

THE EFFECT OF USING SCROL STRATEGY TOWARD STUDENTS' READING COMPREHENSION ON HORTATORY EXPOSITION TEXT AT THE ELEVENTH GRADE OF SMAN 1 CANDUANG

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Abstract

This research was aimed at identifying the effect of using SCROL (Survey, Connection, read, Outline, Look Back) strategy toward students' reading comprehension on hortatory exposition text. Since hortatory exposition is a type of text that influence reader to do something or act in certain way, a profound understanding of the text is something that the students should possessed. SCROL provides procedures that help students to achieve good comprehension. This researcher used a quasi-experimental design by using the pretest-posttest control group design with purposive sampling technique. The pre-test and post-test scores of the experiment class, indicate that the t-obtained (5.44) is higher than the t-table (1.68488) with degree of freedom (df) = 39 and (α) = 0.05. Therefore, alternative hypothesis (H_a) is accepted and it means that there is significant effect of SCROL strategy toward the students' reading comprehension on hortatory exposition text. The calculation of post-test both classes indicated that the t-o is (2.82) which is higher than the t-table (2, 02439), with degree of freedom $20 + 20 - 2 = 39$ and (α) = 0,025. Thus, the alternative hypothesis (H_a) was accepted and it means that there is significant difference between using SCROL strategy and common strategy. Finally, t-obtained both of classes is (2.82) which is higher than t-table (1.68488) with (α) = 0. 05. Therefore, the alternative hypothesis (H_a) is accepted and it means that SCROL strategy is better than common strategy in teaching reading comprehension on hortatory exposition text.

Key Words: *SCROL Strategy, Reading Comprehension, Hortatory Exposition*

A. INTRODUCTION

There are a lot of studies have investigated in research second or foreign language especially in reading and the practicing have increased. The increasing interest in language reading and practice research is commonly based on the fact that reading abilities are critical parts in language learning (Ronakh: 2014). These studies are generated with the fact that some students are still encounter problems with reading. The students have no deal with the text that is introduced. It caused because the students have no reading strategies when they are deal with the text.

As a result, the students read the text but they were incapable to comprehend the text

Reading as second language of foreign language in classroom has its own specification. Reading can be divided into two, extensive reading and intensive reading. When the students read extensively, it means they read a lot of material, such as novel, newspaper, magazine and several book. In extensive reading, students enjoy their reading materials and choose the material by themselves also. Both of extensive and intensive reading is designed to enable students to develop specific receptive skills such as reading for *gist* (or general understanding- often called *skimming*), reading for *specific information* (often called *scanning*), reading for detailed comprehension or reading for inference (what is 'behind' the words) and attitude (Jeremy: 2010:283). Hence, to get better understanding, the students need to involve in intensive and extensive reading.

The result of reading is reading comprehension. Reading comprehension is considered as the real core for reading process (Riswanto: 2014). When reading comprehension has been taught in English classes, students should have the ability to understand the words, phrases and sentences as meaningful unit and they can recognize and analyze the words. It means that the students should know the meaning of vocabularies of the text that they read until they can reach good comprehension in reading. In addition, students with good comprehension use strategies in reading to learn new concepts, get deeply involved in what they are reading, critically evaluate what they read, and apply their knowledge to solve practical as well as intellectual. (Riswanto: 2014). Most of senior high school students have problems in reading comprehension. They just jump to the text read without analyze the vocabularies and keyword. As the result, it's quite difficult for them to understand the text.

When it continued, it will affect to the students achievement in reading also their comprehension. The students will not be encouraged to read. They only will read when they are asked. It is necessary for them to have a reading strategy to help them to comprehend the text. When they have a reading strategy, they will be able to crack the problems in vocabulary with the specific strategy and also help their reading comprehension problems. This means that they are even

lack in vocabulary and haven't any strategy to solve their reading comprehension problems on the text.

In current teaching learning process, there were some texts genres are introduced in English curriculum at Senior High School. The genre in reading text was divided to continuous texts and non-continuous text. In School Based Curriculum (KTSP) for English subject, there were 12 genres of continuous texts that should be mastered by Senior High School students. One of genres that is taught at XI grade is hortatory exposition text.

Hortatory exposition text is a piece of writing that persuades the reader to accept the writer's point of view by showing the information in a logical way. A hortatory exposition is a type of spoken or written text that is intended to explain (Husain: 2016). According Vicko, the hortatory text function is to change the readers thinking. The purpose of hortatory exposition text is to tell the listeners or readers that something should or should not happen or be done (Vickco:2014). In comprehending components of hortatory text, students get the information of the text about what they ought to or not ought to do. In addition, the generic structure of hortatory exposition usually has three components: (1) Thesis, it is a statement or announcement of issue concern. (2) Arguments, it shows reasons for concern that will lead to recommendation. (3) Recommendation, it includes statement of what should or should not happen or be done based on the given arguments. Additionally, hortatory exposition is different from other texts. Hortatory exposition can be found in newspaper, political speech and advertisement. Hortatory exposition belongs to factual text in which its function is to enable people to take part in social life. Factual text plays a particularly important role in formal and informal education.

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

Based on preliminary observation and interview on February 2017, the researcher observed and interviewed the students and the teacher of the eleventh grade in SMA N 1 Canduang. The researcher found that there were some difficulties in comprehending text by the students. The problems found during the observation are;

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

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

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

The fact is most senior high school students have problems with reading. the fact that they haven't a reading strategy, and did not encourage to read, and since they were taught by asking them to read the text and answer the question made them did not have a lot opportunity to read. The writer comes upon with a reading strategy to improve their reading comprehension, and reflex their learning especially on hortatory exposition text. The writer proposed a strategy which was called SCROL strategy. It was relatively a new strategy developed in 1993s by Rachel Grant. The SCROL strategy consist of five steps; (1) Survey the text ;(2) connect the ideas (3) read the text, (4) outline the text; and (5) look back. SCROL is a strategy training framework for helping students use headings to improve

comprehension.(Grants: 1993) Therefore, SCROL is an effective reading comprehension strategy which progress gradually from one stage to the next and in each stage it involves different practices in order to make a better understanding.

B. METHODS AND PROCEDURE

Design of Research

This research applied a quasi-experimental. Because two groups of experimental and control were involved in this research. Experiments are always done to see a treatment. In this research, the writer used two classes; they were experiment and control class. Experiment class was a class that would be given treatment by using the SCROL strategy and control class was a class without using the SCROL strategy. Furthermore, the two classes were given the pre-test, different treatments, and post-test.

Population and sample

The population of this research was the Eleventh grade students of SMAN 1 Canduang. The total number of population was 89 students which involving four classes. The sample of this research was taken purposively, which was known as purposive sampling. There were 40 students at the same level (40 out of population) that was taken as sample. The writer took two classes as the sample, where 20 students were taken from each class. They were given pretest and posttest. They were divided into two groups, 20 students for the experimental group and 20 students for the control group. The experimental group was taught by using SCROL strategy, while the control group was not taught using SCROL strategy.

Technique for Collecting the Data

In collecting the data, the writer used reading comprehension test. There were two tests, pretest and posttest that was given to the sample of this research. In constructing the test, the writer did some steps: (1) preparing the test. The test was in form of multiple choice reading comprehension test, (2) asking the expert judgment on the appropriateness. It was the judgement from the writer's advisors, and some expert (3) trying out the test. The writer did the try out at SMAN 1 Canduang which had similar characteristic with the sample. (4) Analyzing the

result, whether or not it is valid and reliable, (5) producing the final test, (6) conducting the test.

Validity and Reliability of the Test

In designing the reading texts as the instrument of this research, the writer had measured the reliability of the reading texts by using KR-20 formula. It was used to find out whether the reading texts were determined to the reading comprehension level. Before administering the instrument, the writer validated the items of the test, which is known as content validity. The writer also found their reliability by trying it out with the class which had similar characteristics with the sample.

The validity and reliability of the instrument are very important to determine appropriateness and usefulness of a measurement instrument. To tests the tried out reliability the writer uses Pearson formula, and then compare with 0,3. Based on Sugiono, if the correlation coefficient is same or higher than 0,3, its means that the test is a good construct validity (Sugiono:2013). From 40 items which were tried out, it is found that not all the items were valid. There were 6 items (15%) were easy, 13 items (32,25%) were desirable, 18 items (45%) were difficult. Based on the calculating above, the writer took 20 items which are valid as the instrument of the research. In finding the reliability of the instrument, the writer the writer using k-r20 pattern formula. The reliability of the instrument was 0.6472. It could be judged that the reading comprehension test was reliable, because the reliability coefficient of reading comprehension test obtained was higher reliability.

Technique for Analyzing the Data

Quantitative data analysis is used in this research. The writer found out the means score. The writer also found out the significant differences within the groups and between the groups in terms of reading comprehension achievement. In finding the mean of the tests, the writer found out the normality of the pre-test and post-test, and the homogeneity of the test. Then, the writer found out the means score and standard deviation of the pre-test and post-test to see the difference. Finally, in comparing the means of the test, the writer used t-test in order to find out the difference between the means and decide whether those differences were likely to happen by chance or by treatment effect.

C. FINDING AND DISCUSSION

The result of this research showed that there are any significant effect of using SCROL strategy to the students reading comprehension on hortatory exposition text in SMA N 1 Canduang. It can be seen from the hypotheses tests:\

Table 1: The result of hypothesis 1

Classification		Class	
Pre Experimental		Post Experimental	
N	20	20	
\bar{x}	36.25	59	
S^2	115.46	104.04	
T_{test}	5.44		
T_{tab}	1.68488		

Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of the $t_{obtained}$ by using the t-formula. It was found that $t_{obtained}$ is 5.44 and the t_{table} for degrees of freedom ($df = (n_a + n_b - 1) = (20 + 20 - 1) = 39$ with level of significance $\alpha 0.05 = 1.68488$. Through comparing the $t_{obtained}$ (5.44) and t_{table} (2.02269), it was found that the $t_{obtained}$ is greater than the t_{table} .

From the data it shows that the descriptive hypothesis (H_a) is accepted or the null hypothesis (H_0) is rejected because the $t_{obtained}$ was higher than the t_{table} . So, it can be concluded that there is a significant effect of using SCROL strategy toward students' reading comprehension.

For the second hypothesis, it showed that there is any difference between of students reading comprehension on hortatory exposition teks in using SCROL strategy and who are not taught by using SCROL strategy. It can be seen from the second hypothesis:

Table 2: The result of hypothesis 2

Classification		Class	
Post Experimental		Post Control	
n	20	20	
\bar{x}	59	48.75	
S^2	104.4	153.26	
t_{test}	2.82		
t_{tab}	2.02439		

Afterward, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of the t_{obtained} . It was found that t_{obtained} is 2.82 and the t_{table} for degrees of freedom ($df = (20+20 - 1) = 39$) with $\alpha = 0.025$ is 2.02439. Through comparing the t_{obtained} (2.82) and t_{table} (2.02439), it was found that the t_{obtained} is greater than the t_{table} .

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

For the third hypothesis, it showed that reading comprehension of the students who are taught by using SCROL strategy is better than the reading comprehension of the students who are not taught by using SCROL strategy or reading comprehension of the students who are taught by using SCROL strategy same with the reading comprehension of the students who are not taught by using SCROL strategy.

To measure whether the writer would accept or reject the hypothesis, the writer used the formula. The data was got to prove the hypothesis above is the same with the data to prove the second hypothesis. The difference is between one tale and two tales. For the third hypothesis, it was found that t_{obtained} is 2.82 and the t_{table} for degrees of freedom ($df = (20+ 20 - 1) = 39$) with $\alpha 0.05$ was 1.68488. Trough comparing the t_{obtained} (2.82) and t_{table} (1.68488), it is found that the t_{obtained} is greater than the t_{table} . It means that the alternative hypothesis (H_a) is accepted and it can be concluded that the reading comprehension of the students who are taught by using SCROL strategy is better than the reading comprehension of the students who are not taught by using SCROL strategy.

Discussions

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

alternative hypothesis (H_a) is accepted. So, there is a significance of using SCROL strategy toward students reading comprehension on hortatory exposition text.

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

The data obtained in this research through pretest and posttest indicated that the mean scores of experimental and control groups were significantly different. The mean score of the students' posttest in the experimental group was 59 while the mean score of the students' posttest in control group was 48.75. The different result of the two groups could be seen from the hypothesis testing. The value of $t_{observed}$ was bigger than t_{table} ($2.82 > 2.02439$) in the level of significance 0.025. It means that the alternative hypothesis was accepted. Thus, it could be concluded that the students which were taught by using SCROL strategy had better reading comprehension rather than those who were taught by using common strategy which used by the teacher in 11th class of SMA N 1 Canduang.

By using this strategy, the writer assumed that there is a significant effect of SCROL strategy to the students reading comprehension on hortatory exposition text, because the strategy can help the students' can be a self-determining and active reader. The writter also assumes that there is difference between SCROL strategy and common strategy. Moreover, the SCROL strategy makes the self-determining and the strategy also focuses to the students' reading comprehension of the text and helps them get the information quickly. It is better than the common strategy that the teacher used which only comprehends the text itself. The writer also belief that SCROL strategy has disadvantages beside the advantages, such as; it spend much time to practice step to steps of the strategy, the students were less interaction with their friends and their teacher because they only focus on their text.

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

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

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

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

After the treatment, the writer gave post-test to measure the student's achievement in reading comprehension on hortatory exposition text. The students got the treatment by using SCROL strategy in experimental class. Also, the common strategy was used in control class. The writer gave the test to the students. It is same as pre-test. In conclusion, the experiment class has any effect when the writter used SCROL strategy rather than by using common strategy. The result is suitable with Robert Reid who states that SCROL strategy will help them understand textbooks and variety of books and Rachel grant who stated that SCROL is a strategy training framework for helping students use headings to improve comprehension.

D. CONCLUSION

The findings of research clearly identified that SCROL strategy has a significant effect in increasing the students' reading comprehension on hortatory exposition text. It is supported by the data, in which the mean score of the students in the pre-test from the experimental group 36.25 which has been

increased in the posttest, in which the students' mean score is 59. In applying the t-test formula it is found that t-obtained is 5.44 which is higher than t-table 2.0269. It means that hypothesis (H_a) of this research could be accepted that using SCROL strategy gives significant effect toward the students' reading comprehension.

The writer hopes that the present research would encourage more comprehensive research studies and development of SCROL strategy with different kind of text and difficulty which will provide a better and more understanding in reading comprehension. This will in turn lead to the development of better teaching/learning strategies which focus on improving students' reading comprehension on texts.

E. SUGESTION

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

1. Based on the result of the research, the English teacher is recommended to use SCROL strategy as an alternative teaching strategy especially teaching reading comprehension in several of text.
2. The teachers are hoped more guiding students in using SCROL strategy to help students more understanding the text until they can use the strategy by themselves.
3. Students also need to improve their reading ability by using SCROL strategy in order to improve their knowledge.

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