

THE USE OF ABOUT-POINT STRATEGY TO IMPROVE THE HORTATORY EXPOSITION TEXT READING SKILL OF THE ELEVENTH GRADERS OF SMA MUHAMMADIYAH 1 KOTA MAGELANG IN THE SCHOOL YEAR 2018/2019

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Abstract

Reading is one of basic skills that are important for the students. Because by reading, the students will get the information based on the text that they have read. Based on the observation, students still find difficulties in determine main idea and supporting details of the text. The objectives of this research are; first, is to explain whether About-Point strategy can improve the students' learning motivation of the hortatory exposition text reading skill. The second is to describe how great is the improvement of the students' reading skill taught by About-Point strategy. The researcher conducted a CAR (Classroom Action Research). It was divided into three phases; they are Pre-Cycle, Cycle I, and Cycle II. The researcher took XI PA 2 students of SMA Muhammadiyah 1 Kota Magelang in the school year 2018/2019 as the subject of this research. There was a good improvement of the students after the researcher taught by using About-Point strategy. They were curious and active in learning process of hortatory exposition text reading skill because they wanted to improve their reading skill. The result of the test showed that their score improved. In the Pre-Cycle their average score in reading test was 64.40, and in Cycle I, their average score was improved and reached 70.00. It means that they were any improvement of their score from the pre cycle to cycle I. The average score of reading test in Cycle II is 79.00 and it means they were motivated by using the strategy.

Keywords: Reading, Learning, Motivation

Introduction

Based on the 2013 Curriculum, the purpose of teaching English in senior high school is to develop students' communication ability in oral or written forms involve four skills, there are; listening, reading, speaking, and writing. The language elements such as grammar, vocabulary, pronunciation, and spelling are integrated to the four skills. Reading is one of the basic language skills which important for students.

Motivation is the one of the factors that causes successful learning. Motivation is the internal cause and external cause functions showing to the internal cause, so The Researchers' guidance should be natural, but strongly imposed on students. Motivation is a force that support and help through a goal (Eggen&Kauchak, 2005, p. 349).

Richardson et al (2004, p. 47) give explanation that About-Point Strategy represents an easy way that students can learn to think reflectively about relationship in a paragraph. This strategy will help the students to find the subject of the text and state it succinctly; they must enumerate the points made as well.



The previous study is written by Yusuf (2015). Two Column Notes Technique is useful for the students' to organize thinking about specific content of the text. This technique is focusing in improving students' ability in hortatory exposition text reading skill.

The researcher found problems of eleventh graders of SMA Muhammadiyah 1 Kota Magelang in reading activity, especially in reading the hortatory exposition text. They have low motivation in the class also difficulties in determine the main idea as well as supporting details of the text. To solve the problems, the researcher conducted a classroom action research by using About-Point strategy. This strategy is enhance comprehension for in independent reading. It assist the students to identify what the content is "about and the point" of the subject matter. Moreover, About-point strategy is expected to increase reading comprehension by identifying the information and the point in the text.

Methodology

The research was a classroom action research (CAR). This research divided into three phases, they are; Pre-Cycle, Cycle I, and Cycle II. The subject of this research was the students of XI PA 2 of SMA Muhammadiyah 1 Kota Magelang in the school year 2018/2019. The researcher carried out the research in SMA Muhammadiyah 1 Kota Magelang was located at JalanTidar 21, Kota Magelang. The English teacher of eleventh graders was Icul Salabiyati, SS. as collaborator.

The technique of collecting data used test and non-test. The researcher also used quantitative data and qualitative data to analyze the data. To analyze the quantitative data the writer used Fowler's formula to calculate the class means score.

$$M = \frac{SS}{R}$$

Explanation:

M : Mean
SS : Students' score
R : Number of Respondent

Finding(s) and Discussion

The Result of Pre-Cycle

The average score of Pre-Cycle test is 64.40 while the standard score is 75. It shows the Pre-Cycle test has not reached the standard score. It belongs to fair category.

The Result of Cycle I

The average score of Cycle I is 70.00. It belongs to good category but, it is not good enough. It has not reached the standard minimum score.

The Result of Cycle II

The average score of Cycle II is 79.00. This result shows that the teaching learning process in this Cycle is most successful that Cycle I. the students who belong to very good category are 2 students or 8.00%, while the students who belong to good category are 92.00% or 23 students. It can be seen in the diagram below.



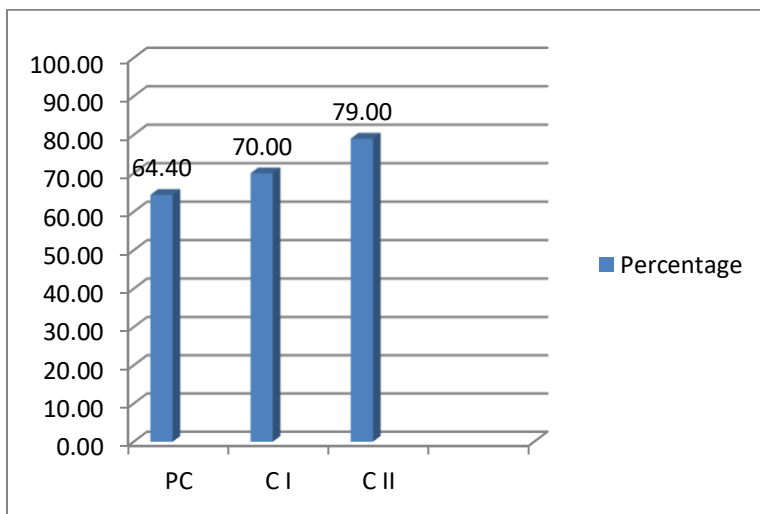


Figure 1. The Improvement of All Cycle

The Result of Observation in All Cycle

In Pre-Cycle, the mean of motivation in learning English just reached 52.40%. Then, for the Cycle I increased to 70.80%. While for the Cycle II have reached 89.20%. It can be seen in the table below.

Table 1. The Result of Observation All Cycles

No	Behavioral types	Observation focus	Pre-Cycle (%)	Cycle I (%)	Cycle II (%)
1.	The motivation of the students to listen to the teacher's explanation	Students pay attention to the teacher's explanation	64.00%	64.00%	92.00%
		Students ask the material	20.00%	20.00%	72.00%
		Students comment on the material	44.00%	44.00%	84.00%
		Students answer the teacher's question	40.00%	40.00%	92.00%
		Students make note	64.00%	64.00%	96.00%
2.	The motivation of the students' during the hortatory exposition text reading learning process.	Students have motivation in learning process	56.00%	56.00%	92.00%
		Students are involved in the learning process	56.00%	56.00%	88.00%
		Students understand the material	56.00%	56.00%	96.00%
3.	The motivation of the students in doing the task given by the teacher	Students can do the evaluation sheet	60.00%	60.00%	88.00%
		Students can finish the assignment within a given time	64.00%	64.00%	92.00%
Sum			52.4%	70.80%	89.2%

The Result of Questionnaire in All Cycles

Questionnaire was given to the students from Pre-Cycle until Cycle II during the teaching learning activity. The result of the questionnaire can be seen on the table below.



Table 2 The Result of Observation in All Cycle

No	Questions	Pre-Cycle		Cycle I		Cycle II	
		Yes	No	Yes	No	Yes	No
1	Do you like studying English?	9	16	10	15	19	6
2	Do you like studying Hortatory Exposition text?	20	5	15	10	20	5
3	Does your teacher explain the material clearly?	21	4	11	14	23	2
4	Are you bored with the teacher's explanation?	15	10	12	13	7	18
5	Are you able to understand the Hortatory Exposition text from your teacher's explanation well?	11	14	13	12	21	4
6	Does your teacher use technique in teaching reading class?	12	13	20	5	25	0
7	Do you have high motivation after the teacher uses About-Point Strategy?	9	16	11	14	21	4
8	Are you able to understand the material after the teacher uses About-Point Strategy?	22	3	9	16	22	3
9	Do you like About-Point Strategy?			10	15	23	2
10	Do you feel that strategy can improve your reading skill?			13	12	23	2

Discussions

The result did make the researcher felt satisfied, because there were some of students have not passed the minimum standard score. While the mean of score of Cycle 2 test, reached 79.00. The improvement of using About-Point strategy can be seen from Cycle 1 to Cycle 2 is 9.0 points. The mean of score of the Cycle 2 belongs to good category. Overall, from Pre-Cycle to Cycle 2 it increases 36.80%.

Conclusions

Based on the result of the analysis data in Pre-Cycle, Cycle I, and Cycle II test, the researcher would like to make some conclusion. First, the use of About-Point strategy can increase the learning motivation in the hortatory exposition reading skill of the eleventh graders of SMA Muhammadiyah 1 Kota Magelang in the school year 2018/2019. The students had better motivation like more paid attention, more interest, and more participation onto read the hortatory exposition text in learning process. In the Pre-Cycle, the students' motivation with the total improvement from Pre-Cycle to Cycle II is 36.8%. Second, the improvement of the hortatory exposition text reading skill of the eleventh graders of SMA Muhammadiyah 1 Kota Magelang in the school year 2018/2019 who are taught by using About-Point strategy is great. The average score of the Pre-Cycle test is 64.40. it improved up to 70.00 in Cycle I. then in Cycle II the students' average score improved up became 79.00. It has reached the standard minimum score of 75 or more hortatory exposition reading test.

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