THE EFFECT OF USING SHARE ONE; GET ONE TEHCNIQUE TOWARD READING COMPREHENSION IN HORTATORY EXPOSITION TEXT BY THE SECOND YEAR STUDENTS OF STATE SENIOR HIGH SCHOOL 1 KAMPAR AIR TIRIS, KAMPAR REGENCY

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PEKANBARU
1434 H/2013 M

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ABSTRACT

YUSPARIZAL (2013): The Effect of Using Share One; Get One Technique toward Reading Comprehension in Hortatory Exposition Text by the Second Year Students of SMAN 1 Kampar

Based on the writer's preliminary study, it was found that the students could not comprehend Hortatory Exposition Texts in their textbook at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem.

The research was administered at State Senior High School 1 Kampar (SMAN 1 Kampar). The subject of the research was the second year students of State Senior High School 1 Kampar, and the object of this research was the effect of using share one; get one technique. The design of this research was quasi-experimental research.

The population of this research was all of the second year students. The total number of population was 174 students. The researcher used clustering random sampling by taking two class as sample; class 2.IPA.1, consisted of 28 students as experimental group and 2.IPA.3, consisted of 28 students as control group. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS.

After analyzing the data, the researcher found that there is a significant effect of using share one; get one technique towards reading comprehension in hortatory exposition text by the second year students of SMAN 1 Kampar, where $t_{observed}$ shows 5.999 at significant level of 5%, t_{table} shows 1.99, and at level of 1%, t_{table} shows 2.64. Thus, Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted, which shows $1.99 < 5.999 > 2.64$.

ABSTRAK

Yusparizal (2013): Dampak dari Penggunaan Tekhnik Mengajar Share One; Get One terhadap Pemahaman Bacaan Siswa Tahun Kedua di SMAN 1 Kampar

Berdasarkan penelitian pendahuluan, ditemukan bahwa siswa belum mampu memahami teks Hortatory Exposition dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di SMAN 1 Kampar. Subjek dari penelitian ini adalah siswa tahun kedua SMAN 1 Kampar, dan objek dari penelitian ini adalah dampak dari penggunaan *Share One; Get One Technique*. Adapun jenis penelitian ini adalah *Quasi-Experimental Research*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan jumlah populasi adalah 174 siswa. Berdasarkan jenis penelitian dan jumlah populasi, peneliti menggunakan *clustering random sampling* yang mengambil dua kelas sebagai sampel: 2 IPA 1 yang terdiri dari 28 siswa sebagai kelompok eksperimen dan 2 IPA 3 yang terdiri dari 28 siswa sebagai kelompok kontrol. Untuk data analisisnya, peneliti menggunakan independent sample T-test melalui SPSS.

Setelah data dianalisis, peneliti menemukan; ada dampak yang signifikan dari penggunaan *Share One; Get One Technique* untuk meningkatkan pemahaman bacaan siswa tahun kedua SMAN 1 Kampar, dimana Ttable menunjukkan 5.999 pada level signifikan 5% adalah 1.99, dan pada level 1% adalah 2.64. Maka null hypothesis (H0) ditolak, dan alternative hypothesis (Ha) diterima, ditunjukkan dengan 1.99<5.999>2.64.

ملخص

يوسفريزل (2013) : أثر استخدام حصة واحدة؛ احصل على واحد تقنيته نحوفهم في نص المعرض التحذيريه   السنة الثانية بالمدرسةالعاليةالحكومية

استنادا إلى دراسة الأولية لباحث، تبين أن الطلاب لا يمكن فهم النصوص في الكتب المدرسية معرض التحذيريه من في المدرسة. وقد تسبب هذه المشكلة عن طريق بعض العوامل. على سبيل المثال، يمكن لبعض الطلاب لا يفهمون عن محتوى قراءة النص وتحديد المعلومات التفصيلية للنص. لذلك، كان الكاتب المعنية في تنفيذ البحوث حول هذه المشكلة.

كانت تدار البحوث بالمدرسة العالية الحكومية ١ كنبر . كان ١الأفراد جميع الطلبة السنة الثانية بالمدرسة العالية الحكومية ١ كنبر ، والهدف من هذا البحث هو أثر استخدام حصة واحدة؛ حصول على أسلوب واحد. كان تصميم هذا البحث ما قبل التجريبية البحثية.

بلغ عدد سكان هذا البحث كل من طلاب السنة الثانية. وكان إجمالي عدد السكان 117 طالب وطالبة. استخدم الباحث نظرا لوجود عدد من السكان ليست كبيرة جدا وتصميم البحوث هو استخدام ما قبل التجريبية البحث مع فئة التجربة الأولى، وأخذ العينات هادف من خلال اتخاذ فئة واحدة كما العينة؛ الطبقة XI.IPA.1، تتألف من 28 طالبا كما المجموعة التجريبية. لتحليل البيانات، اعتمد الباحث عينة المستقلة T ـاختبار باستخدام SPSS الصيغة.

بعد تحليل البيانات، وجد الباحث أن هناك تأثير كبير من استخدام حصة واحدة؛ حصول على أسلوب واحد نحو القراءة والفهم في النص المعرض التحذيريه السنة الثانية بالمدرسة العالية الحكومية ١ كنبر ، حيث يظهر 5 tobserved،999 في مستوى كبير من 5٪، ttable يظهر 1.99 في وعلى مستوى 1٪، 64،2 يظهر ttable. يتم قبول الفرضية بالتالي، فارغة فرضية (Ho) مرفوض والبديل (Ha)، مما يدل على 99،1 <999،5> 2.64.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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The title of this thesis is The Effect of Using Share One; Get One Technique toward Reading Comprehension in Hortatory Exposition Text by the Second Year Students of Senior High School 1 Kampar, Air Tiris.

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Finally, the writer really realizes that there are same weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Aamiin..

Pekanbaru, January 20th, 2013

The writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the language skills that is not easy to be acquired by students in learning English. The reading text contains letters, words, sentences, and encode meaning. Thus, students need knowledge, skills and strategies resulting in comprehension. According to Jannete et al, reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy used) as well as variable related to the text itself (interest in text, understanding of text types).[1]

Although reading is not easy to be acquired because the reader should have an ability to comprehend the author message, the main idea, and etc. but, to be an effective reader does not need a genius person. As Rose Wassman and Lee Ann Rinsky say:

> "You do not have to be genius or have an exceptionally high intelligence quotient (IQ) to read well. Rather, you need an understanding of the reading process in understanding of how to go about reading different types of printed information. In this way, you can practice techniques that will help you succeed in becoming an effective reader. Two main ingredients are needed: the willingness to change those reading habits that interfere with or limit your reading ability, and the willingness to practice, practice, and practice".[2]

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[1] Janette K. Klinger, et al. *Teaching Reading Comprehension to Students with Learning Difficulties.* (New York: The Guilford Press, 2007.p.8

[2] Rose Wassman and Lee Ann Rinsky. *Effective Reading in a Changing Wolrd. 3rd Edition.* (New Jersey: Prentice Hall, Inc. 2000).p. 2

Statement above informs us to always do practice to understand reading text. Think back when you first time learned to play football. Think what your ability was as a beginner and then think of your skill as you became more proficient. You probably practice almost daily, and the more you practice, and the more confident you become. To become a skillful reader takes the same kind of effort and practice. So, as one of language skills, reading has important value because: by reading someone can improve his/her knowledge, insight, and getting much information from the written materials. Moreover, some will have analytic and imaginative competences by reading.

Michael F. Graves et al, stated that according to cognitive view of reading, reading is the active process to search the meaning of written text that influenced by cognitive work. In addition, constructivism emphasizes that comprehending the text is an active and constructive process of meaning from the text. From both views above, we can see that reading is the process of constructing the meaning of written materials in order to comprehend the content of the text itself.[3]

Then, mentioned by Brown, the aim of teaching reading is to develop student's ability to read material, get information and understand the text. The aim of teaching reading for the readers is to comprehend and to react to what is written. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Therefore, the students are given the reading

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[3] Michael F. Graves, et al. *Teaching Reading in 21ˢᵗCentury 2ⁿᵈ Ed.* (Boston: Allyn and Bacon Press, 2001). P. 4

subject. In reading, the students are expected to have competence of comprehending and understanding the text.[4]

In senior high school, the basic competence that should be achieved in reading English subject is the students are able to understand meaning in functional written text as well as simple and short essay in the form of descriptive, recount, hortatory exposition text, and narrative to interact in daily contexts.[5] There are some basic competences for second year students in reading:

1. Responding meaning in functional written text accurately, fluently, and acceptably that enable them to interact in daily contexts.

2. Responding meaning and rhetorical steps in essay accurately, fluently, and acceptably that enable them to interact in daily contexts in the forms of written descriptive, recount, hortatory exposition text, and narrative.

Actually, the passing score of learning English for the second year of senior high school in reading text is 70. However based on the data from the English teacher in Senior High School 1 Kampar, Air Tiris, showed that there were only 7 (18%) students from 38 students who could pass the graduated standard (KKM). It means 31 (81%) students could not pass tha graduated standard (KKM). Even though the students have been taught about reading in English at school, three years at elementary school, and three years again in junior high school and a year in senior high school, it seems they still not enough for the

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[4] Gillian Brown. *Discourse Analysis.* (Cambridge: Cambridge University Press, 1984)
[5] Syllabus of the second year students of senior high school 1 Kampar, Air Tiris

students to master reading English. Their reading comprehension is still far from the expectation as required by the curriculum.

Then, based on the preliminary observation by looking at the learning process in the class and interviewing one of English teachers at the State senior high school 1 Kampar, Air Tiris, the writer sees that the students have low ability in reading comprehension. The problems that still faced by the students are indicated in some symptoms as follows:

a. Some of students are not able to find the main idea in reading text.

b. Some of students are not able to identify information.

c. Some of students are not able to infer about the reading text.

d. Some of students cannot mention the generic structure of the text.

e. Some of students have lack of vocabulary.

Based on the writer's observation, the problem happened because the students are confused and do not know how to comprehend the text. During reading activity, they just read the passage as instructed by the teacher, find out the meaning of difficult words, and then summarize the text. In this case, only few students can fulfill the indicators such as; they can state main idea, supporting paragraph, tell what the text is about. As the result, most students have low ability in reading comprehension. Sometimes, the students feel bored because no reading technique they know, there is no technique they use in comprehending the text. Actually, there are some techniques that can be used in improving reading

comprehension. One of them is Share one Get One Technique. It is a summarization technique in order to improve student's comprehension in reading.

According to Wormeli Rick, Summarization is restating the essence of text or an experience in as few words as possible or in a new, yet efficient, manner. Furthermore, Robert Marzano, Debra Pickering, and Jane Pallock (2001) in Rick Wormeli (2005) cite extensive research studies in their book, *Classroom Instruction That Works: Research – Based Strategies for Increasing Student Achievement,* to prove summarization is among the top nine most effective teaching strategies in the history of education. And one of the summarization techniques is what has been mentioned above; Share one get one. This technique is the most appropriate one in order to overcome the problem faced by the students in SMAN 1 Kampar. Because, in this technique, the studentshave long term memory and a good structure to summarize a material. After they pay attention to the teacher's explanation, they will write some ideas they record, then for other information, they will share with other friends. So, in this case, they know, then they write, after that they also share the information. It means, they also try to explain what they understand. Like what Ali Bin Abi Thalib said, grab the knowledge by writing it. This technique apply that principle, even, the students will also share what they know to their friends, it will make them understand more. This technique will make the students active in the class and will make reading easier to comprehend.

In Share one; get one technique, just present the lesson's concepts and skills as you normally would. When it's time to take a break and have students

process what has been presented, ask them to draw a grid of nine squares, big enough to cover at least half a sheet of notebook paper. In any three squares of the matrix, ask students to record three different concepts, facts, or skills they recall from the presentation. After that ask the students to get up from their seats and move around the room asking classmates to fill in the remaining squares with concepts, facts, and skills that haven't yet been recorded on the matrix. Each classmate can add only one idea to another classmate's matrix, but students can add ideas to as many classmates' matrices as they wish. The task is complete when six different classmates have filled all remaining six squares with different concepts, facts, or skills. Then, students may return to their seats (Rick Wormeli, 2005).

Based on the symptoms above, the writer is interested in conducting this research entitled: "**THE EFFECT OF USING SHARE ONE; GET ONE TECHNIQUE TOWARD READING COMPREHENSION IN HORTATORY EXPOSTITION TEXT BY THE SECOND YEAR STUDENTS OF SMAN 1 KAMPAR".**

B. The Definition of the Term

To avoid misunderstanding and misinterpreting toward the term used in this research, it needs some explanations and definitions about the meaning of the term which were used in this research:

1. Effect

Effect is what happen to something after being given any treatment. For example; before being taught by using technique A, student's reading comprehension is fair. Then, after being taught by using technique A, the student's reading comprehension becomes very good. And "very good" here is what the writer calls as "effect" of the treatment given to the students. The significance of the effect is known by testing the difference in the result of the student's test before and after being taught by using Share one get one technique.

2. Share One Get One Technique

Share One; Get One is a summarization technique that in the process of learning, the student shares one information to his or her friends and he or she will also get one information from his or her friends. It is a technique of summarizing in order to improve student's comprehension in learning.

3. Reading Comprehension

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and the text (previous knowledge, strategy use).[6] Reading comprehension is; how well the students can understand about what they read. If the students can state the main idea, then the

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[6] Janette K. Klingner, et al. *Loc. Cit.* (New York: The Guilford Press).P. 23

students also can state which one the details and other information in the text, it means they have good reading comprehension. In this case, reading comprehension refers to the ability of the second year students of State Senior High School 1 Kampar in comprehending hortatory exposition text.

C. The Problem

1. **Identification of the Problem**

Based on the background and the phenomena on the difficulties and intricacies encountered by the students, thus the problems of this research are identified in the following identifications:

a. Some students are not able to find main idea in hortatory exposition text.

b. Some students cannot identify the information in hortatory exposition text.

c. Some students are not able to infer about the reading text.

d. Some students have lack of vocabulary.

e. The students get crowded in the class.

f. The students are not full attention to the teacher when the teacher explains the lesson.

g. The students do not do the task well.

h. The students get low score after the teacher gives them exercise.

2. The Limitation of the Problem

From the identification of the problem, the writer focuses the research about student's reading comprehension in hortatory exposition text. Because of that, the writer will conduct the research about the effect of Share One Get One Technique toward student's reading comprehension in hortatory exposition text at the second year students of State Senior High School 1 Kampar, Air Tiris.

3. Formulation of the Problem

Based on the limitation of the problem, the writer formulates the problems as the following questions:

a. How is student's reading comprehension in hortatory exposition text before being taught by using Share One Get One Technique?

b. How is student's reading comprehension in hortatory exposition text after being taught by using Share One Get One Technique?

c. Is there any significant effect ofusing share one; get one technique toward student's reading comprehension in hortatory exposition text?

D. The Objective and Significance of the Research

1. Objective of the Research

a. To find out student's reading comprehension in hortatory exposition text before being   taught by using Share One Get One Technique.

b. To find out student's reading comprehension in hortatory exposition text after being   taught by using Share One Get One Technique.

c. To find out whether there is significant effect of using share one; get one technique toward student's reading comprehension in hortatory exposition text.

2. Significance of the Research

The writer hopes that the finding of this research will provide the contribution and information to:

a. To the teacher and the students: to give information and contribution for students and teacher that share one; get one is one of good summarization techniques to be used in improving reading comprehension in hortatory exposition text.

b. To readers; this research will be as information for the readers especially university students. This research also can be as used later by future researcher.

c. To the writer; to enlarge the writer's knowledge about the research especially the writer's insight in the topic of Share One Get One technique toward reading comprehension in Hortatory Exposition Text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading Comprehension

As one of the basic language skills, reading is important to be learned and mastered by students. The students need knowledge, skill and strategies to increase their comprehension. It can be known from Jannete et al. She stated that:

> "Reading comprehension involves much more than readers responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy used) as well as variable related to the text itself (interest in text, understanding of text types)."[1]

Besides, Jeremy Harmer states that reading is not a passive skill. To do it successfully, we have to understand what the words mean, see the pictures the word are painting, understand the arguments and work out if we agree with them[2]. She also states some assumptions about the nature of reading such as we need to perceive and decode letters in order to read words; we need to understand all the words in order to understand the meaning of the text; the more symbols (letters and words) there are in a text, the longer it will take time to read it; we gather: meaning from what we read. Our understanding of a text comes from understanding the words of which it is composed.

Mentioned by Kalayo and Fauzan that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text

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[1] Jannete K Klinger, et al. *Loc. Cit,* p.8
[2] Jeremy Harmer. *How to Teach English.* (London: Longman, 1991), p. 70

presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills and strategies include:

a. Linguistic competence

   Linguistic competence is the ability to organize the elements of the writing system; knowledge of the vocabulary; knowledge of how words are structured into sentences.

b. Discourse competence

   Discourse competence is the knowledge of discourse markers and how they connect parts of the text to one another.

c. Sociolinguistic competence

   Sociolinguistic competence is the knowledge about different types of texts and their usual structure and content.

d. Strategic competence

   Strategic competence is the ability to use top-down strategies as well as knowledge of the language (a bottom-up strategy).[3]

   Christine Nuttal defines that reading involves three type of learning: cognitive, affective, and psychomotor[4]. The psychomotor learning includes the

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[3] Kalayo Hasibuan and Muhammad Fauzan Anshari, *loc cit.* pp. 115
[4] Christine Nuttal. *Teaching Reading Skill in a Foreign Language.* (New York: Mc Grow Hill Book Company, 1982). P. 3

physical process, related to reading activity. The affective learning includes the attitude of the students toward reading. The last is cognitive learning which deals with the process of understanding the text. Among them, the cognitive learning is generally dominant to define the meaning on the other hand as the reading comprehension.

Then, according to Jhonson, comprehension is an activity in which the reader must be able to interpret and alter what he reads in accordance with his or her prior knowledge about text. It means that the primary activity or reading is to comprehend what text about. Many readers cannot be able to catch the idea or what the writer talk about because they do not know the exact meaning of the words that the writer used. That is way, reading comprehension section always gives along with vocabulary section.

The goal of reading is comprehension. Reader's ability to understand the author's message is influenced by the background knowledge. It is stated by Burners and Page that comprehension is the process where background knowledge or the word knowledge of the reader interacts with the message encoded in the text to generate an understanding of an author's message[5].

Moreover, Jack C. Richards and Richard Schmidt states that different type of reading comprehension are often distinguished, according to the reader's

[5] Burner and page, G. *Insight and Strategies for Teaching Reading.* (New York: Harcourt Brace Jovanich Group. Pty Limited, 1985). P. 46

purposes in reading and the type of reading affected.[6] The following are commonly referred to:

   a. Literal comprehension: reading is to understand, remember, or recall the information explicitly contained in a passage.

   b. Inferential comprehension: reading to find information which is not explicitly stated in a passage, using reader's experience and intuition, and by inferring.

   c. Critical or evaluative comprehension: reading is to compare information in a passage with the reader's own knowledge and values.

   d. Appreciative comprehension: reading is to gain an emotional or other kinds of valued response from a passage.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encode in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

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[6] Jack C. Richards and Richards Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistic. 3rd Edition.* (Malaysia: Pearson Education Limited, 2002). P. 443

Language learners also should know the characteristics of efficient reading. According to Ur when someone needs a success in reading she/he must know well about the characteristics of efficient reading.[7] They are as follows:

1. Language, the language of the text is comprehensible to the learner.

2. Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.

3. Speed, the reading progresses fairly fast: mainly because the reader has automatic recognition of common combination, and does not wash the time working about each group of new words.

4. Attention, the reader concentrates on the significant bits, and skim the rest, may even skip part he or she knows to be significant.

5. Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without uses a dictionary only when these strategies are insufficient.

6. Prediction, the reader thinks ahead, hypothesizes and predict.

7. Background information, the reader has and uses background information to help understand the text.

8. Motivation, the reader is motivated to read: by interesting content or a challenging task.

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[7] Penny Ur. *Loc. Cit. p. 148*

9. Purpose, the reader is aware of a clear purpose in reading for example, to find out something, or to get pleasure.

10. Strategies, the reader uses different strategies for a different kind of reading.

Furthermore, Harmer[8] (1991: 183-184) points out that in reading the reader employs a number of specific skills when reading and their success at understanding the content of what they see depends on large extent in these specific skills. The six skills of reading are:

1. Predictive Skill

2. Extracting specific information

3. Getting specific picture

4. Extracting detail information

5. Recognizing function and discourse patterns

6. Deducing meaning from context

The main purpose of reading is to understand and to find out the information from the passage. To be able in understanding and finding the information, the readers should know the characteristics and skills above because to understand the contents are not easy, but it will be overcome well if we use the

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[8] Jeremy Harmer, *Loc cit,* p. 183-184

skills above when we read the contents in English. By using the skills above, we will find the information or the author's mean exactly.

2. Teaching Reading

There are several instructional practices that the teacher can use to improve the reading comprehension of struggling reader. Reading comprehension is supported by integrating variety of instructional practices in teaching reading routines including reading strategies and skills. Report of national reading panel 2000 in Jannete K. Klinger et al[9] synthesizes reading comprehension intervention strategies. Though not specific to students with reading and learning disabilities, the panel was able to indentify intervention practices, based on 203 studies, associated with improved outcomes with reading comprehension. These include:

a. Teaching students to monitor their comprehension and to implement procedures when difficulties in understanding text arise.

b. Using cooperative learning practices while implementing comprehension strategies in the context of reading.

c. Providing graphic and semantic organizers that assist students in writing about, or drawing, relationship from the story.

d. Providing support for questioning strategy through (1) structures that assist students in answering critical questions about the passage, (2) feedback to students regarding their answer to question about text, and

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[9] Jannette K. Klinger, et al, *Loc. cit,* p. 102

(3) opportunities for students to ask and answer their own the question about the text.

e. Teaching students to write important ideas about they've read and to summarize these ideas after longer passage are read.

f. Teaching students to use multi component strategies that integrate and apply several strategies.

Next, H Douglas Brown mentions there are ten such strategies, each of which can be practically applied to the classroom.[10] These include:

1. Identify the purpose of reading

2. Use graphemic rules and patterns to aid in bottom-up decoding (for beginning level learners)

3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced level)

4. Skimming

5. Scanning

6. Semantic mapping or clustering

7. Guessing

8. Vocabulary analysis

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[10] H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedgogy.* (Englewood Cliffs, NJ: Prentice Hall Regents, 1994), P. 291-296

9. Distinguish between literal and implied meaning

10. Capitalized on discourse markers to process relationship

Then, in integrating and apply reading strategies, according to Kalayo and Fauzan stated that instructors can help students become effective readers by teaching them how to use strategic before, during and after reading.

Before reading: Plan for the reading task:

a. Set a purpose or decide in advance what to read for

b. Decide if more linguistic of background knowledge is needed

c. Determine whether to enter the text from the top-down (attend to the overall meaning) or from the bottom up (focus on the word and phrases).

During and after reading: Monitor comprehension

a. Verify prediction and check for inaccurate guesses

b. Decide what is and is not important to understand

c. Reread to check comprehension

d. Ask for help

After reading: Evaluate comprehension and strategy use

a. Evaluate comprehension in particular task or area

b. Evaluate overall progress in reading and in particular types of reading task

c. Decide if the strategies used were appropriate for the purpose and for the task

d. Modify strategies if necessary.[11]

3. Hortatory Exposition Text

a. The Definition of Hortatory Exposition Text

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way.[12]

b. Social Functions

Hortatory Exposition persuades the reader that something should or should not be the case. It exhorts someone to take or to desist in some action.

c. Generic Structure

1). Thesis: announcement of issue of concern.

2). Arguments : reasons for concern, leading to recommendation.

3). Recommendation : statement of what ought not to happen.

4). Language features of hortatory exposition

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[11] Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Loc cit.* p. 117
[12] http://understandingtext.blogspot.com/2007/12/what-is-hortatory-exposition.html (Retrieve on February 6th, 2012)

Here is the example of Hortatory Exposition Text.[13]

Watch your Kids While Watching TV

Television becomes one of the most important devices which takes place in almost houses. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course, absolutely "Yes" and that should be done by all parents. Television can expose things you have tried to protect the children from, especially violence, pornography, consumerism and so on.

Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often cause bed-time disruption, stress, and short sleep   duration. Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioning above, protect your children with the following tips:

1). Limit television viewing to one-two hours each day

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[13]http://smanpluspropriau.com/index.php?option=com_content&view=article&id=96:hortatoryexposition&catid=65:bahasa-inggris&Itemid=103 (Retrieved on February 6th, 2012)

2). Do not allow your children to have a TV set in their own bedrooms

3). Review the rating of TV shows which your children watch

4). Watch television with your children and discuss what is happening in the show

Notes on the Generic Structure of this Hortatory Exposition example Firstly, we have to always remember that the social function of hortatory exposition text is driving the readers to act like the writer thought as stated in the text. Then the purpose of this hortatory is influencing and persuading the readers by presenting the supporting arguments. In many social activities, hortatory is applied for writing recommended thought, sales letter, advertising, speech campaign, and news advertorial.

Thesis: The writer's thought is presented as thesis which is proven with several arguments. In the first paragraph, the writer points his thought about the importance of accompanying children while they are watching TV show. It is important to protect the children from the bad influences of TV show.

Arguments: The next paragraphs show the writer arguments in supporting his thesis. It is supported by various researches that there are a great relationship between watching TV and the watcher's personality. One study describes that much time in watching TV can cause bed-time disruption. The others show the possibility of becoming an aggressive character because of watching television too much.

Recommendation: After stating the thesis and proving with various arguments, the text is completed with the writer's recommendation on how the parents should protect the children from the bed effect of watching TV.

Basically, both hortatory and analytical exposition have the similar position. Both take place as argumentative essays. Both show how important idea of the writer to be known. However the last paragraph of the essay usually makes the difference from hortatory and analytical exposition. If it is a hortatory text, it will be ended with a strong recommendation while for analytical exposition, it will be closed with restatement of the writer's first paragraph.

4. **Share One; Get One Technique**

a. The definition of Share One Get One Technique

June Preszler[14] states reading strategies can be often be divided into three categories: before, during and after. *Before Reading* strategies tend to be those that active student's prior knowledge. When we incorporate these strategies, we let students tell us what they know before we begin the process of teaching the students. Research indicates that by spending a considerable amount of time on before reading strategies, we increase student's involvement in learning process, and we allow our teaching to be more directed toward student's level and need. *During reading* strategies are those that help students process and manage complex information as they read and learn. These strategies often employ organizers or frameworks which allow students to efficiently categorize

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[14] June Preszler. *Strategies to Help Struggling Readers Grades 4-12.* (Rapid City: Black Hills Special service Cooperative, 2005). P. 2

information. *After reading* strategies allow students to reflect on what they have learnt and to share what they have learnt. The strategies tent to be interactive so that students learn from each other.

And share one get one includes *After reading strategy*. This strategy will make the students active in learning the text. According to Rick Wormeli (2005) Share One; Get One is another quick processing technique that works as a "brain dump" to break lectures and other extended learning experiences into smaller chunks[15]. It is a technique of summarizing in order to improve student's comprehension in learning.

Summarization is very important. For some readers, such a task is sensible, even enjoyable. They know a variety of summarization techniques, and they've experienced the illumination that comes from successfully summarizing material.[16] Moreover, as we know that in reading, we will be faced with many reading materials and the important ideas must be remembered by us, so what we can do as an appropriate step is by summarizing the material. With summarization, they can be deal breakers.

According to Wormeli Rick, Summarization is restating the essence of text or an experience in as few words as possible or in a new, yet efficient, manner. And one of the summarization technique is what has been explain above; Share one get one. This technique will make the students active in the class and will

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[15] Wormeli, Rick. *Summarization in any subject: 50 Techniques to improve student learning.*Alexandria: ASCD Publications, 2005: p. 138
[16] Ibid, p.2

make the reading text easier to be comprehended. Because, in this technique, the students will think and share information with other friends. There will be interactions and information sharing. And it will be a long term memory and they will remember the material well. Furthermore, Robert Marzano, Debra Pickering, and Jane Pallock (2001) in Rick Wormeli (2005) cite extensive research studies in their book, *Classroom Instruction That Works: Research –Based Strategies for Increasing Student Achievement,* to prove summarization is among the top nine most effective teaching strategies in the history of education.

b. The Purpose of Share One Get One Technique

The purposes of Share One Get One are as follows:

1. To give a clarity about a reading material.

2. To yield some of the greatest leaps in comprehension and long-term retention of information.

3. To help the students in masterful artwork, simulation activity or memorizing by rote.

4. To improve student's comprehension and give each student's long-term memory the boost it needs.

5. As a quick way for students to process what is presented while relieving the stress on bone growth plates that is caused by sitting.

As told before, share One; get one is another quick processing technique that works as a "brain dump" to break lectures and other extended learning experiences into smaller chunks. These mini processing activities can be done anywhere, anytime, as long as students have paper and pencil or pen. By using share one; get one, the teacher will have the students put the concepts, facts, and skills in logical order and to rewrite the points each square in sentence form. This manipulation of content and skills into a particular format is very effective because it forces students to interact with the material, not just record it.[17]

    c.   The Procedure of Share One Get One Technique

In order this strategy works well, the teacher must present the technique to the students based on these sequences:[18]

        a.   The teacher presents the lesson's concept and skill as normally would.

        b.   When it's time to take a break, the teacher has the students process what has been presented.

        c.   The teacher asks the students to draw a grid of nine squares, big enough to cover at least half sheet of notebook paper.

        d.   In any three squares of the matrix, the teacher asks students to record three different concepts, fact or skills they recall from the presentation.

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[17] Ibid. p. 139
[18] Rick Wormeli, *Loc Cit.* p. 138

e. The teacher asks the students to get up from their seats and move around the room asking classmates to fill in the remaining squares with concepts, facts, skills that have not yet been recorded on the matrix.

f. Each classmate can add only one idea to another classmate's matrix, but students can add ideas as many classmate's matrices as they wish.

g. The task is complete when six different classmates have filled all remaining six squares with different concepts, facts, or skills.

h. The teacher lets the students return to their seats.

Share One; Get One Template

Story Analysis

Exposition	Rising Action	Climax
- Setting, mood - Main characters - Major conflict	- The Major and minor conflicts of the story - Moving toward the climax	- The most exciting part of the story
Resolution : The Natural ending- when major conflicts are resolved/dealt with in some way.	Four types of conflicts - Character vs nature - Character vs society	Plot - The events that move the story along
Touching spirit bear • Character vs nature (boy alone in island)	Stories have a beginning, middle, and end.	Somebody wanted but so is a good way to summarize plot.

Adopted from Summarization in Any Subject; 50 techniques to improve student learning, p. 139.

B. The Relevant Research

According to Syafi'i[19], relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. Besides, we have to analyze what the point that has focused on, inform the design, finding and concluding of the previous research.

In 2012, a research was conducted by Dian Mujarokhim graduated from State Islamic University Sultan Syarif Kasym Riau entitled "The Influence of Probable Passage Strategy on Reading Comprehension of the Second Year Students of State Junior High School 23 Pekanbaru. She found that by applying such interesting strategy, in this case she used Probable Passage Strategy, the students involved to think what the text would be about by giving some clues and vocabularies about the text. It worked. Itwas proved by finding that Ho was rejected and Ha was accepted which showed 1.99<4.574>2.64.

In 2007, a research was done by Ikhsan Mahar graduated from Univerity of Riau "The Effect of Using Give One Get One Strategy on Reading Comprehension of The Second Year of SMAN 1 Rengat". He concluded that the conventional technique did not give a good learning process and the student's achievement in reading comprehension was not satisfactory yet. It was proved by finding t-observe (3. 08) is higher than t-critical (2. 00).

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[19] M. Syafi'i. *From Paragraph to a Research Report: A Writing of English for Academic Purpose.* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI, 2007).p. 122

C. **Operational Concept**

In order to avoid misunderstanding about this study, it is needed to explain about the variable used. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept.[20]

As told earlier, this research focuses on student's reading comprehension in hortatory exposition text. The theoretical concepts of this research explained above are still in general and abstract. They need to be described operationally by particular indicators so that they can be measured empirically. In this research, the writer concludes several indicators to be operated in the operational concept.

This research consists of two variables (Variable X and variable Y) which variable X is Share One Get One Technique and variable Y is the student's reading comprehension in hortatory exposition text. Therefore, the operational concepts can be seen as following indicators:

1. The Share One; Get One technique is classified good if this technique applied with the indicators as follows:

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[20] M. Syafi'i. *From paragraph to a research report: a writing of English for academic purpose.*(Pekanbaru:LBSI, 2007).p.122

Table II.1

Indicators of Share One; Get One Technique

No.	Indicators	Explanations and Targets
a.	The teacher tells the class that they are going to learn hortatory exposition text by applying share one get one technique.	Reading technique is important, because it has certain features in common with real communicative even there is purpose to exchange. Using reading technique will ease the students in learning.
b.	The teacher asks the students what they know about what are going to be learnt.	Teaching should be built on student's previous experience.
c.	The teacher present the lesson's concept and skill as normally would.	When learners perceive the relevance of their language use, they are motivated to learn. The target language is vehicle for classroom communication, not just the object of the study. In cooperative learning, the students often stay together so they can learn how to work better together. The target of this indicator is to lead the students acquire the difficult vocabulary.
d.	When it's time to take a break, the teacher has the students to understand what has been presented.	Language is not learned by repeating after a model. Students need to develop their own 'inner criteria' for correctness-to trust and to be responsible for their own production in the target language. Language learners are intelligent and bring with them the experience of already learning a language. The teacher should give only what help is necessary. This will also help them in

		finding the main idea of the text.
e.	The teacher asks the students to draw a grid of nine squares, big enough to cover at least half sheet of notebook paper.	The function of drawing a grid of nine squares is to make a small field in student's paper. So, they can differentiate the ideas. So, for instance, in the first square, the students write about the main idea, then in the second square, they write about the generic structure of the text. So, this will help the students to comprehend hortatory exposition text well.
f.	The teacher asks the students to get up from their seats and move around the room asking classmates to fill in the remaining squares with concepts, facts, skills that have not yet been written on the matrix. Different concepts here means: • The types of the text • The generic structure of the text • The language feature of the text • The main idea of the text • Difficult vocabularies of the text	After the students tried to understand what they know, now it is the time for them to explain what they know and look for the other information to their friends about the other idea that is not filled yet in the remaining matrix. So, by doing this, will make the students easier to comprehend the text and they will have long term memory. Because, beside they know, they also write what they know and then tell or explain what they know to other people.
g.	The teacher lets the students return to their seats when six different classmates have filled all remaining six squares with different concepts, facts, or skills.	Each group member should be encouraged to feel responsibility for participating and for learning. Gift giving is one way to increase the student's interest to learn more in English (positive

		reinforcement helps the students develop good habits.)
h.	The teacher evaluates the students work and conclude the lessons with the students.	The most important characteristic for any successful evaluation method is validity – whether a test or procedure measures what it supports to measure. It becomes inappropriate, meaningless and useless to make specific inferences from invalid measurements.

2. The indicators of student's reading comprehension (variable Y) in reading hortatory exposition text are as follows:

a. The students are able to answer question of main idea in the reading text.

b. The students are able to answer the question of meaning vocabulary in the reading text.

c. The students are able to answer the question of generic structure in the reading text.

d. The students are able to answer the question of communicative purpose in the reading text.

e. The students are able to answer the question of language features which are stated in the reading text.

D. The Assumption

This research is based on these following assumptions:

a. Teaching reading by using Share One Get One technique may improve student's reading comprehension in hortatory exposition text.

b. Students reading comprehension in reading hortatory exposition text is various.

E. The Hypothesis

Ho   : There is no significant of using share one; get one technique toward student's reading comprehension in hortatory exposition text.

Ha   : There is a significant effect of using share one; get one technique toward reading comprehension in hortatory exposition text.

CHAPTER III

THE METHOD OF RESEARCH

A. The Research Design

The type of this research was Experimental Research. In this research, the researcher used quasi-experimental design with nonequivalent control group. John Creswell stated that quasi-experimen is experimental situatuion in which the researcher assigns participants to groups, but not randomly.[1] The researcher used intact groups, the first class was the experimental groups and the second class was as the control group. Furhermore, Gay and Peter Airasian stated that quasi-experimetal design is used when the researcher keeps the student's existing classroom intact and the entire classrooms are assigned to treatments.[2]

It was intended to find out whether there is the effect of using share one; get one technique toward reading comprehension in hortatory exposition text by the second year students of senior high school 1 Kampar, Air Tiris. In this research, there were two variables; namely share one; get one technique as independent variable (symbolized by X) and the student's reading comprehension as dependent variable (symbolized by Y).

[1]John W. Cresswell. *Educational Research (Third Edition).* (New Jersey: Pearson Education, 2008). P. 313
[2]L.R. Gay and Peter Airasian. Educational Research: Competencies for Analysis and Application (Sixth Edition). (New Jersey: Pearson Prentice-Hall, 2000). P. 394

Table III.1
The Variable of the Research

Variable	
X	Y
Share One; Get One Technique	Student's Reading Comprehension

In conducting this research, the researcher took two classes as sample; one class was an experimental group taught by using share one; get one technique and the other one was as a control group taught without using share one; get one technique. In the experimental class, the researcher gave students pre-test at the beginning of the teaching learning in order to find out student's reading comprehension. Then, there was a post-test in order to find yout the difference of using share one; get one technique toward reading comprehension in hortatory exposition text. Thus, the design of this research could be illustrated as follows:

Table III.2

The Research Design

1.	Control Class	Sample	Pre-test	No Treatment	Post-test
2.	Experimental Class	Sample	Pre-test	Experimental Treatment	Post-test

36

B. Location and Time of the Research

This research was conducted on the second year students of SMAN 1 Kampar in Air Tiris, Kampar and the time was on June 14, 2012 to July 14, 2012.

C. Subject and Object of the Research

The subject of the study was the second year students of SMAN 1 Kampar, and the object of this study was the effect of using share one get one technique toward student's reading comprehension in Hortatory Exposition Text.

D. Population and Sample

The population of this research was the second year students of SMAN 1 Kampar. The total population of the second year students was174students. They consisted of 6 Classes: 2 IPA 1 (28 students), 2 IPA 2 (30 Students), 2 IPA3 (28 Students), 2 IPS 1 (30 students), 2 IPS 2 (29 students), and 2 IPS 3 (29 students). In this research, the writer used quasi-experimental research; the writer took two classes only. They were class 2 IPA 1 and 2 IPA 3.

In determining the sample of the research, the researcher used cluster random sampling because the population was large. To decide which one of the population which would be take as sample, the sample was takend based on the population that was specified. This was done by using clustering random sampling because the students were alreadyy formed into classes. Accroding to Gay, this technique randomly of selected groups, not individual and all the members selected groups have similar characteristics[3].

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[3]Op.Cit.. *Educational Research: Competencies for Analysis and Apllication-6th Ed.* P. 129

Table III. 3

Total Population at the Second Year Students of State Senior high School 1 Kampar, Air Tiris

No.	Classes	Population		Total
		Female	**Male**	
1	2 IPA 1	18	10	28
2	2 IPA 2	22	8	30
3	2 IPA 3	16	12	28
4	2 IPS 1	20	10	30
5	2 IPS 2	20	9	29
6	2 IPS 3	12	16	29
Total Population				**174**

The spesification of the research sample can be seen on the table below:

Table III. 4

Total Sample at the Second Year

Students of State Senior High School 1 Kampar, Air Tiris

No.	Classes	Sample		Total
		Female	Male	
1	2 IPA 1	18	10	28
2	2 IPA 3	16	12	28
Total Sample				56

E. Data Collecting Technique

In collecting the data, the writer used the techniques as follows:

1. Test

The test was distributed to measure the student's reading comprehension in hortatory text exposition. The tests were given to students of control class and experimental class. The test was divided into two tests. They were pre-test given before treatment, and post-test were given after doing the treatment. The type of the test is multiple choice test, which consisted of 25 items. Every multiple choice item consisted of four answer options (a, b, c, and d).

2. Classroom Observation

Richard states that the classroom observation includes procedure of grouping students for different types of classroom activities[4]. The writer will gave treatment to experimental class by applying share one get one and the English Teacher of SMAN 1 Kampar will be the observer to see whether the writer has applied the technique well or not. It will be based on the observation checklist. The observation was used in the classroom. It was carried out for eight meetings. Classroom observation is the way to organize and control the student's behavior, movement and interaction by the teacher or the investigator.

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[4] Jack C Richard, John Platt, ibid. p. 52

F. The validity and Reliability of the Test

1. Test Blueprint

For further information about the instruction of the text, the writer

showed the blueprint of both tests as follows:

Table III. 5

The Blueprint of the Test

No.	Indicator of Items	Number of Items	Items Number
1	Identify main idea	5 items	1,6,11,16,20
2	Locate the meaning of vocabulary in context	5 items	2,7,12,17,21
3	Identify generic structure	5 items	3,8,13,18,22
4	Finding communicative purpose	5 items	4,9,14,19,24
5	Finding language features	5 items	5,10,15,20,25

2. Validity

Before the tests were given to the sample, both of tests had been tried out

to 40 students at the second year. The purpose of try out was to obtain validity and

reliability of the test. It was determined by finding the difficulty level of each

item. Item of difficulty was determined as the proportion of correct responses. The

formula for item of difficulty is as follows: [5]

$P = B/JS$

Where P   : index of difficulty or facility value

        B   : the number of correct answers

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[5] Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan.* (Jakarta: PT. Rineka Cipta, 2009). Pp. 245

JS   : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is >0,30 and <0.70.[6] It means that the item test that is accepted if the level of difficulty is between 0,30 – 0,70 and it is rejected if the level of difficulty is below 0,30 (difficult) and over 0.70 (easy). Then, the proportion correct is represented by "p". See in appendix 5.

Based on the try out result, it was determined that there were some items tests were rejected because those items were too easy and too difficult. It means that they should be revised with new items that were appropriate ones. The result of try out is as follows:

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[6] *Ibid. Pp. 210*

Table III. 6

The Item Difficult of Try Out

Item Number	Item Difficulty	Result
1	0.97	Easy/Rejected
2	0.45	Accepted
3	0.34	Accepted
4	0.66	Accepted
5	0.66	Accepted
6	0.79	Easy/Rejected
7	0.68	Accepted
8	0.63	Accepted
9	0.58	Accepted
10	0.87	Easy/Rejected
11	0.63	Accepted
12	0.61	Accepted
13	0.68	Accepted
14	0.61	Accepted
15	0.68	Accepted
16	0.61	Accepted
17	0.26	Difficult/Rejected
18	0.63	Accepted
19	0.66	Accepted
20	0.47	Accepted
21	0.68	Accepted
22	0.66	Accepted
23	0.55	Accepted
24	0.37	Accepted
25	0.55	Accepted

Some items rejected were item number 1, 6, 10, 17. They had been revised.

3. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.[7] There are some factors affecting the reliability of a test, they are:

a. The extent of sample of material selecting for testing

b. The administration of the test, clearly this is an important factor in deciding reliability.

According to Grand Henning[8], reliability is thus a measure of accuracy, concistency, dependability, or fairness of scores resulting from administration of a particular examination. If reliability is associated with accuracy of measurement, it follows that reliability will increase as error measurement is made to diminish. We actually quantify reliability so that we can be aware of the amount of error present in our measurement and the degree of cinfidence possible in score obtained from the test.

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[7] J.B Heaton. *Writing English Language Test.* (New York: Longman Group U.K Limited, 1988), pp. 159
[8] Grant Henning. *A guide to Language Testing: Development, Evaluation, Research.* (Cambridge: Newbury House Publishers, Inc, 1987), pp. 74

Then, Tinambunan in Dian Mujarokhim[9] stated that the reliability for good classroom achievement tests are expected to exceed 0.0 and closed 1.00. He states that reliability of test is considered as follows:

0.00-0.20   : Reliability is low

0.21-0.40   : Reliability is sufficient

0.41-0.70   : Reliability is high

0.71-1.00   : Reliability is very high

In this research, the writer used software SPSS 16.0 version to calculate the reliability of test. The following steps were how to get the result data based on SPSS 16.0 for windows-statistical software:

1. Open the student test file. See appendix 5.

2. From the menu of SPSS, click *Analyze* and then click sub menu *Scale.*

3. From the menu click your variables, and press the narrow button.

4. From *statistics,* click item and scale, at summaries; click means, and then click *o.k* to end this process and you will see the output data of SPSS automatically.

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[9] Dian Mujarokhim. *The Influence of Probable Passage Strategy on Reading Comprehension of The Second Year Students of State Junior High School 23 Pekanbaru.* (Pekanbaru: unpublished Thesis, UIN Suska 2011), pp. 37

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded[a]	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

Table III.7

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized items[a]	N of Items
.526	.528	25

Table III.8

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.509	.375	.625	.250	1.667	.007	25

The reliability of test was 0.53. It is categorized into high reliability level. It means the instrument accuracy involved in high level and this means good for a research.

G. The Technique of Data Analysis

In order to find out whether there is significant influence of using share one get one technique toward reading comprehension in hortatory exposition text, the data will be analyzed statistically. To analyze the data, the writer will use score of post-test of experimental and control groups. These scores will be analyzed by using T-test (independent sample t-test).

The t-table will be employed to see whether or not there is significant different between the mean score in both experimental and control groups.

Statistically hypothesis:

$H0$: $t0 <$ t-table

Ha : $t0 >$ t-table

Criteria of hypothesis:

1. H_0 is accepted if $t0 <$ t-table or it can be said that there is no significant effect of using share one; get one technique on reading comprehension.

2. H_a is accepted if $t0 >$ t-table or it can be said that there is significant effect of using share one; get technique on reading comprehension.

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. The Description of Research Procedure

The purpose of the research was to obtain the student's reading comprehension in hortatory exposition text which was taught by using share one; get one technique and without using share one; get one technique, and to find yout whether there is significant effect of using share one; get one technique toward student's reading comprehension in hortatory exposition text. The data were obtained from student's reading comprehension of experimental and control class.

Before taking the data from sample, the researcher gave try out to the other class in orther to prove whether the test was reliable or not. The researcher asked the students to answer some questions based on the text given; the text was hortatory exposition text. Based on the technique of taking the sample, clustering random sampling, it was found that class 2. IPA. 1 as an experimental class and Class 2.IPA.3 as a control class. Then, the researcher gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the researcher used the same format of questions and text of hortatory exposition text to test student's reading comprehension for the post-test of experimental class. While for control class, which is taught without using treatments, the researcher used the same format of questions of hortatory exposition text for their post-test too. The result of reading test was evaluated by concerning five components, namely:

1. Students are able to find yout main idea of the text

2. Students are ablu to identify information of the text

3. Students are able to make reference of the text

4. Students are able to make inference of the text

5. Students are able to find out the meaning of vocabulary in the text.

The data of this research were gotten from the scores of student's experimental class and control class. All of the date were collected through the following procedures:

1. In both classes (experimental and control class), the students were asked to answer the questions based on the hortatory exposition text given.

2. The format of the test was multiple choice.

3. The researcher together with the observer gave a score of the student's reading comprehension that was collected from their score of post-test.

The test was composed of 25 items, and each item ws give score 4. The final score was analyzed by using the following formula[1]:

$$FinalScore = \frac{TotalCorrectAnswer}{TotalQuestioner} \times 100$$

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[1]Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Rajafindo Persada), 2008. P. 32

B. The Data Presentation

1. The Data of Classroom Observation

In this research, the writer also used the observation to support the writer's research in collecting the data. When the observation was done by the writer, the writer taught the students directly. The English teacher always observed the writer in the classroom. The English teacher observed the writer for eight meetings in the experimental group. To obtain how to use share one; get one technique on reading comprehension in hortatory exposition text, the writer took data from classroom observation. It is described in the tables that present frequency distribution of each observation. To make data clearer, it can be seen in the table below:

Table IV.1
The Percentage of Student's Activity

No.	Indicators of Using Share One; Get One Technique	Alternative Answers	
		Yes	No
1	The teacher tells the class that they are going to learn hortatory exposition text by applying share one; get one technique.	10	0
2	The teacher asks the students what they know about what they are going to learn.	10	0
3	The teacher presents the lesson's concept and skill as normally would.	10	0
4	The teacher has the students to understand what has been presented.	10	0
5	The teacher asks the students to draw a grid of six squares, big enough to cover at least half sheet of notebook paper.	8	2
6	The teacher has the students to fill two squares with the information they understand.	8	2
7	The teacher asks the students to get up from their seats and move around the room asking classmates to fill in the remaining squares with concepts, facts, skills that have not yet been written on the matrix.	6	2
8	The teacher lets the students return to their seats when six different classmates have filled all remaining squares with different concepts, facts, or skills.	8	2
9	The teacher asks six students to present their works in front of the class.	9	1
10	The teacher evaluates the student's work and concludes the lesson with the students.	9	1
	Total	80	10
	Percentage	82.15%	17.86%

The writer used the following formula to get the percentage of the observation:

$P = F/N \times 100\%$

Where P : Percentage

   F : Frequency of the score

   N : Number of Case   (Sedjiono)[2]

$80/90 \times 100\% = 88.8\%$

$10/90 \times 100\% = 11.1\%$

Based on the data, the category of the observation can be seen below[3]:

a. 76 – 100% = Very good

b. 56 – 75% = Enough

c. 40 – 55% = Less

d. Less than 40% = Bad

The table IV. 1 shows the result of observation of the share one get one effect in experimental group. The result of observation for answer "yes" is 88.8%, and it can be categorized in the level of very good and for answer "no" is 11.1%, it can be categorized in the level of bad.

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[2] Anas Sudjiono. *Pengantar Statistik Pendidikan.* (Jakarta: PT. Raja Grafindo Persada, 2007). P. 43

[3] Suharsimi Arikunto, *Loc. Cit.* p. 245

2. The Data From the Test

To obtain the data about the effect of using share one; get one technique toward student's reading comprehension in hortatory exposition text, the researcher acquired to show list of the implementation of share one; get one technique.

a. The Implementation of Share One; Get One Technique

1. The teacher tells the class that they are going to learn hortatory exposition text by applying share one get one technique.

2. The teacher asks the students what they know about what are going to be learnt.

3. The teacher present the lesson's concept and skill as normally would.

4. When it's time to take a break, the teacher has the students to understand what has been presented.

5. The teacher asks the students to draw a grid of nine squares, big enough to cover at least half sheet of notebook paper.

6. The teacher asks the students to get up from their seats and move around the room asking classmates to fill in the remaining squares with concepts, facts, skills that have not yet been written on the matrix.

7. The teacher lets the students return to their seats when six different classmates have filled all remaining six squares with different concepts, facts, or skills.

8. The teacher evaluates the students work and conclude the lessons with the students.

b. The Data Presentation of Using Share One; Get One Technique (Variable X)

In this research, the writer used a test to collect the data. The test was administered by the writer, where the writer taught the experimental class by himself. The test was multiple choice consisted of 25 items. To get a good data; the test should be valid and reliable.

1. Reading Comprehension in Hortatory Exposition Text Taught without using Share One; Get One Technique

The data of student's reading comprehension taught without using share one; get one technique were taken from pre-test and post-test of class XI.IPA.3 as contro class. The data can be seen from the table below:

Table IV. 2
The Score of the student's reading comprehension taught without using
Share One; Get One Technique

No.	Students	Control Class		Gain
		Pre-Test	**Post-Test**	
1	Student 1	60	60	0
2	Student 2	45	60	15
3	Student 3	65	60	-5
4	Student 4	60	80	20
5	Student 5	50	70	20
6	Student 6	65	60	-5
7	Student 7	65	65	0
8	Student 8	75	70	-5
9	Student 9	50	70	20
10	Student 10	65	70	5
11	Student 11	65	60	-5
12	Student 12	50	75	25
13	Student 13	50	70	20
14	Student 14	50	70	20
15	Student 15	50	50	0
16	Student 16	65	60	-5
17	Student 17	60	75	15
18	Student 18	60	65	5
19	Student 19	40	65	25
20	Student 20	55	70	15
21	Student 21	70	50	-20
22	Student 22	60	60	0
23	Student 23	60	60	0
24	Student 24	70	50	-20
25	Student 25	60	60	0
26	Student 26	65	60	-5
27	Student 27	40	70	30
28	Student 28	55	60	5
	Total	**1634**	**1855**	**190**

From the table IV.2, the writer found that the total score of pre-test in control class was 1634 while the highest score was 75 and the lowest was 40, and the total score of post-test in control class was 1855, while the highest was 80 and

54

the lowest was 50. It means that the students showed significant increase of their reading comprehension, it was proved by the total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

Table IV. 3

The Frequency Score of Pre-test of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.7	6.7	6.7
	45	1	3.3	3.3	10.0
	50	7	23.3	23.3	33.3
	55	2	6.7	6.7	40.0
	60	6	20.0	20.0	60.0
	65	7	23.3	23.3	83.3
	70	4	13.3	13.3	96.7
	75	1	3.3	3.3	100.0
Total		28	100.0	100.0	

Based on the table above, it could be seen that there were 2 students who obtained 40 (6.7%), 1 student obtained 45 (3.3%), 7 students obtained 50 (23.3%), 2 students obtained 55 (6.7%), 6 students obtained 60 (20.0%), 7 students obtained 65 (23.3%), 4 students obtained 70 (13.3%), 1 student obtained 75 (3.3%).

Based on the table above, it can be seen that the total number of the students was 28. The highest score was 75 and the lowest score was 40. The highest frequency was 7 at the score of 50 and 65.

Histogram IV. 1

Pre-test Score of Control Class
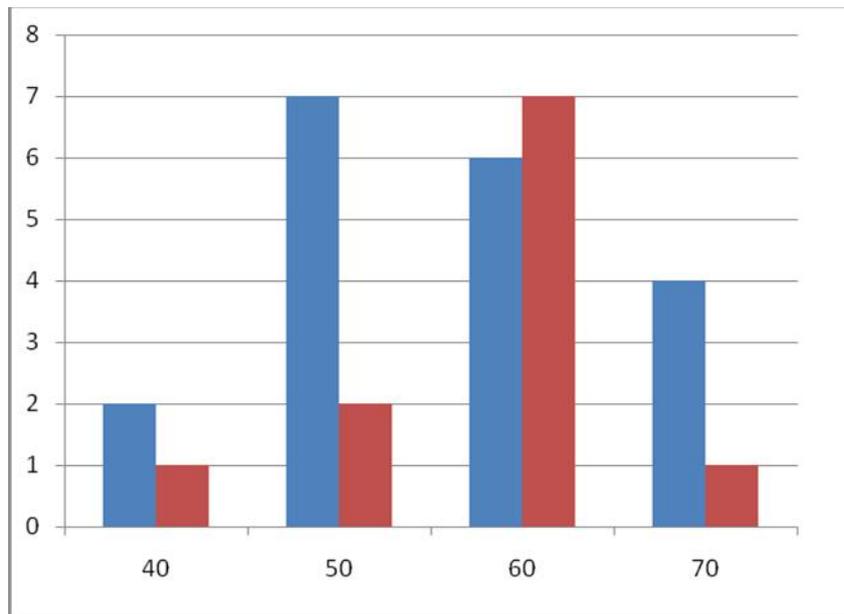
From the histogram above, it can be analyzed that the data of the student's pre-test on control class was normal.

Table IV. 4

The Frequency Score of Post-test of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	3	10.0	10.0	10.0
	60	13	43.4	43.4	53.3
	65	3	10.0	10.0	63.3
	70	8	26.7	26.7	90.0
	75	2	6.7	6.7	96.7
	80	1	3.3	3.3	100.0
	Total	28	100.0	100.0	

Based on the table above, it could be seen that there were 3 students who obtained 50 (10.0%), 13 students obtained 60 (43.3%), 3 students obtained 65 (10.0%), 8 students obtained 70 (26.7%), 2 students obtained 75 (6.7%), 1 students obtained 80 (3.3%).

Based on the table above, it can be seen that the total number of the students was 28 students. The highest schore was 80 and the lowest score was 50. The highest frequency score was 13 at the score of 60.

Histogram IV.2

Post-test score of Control Class
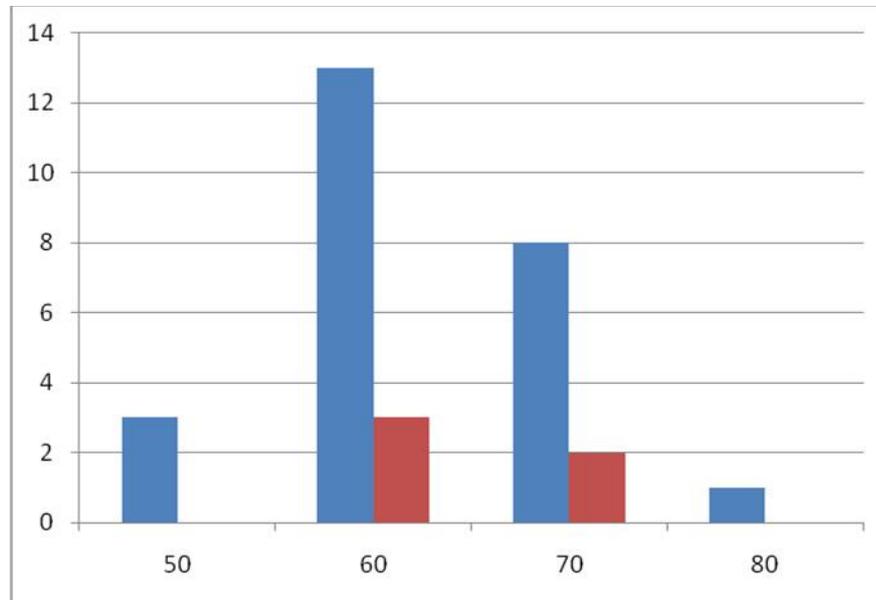
From the histogram above, it can be analyzed that the data of student's post-test on control class was normal.

Table IV. 5

The Mean and Standard Deviation of Pre-test and Post-test of Control Class

Group Statistics

Pre-test	N	Mean	Std. Deviation	Std. Error mean
Pre test 1	28	57.83	9.344	1.599
Post test 2	28	62.91	6.349	1.398

Based on the table above, it could be seen that the total students from each class, pre-test of control class consisted of 30 students and so did post-test class. The mean of pre-test was 57.83, and the mean score of post-test was 62.91. The

standard deviation from pre-test was 9.344, while standard deviation of post-test was 7.391. Standard error mean from pre-test was 1.599, and post-test was 1.398.

2. Reading Comprehension in Hortatory Exposition Text Taught by using Share One; Get One Technique

The data of student's reading comprehension taught by using share one; get one technique were gotten from pre-test and post-test of XI.IPA.1 as an experimental class, taken from the sample of this class (28 students). The writer taught the class by himself in experimental class. The data can be seen from the table below:

Table IV. 6
The Score of the student's reading comprehension taught using
Share One; Get One Technique

No.	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	Student 1	75	75	5
2	Student 2	55	80	25
3	Student 3	70	80	10
4	Student 4	85	70	10
5	Student 5	40	75	20
6	Student 6	60	85	25
7	Student 7	65	80	25
8	Student 8	75	85	10
9	Student 9	70	75	5
10	Student 10	65	85	20
11	Student 11	70	70	0
12	Student 12	50	80	30
13	Student 13	80	65	25
14	Student 14	40	70	20
15	Student 15	55	70	0
16	Student 16	75	75	0
17	Student 17	80	88	8
18	Student 18	70	65	5
19	Student 19	65	70	25
20	Student 20	55	70	15
21	Student 21	70	75	5
22	Student 22	50	80	30
23	Student 23	65	60	-5
24	Student 24	75	70	-5
25	Student 25	40	65	25
26	Student 26	70	80	10
27	Student 27	75	75	0
28	Student 28	60	70	10
	Total	1822	2115	245

From the table IV. 6, the researcher found that the total score of pre-test in experimental group was 1822 while the highest was 85 and the lowest was 40, and

the total score average from post-test in experimental group was 2115, while the highest was 88 and the lowest was 60. It means that the students showed significant increase of their reading comprehesion, it was proved by the total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

Table IV. 7

The Frequency Score of Post-test of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	10.0	10.0	10.0
	50	13	43.4	43.4	53.3
	60	3	10.0	10.0	63.3
	65	8	26.7	26.7	90.0
	70	2	6.7	6.7	96.7
	75	1	3.3	3.3	10.0
	80	1	3.3	3.3	100.0
	Total	28	100.0	100.0	

Referring to the table above, it could be seen that there were 3 students obtained 40 (7.1%), 1 students obtained 45 (3.3%), 2 students obtained 50 (6.7%), 4 students obtained 55 (13.3%), 2 students obtained 60 (6.7%), 5 students obtained 65 (16.7%), 7 students obtained 70 (23.3%), 4 students obtained 75 (13.3%), 2 students obtained 80 (6.7%) and 1 student obtained 85 (3.3%).

Based on the table above, it can be seen that the total number of the students was 28 students. The highest score was 85 and the lowest was 40. The highest frequency was 7 at the score 70.

Histogram IV.3

Pre-test Score of Experimental Class
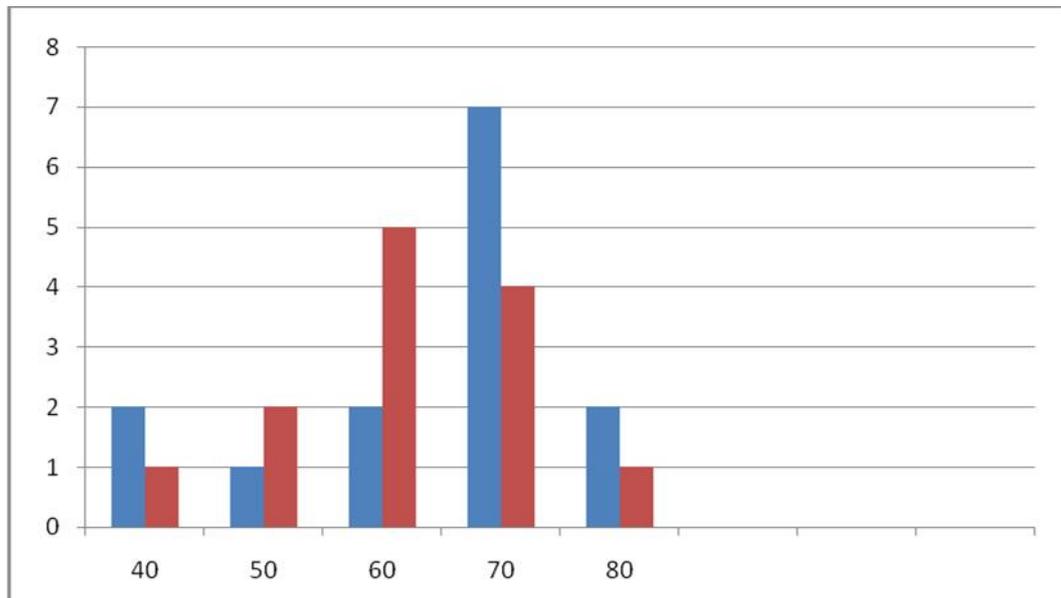
From the histogram above, it can be analyzed that the data of student's pre-test and post-test was normal.

Table IV. 8

The Frequency Score of Post-test of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	3	10.0	10.0	10.0
	60	13	43.4	43.4	53.3
	65	3	10.0	10.0	63.3
	70	8	26.7	26.7	90.0
	75	2	6.7	6.7	96.7
	80	1	3.3	3.3	100.0
	Total	28	100.0	100.0	

Based on the table above, it could be seen that there was 1 student who obtained 60 (3.3%), 3 students obtained 65 (10.0%), 6 students obtained 70 (20.0%), 7 students obtained 75 and 80 (23.3%), 3 students obtained 85 (10.0%), 13 students obtained 60 (43%).

Based on the table above, it can bee seen that the total number of the students was 28. The highest score was 88 and the lowest score was 60. The highest frequency was 7 at the score 75 and 85.

Histogram IV. 4

Post-test score of Experimental Class
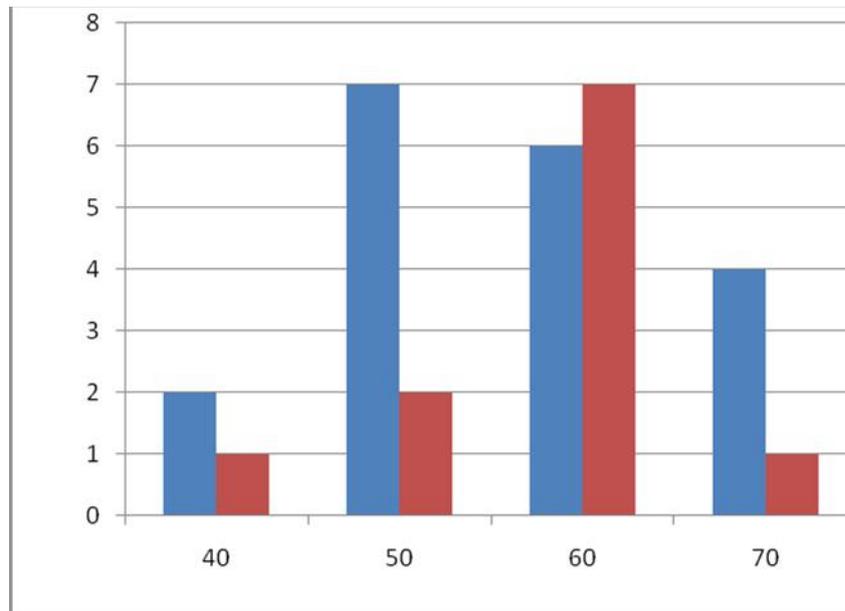
From the histogram above, it can be analyzed that the data of student's

post-test on experimental class was normal.

Table IV. 9

The Mean and Standard Deviation of Pre-test and Post-test of

Experimental Class

Group Statistics

Pre-test	N	Mean	Std. Deviation	Std. Error mean
Pre test 1	28	63.83	11.344	2.599
Post test 2	28	77.91	7.349	1.498

Based on the table above, it could be seen that the total students from each

class, pre-test of experimental class consisted of 28 students and so did post-test

class. The mean of pre-test was 63.83, and the mean score of post-test was 77.91. The standard deviation from pre-test was 11.344, while standard deviation of post-test was 7.349. Standard error mean from pre-test was 2.599, and post-test was 1.498.

C. The Data Analysis

1. The Analysis improvement of Reading Comprehension in hortatory exposition text of Control Class

Table IV. 10
The Student's Reading Comprehension Score at Pre-test to Post-test at
Control Class

No.	Students	Control Class		Gain
		Pre-Test	**Post-Test**	
1	Student 1	60	60	0
2	Student 2	45	60	15
3	Student 3	65	60	-5
4	Student 4	60	80	20
5	Student 5	50	70	20
6	Student 6	65	60	-5
7	Student 7	65	65	0
8	Student 8	75	70	-5
9	Student 9	50	70	20
10	Student 10	65	70	5
11	Student 11	65	60	-5
12	Student 12	50	75	25
13	Student 13	50	70	20
14	Student 14	50	70	20
15	Student 15	50	50	0
16	Student 16	65	60	-5
17	Student 17	60	75	15
18	Student 18	60	65	5
19	Student 19	40	65	25
20	Student 20	55	70	15
21	Student 21	70	50	-20

22	Student 22	60	60	0
23	Student 23	60	60	0
24	Student 24	70	50	-20
25	Student 25	60	60	0
26	Student 26	65	60	-5
27	Student 27	40	70	30
28	Student 28	55	60	5
Mean		**57.38**	**62.00**	**4.00**

From the table IV. 10, the researcher found that the student's mean score at pre-test in control class was 57.38, while the student's mean score at post-test was 62.00. So, the mean gain of the control class from pre-test to post-test was 4.00. The improvement from pre-test mean to post-test was only 2.5%. It means that the student's mean score at per-test to post-test was not significantly improved.

Table IV. 11

The Classification of Student's score of Control Class

No.	Categories	Score	Frequency	Percentage
1	Very Good	80 - 100	3	7.9%
2	Good	70 – 79	3	7.9%
3	Enough	60 – 69	10	26.3%
4	Less	50 – 59	21	55%
5	Bad	0 – 49	2	5%
TOTAL			28	100%

Based on the table above, it could be seen that the classification of the student's score; the category number 1 showed 3 frequency (7.9%), the category number 2 showed 3 frequency (7.9%), the category number 3 showed 10

frequency (26.3%), the category number 4 showed 21 frequency (55%), and the category number 5 showed 2 frequency (5%). The table above also showed that the highest percentage of pre-test score was 55% at the mean score 50-59. Thus, the majority of the students before being taught by using share one; get one technique could be classified into **less category.**

2. The Analysis Improvement of Reading Comprehension in Hortatory Exposition Text of Experimental Class

Table IV. 12
The Student's Score at Pre-test to Post-test at Experimental Class

No.	Students	Experimental Class		Gain
		Pre-Test	**Post-Test**	
1	Student 1	75	75	5
2	Student 2	55	80	25
3	Student 3	70	80	10
4	Student 4	85	70	10
5	Student 5	40	75	20
6	Student 6	60	85	25
7	Student 7	65	80	25
8	Student 8	75	85	10
9	Student 9	70	75	5
10	Student 10	65	85	20
11	Student 11	70	70	0
12	Student 12	50	80	30
13	Student 13	80	65	25
14	Student 14	40	70	20
15	Student 15	55	70	0
16	Student 16	75	75	0
17	Student 17	80	88	8
18	Student 18	70	65	5
19	Student 19	65	70	25
20	Student 20	55	70	15
21	Student 21	70	75	5
22	Student 22	50	80	30

23	Student 23	65	60	-5
24	Student 24	75	70	-5
25	Student 25	40	65	25
26	Student 26	70	80	10
27	Student 27	75	75	0
28	Student 28	60	70	10
Mean		65.33	73.73	13.81

From table IV.12, the writer found that the student's mean score at pre-test in experimetnal class was 65.17, while the student's mean score at post-test was 73.73. so, the mean gain of the experimental group from pre-test to post-test was 13.81. The improvement of pre-test mean to post-test mean was 12,34%, it means that the student's mean score at pre-test to post-test was significantly improved.

Table IV. 13

The Classification of Student's Score of Experimental Class

No.	Categories	Score	Frequency	Percentage
1	Very Good	80 - 100	7	18%
2	Good	70 – 79	12	32%%
3	Enough	60 – 69	13	34%
4	Less	50 – 59	6	15%
5	Bad	0 – 49	0	0%
TOTAL			38	100%

Based on the table above, it could be seen that the classifications of the student's score in post-test: the category number 1 showed 7 frequency (18%), the category number 2 showed 12 frequency (32%), the category number 3 showed 13 frequency (34%), the category number 4 showed 6 freuquency (15%) and the category number 5 showed no frequency. The table above also showed that the highest percentage of post-test score was 34% at the mean score 60-69. Thus, the majority of the student's score in post-test could be classified **enough category.**

3. The Data Analysis of the Improvement of Student's Reading Comprehension in Hortatory Exposition Text

Table IV.14

The Analysis Statistics of the Improvement of Student's Reading Comprhension in Hortatory Exposition Text

Class	Mean	N	Std. Deviation	Std. Error Mean
Gain 1	60.11	38	11.43947	1.80874
2	70.21	38	8.32545	1.47448

The table of output SPSS analysis above shows that the total students from the experimental class was 38, the mean of the pre-test was 60.11 and the mean of post-test was 70.21. Standard deviation from the pre-test was 11.44, while the standard deviation from student's post test was 8.33. Then the standard error mean of student's pre-test was 1.80, and post-test one was 1.47. It was clear that the mean of post-test is higher than pre-test score.

Table IV. 15

Independent Samples Test

	Leven'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
Ctrl Equal variances assumed	1,186	.279	5.999	78	.000	14.00000	2.33359	9.35418	18.64582
Equal variances not assumed			5.999	74.956	.000	14.00000	2.33359	9.35121	18.64879

Based on the output SPSS above, independent-sample T-Test shows Levene's Test to know the same variance.[4]

Ho : Variance Population Identical

Ha : Variance Population not Identical

If probabilities > 0.005, Ho is accepted

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[4]Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Pekanbaru: Pustaka Pelajar, 2008), pp, 159

If probabilities < 0.005, Ha is accepted

Based on the output SPSS above, it can be seen in the table that t-observed was 5.999 > 0.279, t-observed 5.999 was also > 0.00 as can be seen in the table of Independent Samples Test. It means that the variance of the population is identical. It also means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. Thus, there is significant effect of using share one; get one technique in improving student's reading comprehension at the second year students of State Senior High School 1 Kampar, Air Tiris.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the output SPSS above, it can be seen in the table that t-observed was $5.999 > 0.279$, t-observed 5.999 was also > 0.00 as can be seen in the table of Independent Samples Test.. It means that there is significant effect of using Share One; Get One toward reading comprehension in hortatory exposition text of the second year students of State Senior High School 1 Kampar, Air Tiris. In conclusion, teaching reading by implementing Share One; Get One Technique at the second year students of State Senior High School 1 Kampar is better than without implementing Share One; Get One.

B. The Suggestion

Considering the effect of Share One; Get One toward reading comprehension in hortatory exposition text, the writer would like to give some suggestions as follows:

1. **Suggestions for Teachers**

   a. It is recommended to teacher to use Share One; Get One in teaching reading hortatory exposition text.

   b. The teacher should be creative to improve the student's comprehension in reading text by giving some assignments or homeworks, especially the question form of contents of the text,

supporting details, which is regarded more difficult for the students.

2. Suggestions for Students

a. The students should be creative to select the kinds of reading materials in order to comprehend more the text and in order to diminish boredom in learning English especially in reading subject.

b. The subject should pay more attention to the lesson that has been explained by the teacher.

c. The students should know the content of the text if she/he reads some text.

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