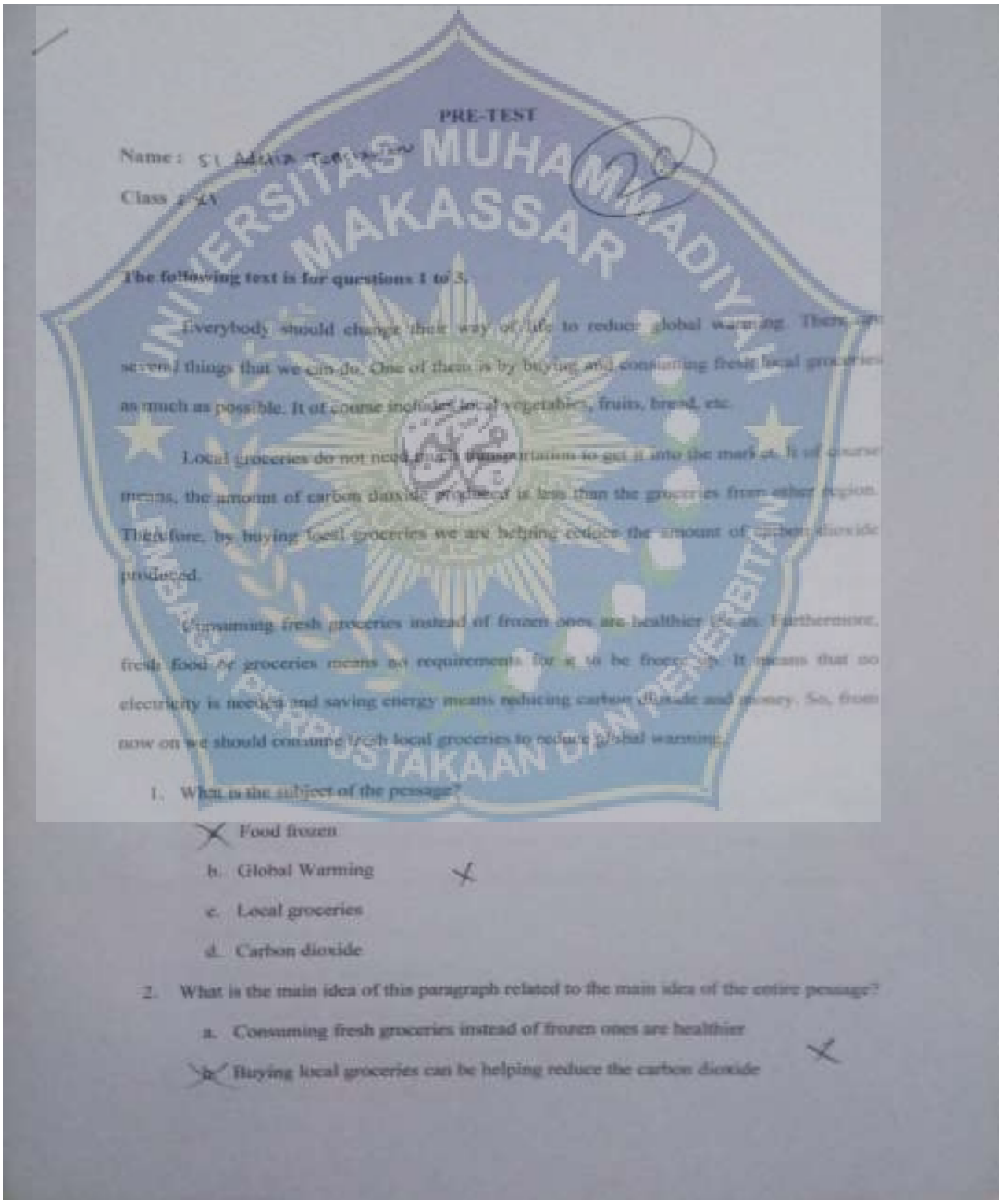
Degree of freedom (20-1) = 19
T-table = 2.093

Df	Level of Significance for Two-Tailed Test					
	0.5	0.2	0.1	0.05	0.02	0.01
	Level of Significance for One-Tailed Test					
	0.25	0.1	0	0.25	0.01	0.005
1	1	3.07768	6.31375	12.7062	31 .8205	63.6567
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484
3	0.76489	1.63774	2.35336	3.18245	4.5407	5.84091
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948
8	0.70639	1.39682	1.85955	2.306	2.89646	3.35539
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581
12	0.69548	1.35622	1.78229	2.17881	2.681	3.05454
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734
24	0.68485	1.31784	1.71088	2.0639	2.49216	2.79694
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871
27	0.68368	1.3137	1.70329	2.05183	2.47266	2.77068
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75

DOCUMENTATION

A. Pre-Test

The researcher gave pre-test in class



PRE-TEST

Name :

Class :

The following text is for questions 1 to 3.

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

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

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be frozen up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

1. What is the subject of the passage?
   a. Food frozen
   b. Global Warming
   c. Local groceries
   d. Carbon dioxide
2. What is the main idea of this paragraph related to the main idea of the entire passage?
   a. Consuming fresh groceries instead of frozen ones are healthier
   b. Buying local groceries can be helping reduce the carbon dioxide

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PERPUSTAKAAN DAN PENERBITAN

c. Several things to reduce global warming

d. Everybody should change their way of life to reduce global warming

3. Which is the most appropriate and general conclusion of the pessage?

a. Local groceries includes local vegetables, fruits, bread, etc

X Consuming from local groceries aims to reduce global warming

c. Local groceries doesn't need much transportation to get it into the market

d. Fresh food or groceries means no requirements for it to be freeze up

The following text is for questions 4 to 6.

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes with 3,092 people killed and crashes resulting in an injury-with 416,000 people wounded.

The Virginia Tech Transportation institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

4. What is the main idea of the pessage?

X The warning of texting and driving.

b. The debatable issue of texting and driving.

c. The involvement of mobile devices while driving

d. The risks of texting while driving

5. What is the conclusion of the text?

   a. The popularity of mobile devices has some dangerous consequences.
   b. The Virginia Tech Transportation institute found that text messaging creates a crash risk 23 times.
   c. Mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.
   d. Sending or receving texts is a part of the cause of drivers crashed.

6. Which of the following would be the best title of this passage?

   a. Misuse of mobile communication
   b. Car accident victim
   c. The dangersof typing sms while driving
   d. Driver negligence in driving

The following text is for questions 7 to 9.

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no right control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and

animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

7. The main idea of paragraph 2 is…

   a. The use of formalin and other preservatives is really a serious problem if it is not resolved immediately.
   b. There is no right control from the government. This condition makes the people's health is really in a threat.
   c. Fish or food traders still sell their products which contain formalin and dangerous preservatives.
   d. The use of formalin that is spread throughout Indonesia by irresponsible traders can threaten public health

8. What is the conclusion of the text?

   a. Fish or food traders still sell their products which contain formaliln and dangerous preservatives.
   b. There is no right control from the government, this condition makes the people's health is really in a threat.
   c. The use of formalin and other dangerous preservatives in food has been serious.
   d. Formalin is not for human beings, but it is for biological specimens been serious.

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The following text is for questions 9 to 10.

I personally think that reading is a very important activity in our life. Why do I say so? 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 either books, magazine, newspaper, etc.

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. Another reason, reading can give us pleasure too. When we are tired we read books, newspaper or magazine on the entertainment column such as comedy, short story, jokes, etc. To make us relaxed. The last, reading can also take us to other parts of the world. By reading a book about Bali or Java we may feel we're really sitting in the jungle or not at home in our rooms. 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 very important in our life.

9. What is the conclusion of the text?
   a. By reading, people can get a lot of knowledge
   b. Reading is very important in our life
   c. Everyone needs to read for getting knowladge
   d. The people can feel relax after reading book
10. Which of the following would be the best title?
   a. The kinds of books
   b. The benefits of reading in our life
   c. Reading is very important for education
   d. Getting knowledge by reading book

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INDONESIA

B. Treatment

The researcher gave Treatment in class

POST-TEST

50

Name : Adelia Tenriawaru

Class : XI

The following text is for questions 1 to 3.

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes-with 3,092 people killed-and crashes resulting in an injury-with 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable

1. What is the main idea of the passage?
   a. The warning of texting and driving
   b. The debatable issue of texting and driving.
   X The involvement of mobile devices while driving
   d. The risks of texting while driving
2. What is the conclusion of the text?
   a. The popularity of mobile devices has some dangerous consequences.

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b. The Virginia Tech Transportation institute found that text messaging creates a crash risk 23 times.

c. Mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

✗ Sending or receving texts is want of the cause of drivers crashed.

3. Which of the following would be the best title of this pessage?

a. Misuse of mobile communications

b. Car accident victim

✗ The dangers of typing sms while driving

d. Driver negligence in driving

The following text is for questions 4 to 5.

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is 40% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses? Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

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4. The main idea of paragraph 2 is…

   a. The use of formalin and other preservatives is really a serious problem if is is not resolved immediately.

   b. There is no tight control from the government. This condition makes the people's health is really in a threat.

   c. Fish or food traders still sell their products which contain formalin and dangerous preservatives.

   d. The use of formalin that is spread throughout Indonesia by irresponsible traders can threaten public health.

5. What is the conclusion of the text?

   a. Fish or food traders still sell their products which contain formalin and dangerous preservatives.

   b. There is no tight control from the government, this condition makes the people's health is really in a threat.

   c. The use of formalin and other dangerous preservatives in food has been serious.

   d. Formalin is not for human beings, but it is for biological specimens been serious.

The following text is for questions 6 to 7.

I personally think that reading is a very important activity in our life. Why do I say so? 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 either books, magazine, newspaper, etc.

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. Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment

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coloumn such as comedy, short story, quiz, etc. To make us relaxed. 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. 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.

6. What is the conclusion of the text?
   a. By reading, people can get a lot of knowledge
   b. Reading is very important in our life
   c. Every one needs to read for getting knowledge
   ✗ The people can feel relax after reading book

7. Which of the following would be the best title?
   a. The kinds of books
   ✗ The benefits of reading in our life
   c. Reading is very important for education
   d. Getting knowledge by reading book

The following text is for questions 8 to 10.

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

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

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Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

8. What is the subject of the passage?
   a. Food frozen
   b. Global Warming
   c. Local groceries
   d. Carbon dioxide
9. What is the main idea of this paragraph related to the main idea of the entire passage?
   a. Consuming fresh groceries instead of frozen ones are healthier
   b. Buying local groceries can be helping reduce the carbon dioxide
   c. Several things to reduce global warming
   d. Everybody should change their way of life to reduce global warming
10. Which is the most appropriate and general conclusion of the passage?
   a. Local groceries include local vegetables, fruits, bread, etc
   b. Consuming fresh local groceries aims to reduce global warming
   c. Local groceries do not need much transportation so get it into the market
   d. Fresh food or groceries means no requirements for it to be freeze up

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl Sultan Alauddin NO 259 Makassar 90221 Tlp (0411) 866972,881593, Fax (0411) 865588

بسم الله الرحمن الرحيم

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar, Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Sukma Pebriani Syam

Nim : 105341106917

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	2 %	10 %
2	Bab 2	16 %	25 %
3	Bab 3	8 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	5 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 31 Juli 2023
Mengetahui

Kepala UPT- Perpustakaan dan Pernerbitan,

Nur [illegible] Ham, M.I.P
NBM. 064 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
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Nomor : 2264/05/C.4-VIII/VIII/1444/2023 — 27 Muharram 1445 H
Lamp : 1 (satu) Rangkap Proposal — 14 August 2023 M
Hal : Permohonan Izin Penelitian

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 12348/FKIP/A.4-II/I/1444/2023 tanggal 17 Januari 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **SUKMA PEBRIANI SYAM**
No. Stambuk : **10535 1106917**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE EFFECT OF PQRST STRATEGY ON STUDENTS READING COMPRENHENSION WITH ANALYTICAL EXPOSITION TEXT"

Yang akan dilaksanakan dari tanggal 20 Januari 2023 s/d 20 Maret 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan jazakumullahu khaeran

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd
NBM 1127761

08-23

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Sukma Pebriani Syam
NIM : 105351106917
Judul Penelitian : The Effect of PORSA Strategy on Students' Reading Comprehension with Analytical Exposition Text
Tanggal Ujian Proposal : 18 November 2022
Tempat/Lokasi Penelitian : SMA Muhammadiyah 2 Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis/[illegible]	Antar Surat Penelitian / observasi	Hj. Ambarwati, S.Pd, M.Pd	
2	Rabu/1 Februari	Pre-test	Erni, S.Pd	
3	Rabu/8 Februari	Treatment	Erni, S.Pd	
4	Rabu/22 Februari	Treatment	Erni, S.Pd	
5	Rabu/1 Maret	Treatment	Erni, S.Pd	
6	Rabu/8 maret	Treatment	Erni, S.Pd	
7	Rabu/15 maret	Post-test	Erni, S.Pd	
8				
9				
10				

Makassar, 18 Maret 2023

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Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

LETTER OF ACCEPTANCE
0819/BG-FKIP/LOA/B/VIII/1445/2023

Dear SUKMA PEBRIANI SYAM
It is our pleasure to inform you that, after reviewing your paper:
THE IMPACT OF INSTRUCTIONAL INTERVENTION ON STUDENTS' READING COMPREHENSION WITH ANALYTICAL EXPOSITION TEXT
The manuscript ID: 1040
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS TERAKREDITASI UNGGUL LEMBAGA AKREDITASI MANDIRI

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