THE EFFECTIVENESS OF USING SMART READING TEST MEDIA IN TEACHING READING HORTATORY EXPOSITION TEXT TO THE SECOND GRADE STUDENTS OF SMA AGUS SALIM SEMARANG IN THE ACADEMIC YEAR OF 2010/2011

A Final Project

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By

Ahmad Zakki Muchibbudin

2201406594

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ENGLISH DEPARTMENT

FACULTY OF LANGUAGE AND ART

SEMARANG STATE UNIVERSITY

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APPROVAL

The final project was approved by the Board of examiners of the English Department of Languages and Arts Faculty of Semarang State University on March,17 2011.

Board of Examiners

1. Chairperson
   Prof. Dr. Rustono, M.Hum
   NIP. 195801271983031003
2. Secreatary
   Dra. Rahayu Puji H, M.Hum
   NIP.196610201997022001
3. First Examiner
   Drs. La Ode Musyaridun
   NIP.194612271983011001
4. Second advisor as Second Examiner
   Maria Johana Ari W, S.S, M.Si
   NIP.197405162001122001
5. First Advisor as Third Examiner
   Prof. Dr. Mursid Saleh, M.A
   NIP.194406091971021001

Approved by
Dean of Languages and Arts Faculty

Prof. Dr. Rustono, M.Hum
NIP. 195801271983031003

PERNYATAAN

Dengan ini:

Nama : Ahmad Zakki M

NIM : 2201406594

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Menyatakan bahwa skripsi / final project yang berjudul

THE EFFECTIVENESS OF USING SMART READING TEST MEDIA IN TEACHING READING HORTATORY EXPOSITION TEXT TO THE SECOND GRADE STUDENTS OF SMA AGUS SALIM SEMARANG IN THE ACADEMIC YEAR OF 2010/2011

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana benar benar merupakan kerja sendiri yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi dan pemaparan ujian. Semua kutipan baik langsung maupun tidak langsung, baik yang diperoleh dari sumber perpustakaan, wahana computer, maupun sumber lainnya, telah disertakan keterangan mengenai identitas sumber dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, penulisan skripsi/ final project tetap menjadi tanggung jawab saya sendiri.

Semarang, 17 Maret 2011

Yang Membuat Pernyataan

Ahmad Zakki M

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Ahmad Zakki M

ABSTRACT

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Key Words: Smart Reading Test, Cooperative Learning, Reading Comprehension.

Teaching reading comprehension to the senior high school students in Indonesia is not easy. It requires the appropriate technique and media in order to achieve the better result in language teaching. The objectives of the study were to find out the students' achievement in reading comprehension for both experimental and control group and to find out whether there was significant difference in students' achievement in reading comprehension between experimental group and control group. The experimental design, the posttest-only, equivalent group design was used in constructing the research. The population of this study was the second grade students of SMA AGUS SALIM, Semarang in the academic year 2010/2011. The experimental group of this study was class XI Science 2 and the control group was class XI Science 1. The experimental group was taught reading comprehension using Smart Reading Test media whereas the control group was taught without using Smart Reading Test media. After giving treatment, the posttest was conducted in both classes. Based on the result of the study, the experimental group got 73.33 in average. It showed that the mastery level in reading comprehension for experimental group was categorized to be good. Then, the control group got 63 in average. The mastery level in reading comprehension for control group was categorized to be sufficient. Based on the difference between two means, it proved that the experimental group got better than the control group. In order to investigate whether the difference in mean was statistically significant, the t-test was applied. The t-test application to the scores showed that the estimated t value (2.668) was higher than the critical t value (2.0043). Therefore, there was significant difference between the students who were taught using Smart Reading Test media and the students who were taught without using Smart Reading Test media. The higher achievement in experimental group showed that using Smart Reading Test media in teaching reading comprehension to the second grade students of SMA AGUS SALIM, Semarang in the academic year of 2010/2011 is effective. It indicates that Smart Reading Test media could be an alternative media in teaching reading comprehension.

MOTTO

1. You only live once, but if you do it right, once is enough. (Mae West)
2. As one person I cannot change the world, but I can change the world of one person. (Paul Shane Spear)
3. The greatest use of life is to spend it for helping others. (Abdul Rochim)

to:

My beloved Father (Abdul Rochim) and Mother (Siti Chotiah)

My beloved Brother (Safak) and Sister (Zuha)

My great motivation Satiti Ayu K

My Classmates in the E parrarel of English Dept '06

My friends in Bundanet and Nglangeni

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CHAPTER 1

INTRODUCTION

This chapter is divided into nine subsections. They are background of the study, reasons for choosing the title, statements of the problem, purposes of the study, hypothesis, significance of the study, limitation of the study, method of investigation, and outline of the report.

1.1Background of the Study

Teaching reading as a means of mastery science and English for Senior High School Students is very important element of English Education and other sciences. In this Line, Ronald Mackay and Alan Mountford (1976:137) stated that many students regard English merely as the vehicle of a body of scientific or technological information which they need for their undergraduate or postgraduate studies, and the skills of reading English as the essential means of access to this information without which their professional studies would be impaired. Mastery in reading is important because students are faced by the fact that most of the world's scientific literature is in English. This is why the Indonesia government chooses English as the first foreign language to be taught at the formal schools (Ramelan, 1992:3). So, to make it success, the quality of the teachers and other components which are involved in educational process are improved from time to time.

In Indonesia, English is treated as the first obligatory foreign language taught as one of the compulsory subjects in the Elementary School up to Senior High School. This educational policy reflects the awareness of the Indonesian Government of the importance of English as the international language. Many Indonesian students nowadays keep trying to improve their English by taking either formal or non-formal courses.

As stated in School Based Curriculum (2006:36), the purposes of English language teaching are to develop students' competence in spoken and written communication to reach the informal literacy level. Ramelan (1992:3) said that most of SMU graduates are still poor in their reading comprehension since they cannot usually read or understand articles, newspapers, or magazines in English which are now in circulation here. Generally, students lack motivation to read more in English. It is not easy for students to read materials in foreign language than in their native language. They have to face new vocabularies and structures that are different with what they have in their own language. They sometimes also have to face long, difficult, bored, and uninteresting passages both in the text books and the test papers. Those things can make students frustrated and lose their motivation to learn English. The reason for reading will finally simply only become learning to read instead of reading to learn. From this situation, the teachers should try to get students to read and to develop skills aimed at improving their ability to read. He should be able to be a good facilitator in creating and building an effective reading class. One beginning step for him to do so is by providing an interesting reading media.

The appropriate techniques will be very useful to improve those skills if the teacher are creatively prepared and then are used effectively to support the presentation of the lesson during the teaching-learning process. There are many kinds of teaching techniques, from the simplest one to the sophisticated one. Thus, the teacher should select a certain techniques to be used in teaching a certain materials.

Reading comprehension is one of the components involved in the teaching-learning process. In order to motivate students to improve their reading skills ability, the writer chooses Smart Reading Test as a media of teaching hortatory exposition text. Smart Reading Test is a computer program that facilitates students to measure how master they are in reading English text. This program is made by using Macromedia Flash.

One of the Function of Smart Reading Test is to engage the motivation of the students to learn reading comprehension. By using a Smart Reading Test during the teaching-learning process, the teacher will be able to motivate and interest students in learning English.

A Smart Reading Test is important in the teaching-learning process, because this certain media program that appropriate in a certain material can improve the student's ability in learning the material. The result of the study will be more successful if the teachers use an appropriate media in teaching-learning process because not all of the materials should be taught with the same media. The students will be more enthusiastic if the teacher use a good technique in teaching-learning process.

1.2 Reasons for Choosing the Topic

In the writer's opinion, Smart Reading Test can be more effective media in the teaching of reading Hortatory Exposition Text. Smart Reading Test is a kind of media of reading test that allowed students to measure their abilities in reading comprehension achievement. This media is a computer based test media. So, this is a new media for teaching reading comprehension. Moreover, there is only limited media for teaching hortatory exposition text. From those statements the writer concludes that it is important for teachers to motivate and interest students to study hortatory exposition text by using this media.

The writer's reason for choosing the topic "The Effectiveness of Using Smart Reading Test Media in Teaching Reading Hortatory Exposition Text to the Second Grade Students of SMA AGUS SALIM Semarang in the Academic Year of 2010/2011" are as follows:

1) There are still many English teachers who are not able to make their structure classes more interesting, enjoyable, and communicative in teaching reading.
2) The Smart Reading Test has great advantages in teaching reading comprehension.
3) Smart Reading Text which is relatively simple and interesting can be used in teaching and learning all the elements of language.

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1.3 Statement of Problem

The writer believes that the problem is one of the things that make life interesting and challenging, as long as we always try to solve it. The problems that will be discussed in this study are:

1) How is the students' achievement in reading comprehension for students who are taught using Smart Reading Test media?
2) Is there a significant difference in reading achievement between students who are given Smart Reading Test and those who are not given Smart Reading Test in reading hortatory exposition test?

1.4 Objectives of the Study

The Objectives can be stated as follow:

1) Reveal reading achievement of the students who are given Smart Reading Test in reading hortatory Exposition text.
2) Reveal whether or not there is a significant difference in reading achievement between students who are given Smart Reading Test and those who are not given Smart Reading Test in reading hortatory exposition test.

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1.5 Significance of the Study

The significance of this study is divided into three parts, they are:

1) For the students, using Smart Reading Test media will make students interesting in learning language, especially in reading comprehension. Using multimedia enables students to comprehend, visualize, and interpret difficult

texts. Multimedia hopefully not only can be used in class context, but also at home or anywhere as education and entertainment.

2) For the teachers, they will be more selective in choosing appropriate materials for their students. In addition, Smart Reading Test will make teachers understand how the Macromedia Flash Professional 8 works, so that they will be rich of information and get up-to-date with IT development.
3) For the writer, the writer hopes that the results will provide input for English teachers in order to be more aware of the importance of Smart Reading Test in teaching reading comprehension. In the end, the writer will be an independent, confident, and innovative teacher.

1.6 Hypothesis

There are two hypotheses in this study. The first hypothesis is the working hypothesis or the alternative hypothesis (Ha). The alternative hypothesis in this study is there is significant difference in the students' reading comprehension achievement between those taught using Smart Reading Test and those who taught without Smart Reading Test

The second hypothesis is the null hypothesis (Ho). The null hypothesis in this study is there is no significant difference in the students' reading comprehension achievement between those who taught using Smart Reading Test and those taught without Smart Reading Test.

1.7 Limitation of the Study

The study will investigate the ability of eleventh graders of SMA AGUS SALIM Semarang in reading hortatory exposition text. The nature of comparative study is to compare experimental groups which are taught by using a treatment with control group which are taught by using reading text manually. Here two of six classes of eleventh graders of SMA AGUS SALIM Semarang will be taken as the sample, one of them as experimental group, who were taught using Smart Reading Test, and the other as control group, who were taught using reading text manually.

1.8 Method of Investigation

1.8.1 Library Research

The writer searches some references to gather the material related to the topic from books, journals, magazines, or brochures to support the investigation.

1.8.2 Experimentation

This is the primary method used by the writer i.e. conducting an experiment. The writer will teach two groups of the students. The first group is the experimental group which is taught with reading text book, and the second group, the control group, which is taught with Smart Reading Test.

1.9 Outline of the Study

The final project consists of five chapters, each chapters covers different items to support this final project. The outline is as follows:

Chapter 1 discusses six major things; they are Background of the Study, Reasons for Choosing the Topic, Statement of problems, Objective of the Study, Significance of the Study, Hypothesis, Limitation of the Study, Method of Investigation, and Outline of the Report.

Chapter II contains the review of related literature which consists of theories underlying the writing of this final project.

Chapter III contains Method of Investigation, which discusses the population, sample, variables, instrument, validity and reliability test of the research as well as the procedure of collecting the data and the method of data analysis.

Chapter IV contains the Research Result and Discussion. It covers data analysis and the discussion of the results.

Chapter V presents about the Conclusion and Suggestions.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will give the definition and the explanation of each parts of the title. Those parts are reading, reading smart test, teaching English for eleventh grade students, hortatory exposition, and the importance of reading comprehension in language learning.

2.1 Preview of Related Studies

That has been a number of researches concerning with the use of Macromedia Flash 8 in teaching reading comprehension. The studies is conducted by Basuki (2010), entitled "Creating Computer-assisted Reading in English (CARE) Using Macro Media Flash Profesional 8" In his study Basuki pointed out that the use of Macromedia Flash can be an effective media in teaching narrative text for junior high school students. He stated that the use of macromedia flash for teaching reading comprehension of Junior High School students is very rarely, because only few English teacher who understand of using macromedia flash 8. Besides, the similar method has been conducted by Mizwaruddin (2007) in teaching reading Bahasa Indonesia. He stated in his final project entitled "Pengembangan Model Pengukuran Kecepatan Efektif Membaca (KEM) siswa SMP kelas VIII: Sebuah Rekayasa Perangkat Lunak Dalam Media Pembelajaran"

that using macromedia flash 8 is an effective method to improve students' skill in reading speed.

As far as the writer observed, the writer only finds several studies that focus on the use of macromedia flash 8 for teaching reading comprehension. These are because macromedia flash 8 is a difficult program for mastering and most of researchers keep away from this topic.

Based on all of studies, a topic related to the use macromedia flash 8 for teaching hortatory exposition text has not been work out. It motivates the writer to conduct the study of this particular interest.

2.2 General Concept of Reading Comprehension

2.2.1 Definition of Reading

As one of the language skills, reading demands the students to master it well to help them in understanding text in any kind of books. Many experts give the definition of reading, Grabe and Stoller (2002:9) stated that "reading is the ability to draw meaning from the printed page and interpret this information appropriately." Harrison and Smith (1980:8) say that "Reading as the act of responding with appropriate meaning to be printed or written verbal symbols." It means that reading is the result of interaction between the graphic symbols that represent language and the reader language skill, cognitive skill and knowledge of the world. In this process, the reader tries to recreate the meaning intended by the writer.

In line with Harrison and Smith, Hornby in Oxford Advanced Learner's University (1995:1053) states that reading is the process of looking at and understanding the meaning of written or printed words or symbols. Even in the more immediately focused stage of getting the point of text (actually reading journals) reader pause, think, read, and so on.

As a language skill, "the skill of reading enjoys through an interactive process that goes on between the reader and the text, resulting in comprehension" (http://www.nclc.org/essentials/reading/reindex.htm). Lado (1964:223) defines that "reading is a foreign language consist of grasping meaning in that language through its written representation."

Therefore, it can be concluded that reading is a process to draw meaning intended by the writer from the text.

2.2.2 Models of Reading Process

According to Eskey, as quoted by Simanjuntak (1988:7), stated that there are three models of reading process. Those are:

(1) Bottom-up Model

Reading is a precise process involving exact, detailed, sequential perceptions and identifications of letters, words, spelling patterns, and larger language units.

(2) Top-down Model

It deals with the general nations of reading as there construction of meaning based on skillful sampling of the text, such specific notion as the use of

linguistic redundancy, the crucial role of prior knowledge in prediction, and the necessity for reading at a reasonable rate in larger, more meaning full text.

(3) Interactive Model

It deals with a particular type of cognitive behavior, which is based on certain kinds of knowledge which form a part of the reader's cognitive structure.

2.2.3 Types of Reading

Brown (2004:189) divides some reading types into 4 types. There are Perceptive, Selective, Interactive, and Extensive. *Perceptive* is involves attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. *Selective* is ascertains one's reading recognition of lexical, grammatical, or discourse feature of language within a short stretch of language, certain typical task are used: picture cued task, matching, true or false, multiple choice, etc. *Interactive* focuses on interactive task is to identify relevant features. *Extensive* applies to a text more than a page.

2.2.4 Reading Comprehension.

Reading comprehension is one of the cooperative learning models in which students are given a chance to study and use the material, in this case English, more actively. Texas Reading Initiative (TRI, 2002:4) states the purpose of reading is comprehension, or to get meaning from written text. Students can express their ideas, emotion, feeling, and attitude. It will enable the students to overcome the problems in human relation, to ask and give information, to advise their friends and report something that happens in their group or class. H. Douglas Brown (2001:298) stated that even in those courses that may be labeled "reading",

your goals will best achieved by capitalizing on the interrelationship of skills, especially the reading writing connection. So, we focus here on reading as a component of general second language proficiency, but ultimately reading must be considered only in the perspective of the whole pictures of interactive language teaching. This is why the Indonesian government chooses English as the first foreign language to be taught in school (Ramelan, 1992:3)

Many experts give the definition of reading comprehension. Ramelan (1992:1) stated that reading comprehension is one of the four skills in language learning: it becomes the main object in English language teaching at senior high school. But even though English has been taught in this country as a first foreign language since the proclamation of Indonesian independence on the 17th of August 1945, it does not mean the result of teaching English in our school is satisfactory, including reading comprehension. Swan (1992:1) says that reading comprehension is the understanding we receive when we read something. It is an active, thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge.

In line with Swan, Harris, C and F. Smith (1980:205) states that "reading comprehension means the understanding, evaluating, and utilizing of information and ideas gained through an interaction between reader and author." Reading comprehension means understanding what has been read. When a reader reads a text or reading material, he or she must try to comprehend the material which he or she reads.

2.2.5 Techniques of Reading Comprehension

According to Mikulecky, Beatrice S. and Jeffries, Linda, there are some techniques of reading comprehension. There are Scanning, Skimming, Extensive reading, and Intensive reading. *Scanning* is quickly going through a text to find a particular piece of information. *Skimming* is quickly running one's eye over a text to get the gist of it. Example: Before reading a book, a reader looks at the table of contents and chooses which parts are important and relevant to what he or she needs. *Extensive reading* is reading a longer text, usually for one's own pleasure. It is a fluency activity. *Intensive reading* is reading a shorter text to extract specific information.

2.2.6 Factor Influencing Reading Comprehension

According to Bamman (1973:196-199), there are some factors influencing the comprehension, they are:

1) Intelligence

The quality and quantity of comprehension will often be determined by the purpose that the child has for reading. The purpose makes him able to read the same selection of different times, with different goal in mind, and comprehend the ideas quite differently. Even though we aid the child in defining his purpose for reading and guide him throughout the selection, the number of the ideas that he understands and the depth of his understanding will be largely depended on his general capacity to learn.

2) Experience

Much of the teaching comprehension skills are concerned with providing experiences for children through them they may respond to the books.

3) Mechanism of reading

If children have mastered all the skill of word attack and word meaning, if they have learned and handled books properly, if they have learned to read from left to right a line of print, and if all the skills are performed smoothly, then comprehension should be easier for them.

4) Interest

It is a trust that well respond quickly to what we read if we are interested in the topic or are at least familiar with it.

5) Skills of Comprehending

Like all reading skills, the ability to comprehend what we read develops gradually from the simple to complex skills; the balance programs short include direct teaching of techniques that will help the child in developing attitudes and skill of thoughtful and purposeful reading.

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2.2.7 The Function and The Importance of Reading Comprehension in Language Learning

In general, reading comprehension has main function to help students understand the human relation and to learn to put them in other's position. Through reading comprehension students gain deeper understanding about the material.

The use of reading comprehension using media in language teaching, it can give more benefit either to the students or the teacher in the classroom. Students cannot always successfully learn English just by reading the English book. E. A, Michigan stated that some reading material is boring and dull, some is enjoyable and some is fascinating and exhilarating. And some reading material has such a good reputation that we are impatient get hold of it.

There are some functions of reading comprehension using media. Media can help students develop their ability in learning reading comprehension. It will be easier for students to understanding reading passage if they use media. For example, students will be helped in understanding a reading text if teachers use media in explain the text. Media also helps them in learning technology. So, it also helps them not only learning reading, but also learning how to operate computer well. Media also helps students be more cooperative and competitive. Moreover, media can change teaching-learning atmosphere in order to give the students a spirit to study.

2.3 Teaching English for the Eleventh Grade Students

2.3.1 School-Based Curriculum

Teaching English in Indonesia is based on the system which is called curriculum. Curriculum is the principle of doing teaching learning activities. We, as a teacher, should know curriculum before teaching the students because curriculum has been designed on the basis of students' need. The term curriculum has many different definitions. Hornby (1995: 287) says that curriculum is the subject included a course of study or taught at a particular school, college, etc.

Meanwhile. From http://www.wikipedia.org/wiki/Curriculum//, curriculum is described as the set of courses, coursework, and content offered at school or university. Moreover, it means two things: the range of courses from which the students choose what subject matter to study, and a specific learning program.

Based on the definition above, it can be deduced that curriculum is the subject included in a course, or taught in a particular school or college, and how the teaching learning process can be planned, measured and evaluated. It is a kind of guidance.

The English materials of senior high school are being modified in line with the current curriculum, *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or School-Based Curriculum. KTSP is an operational education curriculum which is arranged by and held in the each education unit. (http://en.wikipedia.org/wiki/Lesson_study)

As the current curriculum, it brings a new paradigm in English language teaching in Indonesia. This curriculum is the revision of the previous curriculum that is Curriculum 2004. In the new curriculum, the material are now arranged more appropriately to develop Indonesian students' ability to understand and create spoken and written discourse that is realized in four basic skills: listening, speaking, reading, and writing.(*Puskur*: 2006)

The School-Based Curriculum refers to national education standard to guarantee attainment of the national education target. National education standard consist of content standard, process, graduation competency, teachers, facilities, management, administration, and education assessment. Two from eight national

education standards, which are content standard (SI) and graduate competency standard (SKL) are the main references for school in developing curriculum.

Different from the previous curriculum, the 2004 curriculum (KBK), which prepared well by the government, for example: the material and the syllabus were designed by the government on which teacher's role is only as a doer (*'pelaku'* in Bahasa Indonesia) while the School-Based Curriculum puts the teacher as an arranger (*'penyusun'* in Bahasa Indonesia) of the curriculum. Teacher should arrange all the material and syllabus from beginning up to the end of the lesson. Consequently, the teacher must be creative in theory and practice. Although KTSP made by school-self, it's Standard Competence (SK) and Basic Competence (KD) is the same as Curriculum Based Competency (KBK 2004).

In the School-Based Curriculum (KTSP) 2006, English subject for senior high school is expected to reach the informational level because the students are prepared to continue their study in college. The senior high school students have to be able to understand and create a kind of monolog also essay in the form of procedure, descriptive, recount, narrative, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. The eleventh grade students, especially, should have competence in understanding and creating five text types: analytical exposition, narrative, report, hortatory exposition, and spoof.

2.3.2 Standard Competence and Basic Competence

Teaching English for senior high school has the goal that is to make students communicate in English spoken or written using various texts fluently and

accurately based on the social context. Genre or also known as text types is the main material which is taught in senior high school. Hortatory exposition becomes one of the text types which must be taught, besides analytical exposition, narrative, report and spoof. The following are the standard competence and basic competence in teaching reading hortatory exposition text in senior high school based on KTSP 2006 for the eleventh gra

Standard Competence	11. Reading Understanding short functional text meaning and simply narrative and hortatory exposition essay in daily activities and for explore knowledge.
Basic Competence	11.2. b. Response the meaning and the rhetoric process of essay use kind of writing in accurate figure, fluently, and acceptable of daily activities context and for accessing knowledge in hortatory exposition text.

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Based on the standard above, it can be concluded that the aim of teaching reading hortatory exposition text is that the students should be able to response the meaning and rhetorical steps of a hortatory exposition text. It means that they should be able to response a hortatory exposition text and get the main ideas, content of the text, generic structure, and the language feature of a hortatory exposition text.

2.3.3 Genre

Genre is a term for grouping texts that represent how writers use language to write about the topic. Glossary of Linguistic Terms defines that genre is a category used to classify discourse and literary works, usually by form, technique, or content. (http://www.sil.org/linguistics/GlossaryOf LinguisticTerms/WhatIsGenre.htm).

If we talk about genre, we cannot separate it with text, because it has a deep relationship with kind of texts. According to Gerot and Wignell (1994:17), a genre can be defined "as culturally specific text-type which results from using language (written or spoken) to (help) accomplish something". Another definition of genre can be found in the Webster's New College Dictionary (1996: 563): (i) a kind, or type, as of works of literature, art, etc., (ii) designating of a type of book, film, etc. which is distinguished by subject, theme, or style, as science, fiction, mystery, etc.

Further, they also give their note about genre:

> … it should be noted that genres, their stages and characteristic lexicogrammatical features were not invented by systemic linguists. The genre described were already out there in use in school and non-school environments. These genres arose in social interaction to fulfill humans' social purposes. For this reason, all genres are equally values, especially in schools. When genre theorists suggest that all students be taught the genres used in schools, they are not suggesting that these are the only genres around, nor that there are more valuable that other genres used in the community.
>
> (Gerot and Wignell, 1994:190-191)

2.4 Hortatory Exposition Text

The social function of hortatory exposition text is to persuade the reader or listener that something should or should not be the case. (Gerot and Wignell,

1994:209). In this type of text, the writer provides a case and persuades the reader to agree with his/her argument and recommendation.

In short, hortatory exposition tells about a case, argument and recommendation in general based on writer's opinion. Some examples of hortatory exposition texts are text books, lectures, research assignment, reference article, etc.

Further, they also give their note about genre:

> … Hortatory exposition differs from Analytical exposition in that the latter argues that X **is** the case. Hortatory exposition argues that X *ought* or *ought not* to be or *should* or *should not* be case. The latter types of expositions exhort someone to take or to desist in some action. It should be further noted that letters to the editor are a common, thought not sole source of hortatory exposition. The letter format is a matter of mode, not of genre. Genre is driven by functional purpose, not form.
>
> (Gerot and Wignell, 1994:210)

According to Gerrot and Wignell (1994: 209-210), hortatory exposition text has some characteristic as below:

1) Social function

   To persuade the reader or listener that something should or should not be the case.

2) Generic structure

   a. Thesis : announcement of issue of concern.

   b. Arguments : reasons for concern, leading to recommendation.

   c. Recommendation : Statement of what ought or ought not to happen.

3) Significant lexicogrammatical features

   a. Focus on generic **human** and **non-human** participants, except for speaker or writer referring to self.

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b. Use of

- Mental Processes: to state what writer thinks or feels about issue.

  e.g. realize, feel, appreciate.

- Material Processes: to state what happens.

  e.g. is polluting, drive, travel, spend, should be treated.

- Relational Processes : to state what is or should be

  e.g. Doesn't seem to have been, is

c. Use of simple present tense (unless extinct).

2.5 General Concept of Smart Reading Test

Reading Smart Test is one of methods in teaching reading comprehension, especially teaching reading Hortatory Exposition Texts. This method is a kind of teaching reading method use a Macromedia Flash program to create learning media of reading hortatory exposition text. Macromedia Flash is a multimedia platform originally acquired by Macromedia and currently developed and distributed by adobe systems. Since its introduction in 1996, flash has become a popular method for adding animation and interactivity to web pages. Flash is an authority tool that designers and developers use to create presentations, applications, and other content that enables user interaction. Flash projects can include simple animations, video content, complex presentations, applications, and everything in between. In general, individual pieces of content made with flash are called applications even though they might only be basic information. Reading Smart Test is very useful for the

students to measure their ability in reading texts. Laurie E. Cutting (2009:1) stated that Reading Disability (RD) typically consists of deficits in word reading accuracy and/or reading comprehension deficits. We know that students are lack of mastery of reading comprehension if they are hard to remember some sentences of the text after reading the text without open the previous text. That's way we have to give them a kind of text that do not allow them to open text they have read before. Reading Smart Text is the possible solution to answer this problem. By this program, teacher can test the mastery of students over reading comprehension effectively and easy to control it.

The writer emphasized the application of Smart Reading Test Media in teaching reading comprehension in understanding hortatory exposition texts. The procedures of Smart Reading Test media as follows:

The teacher prepares the program of Smart Reading Test to the students on computers. Then he gives some instruction to the students how to operate the program. Each student is given a time to determine what kind of text he/she will be chosen. Students are asked to read the text carefully. Each student must be able to read their text on time. After that, they have to answer some questions related to the text without reread the previous text. The score will be given digitally after students complete their answers. Finally, the teacher submits the student's score in the end of test.

2.5.1 The Criteria for Selecting and Using Smart Reading Test

For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.

A Smart Reading Test is important in the teaching-learning process, because this certain technique program that appropriate in a certain material can improve the student's ability in learning the material. The Smart Reading Test was made use program of Adobe Flash CS4 Professional. Madcoms (2009:2) stated that Flash is a 2D animation program vector based that is commonly used by animators to make a lot of animation.

In selecting and using Smart Reading Test, the teacher should take appropriate materials which can arouse students' desire to join and take part in it. To use Smart Reading Test well usually requires advanced preparation in which the teacher decides which Smart Reading Test is suitable with the materials that will be presented.

To use Smart Reading Test effectively in language teaching is not easy. The effectiveness of using Smart Reading Test will depend on how creative the teacher is and on his knowledge related to the use of Smart Reading Test.

2.5.2 The Concept of the Hortatory Exposition Smart Reading Test

In comprehending the concept of Hortatory Exposition Smart Reading Test, the writer may start with the meaning of a Hortatory Exposition. In this line, Rudi Hartono (2005:6) stated that hortatory exposition has a social function to persuade the reader that something should or should not be the case. It is schematic

structure are thesis, arguments, and recommendation. The language features are: Focus on generic human and non-human participants, use of mental processes, material processes, relational processes, and use of simple past tense.

Gerot and Wignell (1994:210) noted that Hortatory Exposition goes by several different names, including argument and persuasion, in various sources. Hortatory Exposition differs from Analytical Exposition in that the latter argues that X is the case. Hortatory Exposition argues that X ought or ought not to be or should or should not be the case. The latter types of expositions exhort someone to take or to desist in some action. It should be further noted that letters to the editor are a common, thought not sole source of Hortatory Exposition. The letter format is a matter of Mode, not of genre. Hortatory expositions, recounts, Anecdotes, even Advertisements can be written in the form of a letter, but this does not change the genre concerned. Genre is driven by functional purpose, not form.

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CHAPTER III

METHOD OF INVESTIGATION

This chapter discusses source of data, subject of the study, research design, research variable, instrument, method of collecting the data, and t-test.

3.1 Source of Data

In this research, some data were needed to achieve the objective of the research. In this study the research procedure was used in order to get the required data. It was done by conducting an experiment. Two groups of the eleventh grade students were chosen. The first was experimental group which was taught using Smart Reading Test as media, while the second one was control group which was taught using reading text on paper as media.

3.2 Subject of the Study

3.2.1 Population

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A researcher administers a test or questionnaire to gain information about a particular group or person. This target group is termed the population of the study. The definitions of population are given by some experts. Saleh (2001: 17), argues that population is "a group of people, object, items, or phenomenon, a group of which the researcher would like the results of the study to be generalized, a group from which information is collected." In line with Saleh, Tuckman

(1978:227) stated that Population is the establishment of boundary conditions that specify who shall be included in or excluded from the population. Another definition of population can be found in Webster's New College Dictionary (1996: 1051), "population is the total set of items, persons, etc. from which a sample is taken." So, it can be concluded that population is the total number of individuals or objects being analyzed or evaluated.

The population used to conduct the observation in this study was the eleventh grade of SMA AGUS SALIM, Semarang in the academic year 2010/2011. The research subjects were chosen based on some considerations, namely the students were all in the same grade, the students have been studying English for the same period of time, students of the eleventh grade did not prepare themselves for the National Examination.

3.2.2 Sample and Sampling Technique

Define the population was the first step in doing sampling. Then, the writer had to select a sample or representative group from the population to serve as respondent. A good sample was one that representatives and reflects the condition of the population from which it was selected. Saleh (2001: 33) defines sample as "actually part, which is considered as a representative of a population." According to Gall (2003: 167), sampling refers to this process of selecting a sample from a defined population with the intent that the sample accurately represents that population. Kerlinger (1965: 18) states that "sample is a part of population which is supposed to represent the characteristic of population, but not the whole." In

line with Kerlinger, Tuckman (1978: 226) defines sample as “representative group of the population to serve as respondent.” Adding the definition, Nunan (1992: 232) states that “sample is a subset of individuals or cases from within a population.” So, the part of population that is observed is called a sample.

Saleh (2001: 34) states, “Actually the final purpose of a research is to investigate population. But, if the population is too big to investigate, reaching the purpose by investigating the sample is sufficient”. He also gives many techniques in taking sample. They are simple random sampling, systematic random sampling, stratified random sampling, and cluster random sampling.

In this study, cluster random sampling was used, because it saved time to analyze the data obtained from the whole population. Two classes of the students from the population were taken as sample. In order to get the representative sample, it should represent the true situation of the population. There were two classes chosen from the three classes of the eleventh grade students of SMA AGUS SALIM, Semarang. They were experimental group, which taught by using Smart Reading Test in order to improve their ability in reading hortatory exposition text , and control group, which taught reading text on paper. Comparing their result of reading hortataory exposition text was the next step. They were class XI IPA 2 as experimental group and XI IPA 1 as control group.

Those two classes were chosen because they represent the population and they had same level. Thirty students were taken from the experimental class and thirty students also from control class.

3.3 The Experimental Design

Tuckman (1978:13) stated that a research design is a specification of operations for the testing of a hypothesis under a given set of conditions. This study aims to investigate the possible cause-and-effect relationship by exposing an experimental group to a treatment condition and comparing the result to the other experimental group which receive different treatment, so it is also called a comparative study. Related to this point, this study involves experimental groups and control group which experimental group is received treatments. Posttest-only control group design had been used in this research. The design of the experiment can be described as follows:

E	R	X	01
C	R		02

(Tuckman, 1978:130)

Where:

E : Experimental group

C : Control group

R : Randomization

01 : Post-test for the experimental group

02 : Post-test for the control group

X : Treatment using Smart Reading Test

The posttest-only control group design is effectively useful true design. this design utilizes two groups, one of which experiences the treatment while the

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other does not. The function of controlling is differentiate the result by develop respondent understanding about the material. Furthermore, no pretest is given to either group in order to control for simple testing effects and the interactions between testing and treatments. The post test, which was given after the treatment, was a computerized test. The result of the post test was then arrange statically and compared each other.

3.4 Research Variable

A variable is the condition as characteristics that a researcher manipulates, controls, and observes. Brown (1980:7-8) states that "variable is something that may vary or differ". According to the statement, variable is something that may make two things or two actions different or various in some way. Webster's New College Dictionary (1996: 1476) defines "variable is anything changeable, especially quality or quantity that varies or may vary". Furthermore, Best (1981:59) asserts that research variable are the conditions or characteristic that the experimenter manipulates, controls, or observes.

There are two kinds of variables namely independent variable (X), and dependent variable (Y). Tuckman (1978: 58) states that independent variable is that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon. While dependent variable is that factor which is observed and measured to determine the effect of the independent variable, that is, factor that appears, disappears or varies as the

experimenter introduces, remove, or varies the independent variable" (Tuckman, 1978:59).

On the other word, independent variable is a stimulus variable or input that affects behavior (of dependent variable); whereas the dependent variable is a response variable or output. Thus, the independent variable affects the dependent variable. The independent variable in this study is the use of Smart Reading Test Method in teaching reading comprehension, whereas the dependent variable is the students' achievement in reading hortatory exposition text manifested in the test score.

3.5 Instrument for Collecting Data

Instrument is important thing in an experiment in which reliability of the instrument will automatically affect the reliability of the data obtained. According to Saleh (2001: 17) instrument refers to "some short hand devices for observing and recording events or for gathering data."

A test was used as an instrument to collect data in this study. Test is a set of question or other practice or device use to measure the skill, intelligence, ability or talent of an individual or a group. In addition, Harris (1969:71) states, "there are two basic kinds of test instrument used to measure the four language skills of the students, i.e. the objective test and essay test."

Reading is an improving skill. It means that this activity shows someone's ability to analyze and understanding a text. In this study, the test was used was a

multiple-choice completion. This type of test was chosen because of the following reasons:

1) Multiple-choice items represent the essence of materials.
2) It does not only measure knowledge but also comprehension, application analysis and evaluation.
3) The ways correcting and scoring are easier than the essay type.
4) In the scoring process, there is no subjectivity.

The multiple choices that are used consist of four options. The three options as a distracter and only one option that is correct answer.

3.6 Try Out

The quality of the data, whether it is good or bad, is based on the instrument to collect the data. A good instrument must fulfill two important qualifications. Those are valid and reliable. Therefore, before the test was used as an instrument to collect the data, it had been tried out first to the students in another the class. The try out was conducted to class XI Science 2 on Monday, 3 January 2011. The try out took 30 respondents.

After conducting the try out, the data gathered was being analyzed in order to find out the reliability and validity. The test that was invalid and not reliable would not be used in as an instrument for collecting the data. In the following, interpretation data of the try-out test would be discussed in order to know whether or not the instrument could be used in this study.

3.6.1 Validity of Test

Validity is a standard or criterion that shows whether the instrument is valid or not. A test is valid to the extent that it measures what it claims to measure. To calculate the validity of each item, The writer will use the product moment formula:

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

Where:

r_{xy} = the correlation of the scores on the two halves of the test

N = the number of the students participating in the test

$\sum x$ = the sum of score in each item

$\sum y$ = the sum of total score from each item

$\sum x^2$ = the sum of the square score in each item.

$\sum y^2$ = the sum of the square score of each item.

$\sum xy$ = the sum of multiple choice from each student with the total score in each item.

(Tuckman, 1978:261)

Criteria:

The item is valid if $r_{xy} > r_{table}$.

From the calculation using person product moment, it was found that the index validity of number 1 was 0.511. Then, based on the table of critical r-value with significant level 5% for N = 30 is 0.361. Since the result of the

computation was higher than critical r-value, the index validity of item number 1 was considered to be valid. From the overall 30 items, 20 items were valid and 10 items were invalid. The invalid items were number 2, 3, 5, 6, 15, 17, 20, 24, 27, and 37. Those which were invalid must be rejected so those would not be used as an instrument of post test. The complete data could be seen in appendix 4.

3.6.2 Reliability

Reliability shows whether the instrument is reliable and can be used as a device to collect data. Reliability means the stability of test scores when the test is used. A test is reliable to the extent that measures consistently, from one time to another. To measure the reliability test, the writer will use Kuder-Richardson formula:

$$^{r}K-R20=\left(\frac{n}{n-1}\right)\left(\frac{s^2-\sum p_i q_i}{s^2}\right)$$

In which:

$^{r}K-R20$ = Kuder-Richardson reliability 20 coefficient

n = the number of items in the test.

p_i *and* q_i = the proportion of students responding correctly and incorrectly, respectively, to item I

S^2 = test variance (a measure of variability)

(Tuckman, 1978:163)

To get the result of s^2, the formula used is

$$s^2=\frac{\Sigma Y^2-\frac{(\Sigma Y)^2}{N}}{N}$$

(Tuckman, 1978:258)

From the data gathered, the computation of reliability as follow:

$$s^2 = \frac{\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}}{N}$$

$$S^2 = \frac{\frac{521^2}{30}}{30} = 36{,}23$$

$p_1 = \frac{17}{30} = 0{,}57$

$q_1 = \frac{13}{30} = 0{,}43$

$p_1q_1 = 0{,}57 \times 0{,}43 = 0{,}246$

$p_2q_2 = 0{,}196$

$p_3q_3 = 0{,}222$

.

.

.

$P_{30}q_{30} = 0{,}196$

$Spq = p_1q_1 + p_2q_2 + p_3q_3 + \ldots + p_{30}q_{30}$

$0{,}246 + 0{,}196 + \ldots + 0{,}196 = 6{,}994$

The Computation using KR.20 as follow:

$$rK - R20 = \left(\frac{n}{n-1}\right)\left(\frac{s^2 - \sum p_i q_i}{s^2}\right)$$

$$= \left(\frac{30}{30-1}\right)\left(\frac{36{,}23 - 6{,}994}{36{,}23}\right)$$

$$= 1{,}034482 \times 0{,}80695$$

$$= 0{,}83478$$

The result of the computation showed that the estimated r-value was 0.834. Then, based on the table of critical r-value with significant level 5% for N= 30 is 0.361. Then, due to the fact that the result of the computation was higher than the critical r-value, it could be considered that the instrument was reliable.

3.6.3 Item Difficulty

The item difficulty of test shows how easy or difficult the test items proved in the test. In order to compute item difficulty, the formula used is :

$$ID = \frac{RU + RL}{T}$$ (Gronlund, 1982:102)

Where;

ID : Index of difficulty of item

RU : the number of students in the upper group who answered the item correctly.

RL : the number of students in the lower group who answered the item correctly.

T : The total number of students in both the upper group and the lower group.

According to Arikunto (2008:210), the item difficulty of the test is classified into 3 levels; difficult, medium, and easy.

In which the number in the upper group who answered the item correctly,

$0.0 < ID \leq 0.30$ is said to be difficult

$0.30 < ID \leq 0.70$ is said to be moderate

$0.70 < ID \leq 1.00$ is said to be easy

After computing the overall 30 items of try out test, it was found that 3items were categorized to be easy, 26 items were categorized to be moderate, and 1 item were categorized to be difficult.

3.6.4 Item Discrimination

The discriminating power will measure how well the test items arranged to identify the differences in the students' competence. The formula used in this study is:

$$DP = \frac{RU - RL}{\frac{1}{2}T}$$ (Gronlund, 1982:103)

Where:

DP : the discrimination index.

RU : the number of students in upper group who answered the item correctly.

RL : the number of students in lower group who answered the item correctly.

$\frac{1}{2}T$: the number of students on one group.

The criteria of the discriminating power as follow:

$D \leq 0.20$ is said to be poor

$0.20 < D \leq 0.40$ is said to be satisfactory/medium

$0.40 < D \leq 0.70$ is said to be good

$0.70 < D \leq 1.00$ is said to be excellent

Gronlund (1982:103)

From the computation, it was found that 18 items were said to be good, 8 items were said to be satisfactory, and 4 items were said to be excellent.

Based on the analysis of validity, reliability, discriminating power, and difficulty level, it could be considered that 20 items were applicable for this study. They were numbers 1,4,7,8,9,10,11,12,13,14,16,18,19,21,22,23,25,26,28, and 29.

3.7 The Execution of the Experiment

To facilitate the computation, the writer will compose the data which are needed in the computation. The comparison of the variables of the test will use the following formula:

$$t = \frac{\overline{X_1} - \overline{X_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which:

t : value

$\overline{X_1} - \overline{X_2}$: Mean of the experimental and control groups

n_1 and n_2 : Number of the sample

S : Standard deviation of the control and experimental group

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3.8 Procedure of Collecting Data

Procedure of experiment is the guideline for conducting the experiment. The procedure of collecting the data in this research can be seen as follow:

First, the writer asked permission to school headmaster of SMA AGUS SALIM Semarang to collect data by doing observation in the school classroom.

After the permission was given, the writer met the English teacher to consult the instrument to get students' classes number, name list, students' number, teaching schedule and students' English score on the first semester. Then, the writer met computer teacher to consult the instrument that would use the computer laboratory. The next steps was determining whether the class XI Science 2 as an experimental group and the Class XI Science 1 as the control group. It based on the consideration that both classes have equal average of achievement in English in the first semester and the number of students were equal. Next, the writer conducted the real experiment that was giving a treatment by using smart reading test in teaching reading comprehension to the experimental group and using grammar translation method in teaching reading comprehension to the control group. This experiment was conducted in order to determine whether there is significant difference in reading achievement between the experimental group and control group. The clear description of conducting treatment to both experimental and control group can be seen in the table as follow:

Table. 1. Treatment for Experimental Group

Activities	**Material**	**Date**	**Learning process**
First Meeting	• Introducing the component of Smart Reading Test • Try to do the test Title: *How ASEAN should face CAFTA* Words: 234 words	January, 4th 2010	• The students were given the explanation about the lesson and Smart Reading Test • By computer, the writer explained components of Smart Reading

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			Test including Text, Tips, and Profile.
Second meeting	Give the explanation how to read effectively.	January, 5th 2010	The students are asked to do the test entitled Never *try smoking* and *Let's make our city clean* as the sample of the real test.
Post test	The students were asked to do the Smart Reading Test entitled *Corruption*	January, 7th 2010	The students are asked to do the test entitled *Corruption* for the post test

Table 2. Treatment for Control Group

Activities	**Material**	**Date**	**Learning process**
First meeting	Hortatory exposition text • Title : How ASEAN should face CAFTA • Words : 271 words	January, 4h 2010	• The students were given the explanation about the lesson. • The pictures were shown to the students in explaining the texts. • The students were asked to answer the questions related to the text.
Second meeting	How to read effectively • Title : How ASEAN should face CAFTA. • Number of words: 234 words	January, 6th 2010	

Post test	Reading comprehension Test Title: Corruption Number of words: 192 words	January, 8th 2010	

3.9 Limitations of the Study

Since some practical reasons, the study has some limitations:

1) The study was limited to three meetings; two meetings were for conducting the treatment and one meeting was for conducting the posttest.
2) Due to the fact that the texts given to the eleventh grade students of senior high school of second semester was hortatory exposition text, this study is limited on hortatory exposition text.
3) Since the field of this study was on reading comprehension, the treatment was limited to two meetings with time allotment of two hours in each meeting.

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CHAPTER IV
RESULT AND DISCUSSION

This chapter deals with the analysis of the data collected from the research and the application of the t-test as well as the discussion of the research finding.

4.1 Data Analysis

Here, the writer would like to analyze and interpret the data that have been obtained from the test by the students of both programs. As what had been said by Kerlinger (1979: 311) that analysis is the categorizing, ordering, manipulating, summarizing of the data, so, the writer dealt with statistics to analyze and interpret the raw data. The purpose of the analysis was to reduce large quantities of raw data to manageable and interpretable from that characteristic of situations, events, and people can be succinctly described and relations among variables studied and interpreted.

In line with the explanation above, here the writer statistically analyzed the data that was obtained from samples of observation. The aim was to describe and to study the data from empirical observation, to assess statistical significance of research findings.

The students of experimental group and those of control group tested on January, 7th and 8th 2011. From about 90 students of Science program, which were divided into three classes for each program, two classes were randomly chosen from the three classes. Each of the two classes consisted of same numbers of students. The students of experimental group the test first, and then followed by the control group.

4.1.1 Student's Reading Comprehension Achievement

The test that the writer conducted used multiple choices questions. Multiple choices was chosen for some reasons. The score of each correct answer was 1 and the wrong answer was 0. There were 10 questions for each title and there were 12 titles for 6 themes. Students only chose 1 title for the test. So, the maximum scores were 100 and the right answers would be scored using the following formula;

$S = \frac{C}{N} \times 100$

In which,

S = the scores of each students

C = the number of correct answers

N = the number of test items

The average of the scores is obtained by finding their mean (M). Mean (M) could be measured by dividing the sum of all students' scores in reading comprehension test (∑S) by the number of the subjects (N). the formula can be drawn as follow:

$M = \frac{\sum S}{N}$

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The percentage of reading comprehension achievement can be calculated by the following formula:

$P = \frac{F}{N} X\ 100\%$

In which,

P = the percentage of achievement

F = total scores

N = Maximum scores

4.1.2 Students' Reading Comprehension Achievement in Control Group

The students of Class XI 1 Science, as control group, were taught in two meeting. It took 100 minutes for each meeting. In the teaching and learning process, the writer did not find any significant difficulties, because they were taught in conventional method, they were using usual method.

They were given the explanation in the beginning of lesson. In the first meeting, the hortatory exposition text entitled "How ASEAN should face CAFTA" were spread out to students and the text entitled "Corruption" were given to the students in the second meeting. For support the explanation, pictures were used. After the texts were explained, the students were asked to answer the questions related to the text. In the first meeting, they were not too active in joining the lesson. But, in the second meeting, they were more active than before. Next, they have to answer some questions from the text. After they were given a treatment in two meetings, a posttest was conducted.

After the data gathered, the total scores of the students who were taught using conventional method were 1890 and the mean was 63. Then the percentage of reading comprehension achievement in the control group could be seen as follow:

$P = \frac{63}{100} \times 100\%$

$= 63\%$

It could be said that the percentage or achievement of the students in control group was 19%. The scores of each student were listed in the following table:

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Table 4.1 The Scores of Students' in Control Group

No	Student's Code	Score
1	A-01	70
2	A-02	40
3	A-03	50
4	A-04	70
5	A-05	50
6	A-06	80
7	A-07	60
8	A-08	50
9	A-09	70
10	A-10	50
11	A-11	50
12	A-12	70
13	A-13	90
14	A-14	60
15	A-15	60
16	A-16	70
17	A-17	90
18	A-18	70
19	A-19	60
20	A-20	70
21	A-21	70
22	A-22	70
23	A-23	60
24	A-24	60
25	A-25	50
26	A-26	60
27	A-27	70
28	A-28	70
29	A-29	50
30	A-30	50
Total		1890
Mean		63.00
SD		12.077
Min		40
Max		90
Range		60
Median		60
Mode		70

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The standard deviation (SD) of the scores in the table above was 12.077. It measured the spread of the scores on the test. The minimum scores of the students were 50 and the maximum scores were 90. Therefore, the range of the scores was 40. Then, the median of the scores was 60 It shows that 50% students had the scores upper than 60 And the scores of 60 were lower than 50%. Next, the mode of the scores was 70 It meant that the most number of frequencies in reading comprehension test scores was 70 with the number of students who got 70 were 11 students.

4.1.3 Students' Reading Comprehension Achievement Taught Using Smart Reading Test

As the experimental group, in teaching and learning activities, the students' in classes XI science 2 were taught in two meetings also. Each meeting took 100 minutes. In the first meeting, the writer explained to them about Smart Reading Test. When the writer asked them to work reading by computer, they were very enthusiast because they never get reading materials by computer. Next was explaining about hortatory exposition text. It was easier because they just got the material from the teacher in previous week, so they still kept their eyes on. In the second meeting, the different text was explained to the students. After the text were explained, the students were asked to answer the questions related to the text on the Smart Reading Test. The writer had to prepare the class seriously, because some computers in the lab were not available of CD room. So the writer had to put it one by one used flash disk. It took a lot of times.

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For the first time, they rather confused about the program because this was a new program that they saw for the first time. The writer explained one by one started from the text and then the tips. After they understood about the program, they seemed enjoy working with Smart Reading Test. After getting the treatment for two meetings, the post test was conducted. They were asked to answer the reading comprehension test. Then, the test scores of reading comprehension were gathered.

From the data gathered, the total scores of the students who were taught using Smart Reading Test were 2200 and the mean were 73.33. Then the percentage of the reading comprehension achievement in the experimental group could be drawn as follow:

$$P = \frac{73.33}{100} \times 100\%$$

$$= 73.33\%$$

$$= 73\%$$

In the following table is score for each student.

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Table 4.2 the score of students' in experimental group

No	Student's Code	Score
1	S-01	90
2	S-02	80
3	S-03	50
4	S-04	60
5	S-05	90
6	S-06	90
7	S-07	60
8	S-08	70
9	S-09	90
10	S-10	70
11	S-11	60
12	S-12	90
13	S-13	90
14	S-14	90
15	S-15	70
16	S-16	90
17	S-17	80
18	S-18	70
19	S-19	90
20	S-20	70
21	S-21	60
22	S-22	60
23	S-23	70
24	S-24	70
25	S-25	60
26	S-26	90
27	S-27	60
28	S-28	60
29	S-29	50
30	S-30	70
Total		2200
Mean		73.33
SD		13.73
Min		50
Max		90
Range		40
Median		70
Mode		90

The standard deviation (SD) of the scores in the table above was 13.73. It measured the spread of the scores on the test. The minimum scores of the students

were 50 and the maximum scores were 90. Therefore, the range of the scores was 40.

Then, the median of the scores was 70. It showed that 50% students had the scores upper than 70 and the scores of 70 lower than 50%. The mode of the scores was 90. It meant that the number frequencies in reading comprehension test scores was 90 with the number of students were ten students.

4.2 Difference between the Two Means

Between control and experimental group, there were differences in total scores and mean. Total score in control group was 1890, and total score in experimental group was 2200. So, the range of total scores between two groups was 310. Then, mean for control group was 63, for experimental group was 73.33. The range of mean between two groups was 10.33. In percentage, the control group had 63% and the experimental group had 73%. Thus, when they were contrasted, they were 10% difference. Clearly, the difference in mean between two groups could be drawn in the diagram as follow:

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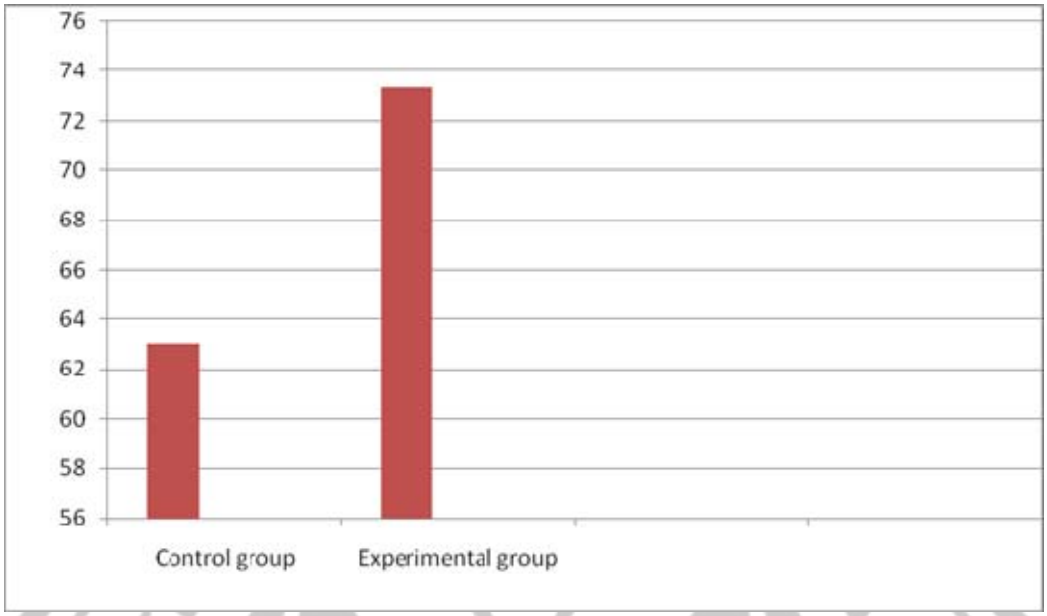
The difference mean between control and experimental group



4.3 t-Test

t-test was used to check whether the means between control and experimental group was statistically significant or not.

The formula is as follow:

$$t = \frac{\overline{X_1} - \overline{X_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which:

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

t : value

$\overline{X_1} - \overline{X_2}$: Mean of the experimental and control groups

n_1 and n_2 : Number of the sample

S : Standard deviation of the control and experimental group

s_1^2 : Variance of experimental group

s_2^2 : Variance of control group

From the data obtained, the values of:

$\overline{X}_1$ = 73.33

$\overline{X}_2$ = 63

s_1^2 = 188.51

s_2^2 = 145.87

n_1 = 30

n_2 = 30

And the computation is as follow:

$$S = \sqrt{\frac{(30-1)188.51 + (30-1)145.87}{30+30-2}} = 14.99455$$

Then,

$$t = \frac{\overline{X}_1 - \overline{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{73,33 - 63}{14,99455\sqrt{\frac{1}{30} + \frac{1}{30}}} = 2.668$$

As suggested by Best (1981), "for subjects which require fixed computation such as mathematics and physics the 1 percent (0.1) alpha level of significance can be used. Whereas the psychology and educational cycles the 5 percent (0.5) alpha level of significance can be

used." So, the writer used the 5 percent (0.5) alpha level of the significance.

The number of the subjects from both control and experimental group was 60, so the degree of freedom was 58, which were obtained from: ∑Nx+∑Ny-2. For 5 percent (0.5) alpha level and 58 degree of freedom was no definite critical value in the t-table. It was needed to find the definite value using interpolation.

t-table for:

58 =?

60 = 2.003

50 = 2.0086

$$\frac{50-58}{50-60} = \frac{2.0086-t}{2.0086-2.003}$$

$$\frac{-8}{-10} = \frac{2.0086-t}{0.0053}$$

$$0.8 = \frac{2.0086-t}{0.0053}$$

$$0.00424 = 2.0086-t$$

t = 2.0043

The critical t-value was 2.0043. The obtained t-value from the t-test calculation above was 2.668. Therefore, it could be shown that the obtained t-value was higher than the critical t value. It could be inferred that there was significant difference in reading comprehension achievement between experimental group and control group.

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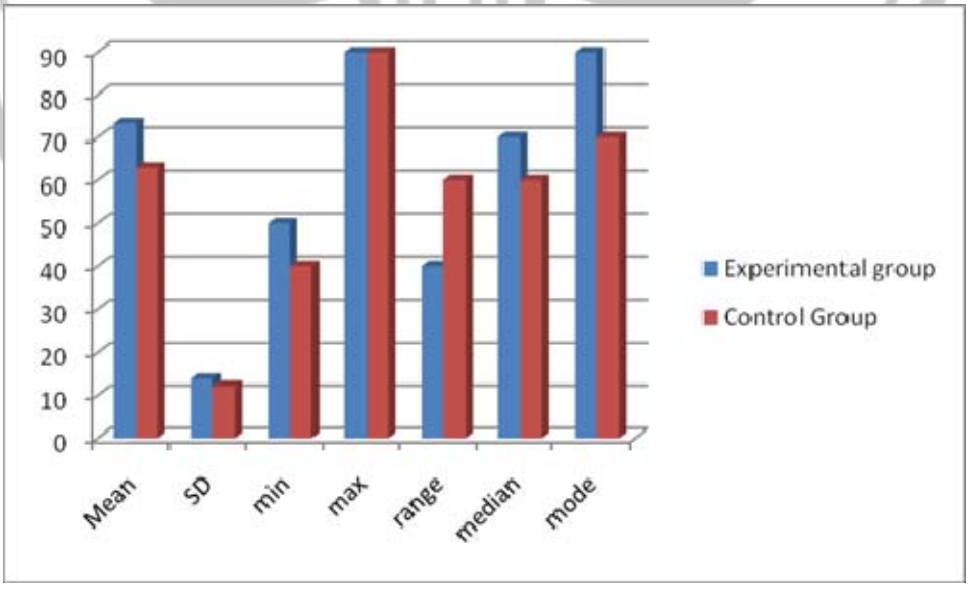
4.4 Discussion

Due to the fact that there was significant difference in reading comprehension achievement between two groups, the null hypothesis saying that "there is no significant difference in the students' reading comprehension achievement between those who taught using Smart Reading Test and those taught without Smart Reading Test" was rejected. On the contrary, the working hypothesis was accepted. Therefore, it could be concluded that using Smart Reading Test in teaching reading comprehension to the second grade students of SMA AGUS SALIM Semarang in the academic year 2010/2011 was effective.

The general description between the students who taught using Smart Reading Test and those who taught without using Smart Reading Test could be seen in the following diagram:



Based on the diagram above, the experimental was higher than control group for some tendencies. They were the average scores,

median, the scores occurs most frequently, SD, and the minimum scores. Only the maximum scores that showed the same score. They indicated that the application of Smart Reading Test in teaching reading comprehension to the second grade students of SMA AGUS SALIM Semarang in the academic year of 2010/2011 was resulted the higher scores than without using Smart Reading Test. The application of Smart Reading Test in testing reading comprehension to the second grade students of SMA AGUS SALIM Semarang in the academic year of 2010/2011 was closer to succeed. It could be proved through the range. The range of experimental group was smaller than control group. It showed that the distribution of experimental group was apportionment. It meant that there was no crucial difference between the upper rate students and the lower rate students. The application of Smart Reading Test worked well.

Although the average score of students taught without using Smart Reading Test was smaller than those who taught using Smart Reading Test, it did not mean that the annual testing method was bad. The characters of students in the city like SMA AGUS SALIM Semarang were more modern. They had such good desire to deal with technology. Obviously, they would be more interesting in studying using computer than only papers. In annual testing method, they had to interpret so many words and phrases of the foreign languages on the paper. It made them bored and difficult to understand the text.

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Eventhough the application of Smart Reading Test was effective in testing reading comprehension to the second grade students of SMA AGUS SALIM Semarang in the academic year 2010/2011, there were also some obstacles inside. First, the teacher needed the extra preparation in install the program. Some computer did not have CD room. So, the teacher must install one by one and of course, it took a lot of time. Second, in the beginning, There are only a few teacher master of macromedia flash. Next, the limitation of computers in laboratory which appropriate to load this program. This program needed computer that had bigger hardisk capacity.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Chapter V presents the conclusions of the research and suggestions based on the result of research finding.

5.1 Conclusions

The research was conducted using experimental research posttest only design. There were three purposes of this final project. The first purpose was to find out the students' achievement in reading comprehension for experimental group. Second was to find out the students' achievement in reading comprehension for control group. The third was to find out whether there was significant difference in students' reading comprehension between experimental group and control group. The result of the study showed that the students who were taught using Smart Reading Test got 73.33 in average. Then, the percentage of achievement was 73%. It meant that the level of mastery in reading comprehension was categorized to be good. Next, the students who were taught using Smart Reading Test got 63 in average. The percentage of achievement was 63%. It showed that the level of mastery in reading comprehension was categorized to be sufficient.

The result of the study showed that there was a different average in students' achievement in reading comprehension test between students taught

using Smart Reading Test and those were taught without using Smart Reading Test. In order to know whether the difference was statistically significant or not, the t-test formula was used. Based on the computation, the estimated t-value (2.67) was higher than critical t-value (2.0043). Therefore, it could be concluded that using Smart Reading Test was effective in teaching reading comprehension to the second grade students of SMA AGUS SALIM Semarang in the academic year of 2010/2011.

5.2 Suggestions

Based on the result of the study, the writer would like to offer some suggestions to be considered to improve the teaching of reading, especially for reading comprehension:

For Teacher:

It is necessary for the teacher to take the students problems into account in teaching and learning activities. The students will be interested in studying because their teacher cares with them. Teachers also should be able to use the appropriate media in teaching reading comprehension. It will make a cheerful class. Reading on computer should be suitable to the students' capability and students' interest. So, Smart Reading Test can be appropriate method in teaching reading comprehension since involves an interesting media that ever used before.

For Students:

Students should have a high desire to improve their knowledge by reading. By reading, students will know everything about science, literature, or social.

However, technology is very important in our life recently, so students should learn hwo to use technology, especially computer, to support their learning.

For next Researchers:

Macromedia Flash is a good program to make madias of learning. So the next reasearchers should learn how to use it. And also, Reading is not only by papers, but students will enjoy learning reading if we modify the learning process by several medias.

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APPENDICES

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Appendix 1

No	The Code of the Students	*Students' Scores*
1	A-01	90
2	A-02	80
3	A-03	50
4	A-04	60
5	A-05	90
6	A-06	90
7	A-07	60
8	A-08	70
9	A-09	90
10	A-10	70
11	A-11	60
12	A-12	90
13	A-13	90
14	A-14	90
15	A-15	70
16	A-16	90
17	A-17	80
18	A-18	70
19	A-19	90
20	A-20	70
21	A-21	60
22	A-22	60
23	A-23	70
24	A-24	70
25	A-25	60
26	A-26	90
27	A-27	60
28	A-28	60
29	A-29	50
30	A-30	70
	∑	2200
	Mean	73.33333
	SD	13.72974
	Min	50
	Max	90
	Range	40
	Median	70
	Mode	90

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Appendix 2

No	The Code of the Students	Students' Scores
1	X-01	70
2	X-02	40
3	X-03	50
4	X-04	70
5	X-05	50
6	X-06	80
7	X-07	60
8	X-08	50
9	X-09	70
10	X-10	50
11	X-11	50
12	X-12	70
13	X-13	90
14	X-14	60
15	X-15	60
16	X-16	70
17	X-17	90
18	X-18	70
19	X-19	60
20	X-20	70
21	X-21	70
22	X-22	70
23	X-23	60
24	X-24	60
25	X-25	50
26	X-26	60
27	X-27	70
28	X-28	70
29	X-29	50
30	X-30	50
	Total	1890
	Mean	63
	SD	12.077337
	Min	40
	Max	90
	Range	60
	Median	60
	Mode	70

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Appendix 3

THE COMPUTATION OF VALIDITY, RELIABILITY, DIFFICULTY LEVEL, AND DISCRIMINATING POWER

a. <u>Computation of Validity of item No. 1</u>

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

Criteria
The item is valid if r_{xy} > rtabel
The following is the example computation of Item Number 1

No.	Code	X	Y	X^2	Y^2	XY
1	T-37	1	27	1	729	27
2	T-5	1	27	1	729	27
3	T-11	1	26	1	676	26
4	T-9	1	25	1	625	25
5	T-9	1	25	1	625	25
6	T-18	1	26	1	676	26
7	T-19	1	23	1	529	23
8	T-4	0	23	0	529	0
9	T-36	1	22	1	484	22
10	T-38	1	21	1	441	21
11	T-7	1	21	1	441	21
12	T-14	0	19	0	361	0
13	T-25	0	18	0	324	0
14	T-27	1	18	1	324	18
15	T-30	1	18	1	324	18
16	T-34	0	17	0	289	0
17	T-8	1	16	1	256	16
18	T-10	0	15	0	225	0
19	T-12	0	14	0	196	0
20	T-15	0	14	0	196	0
21	T-17	0	13	0	169	0
22	T-20	1	12	1	144	12
23	T-26	1	12	1	144	12
24	T-29	1	12	1	144	12
25	T-32	0	12	0	144	0
26	T-39	0	10	0	100	0
27	T-13	1	10	1	100	10
28	T-16	0	9	0	81	0
29	T-22	0	9	0	81	0
30	T-24	0	7	0	49	0
		17	521	17	10135	341

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From the table above, the data gathered:

N = 30 $\sum Y$ = 521
$\sum XY$ = 341 $\sum X^2$ = 17
$\sum X$ = 17 $\sum Y^2$ = 10135

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

$$r_{xy} = \frac{30(341) - (17)(521)}{\sqrt{(30(17) - 17)(30(10135) - 10135)}} = 0{,}511$$

For a = 5%, and the number of the subjects N = 30, $r_{table} = 0.361$

Because rxy > r table, so the item no.1 is valid

b. <u>The Computation of Instrument Reliability</u>

$$^{r}K - R20 = \left(\frac{n}{n-1}\right)\left(\frac{s^2 - \sum p_i q_i}{s^2}\right)$$

N = 30 $\sum Y$ = 521
S^2 = 36.23 $\sum Y^2$ = 10135

$$s^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} = 36.23$$

$$p_1 = \frac{17}{30} = 0.57$$

$$q_1 = \frac{13}{30} = 0.43$$

$p_1 q_1 = 0.57 \times 0.43 = 0.246$
$p_2 q_2 = 0.196$
$p_3 q_3 = 0.222$

•
•
•

$p_{30} q_{30} = 0.196$

$Spq = p_1 q_1 + p_2 q_2 + p_3 q_3 + \cdots + p_{30} q_{30}$

$Spq = 0.246 + 0.196 + 0.222 + \cdots + 0.196 = 6.994$

$$^{r}K - R20 = \left(\frac{n}{n-1}\right)\left(\frac{s^2 - \sum p_i q_i}{s^2}\right) = \left(\frac{30}{30-1}\right)\left(\frac{36.23 - 6.994}{36.23}\right)$$

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$= 1{,}034482 \times 0{,}80695$

$= 0{,}83478$

For a = 5%, and the number of the subjects N=30, $r_{table} = 0.361$

Because $r_{K-R20} > r_{table}$, then the instrument is reliable

c. <u>The Computation of Difficulty Level for the Item no.1</u>

Formula: $ID = \frac{RU+RL}{T}$

Data gathered: RU+RL = 17 T = 30

$ID = \frac{17}{30} = 0{,}567$

Criterion Interval:

0.0 < ID ≤ 0.30 is said to be difficult

0.30 < ID ≤ 0.70 is said to be medium

0.70 < ID ≤ 1.00 is said to be easy

According to criterion, the item number 1 is said to be medium.

d. <u>The Computation of Discriminating Power (Item no.1)</u>

Formula:

$$DP = \frac{RU - RL}{1/2T}$$

RU = 13 RT = 4 $\frac{1}{2}T = 20$

$DP = \frac{13-4}{20} = 0.450$

The criteria of the discriminating power as follow:

D ≤ 0.20 is said to be poor

0.20 < D ≤ 0.40 is said to be satisfactory/medium

0.40 < D ≤ 0.70 is said to be good

0.70 < D ≤ 1.00 is said to be excellent

According to the criterion, the item number 1 is said to be good

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Appendix 4

Test Data of Reading Comprehension's Post Test

From the data, it was found that:

	Experimental Group	Control Group
Mean	73.33	63.00
SD	13.73	12.077
Min	50	40
Max	90	90
Range	40	50
Median	70	60
Mode	90	70

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$S = \sqrt{\frac{(30 - 1)188.51 + (30 - 1)145.87}{30 + 30 - 2}}$$

$$S = \sqrt{\frac{(29)188.51 + (29)145.87}{60 - 2}}$$

$$S = \sqrt{\frac{5466.79 + 4230.23}{58}}$$

$$S = \sqrt{\frac{9697.02}{58}}$$

$$S = 14.99455$$

$$t = \frac{\overline{X1} - \overline{X2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{73,33 - 63}{14.99455\sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{10.33}{14.99455\sqrt{\frac{1}{15}}}$$

$$t = \frac{10.33}{14.99455(0.2581)}$$

$$t = 2.668$$

From the table, it can be seen that the critical t-value for α=5% and n = 60 is

2.0043.

Because the estimated t-value is higher than critical t-value (2.668>2.0043), it can be inferred that there is significant different in means.

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Appendix 5

LESSON PLAN

EXPERIMENTAL GROUP

SMA/MA : SMA…
Subject : English
Year/Semester : XI/2
Time allotment : 4X40 minute (2 meetings)

I. Competence Standard

Membaca

11. Memahami makna teks fungsional pendek dan esei sederhana *narrative* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competence

11.2 b. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk ***hortatory exposition.***

III. Indicators

In the end of the study, students are able to identify the informations in the text.

IV. Material of Learning

Reading passages in the form of hortatory exposition.

V. Learning Activities

First Meeting

A. Building Knowledge of the Field

1. The teacher opens the lesson by greeting the students.

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2. The teacher shows the Smart Reading Text to the students in order to raise students' attention.
3. Teacher introduces the program to students.
4. Teacher delivers the specific menu of the program.
5. Students discuss about the difficulty that they still find on the program.

B. Modeling and Join Construction of the Text

1. Teacher gives instruction about how to use the program.
2. Teacher explains the menu of materials section.
3. Students have to pay attention to the material section explanation.
4. Teacher together with the students discuss about the difficulties about the material section.

C. Independent Construction

1. Teacher gives example of hortatory exposition text to students.
2. Teacher explains about the social purposes/function, lexicogrammatical feature, generic structures of the text.
3. Students have to pay attention to the teacher explanations.
4. Students try to fill the correct answer of social purposes/function, lexicogrammatical feature and generic structures of the text.
5. The students analyze their work.

Second Meeting

A. Building Knowledge of the Field

1. The teacher opens the lesson by greeting the students.
2. The teacher shows the Smart Reading Test to students.
3. Teacher gives procedure-reading passage to the students.
4. Students together with the teacher read the text.
5. Students discuss about the difficult words

B. Modeling and Join Construction of the Text

1. Teacher gives instruction about how to use the reading section.
2. Teacher gives each student on section.
3. Students have to pay attention to their section.

4. Students pay attention to the teacher explanations about the example how to operating the test.
5. Teacher with the students discuss about the difficulties that they found about the program.

C. Independent Construction

1. Students choose the best reading topic that they feel interesting for them.
2. Students are reading the passage carefully.
3. Students are doing the test based on the passage they have read before.
4. Students get their scores.
5. Students repeat doing the test with another topic to get a better score.
6. Students are reading the passage carefully.
7. Students are doing their test again.
8. Students get their final score.

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Appendix 6

LESSON PLAN

CONTROL GROUP

SMA/MA : SMA…
Subject : English
Year/Semester : XI/2
Time allotment : 4X40 minute (2 meetings)

VI. Competence Standard

Membaca

11. Memahami makna teks fungsional pendek dan esei sederhana *narrative* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

VII. Basic Competence

11.2 b. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk ***hortatory exposition***.

VIII. Indicators

In the end of the study, students are able to identify the informations in the text.

IX. Material of Learning

Reading passages in the form of hortatory exposition.

X. Learning Activities

First Meeting

A. Building Knowledge of the Field

1. The teacher opens the lesson by greeting the students.
2. Teacher gives hortatory exposition reading passage to the students.
3. Students together with the teacher read the text.

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4. Students discuss about the difficult words

B. Modeling and Join Construction of the Text
   1. The teacher explains about social purposes/function, lexicogrammatical feature and generic structures of the text.

C. Independent Construction
   1. Teacher give another hortatory exposition text with the list of difficult words
   2. The students analyze the social purposes/function, lexicogrammatical feature and generic structures of the text

Second Meeting

A. Building Knowledge of the Field
   1. The teacher opens the lesson by greeting the students.
   2. Teacher gives reading passage in the form of hortatory exposition to the students.
   3. Students together with the teacher read the text.
   4. Students discuss about the difficult words

B. Modeling and Join Construction of the Text
   1. The teacher guides the students to answer the questions related to the text.

C. Independent Construction
   1. Teacher give another text in the form of hortatory exposition with the list of difficult words
   2. The students answer the questions related to the text.

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Appendix 7

Ahmad Zakki M

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI SEMARANG (UNNES)
FAKULTAS BAHASA DAN SENI
Kampus Sekaran Gunungpati, Semarang 50229 ☎ /Fax 8508010

KEPUTUSAN
DEKAN FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SEMARANG
No.: 77/FBS/2010
tentang
PENGANGKATAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR

Dekan Fakultas Bahasa dan Seni Universitas Negeri Semarang,
Menimbang : dst.
Mengingat : dst.

MEMUTUSKAN

Menetapkan : I. Mengangkat Saudara-saudara yang namanya tercantum di bawah ini:
a. 1. Nama : Prof. Dr. H. Mursid Saleh, M.A.
2. NIP : 194406091971021001
3. Jabatan : Guru Besar
Sebagai Pembimbing Utama
b. 1. Nama : Maria Johana Ari W. S.S., M.Si.
2. NIP : 197405162001122001
3. Jabatan : Lektor
Sebagai Pembimbing Pembantu
dalam penulisan Skripsi, mahasiswa:
Nama : AHMAD ZAKKI M
NIM : 2201406594
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Tema Skripsi : THE EFFECTIVENESS OF USING HORTATORY EXPOSITION READING SMART TEST IN TEACHING READING THE CASE STUDY OF SECOND GRADE STUDENTS OF SMA

II. Menugasi Saudara-saudara tersebut untuk melaksanakan isi surat Keputusan Rektor UNNES Semarang No.:164/0/2004, tanggal 24 Desember 2004, tentang Pedoman Umum Tugas Akhir, Skripsi, Tesis, dan Disertasi bagi mahasiswa Universitas Negeri Semarang.

III. Apabila pada kemudian hari ternyata terdapat kekeliruan dalam Keputusan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Semarang
Tanggal : 8 Januari 2010
Dekan,

Prof. Dr. Rustono
NIP 195801271983031003

Tembusan:
1.Pembantu Dekan I
2. Ketjur Bhs & Sastra Indonesia.
3. Ybs
FBS UNNES

Doc.Ary/fbs

Appendix 8

UNIVERSITAS NEGERI SEMARANG	FORMULIR	No.Dokumen	FM-04-AKD-24
	PEMBIMBINGAN PENULISAN SKRIPSI	No. Revisi	00
		Tanggal Berlaku	01 Maret 2010
		Halaman	1 dari 1

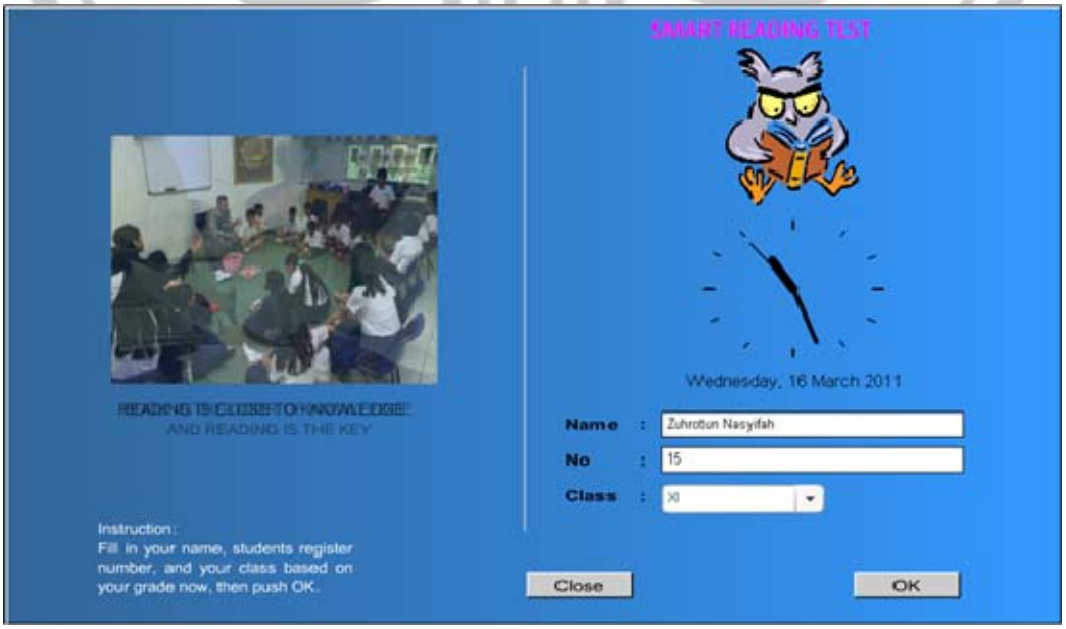
Nama : Ahmad Zakki M
NIM : 2201406594
Juruan/Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi/Tugas Akhir : The Effectiveness of Using SET.
Pembimbing I (P1) : Prof. Dr. Mursid Saleh, M.A
Pembimbing II (P2) : Maria Johana Ari W., S.S., M.Si.

No.	TGL	TOPIK/BAB	SARAN	PARAF P1	PARAF P2
1.	11/01/2010	Proposal (coriTucker)			
2.	5/02/2010	Proposal (fix)			
3.	15/02/2010	Instrumen penelitian			
4.	22/03/2010	Chapter I - III			
5.	15/03/2010	chapter I - III			
6.	22/03/2010	Soal Instrumen			
7.	23/03/2010	Chapter I - III			
8.	17/1/2010	chapter I - III			
9.	18/1/2010	Chapter IV - V			
10.	1/3/2010	I - V			
11	22/3/2010	I - III			
12.	24/2/2010	I - III (Revise)			
13.	25/2/2010	IV - V			
14.	2/3/2010	IV - V (Revise)			
15	7/3/2010	IV - V (Revise)			
16.	10/3/2010	I - V			

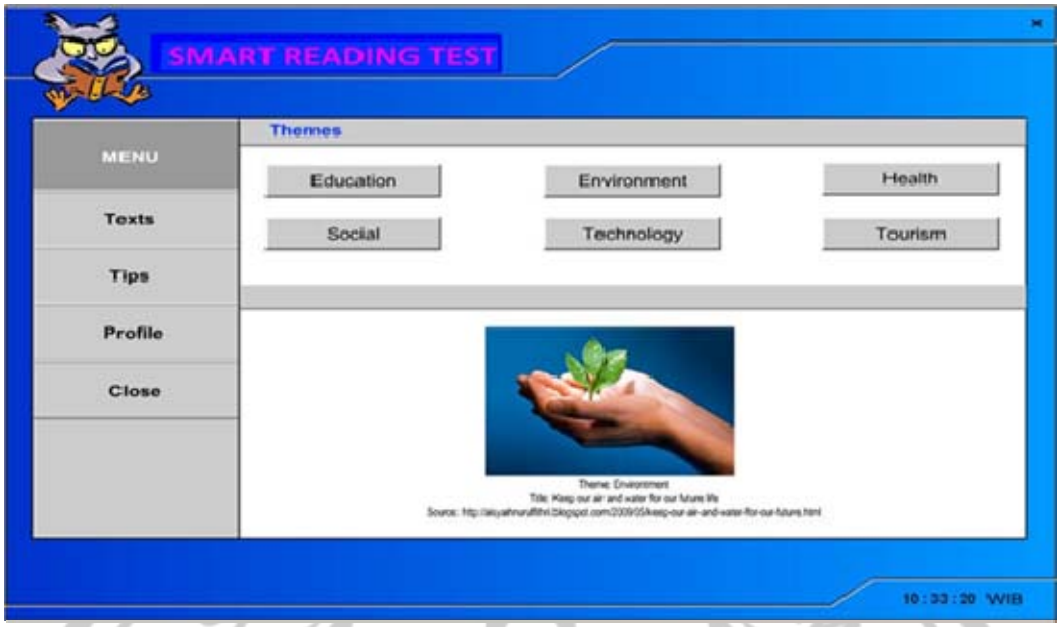
Appendix 9

SMART READING TEST PICTURES

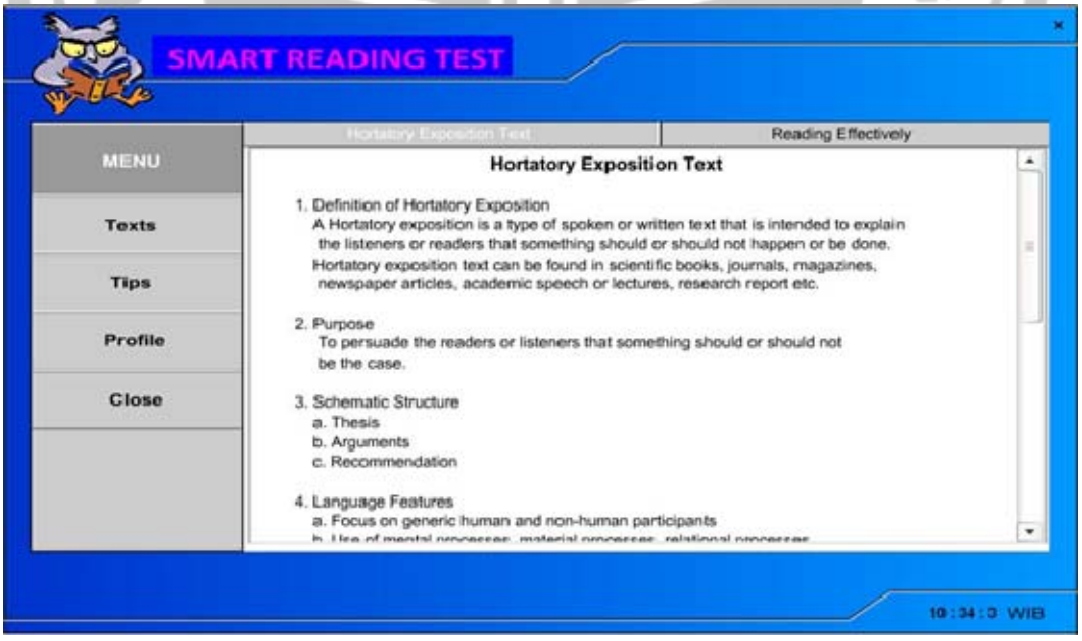
Picture.1 Opening page



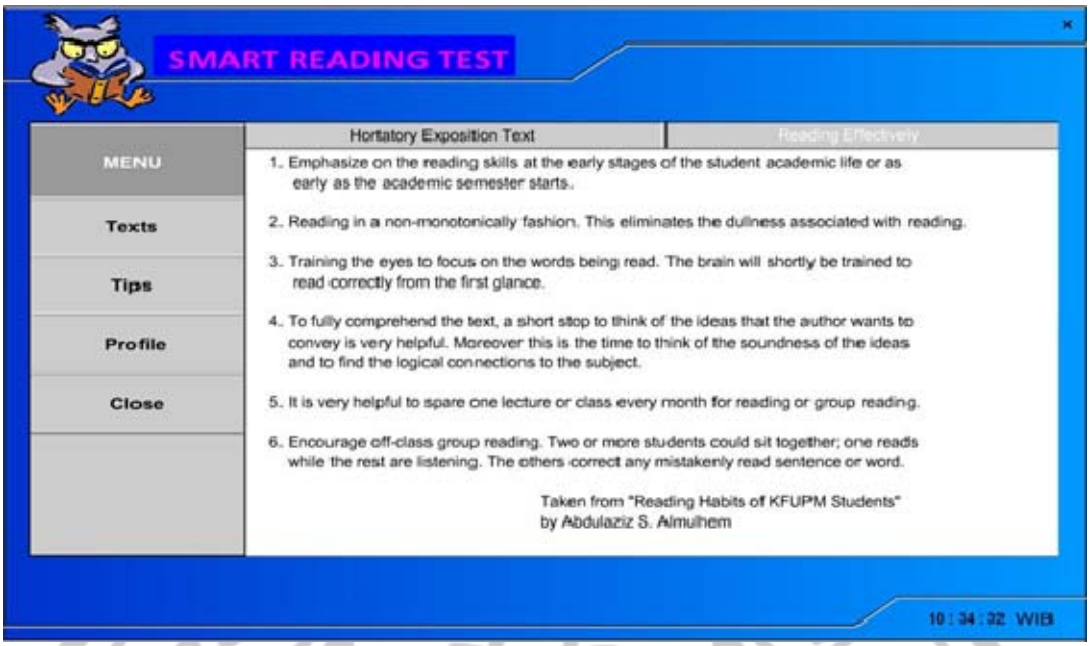
Picture 2 Fill in identities



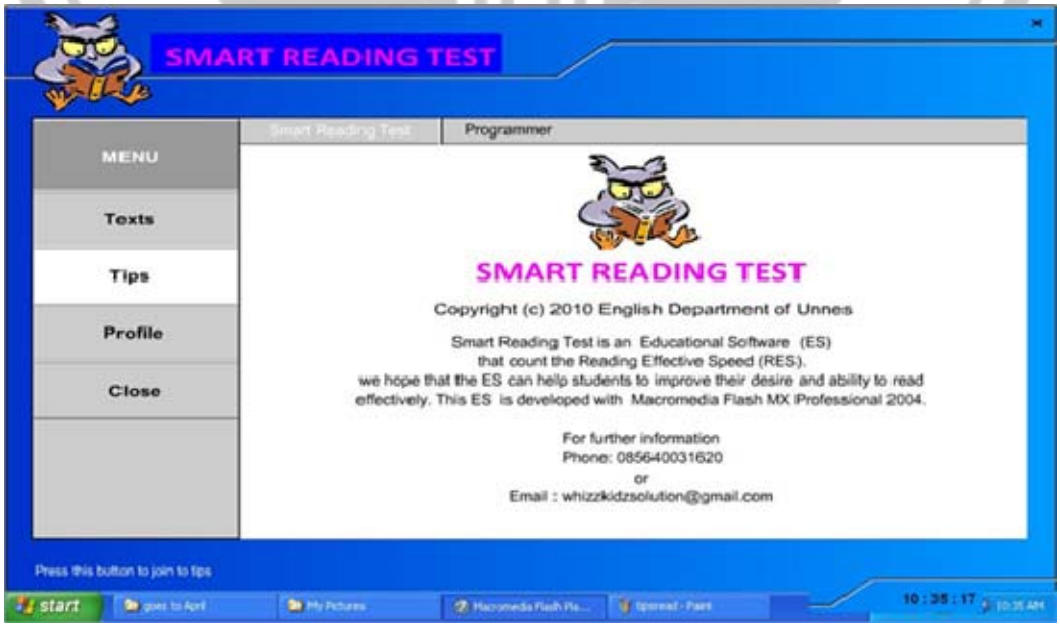
Picture 3 Menu



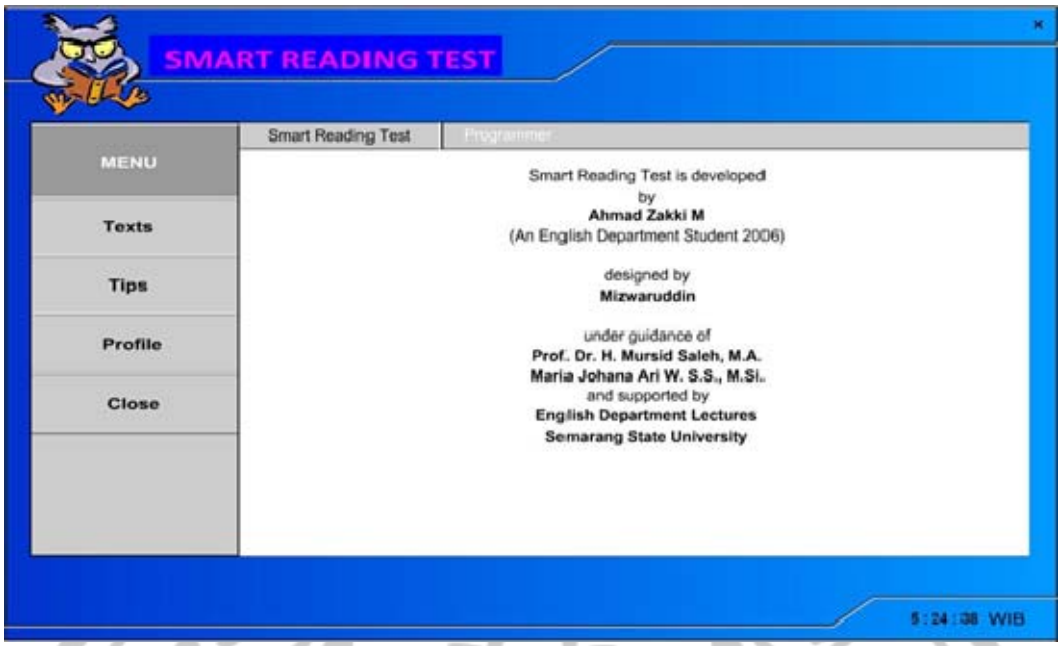
Picture 4 Tips of Text



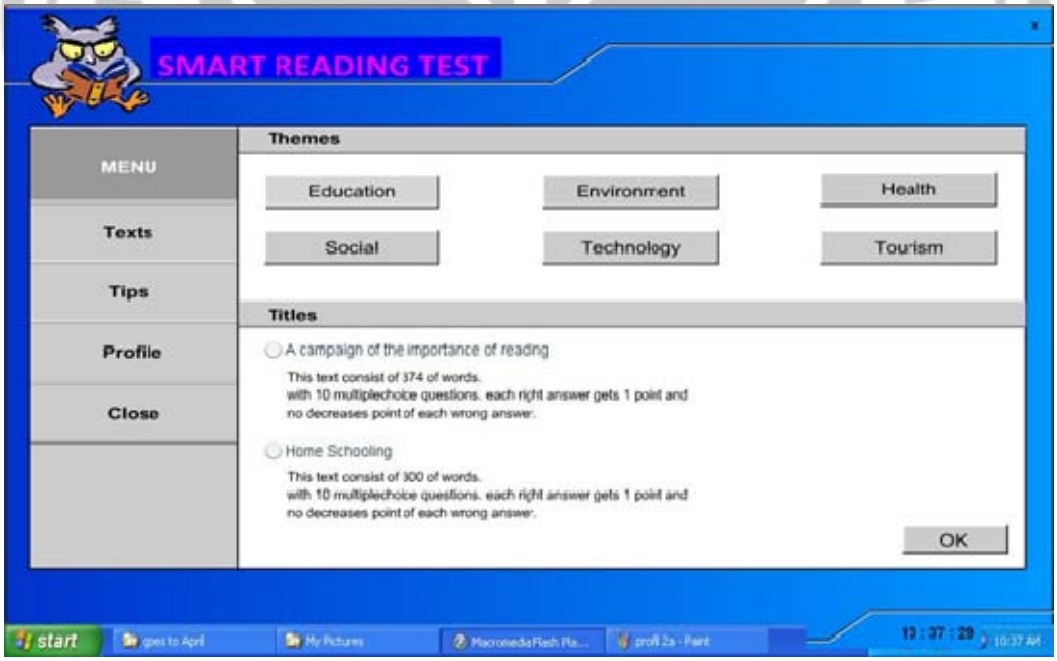
Picture 5 Tips about Reading



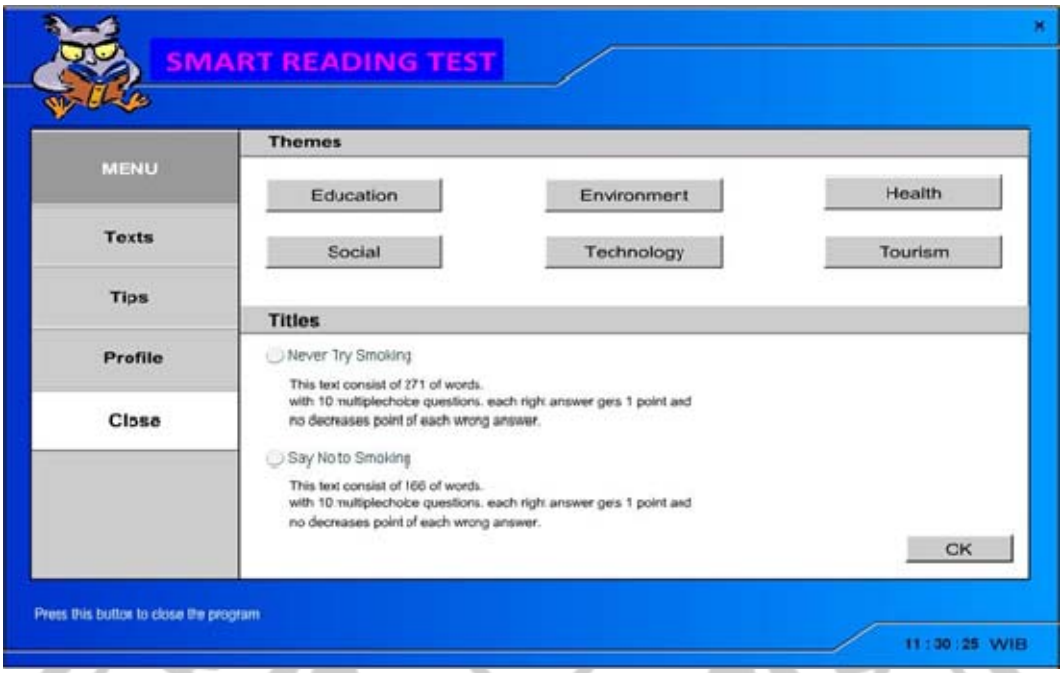
Picture 6 Profill of SRT



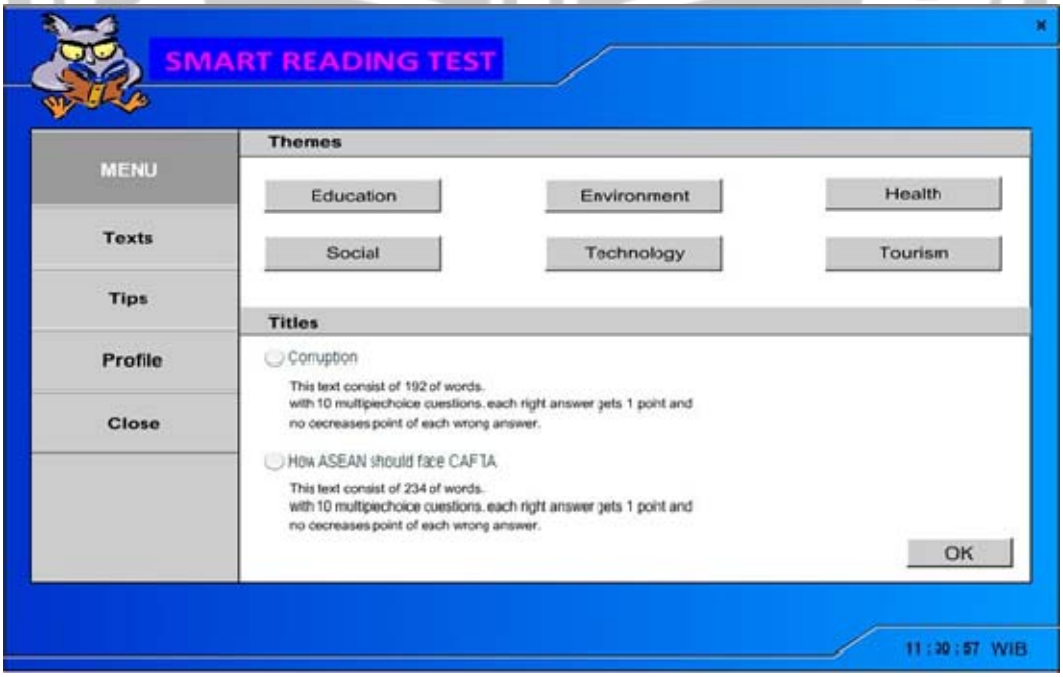
Picture 7 Profil of programmer



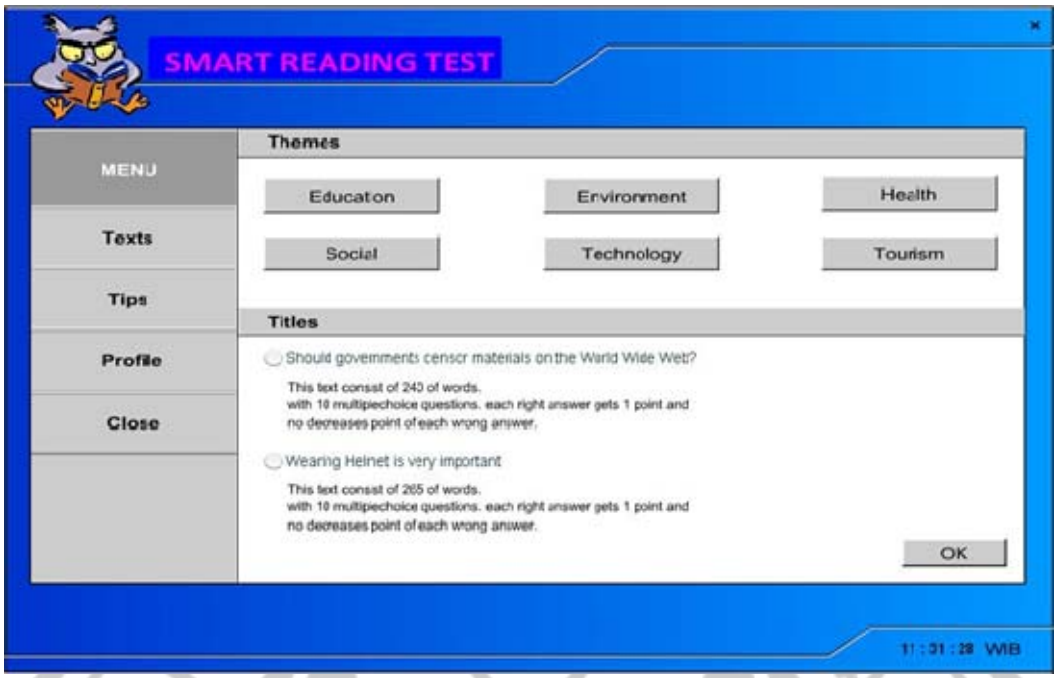
Picture 8 Education Titles



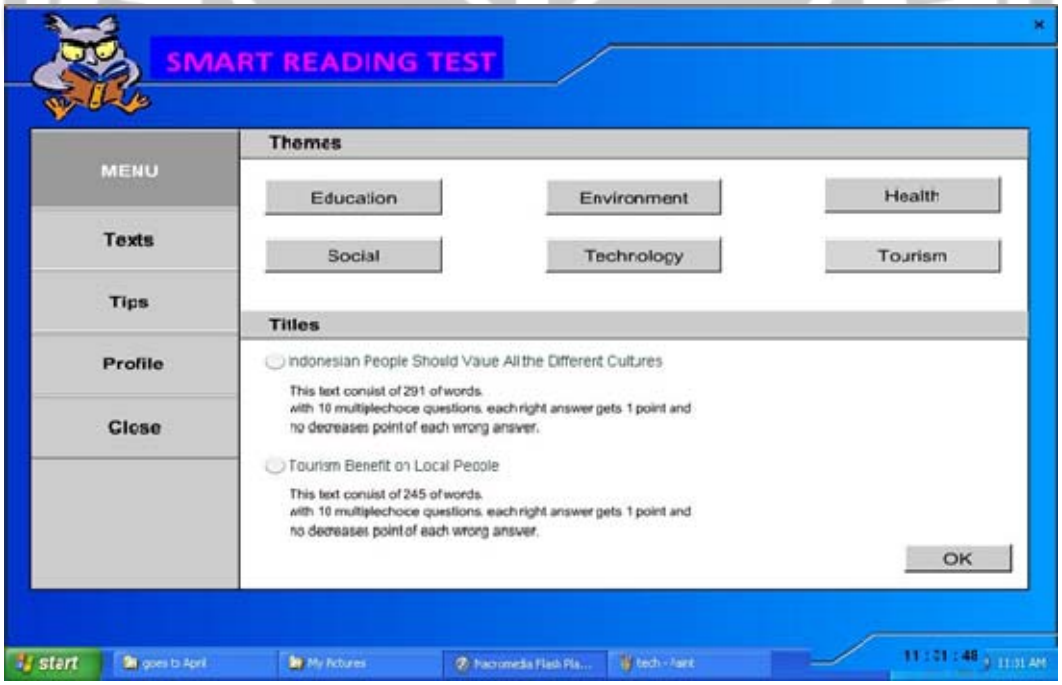
Picture 9 Health Titles



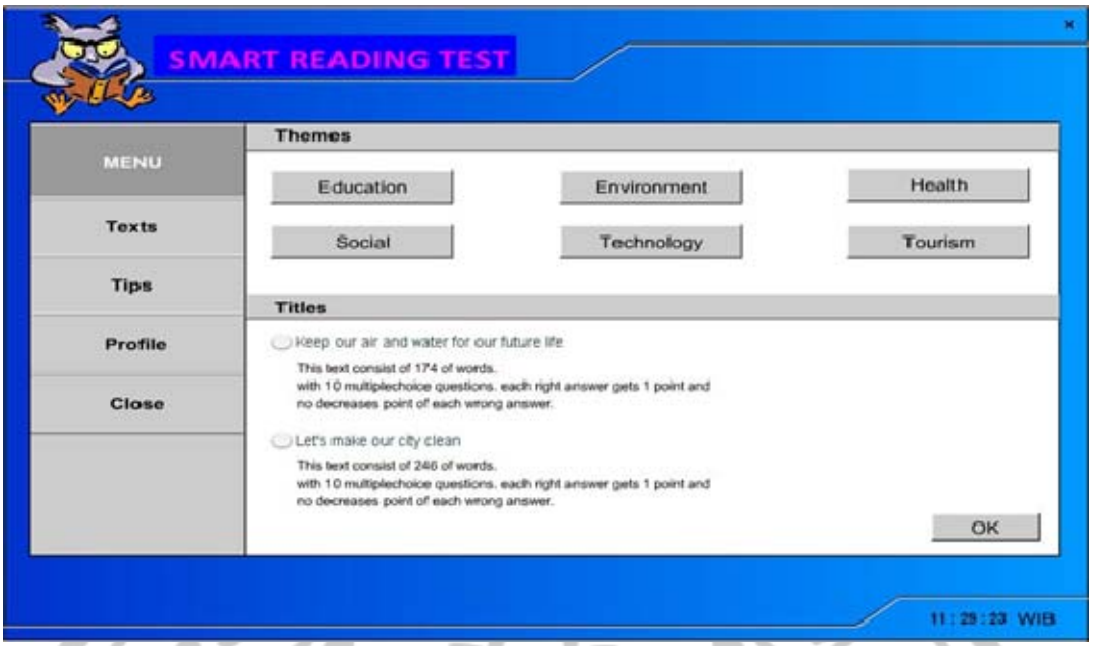
Picture 10 Social Titles



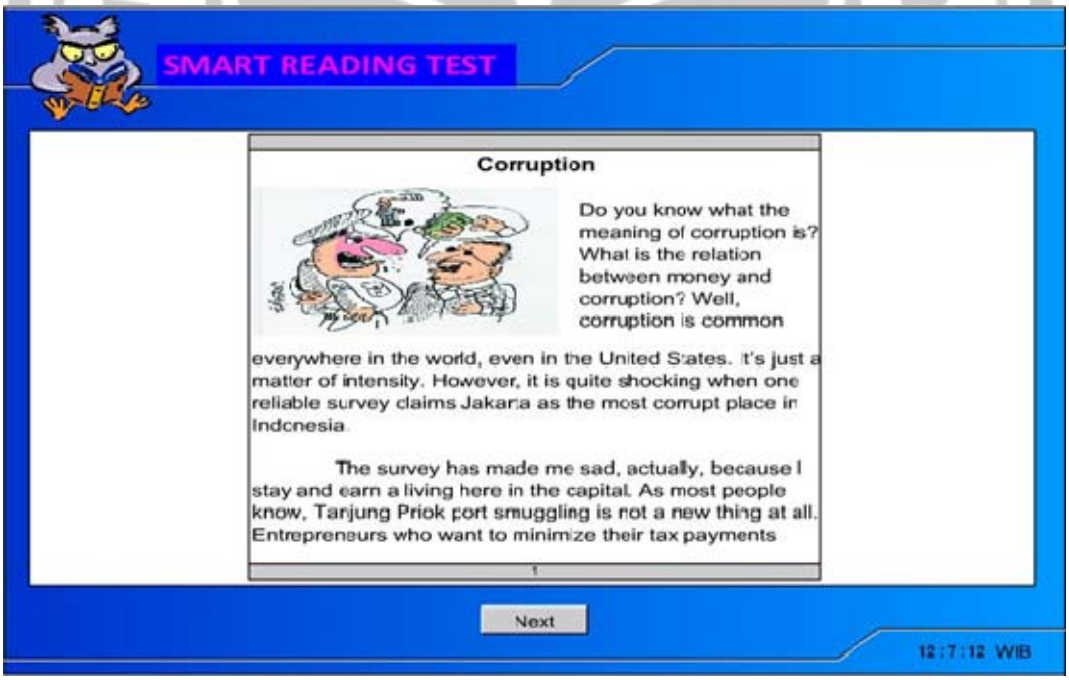
Picture 11 Technology Titles



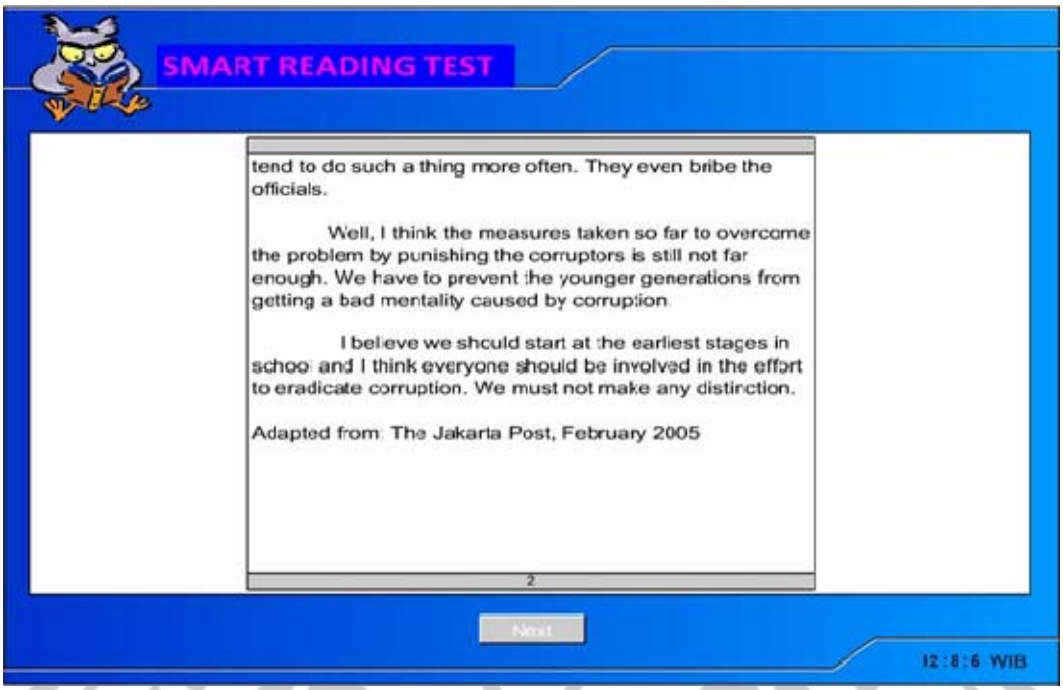
Picture 12 Tourism Titles



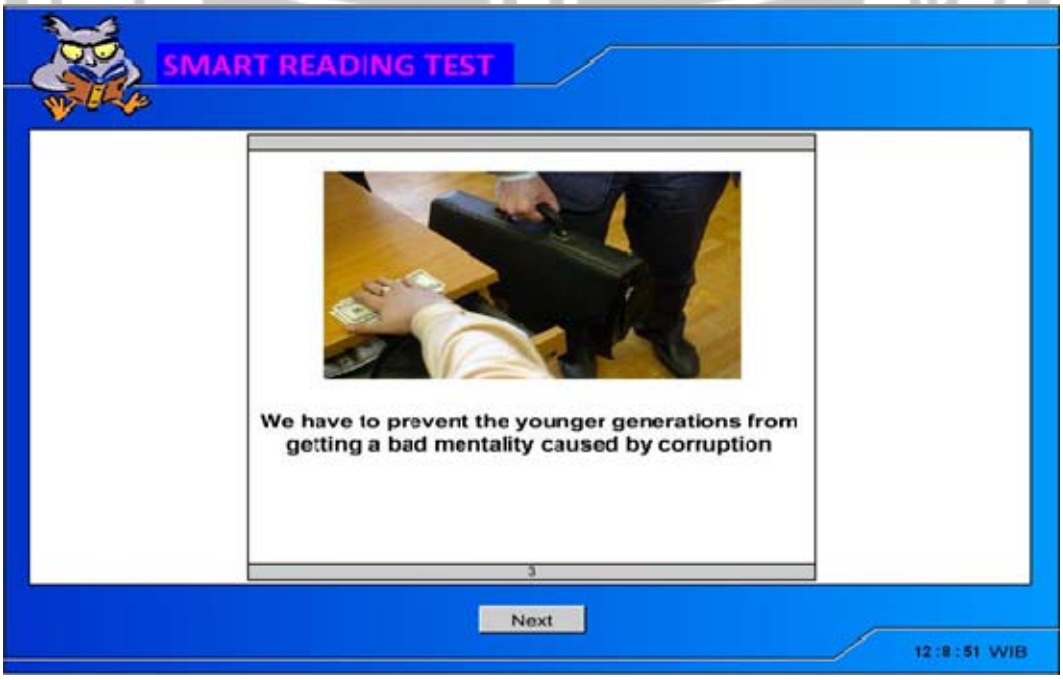
Picture 13 Tourism Titles



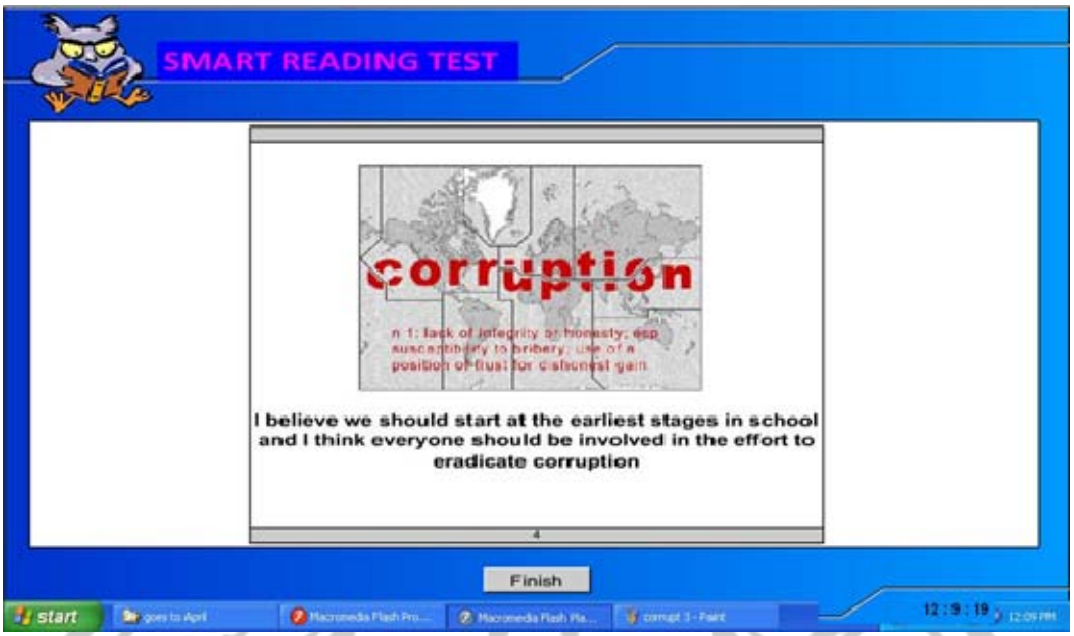
Picture 14 Corruption Text



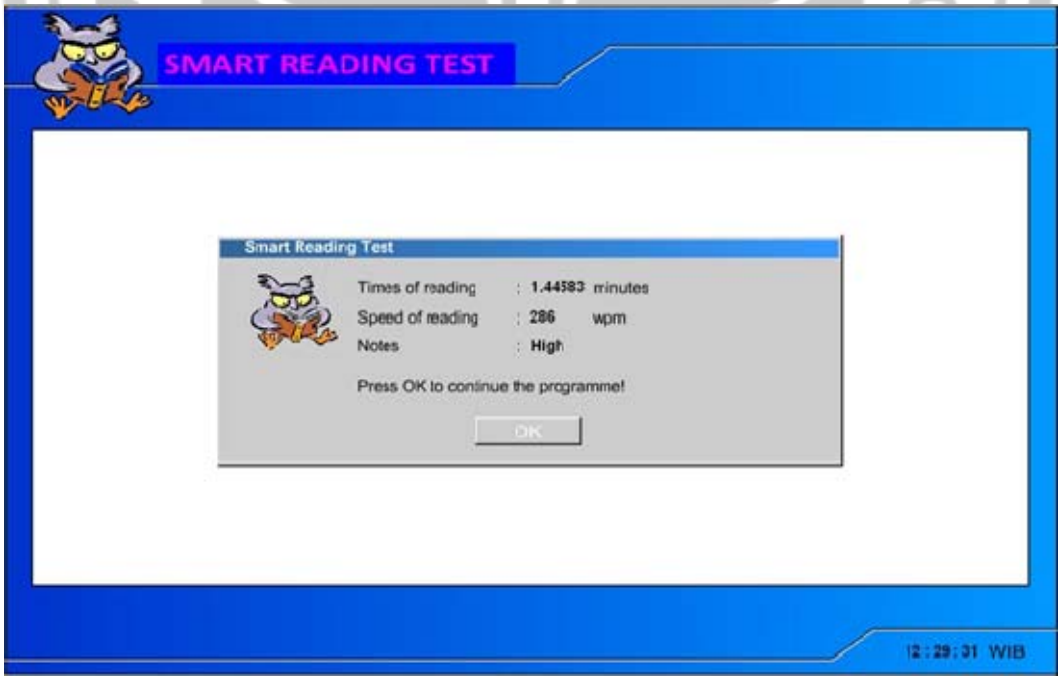
Picture 15 Corruption Text 2



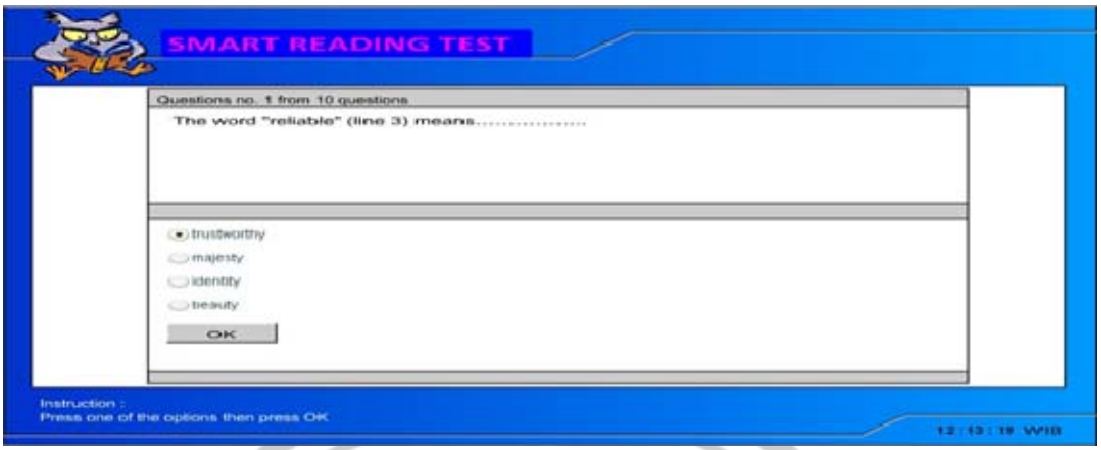
Picture 16 Corruption Text 3



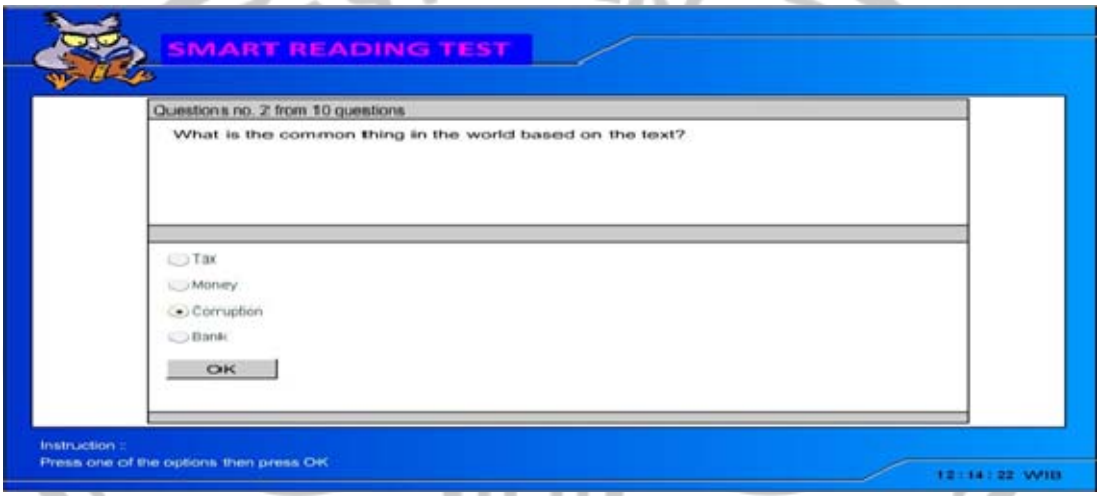
Picture 18 Corruption Text 4



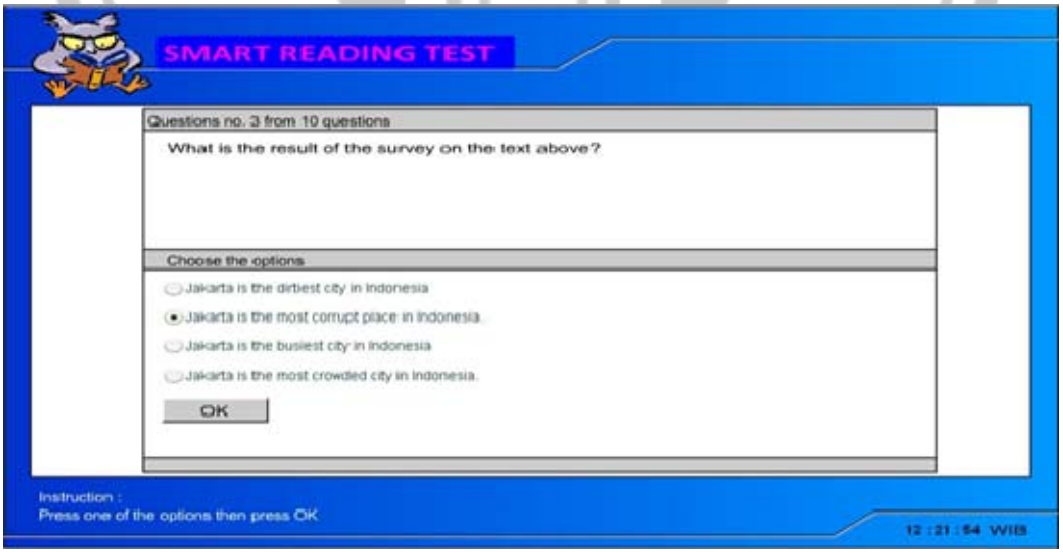
Picture 19 Reading Speed Analysis



Picture 20 Question no.1



Picture 21 Question no.2



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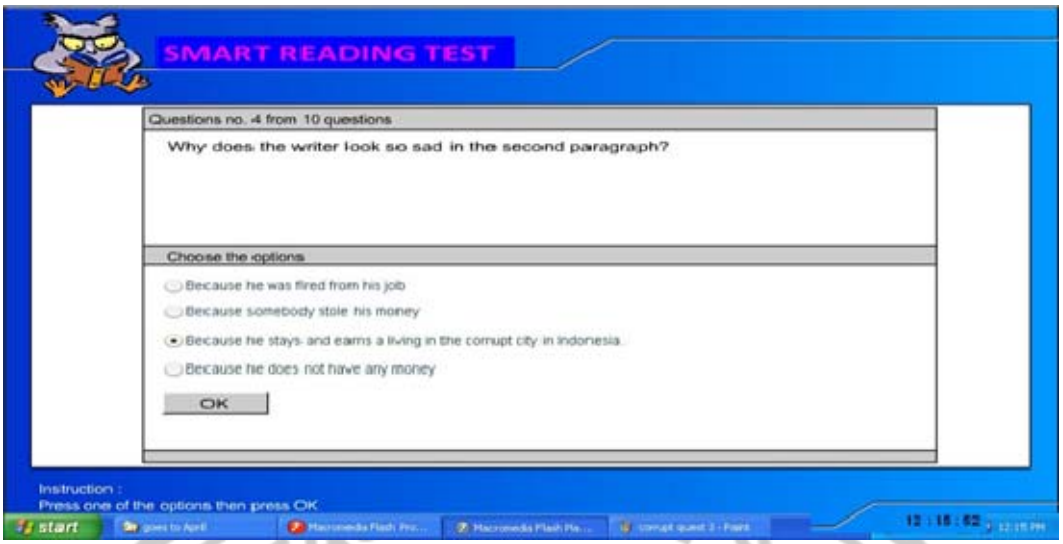

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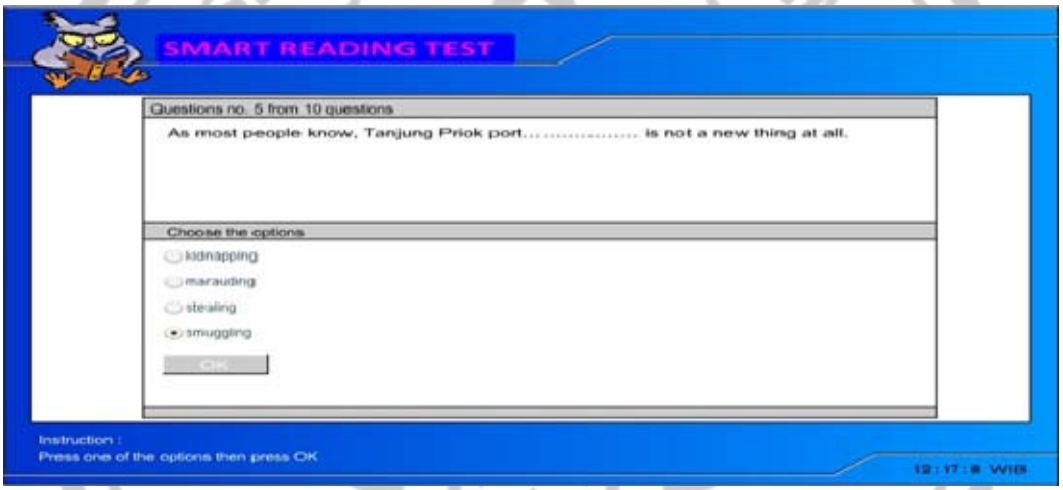
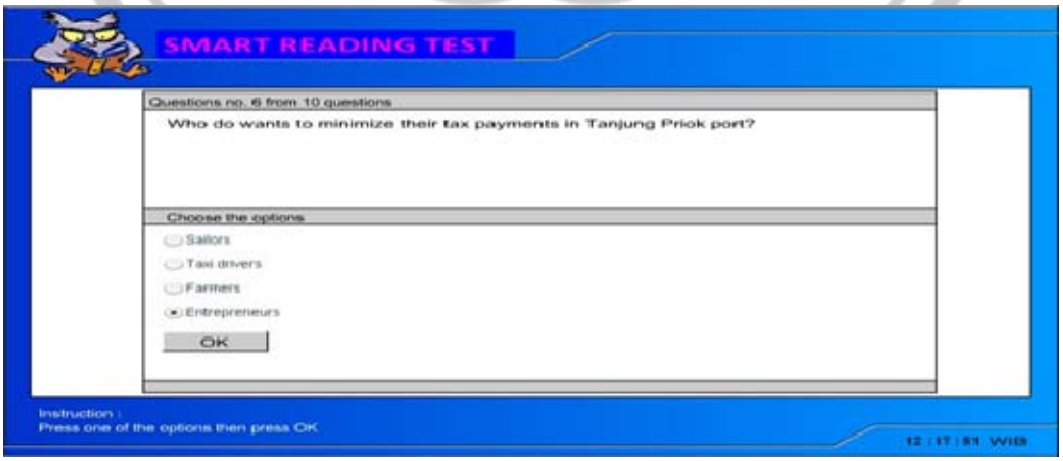


Picture 24 Question no. 5



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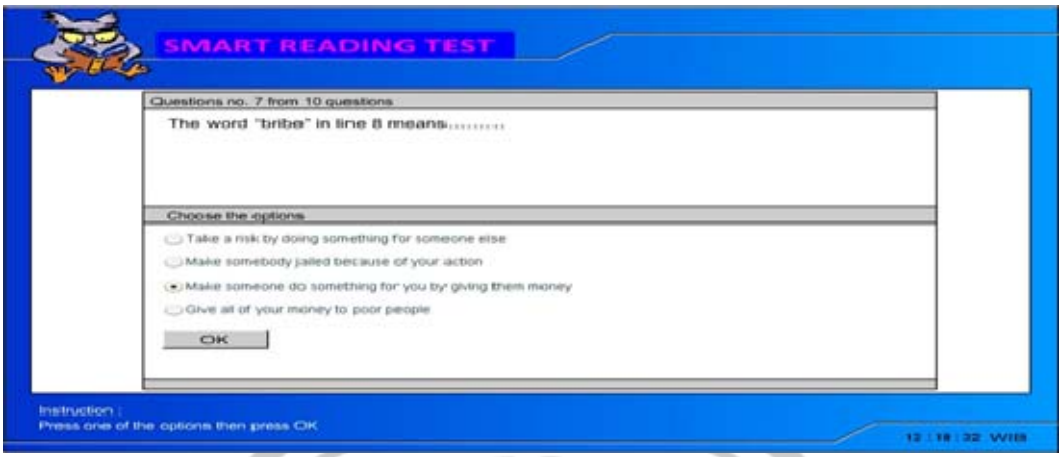
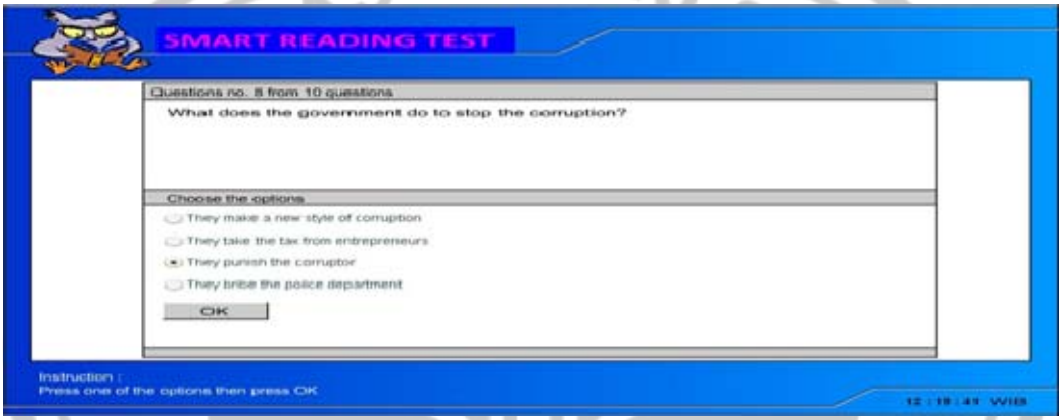
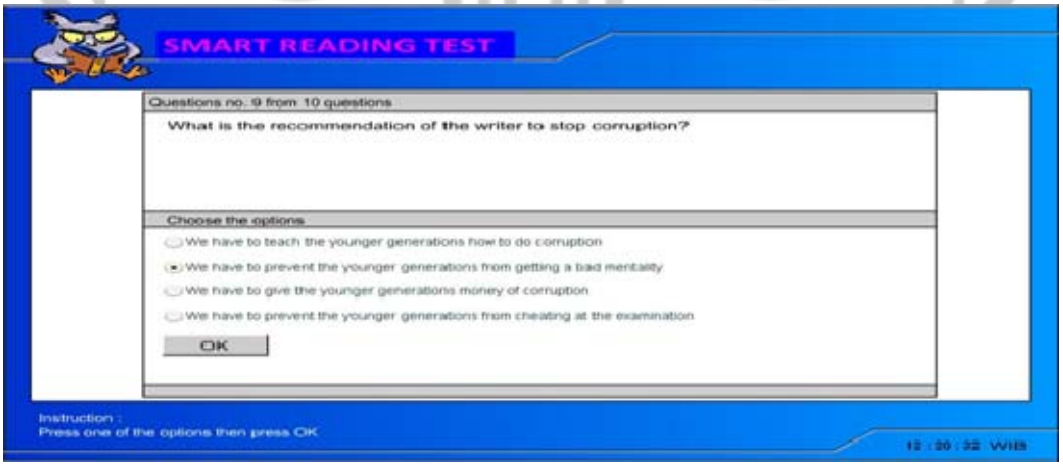


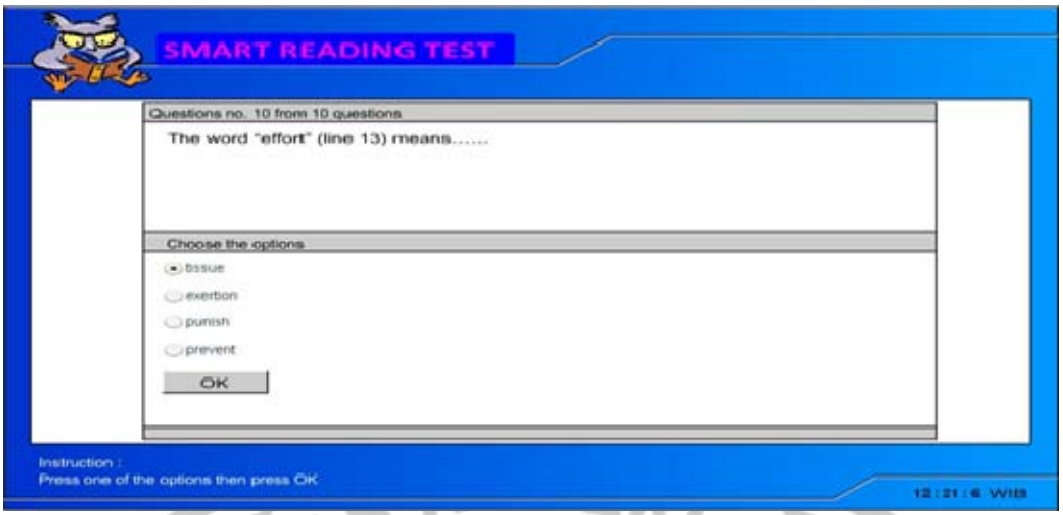
Picture 26 Question no. 7



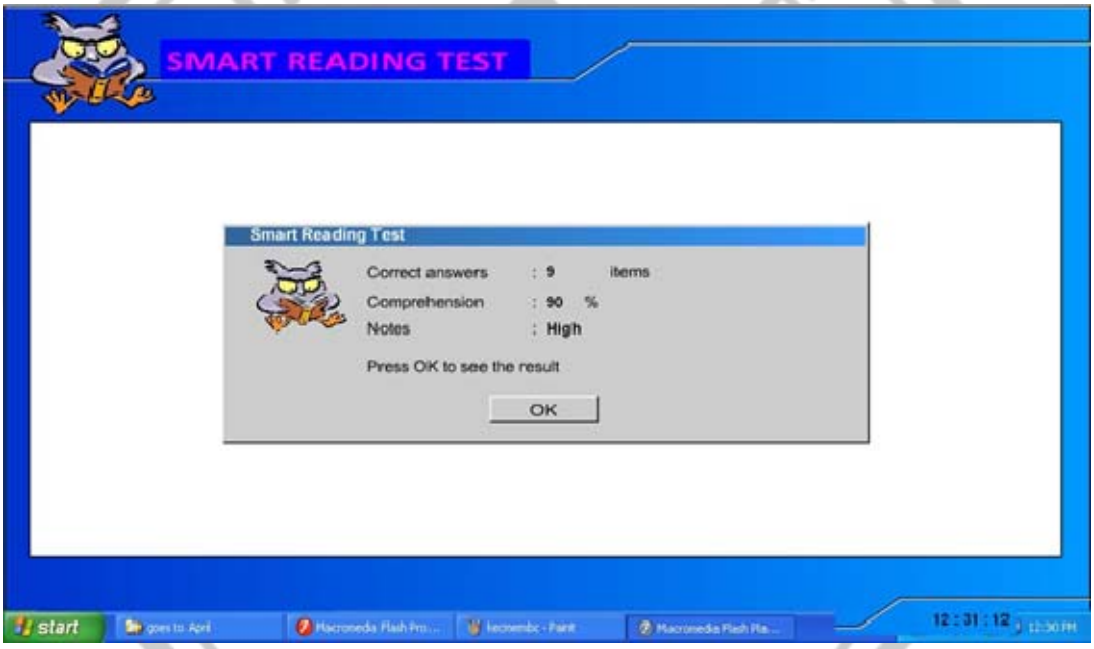
Picture 27 Question no. 8



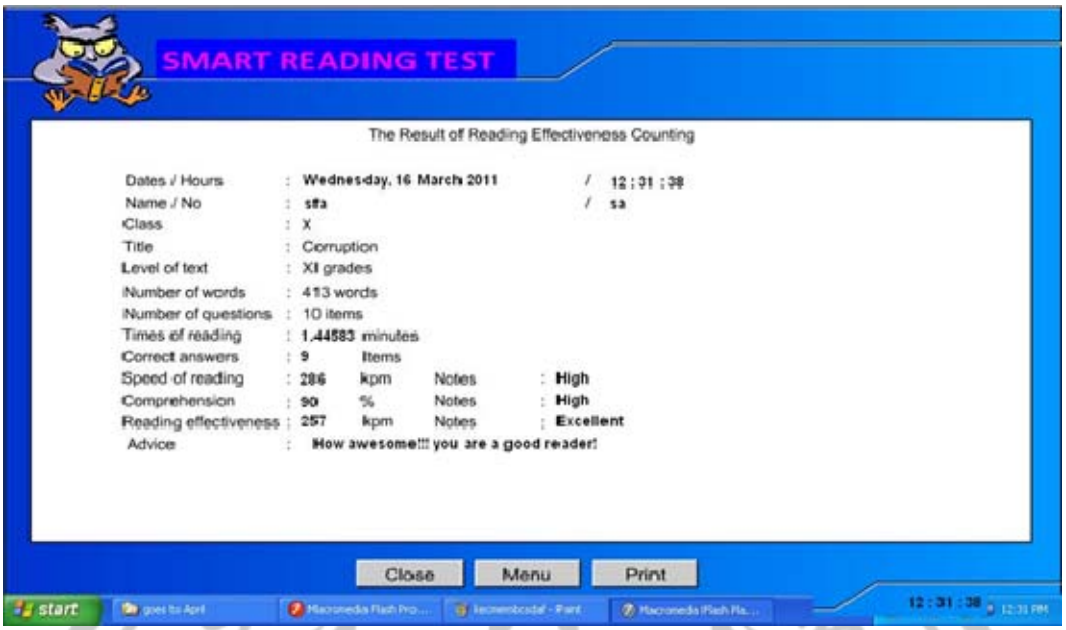
Picture 28 Question no. 9



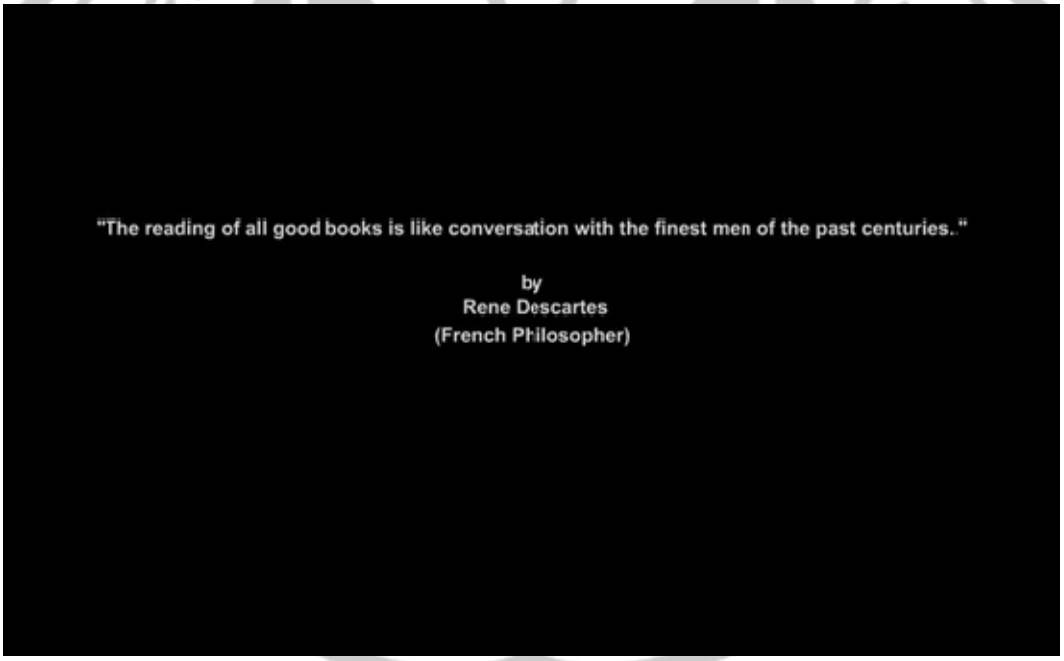
Picture 29 Question no. 10



Picture 30 The Result



Picture 31 Student's Result



Picture 32 Closing Page