

**THE EFFECT OF USING JOT CHART STRATEGY
TOWARDS READING COMPREHENSION OF
THE SECOND YEAR STUDENTS
AT SMAN 1 SIAK REGENCY**



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PEKANBARU
1435 H/2013 M**

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ABSTRAK

Aliyas Pikal, (2013): Pengaruh Penggunaan Strategi Jot Chart terhadap Pemahaman Membaca Siswa Kelas XI SMAN 1 Kabupaten Siak

Berdasarkan pada studi awal penulis, penulis menemukan bahwa beberapa siswa tidak mampu memahami teks bacaan analytical exposition pada buku pelajaran mereka di sekolah. Masalah tersebut dapat dilihat dari beberapa siswa yang tidak mampu memahami tentang isi dari teks bacaan dan menentukan ide pokok dari teks. Oleh karena itu, penulis tertarik untuk melaksanakan sebuah penelitian tentang hal ini. Tujuan penggunaan strategi Jot Chart adalah untuk menyelesaikan masalah siswa dalam pemahaman membaca.

Penelitian ini telah dilaksanakan di SMAN 1 Kabupaten Siak. Penelitian ini ditujukan untuk mencari perbedaan pada pemahaman siswa dalam membaca teks analytical exposition antara yang diajarkan dengan menggunakan strategi Jot Chart dan yang diajarkan tanpa menggunakan strategi Jot Chart di SMAN 1 Kabupaten Siak.

Metode penelitian ini adalah Eksperimen Semu dengan jenis pre-test dan post-test grup tidak setara. Populasi dalam penelitian ini adalah seluruh siswa kelas XI SMAN 1 Kabupaten Siak. Jumlah total populasi siswa adalah 176 orang. Dikarenakan populasi yang cukup besar, penulis menggunakan pengambilan sampel kelompok. Sampel dari penelitian ini adalah dua kelas yaitu XI IPA 3 sebagai kelas eksperimen dengan 30 siswa dan XI IPA 2 sebagai kelas kontrol dengan 30 siswa. Dalam menganalisa data, penulis menggunakan formula T-test sampel bebas dengan bantuan program SPSS Statistic 16,00.

Setelah menganalisa data, penulis menemukan bahwa t_{hitung} lebih tinggi dibandingkan t_{tabel} pada taraf signifikan 5% dan 1% sehingga Hipotesis Null (H_0) ditolak dan Hipotesis Alternatif (H_a) diterima. Dengan kata lain, terdapat perbedaan pada pemahaman siswa dalam membaca teks analytical exposition antara yang diajarkan dengan menggunakan strategi Jot Chart dan yang diajarkan tanpa menggunakan strategi Jot Chart di SMAN 1 Kabupaten Siak. Sehingga dapat disimpulkan bahwa penggunaan strategi Jot Chart dapat membantu siswa dalam meningkatkan pemahaman membaca mereka.

ABSTRACT

Aliyas Pikal, (2013): The Effect of Using Jot Chart Strategy towards Reading Comprehension of the Second Year Students at SMAN 1 Siak Regency

Based on the writer's preliminary study, it was found that the students could not comprehend the analytical exposition texts in their text book at the school. The problem could be seen that some of the students who could not understand about the content of reading text and identified main idea of the text. Therefore, the writer was interested in carrying out the research about this problem. The purpose of Using Jot Chart Strategy was to resolve the students' problem in reading comprehension.

This study was conducted in SMAN 1 Siak Regency. This study was intended to find out any significant difference of reading comprehension in analytical exposition text between students taught by using jot chart strategy and taught without using jot chart strategy of the second year students at SMAN 1 Siak Regency.

The type of this research was Quasi-experimental design with pre-test and post-test non-equivalent group design. The population of the research was all of the second year students of SMAN 1 Siak. The total number of population was 176 students. Because the population was large enough, the writer used cluster sampling. The samples of the research were two classes: XI IPA 3 as experimental class with 30 students and XI IPA 2 as control class with 30 students. To analyze the data, the writer adopted independent sample T-test formula by using SPSS Statistic 16,00.

After analyzing the data, the writer found that t_{observed} was higher than t_{table} at significant level of 5% and 1%. Thus, Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted. Therefore, there is any significant difference of reading comprehension in analytical exposition text between students taught by using jot chart strategy and taught without using jot chart strategy of the second year students at SMAN 1 Siak Regency. In conclusion, the use of Jot Chart Strategy could help students to improve their reading comprehension.

اليس فيكل, (٢٠١٣) : تأثير استخدام الطريقة Jot Chart نحو فهم القراءة عند طلاب الفصل الثاني بالمدرسة العالية الحكومية 1سيك ريجنسي .

استنادا إلى دراسة أولية، وجد المؤلف أن بعض الطلاب ليسوا قادرين على فهم المعرض التحليلية نص القراءة على كتبهم في المدرسية . يمكن أن ينظر المشكلة من بعض الطلاب الذين ليسوا قادرين على فهم محتوى النص قراءة ويحدد الفكرة الرئيسية للنص .وبالتالي، فإن الكاتب مهتما في إجراء البحوث في هذا الشأن .المقصود من الاستخدام الطريقة Jot Chart هو حل مشكلة الطلاب في القراءة والفهم.

وقد أجريت هذه الدراسة في المدرسة العالية الحكومية 1سيك ريجنسي . هذه الدراسة تهدف إلى البحث عن الاختلافات في فهم الطلاب للمعرض التحليلية نص القراءة بين التي يجري تدريسها باستخدام الطريقة Jot Chart وبدون استخدام هذا الطريقة في تدريس في المدرسة العالية الحكومية 1سيك ريجنسي.

هذا الأسلوب البحوث يبعد تجربة شبه مع نوع ما قبل الاختبار وبعد الاختبار الجماعات ليست ما يعادلها .كان السكان في هذه الدراسة جميع طلاب الصف XI من المدرسة العالية الحكومية 1سيك ريجنسي . المبلغ الإجمالي لعدد الطلاب هو 176 شخصا . ويرجع ذلك إلى عدد كبير بما فيه الكفاية، والكتاب استخدام مجموعة أخذ العينات .عينة هذه الدراسة فئتان من الحادي عشر 3 IPA كفاءة التجريبية مع 30 طالبا. والحادي عشر 2 IPA كطبعة التحكم مع 30 طالبا. و في تحليل البيانات استخدم الباحث عينة مستقلة ت-الاختبار باستخدام البرنامج الحاسوبي س ف س س.

بعد تحليل البيانات، وجد الباحثون أن t_{hitung} أعلى من t_{tabel} قدرا كبيرا من 5% و 1% بحيث الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة . وبعبارة أخرى، هناك اختلاف في الفهم القراءة للطلاب في النص المعرض التحليلية بين استخدام الطريقة Jot Chart ويدرس دون استخدام هذه الطريقة في المدرسة العالية الحكومية 1سيك ريجنسي . لذلك، يمكن أن نخلص إلى أن استخدام الطريقة Jot Chart تساعد الطلاب على تحسين فهم قراءتها.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading comprehension is one of the important aspects in reading skill. In learning English, the students are not just obligated to be able to read what is written in reading material, but also they should be able to capture the information or message in the reading material comprehensively. In the study of Duffy, he said that comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading¹. In other words, the students should be able to construct the meaning of the reading material; it is not only the lexical meaning, but also the contextual meaning. Based on the study of Klinger et al, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency².

Reading comprehension has the very tight relationship with prior knowledge and vocabulary. As stated above, reading comprehension means reading for getting message or information. However, it can be done if the readers have no good vocabulary and prior knowledge. According to Duffy, reading comprehension

¹Gerald G Duffy, *Explaining Reading*, (New York: Guilford Press, 2009). p. 14

²Klinger et al, *Teaching Reading Comprehension for Students with Learning Difficulties*, (New York: Guilford Press, 2007). p. 2

depends on the prior knowledge expressed into words. The readers can know the meaning of the written message only if they have past experience related to the topic and they can use the words to construct the meaning³.

The purpose of reading and type of text determine the specific knowledge, skills, and strategies that reader needs to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension result when the reader knows which skill and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Reading comprehension is about much more than answering literal questions at the end of a passage, story, or chapter, as you'll see in the videotape series *Strategy Instruction in Action*⁴. Scott G. Paris and Steven A. Stahl defines that reading comprehension is the ability to identify meaningful relations between the various parts of a text and the readers' background knowledge⁵.

Based on the school based curriculum (KTSP), the purpose of learning English especially reading is that the student must comprehend the ideas in short functional text and essay in the form of the report, narrative and analytical exposition accurately , fluently, and acceptably in daily life⁶. English teaching process at the second year takes four hours in a week (4 x 45 minutes) and the total period of

³Gerald G Duffy, *Explaining Reading*, (New York: Guilford Press, 2009). p. 15

⁴Debbie Miller, *Reading with Meaning Teaching Comprehension in the Primary Grades*. (Portland: Stenhouse Publishers, 2006), p.194

⁵Scott G. Paris and Steven A. Stahl, *Children's Reading Comprehension and Assessment*, (London: Lawrence Erlbaum Associates, Publishers, 2005), p. 134.

⁶*Silabus Bahasa Inggris KTSP SMAN 1 Siak*, 2010/2011

English teaching is 29 meetings in a semester⁷. Therefore, the students can learn English maximally.

Based on the preliminary research at SMAN 1 Siak, the students were still lack of comprehension in reading analytical exposition text. In addition, the students' score of reading comprehension was low. Some of the students were still confused to analyze the main idea of analytical exposition text. They got low score in reading exercise of analytical exposition text. Most of them did not pass the cumulative minimal standard (KKM). The cumulative minimal standard was 70.

The researcher found that there were five symptoms that indicates the problems for the students:

1. Some of the students are not able to understand the text given.
2. Some of the students cannot identify the topic of the text.
3. Some of the students are not able to find the message provided in the text
4. Some of the students are not able to organize the information in the text
5. Some of the students are not able to answer the questions related to the content of the text given

To solve the problem, the teacher can use the various ways to improve the students' reading comprehension. It can be done by monitoring the students' reading comprehension by modelling some strategies in reading comprehension; one of the

⁷*Silabus Bahasa Inggris KTSP SMAN 1 Siak, 2010/2011.*

effective strategies that are likely to be able to improve the students' reading comprehension is *Jot Chart Strategy*. According Vacca and Vacca, jot chart strategy helps students make sense of what they have read⁸.

Based on the problem and the explanation exposed by the writer above, it is obvious that most of the students at the school still have problems which should be solved as soon as possible. Either the Problems are from the students them selves or caused by others factor (reading difficulties itself). Therefore, the writer is interested in internalizing those problems in a research entitled: **The Effect of Using Jot Chart Strategy towards Reading Comprehension of the Second Year Students at SMAN 1Siak Regency.**

B. Definition of the Terms

1. Effect

Effect may refer to a result or change of something⁹. In this research, effect will refer to the effect of using jot chart strategy towards students' reading comprehension in analytical exposition text of the second year students at SMAN 1 Siak Regency.

⁸Roberta L. Sejnost, *Tools for Teaching in the Block*, (London: SAGE. Ltd, 2009), p. 135

⁹Wikipedia, "Effect", <http://www.wikipedia.com>, retrieved 15th March 2012

2. Jot Chart Strategy

Jot Chart Strategy is a pedagogical strategy for teaching reading comprehension that It is an outline that the students develop as they read a passage¹⁰. In this research, jot chart strategy refers to the reading comprehension strategy that will be used by the students of the second year at SMAN 1 Siak Regency.

3. Reading Comprehension

Reading comprehension is the understanding resulted through the process by which the meaning of a written text is understood¹¹. In this research, the reading comprehension refers to the students' reading comprehension in analytical exposition text of the second year students at SMAN 1 Siak Regency.

4. Analytical Exposition Text

Analytical Exposition text is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case¹². In this research, analytical exposition text refers to the type of the text that becomes the reading material given to the students of the second year at SMAN 1 Siak Regency.

¹⁰Diane Ravitch, *Ed Speak*, (Alexandria: ASCD, 2007), p.126

¹¹Jack C Richard, and Richards Schmidt, *Dictionary of Language Teaching & Applied Linguistic*, (London: Pearson Education Limited, 2010). p. 483

¹²Rangga Andrea, "Analytical Exposition Text", <http://rangga19.web.id/artikel/analytical-exposition/>, retrieved 29th October 2012

C. The Problem

1. Identification of the Problem

Based on the symptoms stated above, the writer identifies the problems as follows:

- a. Why are some of the students unable to understand the text given?
- b. Why cannot some of the students identify the topic of the text?
- c. Why are some of the students unable to find the message provided in the text?
- d. Why are some of the students unable to organize the information in the text?
- e. Why are some of the students not able to answer the questions related to the content of the text given?

2. Limitation of the Problem

Based on the identification of problem in students' reading comprehension above, the writer focused on the use of jot chart strategy towards students' reading comprehension in analytical exposition text of the second year students at SMAN 1 Siak Regency.

3. Formulation of the Problem

Based on the limitation of the problem above, this research problem was formulated in the following questions:

- a. How is students' reading comprehension in analytical exposition text taught without using jot chartstrategy of the second year students at SMAN 1 Siak Regency?
- b. How is students' reading comprehension in analytical exposition text taught by using jot chartstrategy of the second year students at SMAN 1 Siak Regency?
- c. Is there any significant difference of reading comprehension in analytical exposition textbetween students taught by using jot chartstrategy and taught without using jot chartstrategy of the second year students at SMAN 1 Siak Regency?

D. Objective and Significance of the Research

1. Objective of the Research

Based on the research questions above, the objective of this research can be stated as follows:

- a. To find out students' reading comprehension in analytical exposition text taught without using jot chartstrategy of the second year students at SMAN 1 Siak Regency.

- b. To find students' reading comprehension in analytical exposition text by using jot chart strategy of the second year students at SMAN 1 Siak Regency.
- c. To find out significant difference of reading comprehension in analytical exposition text between students taught by using jot chart strategy and taught without using jot chart strategy of the second year students at SMAN 1 Siak Regency.

2. Significance of the Research

- a. To enlarge the writer's knowledge about the research, especially in the topic of students' reading comprehension in analytical exposition text.
- b. To give positive contribution to the students in improving their reading comprehension.
- c. To give positive contribution to the teacher of English to develop the students' reading comprehension.
- d. To give contribution in development of teaching and learning English theoretically and practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.
- e. To add references for other next researchers having the same problem as the writer.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

a. The Nature of Reading

As one of the language skills, reading roles so urgently in communication. Reading is the receptive skill, meaning that the way in which people extract meaning from the discourse they see¹. Patel and Jain stated that reading means to understand the meaning of printed words i.e written symbols. Reading is an active process which consists of recognition and comprehension skill². In short, reading is the process of receiving the written information regarding what the reader sees.

According to Roe et al, it is stated that reading is perceived as a complex act of communication in which a number of textual, contextual, and reader-based variables in tract to produce comprehension³. The similar perception is stated that reading is a fluent process of readers combining information from a text and their

¹Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge:Longman, 2002), p. 198.

² M. F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publisher and Distributors). p. 113

³Kassim Shabaan,*Reading Psychology*, (London: Routledge Taylor Pracis Group, 2006),p. 377

background knowledge to build meaning in which the goal of reading is comprehension⁴.

In conclusion, reading can be perceived as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension

As reading is a process, according to Patel and Jain, there are three stages of reading, as follows:

- 1) The recognition stage. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For example, he/she recognizes the spoken words in this written form.
- 2) The second stage is structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- 3) The last stage is interpretation stage. The learner comprehends the significance of word, a phrase, or sentence in the overall context of the text⁵.

In conclusion, the process of reading is started by the way of the reader knows about the spoken words of the written form of reading material; then the

⁴David Nunan. *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p. 68

⁵M. F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publisher and Distributors), p. 113

reader understands about the sentence structure of the text; and finally, the reader interprets the context of the reading material.

b. The Concepts of Reading Comprehension

Reading and comprehension are so tightly connected because comprehension is the result of reading. If there is no comprehension in reading, there is no communication, mainly in written communication. Based on the study of Richard and Renandya, Reading comprehension is understanding the resulted process by which the meaning of a written text is understood⁶. In addition, Thornbury stated that comprehension skills are the heart of the reading process and we bring our life experiences to the act of the reading⁷. Next, in her research, Snow defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language⁸. Neufeld in Julie Beyer went on further to say that comprehension involves two important features: being actively involved with the text and using appropriate background knowledge to interpret the text⁹.

In other words, reading comprehension can be defined as a simultaneous process of constructing meaning of the written text and relating it to the life experience.

⁶Jack C Richard, and Richards Schmidt, *Dictionary of Language Teaching & Applied Linguistic*, (London: Pearson Education Limited, 2010). p. 443

⁷ Scott Thornbury, *An A-Z of ELT*, (New York: Mac Milan, 2003), p. 41

⁸Catherine Snow, *Reading for Understanding*, (Pittsburgh: RAND, 2002), p. 11

⁹Julie Beyer, *Strategies for Helping Struggling Readers Comprehend Expository Text*, <http://www.lyncburg.edu/Document/GraduateStudies/Journal/beyerJ.doc>, retrieved 31st October 2012

c. Teaching Reading Comprehension

In teaching reading, reading works as a process. Reading is an interactive process that goes on between the reader and the text that results the comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skill, and strategy, to determine what that meaning is. The reader's knowledge, skill, and strategy include:

- 1) Linguistic competence
- 2) Discourse competence
- 3) Sociolinguistic competence
- 4) Strategic competence¹⁰

Thus, in teaching reading, the reader should follow the process of reading in which the purpose is that the reader can use their knowledge, their skill, and their strategy to get result from their reading, the result is comprehension.

Teaching reading has some principles, they are¹¹:

- 1) Exploit the readers' background knowledge
- 2) Build a strong vocabulary base
- 3) Teach for comprehension
- 4) Work in increasing reading rate

¹⁰Heidi Byrnes, *Teaching Reading*, [http:// www. Nclrc.org/essentials/reading/raindex.Htm](http://www.Nclrc.org/essentials/reading/raindex.Htm), retrieved: 17thFebruary 2012

¹¹David Nunan, *Practical English Language Teaching*, (New York: The McGraw-Hill Companies, 2003). p. 74-78

- 5) Teach reading strategy
- 6) Encourage readers to transform strategies into skills
- 7) Built assessment and evaluation into your teaching
- 8) Strive for continuous improvement as reading teacher.

d. Students' Reading Comprehension in Analytical Exposition Text

Analytical exposition text can be defined as a argumentative or analytical reading material. An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expositions are popular among science, academic community and educated people.¹² In addition, Sudarwati and Grace stated that analytical exposition text is type of the text functioning to persuade the reader or listener that there is something that, certainly, needs to get attention and to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments¹³.

¹²Rangga Andrea, "*Analytical Exposition Text*", <http://rangga19.web.id/artikel/analytical-exposition/>, retrieved 29th October 2012

¹³Th M Sudarwati, and Eudia Grace, *Look Ahead 2*, (Jakarta: Erlangga, 2006), p. 109

In other words, analytical exposition text is a type of the text that functions to persuade the readers that there is something that needs to get attention and analyze supported by arguments.

In curriculum of the second year of Senior High School, the analytical exposition text is organized as follows¹⁴:

- 1) Thesis : Introduces the topic and shows speaker or writer's position; Outlines of the arguments are presented.
- 2) Arguments : It consists about Point and Elaboration Point, states the main argument Elaboration, develops and supports each point of argument.
- 3) Reiteration: (restatement), restates speaker or writer's position.

In addition, the language features are usually used in analytical exposition text as follows¹⁵:

- 1) Focus on generic human and non-human participants, e.g.: car, pollution, leaded petrol car
- 2) Use abstract noun, e.g.: policy, government
- 3) Use of relational processes, e.g.: It is important
- 4) Modal verbs, e.g.: we must preserve
- 5) Modal adverbs, e.g.: certainly we.

¹⁴Th M Sudarwati, and Eudia Grace, *Look Ahead 2*, (Jakarta: Erlangga, 2006), p. 109

¹⁵Nuri Nurayani, *Analytical Exposition*, <http://nurinurayani.wordpress.com/functional-text/kumpulan-tugas/analytical-exposition-2/>, retrieved 29th October 2012

- 6) Connective or Use of internal conjunction to state argument, e.g.: first, secondly, then, finally)
- 7) Evaluative language, e.g.: important, valuable, trustworthy, etc.
- 8) Giving reasons through causal conjunction
- 9) (e.g. so, thus, therefore, hence)
- 10) Use of present tense
- 11) Passive sentence

In short, in analytical exposition text, the reader should be able to comprehend the purpose of the text and to analyze the content of the text by recognizing the structures of the analytical exposition text including thesis, arguments, and reiteration to comprehend the text. Also, the features of the text are so important things to understand in analytical exposition text because they are what make the sense of analysis in analytical exposition text.

e. The Factors that Influence Students' Reading Comprehension in Analytical Exposition Text

Reading comprehension can be influenced by several factors that come as internal factors and external factors. The internal factors are decoding, fluency (reading words quickly and accurately), and vocabulary. Difficulty in any of these three areas will interfere with reading comprehension. One reason for this interference is that readers only have so much short-term cognitive, or thinking, capacity for a task. If too much effort is allocated to decoding, little capacity is available for focusing on comprehension.

The difficulties in decoding words can slow down reading and often require to read slowly and to reread text in order to understand it. Then, the limited vocabulary and world knowledge can interfere the understanding about what is read because the lack of sufficient background knowledge or missing the meaning of so many words make reading comprehension difficult¹⁶.

The external factors that influence the reading comprehension are mental of frameworks for holding ideas, concentration and good study techniques. Here are some suggestions.

- 1) Develop a broad background
Broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events.
- 2) Know the structure of paragraphs
Good writers construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases or paragraphs that change the topic.
- 3) Identify the type of reasoning
Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, systems thinking? See section 20 for more examples on critical thinking skills.
- 4) Anticipate and predict
Smart readers try to anticipate the author and predict future ideas and questions. If you are right, this reinforces your understanding. If you are wrong, you make adjustments quicker. Use it to look up new words. Or, you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes and endings.
- 5) Use a systematic reading technique.
Develop a systematic reading style, depending on priorities and purpose.

a. Monitor effectiveness

¹⁶Janette K. Klingner, et.al, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: Guilford Press, 2007), p. 6

Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they have missed an idea and backup to reread it.¹⁷

Based on the explanation above, in generally there are some ways in reading comprehension such as developing a broad background, knowing the structure of paragraphs, identifying the type of reasoning, anticipating and predicting, using a systematic reading technique and monitor effectiveness.

2. The Nature of Jot Chart Strategy

a. The Concepts of Jot Chart Strategy

When reading a text, the readers sometimes have difficulties to organize the information in the text, so that the idea of the text is difficult to identify. In English reading class, such problem is often faced by the students in comprehending the reading text. Jot chart strategy or jot charting can provide the students with a simple outlining tool for organizing related information¹⁸. According to Sejnost, by utilizing Jot Chart strategy, students can gather, organize, and synthesize the data they have from variety of sources, such as reading, lectures, videos and so forth into a two dimensional matrix with topics, categories, or items recorded horizontally and specific questions or

¹⁷Martin, *How to be a Successful Student*, from: (<http://www.marin.edu/~don/Study/7read.html>, 1991).

¹⁸ Maryam Shirazian, *General Practical English for All*, (Taheran: NIGC, 2008), p. 4

characteristics recorded vertically. Jot chart can be used in any content area and can be developed in a variety of ways¹⁹.

In short, jot chart strategy is a teaching strategy that helps the students to organize the information that they acquire through the variety of sources like reading material that is jotted into matrix consisting the information organized.

Based on the explanation above, the advantages of using jot chart strategy are:

- 1) It is good at helping the students identify ideas and facts as they read.
- 2) It is effective for visualizing information regarding the ideas, people, events, and process.

b. Teaching Reading Comprehension by Using Jot Chart Strategy

As jot chart strategy is a teaching strategy, the teacher has the very significant roles in applying this strategy. The teacher collaborates with the students in teaching and learning the reading material. In applying this strategy, the teacher can do the following procedures²⁰:

- 1) Create a Jot Chart on the chalkboard or on an overhead transparency or produce a print copy for each student. The chart/matrix should be structured as follows:

¹⁹ Roberta L. Sejnost, *Tools for Teaching in the Block*, (London: SAGE. Ltd, 2009). p. 135

²⁰ Alabama Reading Initiative Secondary Team, 2007, *Planning Strategic Lessons* , p. 36, <http://podcasts.shelbyed.k12.al.us>, retrieved 20th October 2012.

- a) Main ideas/items for description or analysis are listed across the top of the chart.
 - b) Question/characteristics of the main ideas/items are listed down the left side of the chart.
- 2) Discuss the purpose of the chart with students before the reading assignment. Give an example of a completed chart to help clarify its functions.
 - 3) Have students read the selection and complete the Jot Chart.
 - 4) Discuss the students' findings and compile the results into a group Jot Chart. Stress the relationships between the data in the chart.

B. Relevant Research

In order to avoid the plagiarism, the writer stated some researches dealing with the use of jot chart strategy and reading comprehension. As a matter of fact, there are some of the research reports that have relevancy with this research paper. The first title is “The Effect of Cognitive Learning Strategies in Improving Students’ Reading Comprehension, A Quasi Experimental Study in a State Vocational School in Bandung” conducted by Dewi Melinda. This was an experimental research. This research mostly discussed about the use of cognitive learning strategy to improve students’ reading comprehension. In collecting the data, she used test (pretest and posttest). In the research finding, she stated that cognitive learning strategy is effective in improving students’ reading comprehension.

The second research title is “Using Flowcharts to Improve Students the Students’ Comprehension of Narrative Text at SMAN 1 Malang” conducted by Henny Rahmawati. This was a classroom action research. Based on the research finding, it can be concluded that the result of this study showed that flow chart improved the students’ ability in comprehending reading texts, especially narratives.

C. Operational Concept

To avoid misunderstanding and misinterpreting about the concept of this research, it is important for the writer to give the concept of operation in this research to make it easy to measure and assess. It means that it is necessary to expose to avoid some misinterpreting for the readers of this proposal. Thus, the main technical terms existed in this research are necessarily operated in this research.

There are some factors necessarily to be operated in this operational concept. In this research, there are two variables; they are (1) using jot chart startegy as X variable and (2) Students’ reading comprehension inanalytical exposition text as Y variable. The operational concept for each variable can be described as follows:

1. Teaching Jot Chart Strategy (Variable X)

The procedures of teaching reading by using jot chart strategy are as follows²¹:

²¹Alabama Reading Initiative Secondary Team, 2007, *Planning Strategic Lessons* , p. 36, <http://podcasts.shelbyed.k12.al.us>, retrieved 20th October 2012.

- a. The teacher creates a Jot Chart on an overhead transparency or produce a print copy for each student consisting of main ideas/items for description or analysis or question/characteristics of the main ideas/items that are listed down the left side of the chart.
 - b. The teacher discusses the purpose of the chart with students before the reading assignment. Give an example of a completed chart to help clarify its functions.
 - c. The teacher has students read the selection and complete the Jot Chart.
 - d. The teacher discusses the students' findings and compiles the results into a group Jot Chart. Stress the relationships between the data in the chart.
2. Students' reading comprehension in analytical exposition text (Variable Y)

The students' reading comprehension in analytical exposition text can be indicated in the following indicators²²:

- a. The students are able to identify the word meaning in an analytical exposition text
- b. The students are able to identify the case in an analytical exposition text
- c. The students are able to identify the argument in an analytical exposition text
- d. The students are able to identify the rhetorical steps of an analytical exposition text

²²Syllabus of SMAN 1 Siak 2010/2011

- e. The students are able to identify the communicative purpose of an analytical exposition text

D. Assumption and Hypothesis

1. Assumption

Before starting hypotheses as temporary answers of the problem, the writer would like to present assumption as follows:

- a. Students' reading comprehension is various.
- b. The better the use of jot chart strategy, the higher students' reading comprehension in analytical exposition text will be.

2. The Hypothesis

H_0 : There is no significant difference of reading comprehension in analytical exposition text between students taught by using jot chart strategy and taught without using jot chart strategy at the second year students of SMAN 1 Siak Regency.

H_a : There is significant difference of reading comprehension in analytical exposition text between students taught by using jot chart strategy and taught without using jot chart strategy of the second year at SMAN 1 Siak Regency.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design of this research was quasi-experimental research which was intended to find out the significant difference of reading comprehension in analytical exposition text between students taught by using jot chart strategy and taught without using jot chart strategy. The experimental research is the only type of research that can test hypotheses to establish cause-and-effect relationship¹. This research was focused on the Nonequivalent Control Group Design involving an experimental group and a control group in which both are a pretest and a posttest². In this research, there were two variables; the independent variable (X) was the use of jot chart strategy and the dependent variable (Y) was the students' reading comprehension in analytical exposition text. This research design can be seen as follows³:

Table III.1

Difference between Control and Experimental Group

O₁	X	O₂
O₁		O₂

¹ L.R. Gay and Peter Airasian, *Educational Research*. (New Jersey: Pearson Education, 2000), p. 367

² Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi Experimental Designs for Research*, (Boston: Houghton Mifflin Company, 1963), p. 47

³ Ibid

Where:

O_1 = Pre-test

O_2 = Post-test

X = Treatment by using jot chart strategy

B. Location and Time of the Research

According to the background of the problem explained before, this research was conducted at the second year students at SMAN 1Siak Regency. It was begun from November 2012 to January 2013.

C. The Object and Subject of the Research

The object of this research was the use of Jot Chart Strategy in improving students' reading comprehension in analytical exposition text. The subject of this research was the first semester of the second year students of SMAN 1 Siak Regency in academic year 2012/2013.

D. Population and the Sample of the Research

The population of this research was the second year students of SMAN 1Siak Regency in the academic year of 2012/2013. The total number of students was 176. The writer used two classes as samples of this research by using cluster sampling; it was done by selecting group (not individual) because all members of

selected group had similar characteristics.⁴ The samples taken were 60 students; they were class XI IPA 2 and XI IPA 3. The detail of the sample is as follows:

Table III.2
Sample of the Research

Class	Population		Total	Sample
	Male	Female		
XI IPA ³	9	21	30	Experimental Class
XI IPA ²	12	18	30	Control Class

E. Technique of Collecting Data

1. Test

In collecting data about students' reading comprehension, the writer used reading test consisting of 25 questions as the instrument, the kinds of test that were given to the students were as follows⁵:

- a. Pre-test was given to the student before giving the treatment of the technique to both the experimental class and control, classes this test was use to measure basic reading comprehension of analytical exposition text.
- b. Post test was given to the students after giving the treatment by using jot chart strategy in the experimental class and by using conventional strategy in the control class to find out whether it would make difference or not in reading comprehension of analytical exposition text.

⁴L.R Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application Sixth Edition*. (New Jersey:Prentice hall, 2000), p. 129

⁵Athur Hughes, *Testing For language Teachers, Second Edition* (Cambridge: Cambridge University Press 2003), p. 143

For getting the data writer used multiple choice for testing the reading comprehension of the students about the analytical exposition text.

2. Observation

An observation is the current status of a phenomenon determined by observing⁶. Arikunto said that there are two types of observation; systematic and non-systematic observation⁷. In this research, the observation was the systematic observation. The observation was used to get the clear data about the implementation of Jot Chart Strategy in teaching reading comprehension. It was done by the English teacher as the observer by using observation list.

3. Validity

Before using the tests as the instrument to obtain the information about students' reading comprehension in analytical exposition text, the writer conducted a try out to measure the validity and reliability of the test items. The test can be considered to be valid if it measures accurately what it is intended to measure.⁸ It was determined by finding the difficulty level of each item of the test. The formula of item difficulty is as follows:⁹

$$P = \frac{B}{JS}$$

Where:

⁶L.R Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application Sixth Edition*. (New Jersey: Prentice hall, 2000), p.294

⁷Suharsimi Arikunto, *Prosedur Penelitian; Suatu Pendekatan Praktik* (Jakarta: PT. Asdi Mahasatya. 2006), p. 157

⁸Arthur Hughes, *Testing for Language Teacher, 2nd Edition*. (New York: Cambridge University Press, 2003). p. 26

⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p. 209

P : Index of difficulty or facility value

B : the number of correct answers

JS : the number of examinees or students

The difficulty level of an item showed how easy or difficult a particular item in tests is. The items that did not reach the standard level of difficulty were revised and changed with new items that were appropriate for students.

The standard level of difficulty used was <0.30 and >0.70 . It means that an item was accepted if the level of difficulty was between 0.30 - 0.70 and it was rejected if the level of difficulty was < 0.30 (the item was too difficult) and > 0.70 (the item is too easy). The proportion of correct was represented by “P” in which the proportion of incorrect was represented by “Q”. In this Research, the writer used content validity by implicating the indicators of reading comprehension in analytical exposition text into the items of the test. The calculation of item difficulty could be seen from the following table:

TableIII. 3**The Data of Try Out**

No.	Indicators of Variable Y	Try Out			
		Items no.	Correct	P	Q
1.	The students can identify the word meaning in an analytical exposition text	1	17	0,59	0,41
		2	14	0,48	0,52
		11	19	0,66	0,34
		12	20	0,69	0,31
		21	17	0,59	0,41
2.	The students can identify the case in an analytical exposition text	3	19	0,66	0,34
		4	20	0,69	0,31
		13	20	0,69	0,31
		14	19	0,66	0,34
		22	16	0,55	0,45
3.	The students can identify the argument in an analytical exposition text	5	12	0,41	0,59
		6	14	0,48	0,52
		15	18	0,62	0,38
		16	13	0,45	0,55
		23	14	0,48	0,52
4.	The students can identify the rhetorical steps of an analytical exposition text	7	18	0,62	0,38
		8	19	0,66	0,34
		17	19	0,66	0,34
		18	19	0,66	0,34
		24	19	0,66	0,34
5.	The students can identify the communicative purpose of an analytical exposition text	9	17	0,59	0,41
		10	9	0,31	0,69
		19	19	0,66	0,34
		20	16	0,55	0,45
		25	19	0,66	0,34

Based on the table above, it shows, the item numbers of the first indicator for identifying the word meaning in an analytical exposition text are number 1,2,11,12,and 21. The proportion of correct answer for item number 1 is 0,59, item number 2 is 0,48, item number 11 is 0,66, item number 12 is 0,69, and item number 21 is 0,59. Based on standard level of difficulty, “P” is 0.30 and 0.70, so all items of the first indicator for identifying the word meaning in an analytical exposition text are accepted.

Based on the table above, it shows the item numbers of the second indicator for identifying the case in an analytical exposition text are number 3,4, 13, 14, and 22. The proportion of correct answer for item number 3 is 0,66, item number 4 is 0,69, item number 13 is 0,69, item number 14 is 0,66, and item number 22 is 0,55. Based on standard level of difficulty, “P” is 0.30 and 0.70 so all items of the first indicator for identifying the case in an analytical exposition text are accepted.

Based on the table above, it shows the item numbers of the third indicator for identifying the argument in an analytical exposition text that are number 5,6,15,16, and 23. The proportion of correct answer for item number 5 is 0,41, item number 6 is 0,48, item number 15 is 0,62, item number 16 is 0,45, and item number 23 is 0,48. Based on standard level of difficulty, “P” is 0.30 and 0.70 so all items of the first indicator for identifying the argument in an analytical exposition text are accepted.

Based on the table above, it shows the item numbers of the fourth indicator for identifying the rhetorical step of an analytical exposition text

that are number 7,8,17,18, and 24. The proportion of correct answer for item number 7 is 0,62, item number 8 is 0,66, item number 17 is 0,66, item number 18 is 0,66, and item number 24 is 0,66. Based on standard level of difficulty, “P” is 0.30 and 0.70 so the items of the first indicator for identifying the rhetorical step of an analytical exposition text are accepted.

Based on the table above, it shows the item numbers of the fifth indicator for identifying the communicative purpose of an analytical exposition text are number 9,10,19,20 and 25. The proportion of correct answer for item number 9 is 0,59, item number 10 is 0,31, item number 19 is 0,66, item number 20 is 0,55, and item number 25 is 0,66. Based on standard level of difficulty, “P” is 0.30 and 0.70 so the items of the first indicator for identifying the communicative purpose of an analytical exposition text are accepted.

Based on the result of the try-out, 25 items of the test were accepted. These validated items were used as the instrument to collect the data of students’ reading comprehension in analytical exposition text.

4. Reliability

According to Brown, reliability has to do with accuracy of measurement.¹⁰ This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is

¹⁰ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003), p. 19-27

sometimes termed consistently. Meaning that, the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure.

The validity and reliability were related. It was possible for a test to be reliable without being valid for a specified purpose, but it was impossible a test to be valid without first being reliable.

The reliability coefficients for good identification kinds of text structure text and reading comprehension test are expected to exceed 0.0 and closed 1.00. Heaton states that, the reliability of the test is considered as follows¹¹:

- | | | |
|----|-------------|---------------------------|
| 1. | 0.00– 0.20 | Reliability is low |
| 2. | 0.21 – 0.40 | Reliability is sufficient |
| 3. | 0.41 – 0.70 | Reliability is high |
| 4. | > 0.70 | Reliability is very high |

To know the reliability of the test, we should know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpa. The researcher used the SPSS 16.0 for windows-statistical software.

¹¹ Heaton,J.B. *Writing English Language Test*. (New York: Longman Inc:1988), p.159

Table III.4**Reliability Statistics**

Cronbach's Alpha	N of Items
.412	2

Table III.5**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
T1	58.76	74.404	.262
T2	54.48	99.901	.262

From the table above, it can be seen that the reliability is high because the result of reliability is $0,412 < 0,70$.

F. Technique of Analyzing Data

Aa this research design is quasi experimental research, there were three research questions that should be found out the answers. In analyzing the data, the writer used some analysis techniques to find out the level of students' reading comprehension and the effect of using Jot Chart Strategy towards students' reading comprehension in analytical exposition text. Therefore, the writer used the following analysis technique to answer the research questions:

1. To find out the students' mean score can be interpreted by using the following rubric¹²:

Table III.6
The Classification of Students' Score

No	Categories	Score
1	Very Good	80-100
2	Good	66-79
3	Enough	56-65
4	Less	40-55
5	Fail	30-39

2. To find out the significant difference on reading comprehension in analytical exposition text between students taught by using jot chart strategy and taught without using jot chart strategy, and the data was analyzed by using Independent Sample t-Test as follows:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where:

t_o : the value of t-obtained

Mx : mean score of experiment class

My : mean score of control class

SDx : standard deviation of experiment class

¹²Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara. 2010), p.

SDy : standard deviation of control class

N : number of students¹³

Statistically hypothesis:

$$H_a : t_o > t_{table}$$

$$H_o : t_o < t_{table}$$

H_o is accepted if $t_o > t_{table}$ or there is no significant difference on reading comprehension in analytical exposition text between students taught by using jot chart strategy and taught without using jot chart strategy at the second year at SMAN 1 Siak Regency

H_a is accepted if $t_o < t_{table}$ or there is significant difference on reading comprehension in analytical exposition text between students taught by using jot chart strategy and taught without using jot chart strategy at the second year at SMAN 1 Siak Regency

¹³Hartono, *Statistik Untuk Penelitian*, (Pekanbaru: Zanaf Publishing, 2010), pp. 207

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Description

The purpose of this research was to find out the reading comprehension in analytical exposition text of the students who were taught by using Jot Chart Strategy and who were taught by using conventional technique (three-phased technique) and also to find out the difference of students' reading comprehension in analytical exposition text before being taught by using Jot Chart Strategy and after being taught by using Jot Chart Strategy. The research procedures are as follows:

1. The writer conducted a try-out to the students other than the both groups of the research.
2. The writer gave pre-test for both experimental and control classes.
3. The writer gave treatments at least eight meetings by using Jot Chart strategy for the experimental class and three-phased technique for the control class.
4. The writer gave post-test for both experimental and control classes to find out the difference of students' reading comprehension in analytical exposition text before they were taught by using Jot Chart Strategy and after they were taught by using Jot Chart Strategy.

B. Data Presentation

In this point, there were three groups of the data. The data consisted of information about the validity and reliability of the test items, the level of success in implication of Jot Chart Strategy in teaching reading comprehension in analytical exposition text. The data also consisted of information about the result of reading test (pre-test and post-test).

1. The Implication of Jot Chart Strategy

In order to present the data about the implementation of Jot Chart Strategy in teaching reading comprehension in analytical exposition text of the experimental group, the writer had collected eight observation forms for eight meetings in experimental group. The following table described about the frequency of each item becoming the indicators of using Jot Chart Strategy in teaching reading comprehension in analytical exposition text of the experimental group:

Table IV.1**The Recapitulation of Observation Data on Experimental Group**

NO	INDICATORS	FREQUENCY			
		YES		NO	
		N	P	N	P
1	The teacher creates a Jot Chart on the chalkboard or on an overhead transparency or produce a print copy for each student about the main idea of description or questions about the main idea.	8	100%	0	0%
2	The teacher discusses the purpose of the chart with students before the reading assignment.	4	100%	4	12%
3	The teacher has students read the selection and complete the Jot Chart	8	100%	0	0%
4	The teacher discusses the students' findings and compiles the results into a group Jot Chart.	8	100%	0	0%
	TOTAL	28	88%	4	12%

The result of the observation above can be interpreted in the following categorization¹:

Table IV. 2**Categorization the Strategy Implication**

No	Categories	Frequency
1	Very Good	80%-100%
2	Good	66%-79%
3	Enough	56%-65%
4	Less	40%-55%
5	Fail	30%-39%

¹SuharsimiArikunto,*Dasar-dasarEvaluasiPendidikan*.(Jakarta: BumiAksara. 2010),p. 245

The table above shows that the result of the observation about the use of Jot Chart Strategy on experimental group indicated the frequency of answers “yes” is 28 or 88% and the frequency of answers “no” is 4 or 12%. Thus, the implication of Jot Chart Strategy in teaching reading comprehension in analytical exposition could be categorized as “Very Good”.

2. The Result of Reading Test

Before distributing the test, the writer had tested the validity of 25 items of question to another class (XI IPS 1) consisting 29 students. Based on the result of the try-out, 20 items of the test were valid. Thus, the writer tried to find some items of questions from trusted sources, such as LKS, or text books. As a result, there were 25 items of the test that were valid after the second try-out used as research instrument. The writer then distributed Pre and Post test to Experimental and Control Groups. Actually, each item in the pre-test and post-test was similar, but the writer changed the position of those items and the answer choices were also rearranged. The following table presented the result of the reading test, the data described for each indicator:

Table IV.3**The Students can Identify the Word Meaning in an Analytical Exposition****Text**

Items of Question	PRE-TEST				Items of Questions	POST-TEST			
	EXP		CONT			EXP		CONT	
	F	P	F	P		F	P	F	P
1	16	53%	25	83%	1	19	63%	30	100%
2	12	40%	18	60%	6	17	57%	13	43%
11	20	67%	10	33%	7	19	63%	20	67%
12	23	77%	14	47%	16	22	73%	17	57%
21	25	83%	17	57%	17	24	80%	18	60%
Total	96	64%	84	56%	Total	101	67%	98	65%

The table above showed that there were changes on the result of the test (pre-test toward post-test). In the pre-test, about 64% of the students of experimental class could identify the word meaning in the analytical exposition text. Meanwhile, in control class, it was about 56% of the students who could identify the word meaning in the analytical exposition text. In post-test, there was the increase about 64% of the students of experimental class who could identify the word meaning in the analytical exposition text. Meanwhile, in control class there was the increase about 65% of the students who could identify the word meaning in the analytical exposition text.

Table IV.4**The Students can Identify the Case in an Analytical ExpositionText**

Items of Question	PRE-TEST				Items of Questions	POST-TEST			
	EXP		CONT			EXP		CONT	
	F	P	F	P		F	P	F	P
3	21	70%	16	53%	2	24	80%	30	100%
4	10	33%	16	53%	8	22	73%	15	50%
13	21	70%	14	47%	9	18	60%	8	27%
14	20	67%	12	40%	18	19	63%	16	53%
22	19	63%	11	37%	19	15	50%	14	47%
Total	91	61%	69	46%	Total	98	65%	83	55%

The table above showed that there were changes on the result of the test (pre-test toward post-test). In the pre-test, about 61% of the students of experimental class could identify the case in the analytical exposition text. Meanwhile, in control class, it was about 46% of the students who could identify the case in the analytical exposition text. In post-test, there was the increase about 65% of the students of experimental class who could identify the case in the analytical exposition text. Meanwhile, in control class there was the increase about 55% of the students who could identify the case in the analytical exposition text.

Table IV.5**The Students can Identify the Argument in an Analytical Exposition text**

Items of Question	PRE-TEST				Items of Questions	POST-TEST			
	EXP		CONT			EXP		CONT	
	F	P	F	P		F	P	F	P
5	22	73%	22	73%	3	25	83%	28	93%
6	14	47%	14	47%	10	26	87%	19	63%
15	20	67%	15	50%	11	20	67%	17	57%
16	13	43%	17	57%	20	18	60%	10	33%
23	17	57%	17	57%	21	21	70%	20	67%
Total	86	57%	85	57%	Total	110	73%	94	63%

The table above showed that there were changes on the result of the test (pre-test toward post-test). In the pre-test, about 57% of the students of experimental class could identify the argument in the analytical exposition text. Meanwhile, in control class, it was about 57% of the students who could identify the argument in the analytical exposition text. In post-test, there was the increase about 73% of the students of experimental class who could identify the argument in the analytical exposition text. Meanwhile, in control class there was the increase about 63% of the students who could identify the argument in the analytical exposition text.

Table IV.6

**The Students can Identify the Rhetorical Steps of an Analytical Exposition
Text**

Items of Question	PRE-TEST				Items of Questions	POST-TEST			
	EXP		CONT			EXP		CONT	
	F	P	F	P		F	P	F	P
7	18	60%	14	47%	4	23	77%	15	50%
8	23	77%	16	53%	12	16	53%	14	47%
17	22	73%	16	53%	13	17	57%	10	33%
18	19	63%	14	47%	22	18	60%	15	50%
24	17	57%	17	57%	23	23	77%	17	57%
Total	99	66%	77	51%	Total	97	65%	71	47%

The table above showed that there were changes on the result of the test (pre-test toward post-test). In the pre-test, about 66% of the students of experimental class could identify the rhetorical steps of the analytical exposition text. Meanwhile, in control class, it was about 51% of the students who could identify the rhetorical steps of the analytical exposition text. In post-test, there was the decrease about 65% of the students of experimental class who could identify the rhetorical steps of the analytical exposition text. Meanwhile, in control class there was the decrease about 47% of the students who could identify the rhetorical steps of the analytical exposition text.

Table IV.7

**The Students can Identify the Communicative Purpose of an Analytical
Exposition Text**

Items of Question	PRE-TEST				Items of Questions	POST-TEST			
	EXP		CONT			EXP		CONT	
	F	P	F	P		F	P	F	P
9	20	67%	20	67%	5	25	83%	20	67%
10	20	67%	21	70%	14	28	93%	14	47%
19	14	47%	20	67%	15	26	87%	21	70%
20	16	53%	23	77%	24	28	93%	22	73%
25	13	43%	17	57%	25	29	97%	22	73%
Total	83	55%	101	67%	Total	136	91%	99	66%

The table above showed that there were changes on the result of the test (pre-test toward post-test). In the pre-test, about 55% of the students of experimental class could identify the communicative purpose of the analytical exposition text. Meanwhile, in control class, it was about 67% of the students who could identify the communicative purpose of the analytical exposition text. In post-test, there was the increase about 91% of the students of experimental class who could identify the communicative purpose of the analytical exposition text. Meanwhile, in control class there was the decrease about 66% of the students who could identify the communicative purpose of the analytical exposition text.

C. Data Analysis

Regarding the formulation of the problems, there are three questions that the writer should find the answers. To find out the research findings, it was necessary to analyse and to measure the gain of the score obtained from the pre-

test that was given before the treatment by using Jot Chart Strategy and post-test that was given after the treatment by using Jot Chart Strategy. The following table presents the classification of the students' reading score:

Table IV.8
The Classification of Students' Reading Score

No	Categories	Score
1	Very Good	80-100
2	Good	66-79
3	Enough	56-65
4	Less	40-55
5	Fail	30-39

The descriptive analysis of the test from the experimental and control classes can be seen in the following table:

IV.9
The Result of the test from Control Class and Experimental Class

	Pre-testcont	Post-testcont	Pre-testexp	Post-testexp
N Valid	30	30	30	30
Missing	0	0	0	0
Mean	55.47	59.33	60.67	72.27
Median	56.00	60.00	60.00	72.00
Std. Deviation	7.628	6.483	6.310	8.064
Variance	58.189	42.023	39.816	65.030
Range	32	24	28	28
Sum	1664	1780	1820	2168

The frequency distribution of the reading comprehension test result can be seen as follows:

1. The Students' Reading Comprehension without Using Jot Chart

Strategy

Based on the result of the data analysis, to find out reading comprehension in analytical exposition text of the students taught without using jot chart strategy can be seen in the following table and analysis:

Table IV.10

Frequency Distribution of Pre-test Result of Reading Comprehension Test of Control Class

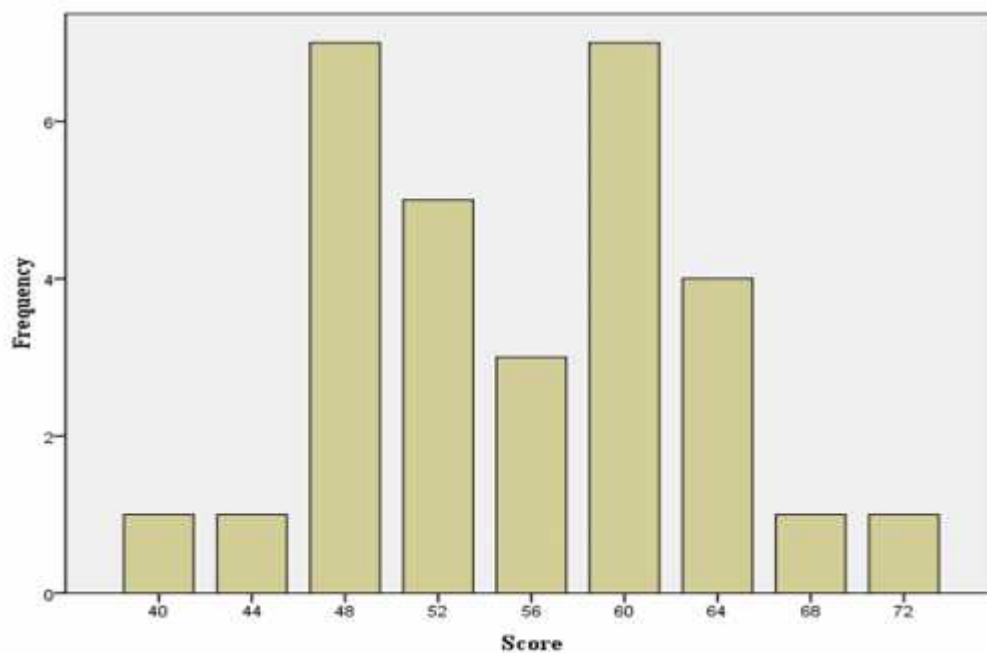
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	3.3	3.3	3.3
44	1	3.3	3.3	6.7
48	7	23.3	23.3	30.0
52	5	16.7	16.7	46.7
56	3	10.0	10.0	56.7
60	7	23.3	23.3	80.0
64	4	13.3	13.3	93.3
68	1	3.3	3.3	96.7
72	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The table above shows the frequency distribution of control class score in pre-test. The output from 30 respondents, the valid percent with the interval of 40 was 3,3%, the interval of 44 was 3,3%, the interval of 48 was

23,3%, the interval of 52 was 16,7%, the interval of 56 was 10,0%, the interval of 60 was 7%, the interval of 64 was 13,3%, the interval of 68 was 3,3%, and the interval of 72 was 3,3%. Based on the descriptive analysis of the test result, the mean score of the students of control class in the pre-test was 55,47. Thus, the score mean can be classified as *less*.

Diagram IV.1

The Result of Student's Pre-test at Control Class



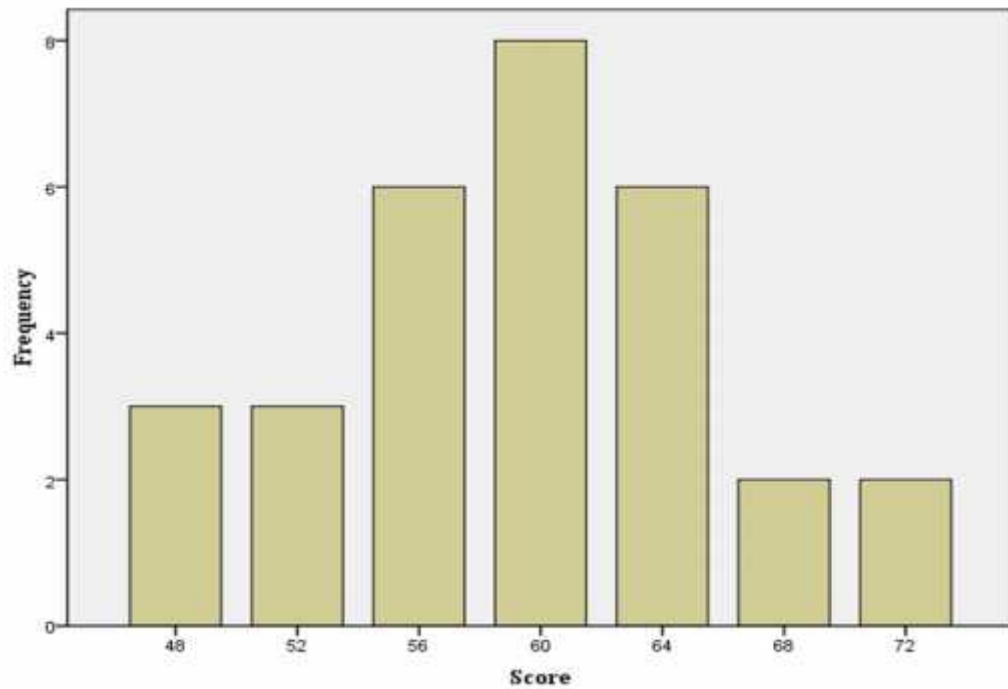
Based on the histogram above, it can be seen that the student who got score 40 was 1 student, the student who got score 44 was 1 student, the students who got score 48 were 7 students, the students who got score 52 were 5 students, the students who got score 56 were 3 students, the students who got score 60 were 7 students, the students who got score 64 were 4 students, the student who got score 68 was 1 student, and the student who got score 72 was 1 student.

Table IV.11

**Frequency Distribution of Post-test Result of Reading Comprehension Test
of Control Class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	3	10.0	10.0	10.0
	52	3	10.0	10.0	20.0
	56	6	20.0	20.0	40.0
	60	8	26.7	26.7	66.7
	64	6	20.0	20.0	86.7
	68	2	6.7	6.7	93.3
	72	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

The table above shows the frequency distribution of control class score in post-test. The output from 30 respondents, the valid percent with the interval of 48 was 10,0%, the interval of 52 was 10,0%, the interval of 56 was 20,0%, the interval of 60 was 26,7%, the interval of 64 was 20,0%, the interval of 68 was 6,7%, and the interval of 72 was 6,7%,. Based on the descriptive analysis of the test result, the mean score of the students of control class in the post-test was 59,33. Thus, the score mean can be classified as *enough*.

Diagram IV.2**The Result of Student's Post-test at Control Class**

Based on the histogram above, it can be seen that the students who got score 48 were 3 students, the students who got score 52 were 3 students, the students who got score 56 were 6 students, the students who got score 60 were 8 students, the students who get score 64 were 6 students, the student who got score 68 was 1 student, and the student who got score 72 was 1 student.

2. The Students' Reading Comprehension by Using Jot Chart Strategy

Based on the result of the data analysis, to find out reading comprehension in analytical exposition text of the students who were taught by using jot chart strategy can be seen in the following table and analysis:

Table IV.12

Frequency Distribution of Pre-test Result of Reading Comprehension Test of Experimental Class

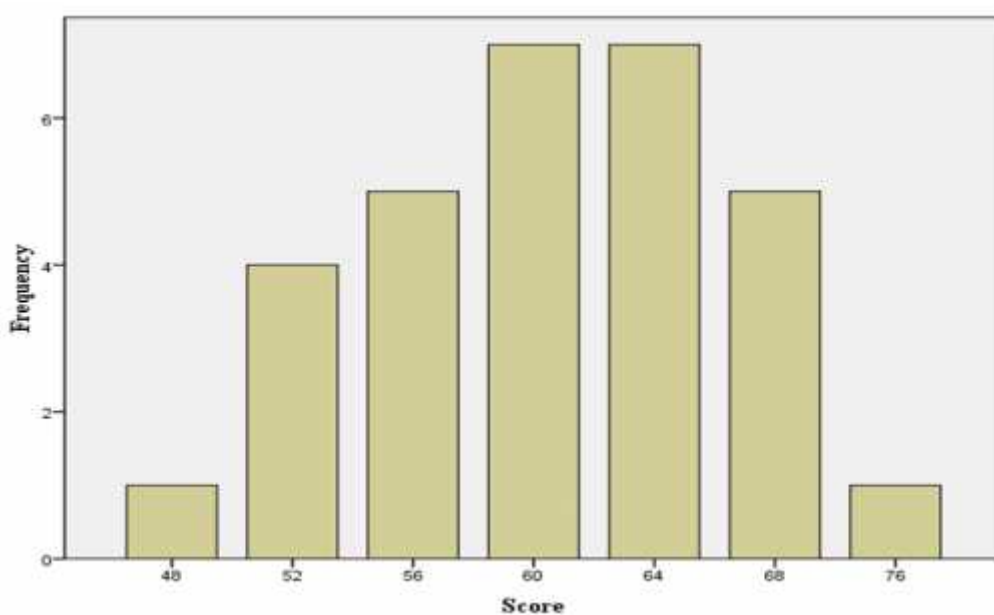
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 48	1	3.3	3.3	3.3
52	4	13.3	13.3	16.7
56	5	16.7	16.7	33.3
60	7	23.3	23.3	56.7
64	7	23.3	23.3	80.0
68	5	16.7	16.7	96.7
76	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The table above shows the frequency distribution of experimental class score in pre-test. The output from 30 respondents, the valid percent with the interval of 48 was 3,3%, the interval of 52 was 13,3%, the interval of 56 was 16,7%, the interval of 60 was 23,3%, the interval of 64 was 23,3%, the interval of 68 was 16,7%, and the interval of 76 was 3,3%,. Based on the descriptive analysis of the test result, the mean score of the students of

experimental class in the pre-test was 60,67. Thus, the score mean can be classified as *enough*.

Diagram IV.3

The Result of Student's Pre-test at Experimental Class



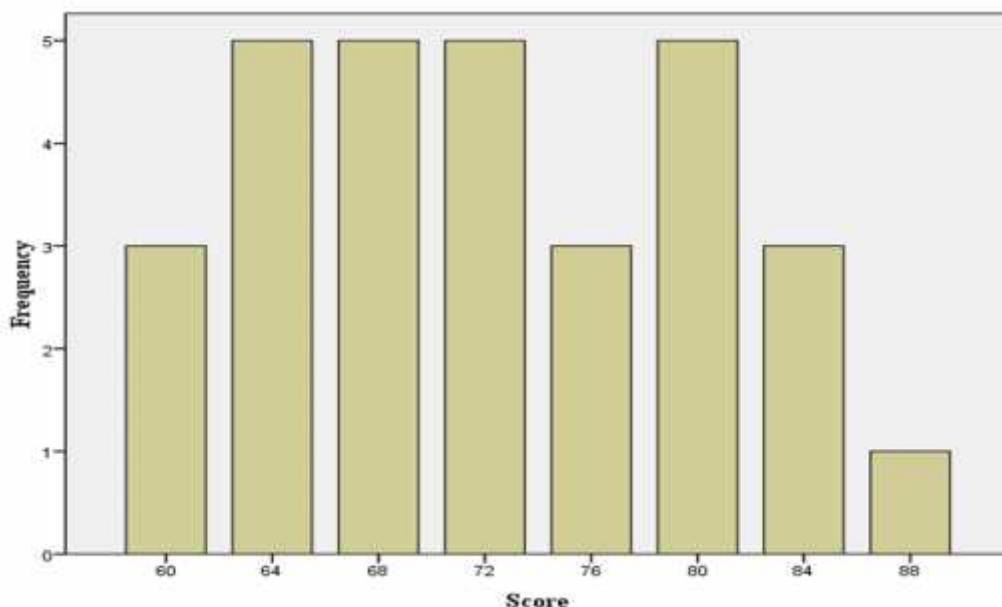
Based on the histogram above, it can be seen that the student who got score 48 was 1 student, the students who got score 52 were 4 students, the students who got score 56 were 5 students, the students who got score 60 were 7 students, the students who got score 64 were 7 students, the students who got score 68 were 5 students, and the student who got score 76 was 1 student.

Table IV.13

**Frequency Distribution of Post-test Result of Reading Comprehension Test
of Experimental Class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	10.0	10.0	10.0
	64	5	16.7	16.7	26.7
	68	5	16.7	16.7	43.3
	72	5	16.7	16.7	60.0
	76	3	10.0	10.0	70.0
	80	5	16.7	16.7	86.7
	84	3	10.0	10.0	96.7
	88	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

The table above shows the frequency distribution of experimental class score in post-test. The output from 30 respondents, the valid percent with the interval of 60 was 10,0%, the interval of 64 was 16,7%, the interval of 68 was 16,7%, the interval of 72 was 16,7%, the interval of 76 was 10,0%, the interval of 80 was 16,7%, the interval of 84 was 10,0%, and the interval of 88 was 3,3%,. Based on the descriptive analysis of the test result, the mean score of the students of experimental class in the post-test was 72,27. Thus, the score mean can be classified as *good*.

Diagram IV.4**The Result of Student's Post-test at Experimental Class**

Based on the histogram above, it can be seen that the students who got score 60 were 3 students, the students who got score 64 were 5 students, the students who got score 68 were 5 students, the students who got score 72 were 5 students, the students who got score 76 were 3 students, the students who got score 80 were 5 students, the students who got score 84 were 3 students, and the student who got score 88 was 1 student.

3. The Difference on Students' Reading Comprehension between Experimental Class and Control Class

The following table is the description of the data of students' post-test scores of the experimental class and control class. It was obtained from the result of their reading comprehension after being taught by using jot

chart strategy (experimental class) and conventional strategy (control class). The data can be described as follows:

Table IV.14

**The Difference of Students' Post-Test Score between Expeimental Class and
Contol Class**

Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental 1	30	72.27	8.064	1.472
Control 2	30	59.33	6.483	1.184

From table above it can be seen that the mean score of post-test in the experimental class was 72,27 and the standard deviation of pre-test in the experimental class was 8,064. The mean of post-test in the control class was 59,33 and the standard deviation of post-test in the control class was 6,483.

After seeing the mean of post-test score between the experimental and control class, the writer analysed the differences between post-test score in both classes by using SPSS 16.0 that can be seen in the table below:

Table IV.15

Independent Samples Test of Post-test Score in Experimental and Control Class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experimental Class	Equal variances assumed	2.428	.125	6.847	58	.000	12.933	1.889	9.152	16.715
Control Class	Equal variances not assumed			6.847	55.439	.000	12.933	1.889	9.148	16.718

From the table above, the result can be described as follows:

$df = 58$, in the level of significance $5\% = 2,00$

in the level of significance $1\% = 2,66$

With the following hypotheses:

If $t_o \leq t_t$: H_o is accepted and H_a is rejected

If $t_o > t_t$: H_o is rejected and H_a is accepted

Based on the analysis above, t_o is 6,847 in which it is higher than t_t on the level of significance $5\% = 2,00$ and $1\% = 2,66$. It means that H_o is rejected and H_a is accepted. It can be concluded that there is significant difference on reading comprehension in analytical exposition text between students taught by using jot chart strategy and taught without using jot chart strategy at the second year students at SMAN 1 Siak Regency.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, there are two main parts of the research called conclusion and suggestion. The conclusion was meant to research finding and the suggestion was intended for the pedagogical implication and some suggestions for the future research.

A. Conclusion

Based on the data obtained, there are three research findings of this study that were elaborated as follows:

1. Before the treatment, the class which was taught without using Jot Chart Strategy (control class), seemed that the student' reading comprehension in analytical exposition text was categorized as *less* (55,47). Meanwhile, the class which was taught by using Jot Chart Strategy (experimental class), seemed that the student' reading comprehension in analytical exposition text was categorized as *enough* (60,67).
2. After the treatment, the class which was taught without using Jot Chart Strategy (control class), seemed that the student' reading comprehension in analytical exposition text can be categorized as *enough*(59,33). Meanwhile, the class which was taught by using Jot Chart Strategy (experimental class), seemed that the student' reading comprehension in analytical exposition text can be categorized as *good*(72,27).

3. Based on the analysis of the data by using t-Test, it was obtained that there is significant difference on reading comprehension in analytical exposition text between students taught by using jot chart strategy and taught without using jot chart strategy at the second year students of SMAN 1 Siak Regency. It was seen from the result of data calculation ($2.00 < \mathbf{6.847} < 2.66$).

B. Suggestion

Based on the previous elaboration, several suggestion was proposed to be useful for the teacher of English subject and the further study which has the similar area to this study either in using Jot Chart Strategy or in students' reading comprehension; the suggestion is as follows:

1. The writer suggests so much to the teacher of English subject to use Jot Chart Strategy, mainly in teaching reading, because this strategy is so helpful for the students to recover their difficulties in reading comprehension.
2. The writer suggests the English teacher to use Jot Chart Strategy because this strategy is not only advantageous to recover reading difficulties but also it can improve students' reading comprehension and students' vocabulary.
3. Finally, the writer suggests the English teacher to ensure the good time management and well-preparation in using this strategy because the

application of this strategy can take too long time if there is no good preparation.

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