

## USING GO FASTER TECHNIQUE TO IMPROVE THE HORTATORY EXPOSITION TEXT READING SKILL OF THE ELEVENTH GRADERS OF SMA NEGERI 3 MAGELANG IN SCHOOL YEAR 2017/2018

Priyanti

English Department, Faculty of Education and Teachers Training, Tidar University  
Indonesia  
Priyanti0007@gmail.com

### Abstract

Reading is one of the four language skills that should be mastered well by senior high school students in learning English, one of them is reading skill. This language skill, unfortunately, has not been well mastered by the eleventh graders of SMA N 3 Magelang. Mostly, the students find some difficulties in practicing English reading activity. It becomes worse because of their low motivation in learning English. The fact shows that the students' average score in reading skill is 68. It means that their average score was less than standard minimum score of passing grade which is 77. There are some factors that cause this condition. One of the factors is the monotonous way of teaching that makes the students have low motivation to study English reading.

There are two objectives of this research. They are to know whether the use of Go Faster technique can increase the learning motivation of the eleventh graders of SMA Negeri 3 Magelang in reading of hortatory exposition text and to know how great the improvement of the students reading skill on hortatory exposition text who are taught using Go Faster technique.

The writer took the eleventh graders of SMA N 3 Magelang as the subject of the research. The writer conducted a Classroom Action Research (CAR). It was divided into three phases, Pre-Cycle, Cycle I, Cycle II. The techniques used to collect the data were test and non-test techniques. The writer used score percentage in each cycle to analyze the data.

The result of the test shows that the percentage of the students who got the score of 77 or above increased 12,27 point after they were taught using Go Faster Technique. In the Pre-Cycle, the students' average score was 71,56 and after they were taught using *Go Faster* Technique in Cycle I, the score was 76,30. The average score in Cycle II was 83,83 and it means there was improvement 7,53 point from Cycle I. Then, there was also a positive change of the students' motivation to learn English. They were enthusiastic to improve their skill in reading a hortatory exposition text.

**Keywords – Go Faster Technique, reading skill, hortatory exposition text, Classroom Action Research (CAR)**

### Introduction

In learning English, students are expected to be able to master all the four language skills of English. They are listening, speaking, reading and writing. Among these four skills, reading is rather complex to be mastered. According to Michigan (2002:1) reading is the process of constructing meaning through the dynamic interaction among the readers' existing knowledge, the information suggested by the written language, and the content of the reading situation.

According to the 2013 curriculum, senior high school students should be able to read various text types, i.e. recount, report, narrative, hortatory exposition, discussion and review. However, English teachers less optimal on the importance of reading in the classroom. There are some problems in teaching reading. One of the problems that found



is the method used by the teachers. Many kinds of teaching method may result bad or negative effects on reading skill. There are many students that are hard to understand meaning of the text. The other problem that happened is lack of the students' participation in the classroom when teaching reading processes.

Based on the result of the interview with senior high school English teachers, the student's reading skill of the eleventh graders of SMANegeri 3 Magelang in the school year 2017/2018 are still low. It can be proven by their low average score in reading is only 68; it is under the standard minimum passing grade which is 77.

The fact above encourages the writer to find the factors which influence it. Based on some references, there are some factors that influence students' low reading ability. They are classified into internal and external factors.

Related on the problems above, the writer's objectives are to know whether the use of Go Faster technique can increase the learning motivation of the eleventh graders of SMA Negeri 3 Magelang in reading of hortatory exposition texts and to know how great the improvement of the students reading skill on hortatory exposition text who are taught using Go Faster technique

## Methodology

The type of the research was classroom action research (CAR). The writer carried out this research to know whether using Go Faster technique had a positive influence on students reading skill or not. This research based on the spiral model of Kemmis and Taggart taken from Sukarno (2009). The subject of this research was the students of XI MIA 3 SMA Negeri 3 Magelang in the school year 2017/2018. The total members of the students are 32 students, consisting of 11 boys and 21 girls. The writer carried out the research in SMA Negeri 3 Magelang. It is located in Jl. Medang No.17 Magelang. In this study, the writer used two types of technique of collecting data; they were non-test and test technique.

Technique of analyzing the data divided into two parts. They were quantitative and qualitative data.

### 1. Quantitative Data

After collecting the data, the quantitative data analysis was doing with summarizing obtained students' score, calculating scores from all aspects mean score. To calculate the mean of scores, the writer used formula as follow:

explanation:

SP: Score Percentage

SS: Students' Score

R: Number of Respondent

$$SP = \frac{SS}{R} \times 100\%$$

The data analysis was comparing with the score of pre-test, cycle 1 and 2. The result of this research gave description about the improving students' Hortatory exposition text reading skill using Go Faster technique.



## 2. Qualitative Data

Based on the Miles and Huberman (1994:23) the steps of analyzing qualitative data as follows:

### a. Data reduction

Data reduction refer to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions.

### b. Data display

Data display were organize, compresses assembly of information that permits conclusion drawing and action. In designing the display what to madeare the rows and columns of a matrix of a qualitative data deciding which data, in which from, should be entered in the cells.

### c. Conclusion drawing and verification

Conclusions also verified as the analyst proceeds. Verification might be as brief as a fleeting second through crossing the analyst's mind during reading, with a short excursion back to field notes.

## Finding(s) and Discussion

The writer compared the test result of all cycles to know how great the improvement was. Here is the table:

Table 1. The Result of Hortatory Exposition Text Reading Skill of All Cycles

Assessment Aspect	Average Score			Improvement Score		
	PC	C1	C2	PC-C1	C1-C2	PC-C2
Average	71.56	76.30	83.83	4.74	7.53	12.27

Based on the above table, the students' average score of Pre-Cycle is 71.56 that it belonged to good category. The average score of Cycle I increases, that is 76.30 It means that the treatment and action in the Cycle I success to reach the higher average score, because it has not reached yet the minimum criteria and performance indicator, so the writer continued to cycle II. Finally, the average score in Cycle II improves becoming 83.83 belonging to good category and it success to reach the minimum criteria and performance indicator.

The overall point of improvement of the students' hortatory exposition text reading skill is 12.27 from Pre-Cycle to Cycle II. It can be summarized that using Go Faster Technique can improve the hortatory exposition text reading skill of the eleventh graders of SMA N 3Magelang. The improvement of reading skill can be seen in diagram below,



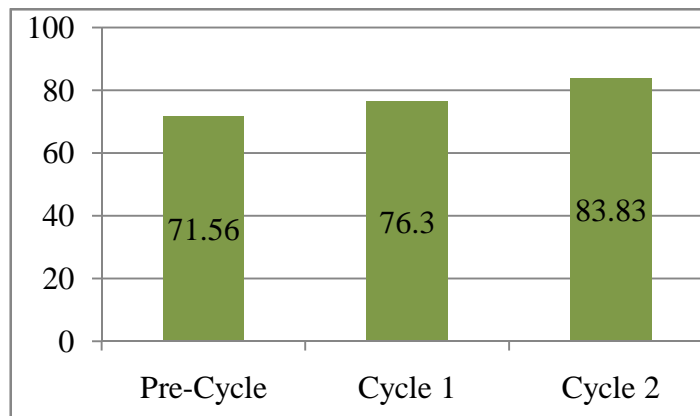


Figure 1. The Result of hortatory exposition text reading skill of All Cycles

### Conclusion(s)

Based on the result above, the writer concludes firstly the use of Go Faster Technique can increase the learning motivation of the hortatory exposition text reading of the eleventh graders of SMA N 3Magelang in the school year 2017/2018. In Cycle I, the students had not been motivated using Go Faster Technique. It can be seen from the result of the students' observation score in Cycle I is 74.67%. in Cycle II, the result of the students' observation score is 94.33%. It can be concluded that the students' learning motivation have increased.

While the second is there has been a great improvement of hortatory exposition text reading skill of the eleventh graders of SMA N 3Magelang in the school year 2017/2018 who are facilitated using Go Faster Technique. It can be seen from the students' mean of score in Pre-Cycle is 71.56. It increased in Cycle I became 76.30. Finally, in Cycle II the students' mean of score became 83.83. It has reached the minimum requirement standard score of writing in SMA N 3Magelang, which are 77.

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