

**THE EFFECT OF USING MULTIPASS STRATEGY ON READING  
COMPREHENSION OF HORTATORY EXPOSITION TEXT  
OF THE SECOND YEAR STUDENTS OF ISLAMIC  
SENIOR HIGH SCHOOL HIDAYATUL  
MUBTADIIN BANDAR SUNGAI  
SIAK SRI INDRAPURA  
REGENCY**



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PEKANBARU  
1433 H/2012 M**

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Thesis

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(S.Pd.)



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## ABSTRAK

Ahmad Jailani (2012) : Pengaruh Penggunaan Strategy Multipass dalam Memahami Teks Hortatory Exposition pada Siswa Kelas 2 MA Hidayatul Mubtadiin Bandar Sungai Kabupaten Siak Sri Indrapura

Kemampuan memahami teks adalah keahlian yang sangat penting seperti diketahui bahwa kesuksesan dalam membaca sangat diperlukan karena merupakan dasar utama pendidikan. Berdasarkan silabus MA Hidayatul Mubtadiin, siswa diharapkan mampu memahami teks monolog berupa naratif, spoof, dan hortatory exposition. Setelah mengamati pada observasi awal, ditemukan bahwa beberapa siswa masih lemah dalam pemahaman teks. Dan factor yang sangat mempengaruhi adalah penguasaan kosakata yang lemah dan strategi yang diterapkan dalam mengajar. Dari dua faktor tersebut, peneliti tertarik untuk menginvestigasi mengenai strategi pengajaran. Sehingga, peneliti melakukan penelitian dengan judul Pengaruh penggunaan strategi Multipass dalam peningkatan pemahaman membaca teks hortatory exposition pada siswa kelas 2 MA hidayatul mubtadiin Bandar Sungai

Tujuan penelitian ini adalah untuk menemukan bagaimana pemahaman membaca siswa yang diajarkan dengan strategy multipass dan tanpa strategy multipass dan terakhir menemukan ada tidaknya pengaruh yang signifikan dari strategy multipass untuk meningkatkan pemahaman membaca siswa.

Jenis penelitian ini adalah kuasi eksperimen.. Subjek dalam penelitian ini adalah siswa MA Hidayatul Mubtadiin Bandar Sungai kelas dua. Pada penelitian ini, peneliti mengambil 2 kelas; kelas eksperimen dan kelas control dengan total populasi 42, kemudian peneliti mengambil total sample, sehingga didapatkan sample berjumlah 42 siswa, 21 siswa sebagai kelas eksperimen dan 21 siswa sebagai kelas kontrol . Dalam pengumpulan data, peneliti menggunakan tes dan lembar observasi. Tes yang digunakan adalah pilihan ganda. Dalam penganalisisan data, peneliti menggunakan T-test.

Akhirnya, peneliti menemukan bahwa angka  $2.02 < 2.85 > 2.72$ . Berdasarkan hasil signifikansi tersebut,  $H_a$  diterima dan  $H_o$  di tolak.. Jadi, ada perbedaan peningkatan yang signifikan pada kemampuan siswa Madrasah Aliyah Hidayatul Mubtadiin Bandar Sungai dalam membaca teks hortatory exposition

## ABSTRACT

Ahmad Jailani (2012) : “The Effect of Using Multipass Strategy on Reading Comprehension of Hortatory Exposition Text of the Second Year Students of Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai Siak Sri Indrapura Regency.”

Being able to read in English is very important as it is known that success in reading is the most necessary because it is a basic tool of education. Based on the syllabus of MA Hidayatul Mubtadiin, it is hoped that students should comprehend monolog texts in narrative, spoof and hortatory exposition forms well. After doing preliminary observation at Hidayatul Mubtadiin Bandar Sungai, some of the students of the second year still had low ability in their reading. The dominant factors are the lack of vocabulary and the strategy of teaching reading comprehension. From the two of dominant factors, the researcher is interested to investigate about teaching reading comprehension. Thus, the researcher conducted a research entitled The Effect of Using Multipass Strategy on Reading Comprehension of Hortatory Exposition Text of The Second Year Students of Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai Siak Sri Indrapura Regency.

The purpose of this research was to find out students' reading comprehension taught by multipass strategy and taught without using multipass strategy, and to find out significant effect of the using multipass strategy in students reading comprehension of hortatory exposition text.

The design of this research was Quasi experimental research by post test only. The subject of this research was the second year students of MA hidayatul Mubtadiin Bandar Sungai. The total population was 42 students and the sample of the research was 42 students. In collecting the data, the researcher used test and observation checklist. The test used was multiple choices. In analyzing the data, the researcher used T-test.

Finally, based on the analysis, it was found  $2.02 < 2.85 > 2.72$ . So,  $H_0$  was rejected and  $H_a$  was accepted. It means that there was a significant effect of the using multipass strategy on students reading comprehension of hortatory exposition text of MA hidayatul Mubtadiin Bandar Sungai.

## ملخص

أحمد جيلاني (2012) : استراتيجية مولتيفاس في فهم القراءة النصوص هورتاتوري  
يكسفوسيسن في الطلاب فصل الثاني بمدرسة العالية هداية المبتدعين بNDAR  
سونجي سيك سري إنديرا فوراً.

قدرة القراءة هو مهارة هم جدا كمثل ينجح في القراءة لان هو اساس التربية. بناء على منهج مدرسة  
العالية هدية المبتدعين. يقدر الط فهم النص هورتاتوري  
يكسفوسيسن. بعد يرقب الملاحظة الاول، موجد كثير من الطلاب ما زال يضعف في فهم القراءة.  
سيطرة المفردات و يستعمل الاستراتيجية قي التليم. اريد المباحث يتحرى  
عن استراتيجية التعليم. حتى يستعمل المباحث يبحث تحت الموضوع تأثير الاستعمال الاستراتيجية  
مولتيفاس في فهم القراءة النصوص هورتاتوري يكسفوسيسن لية هداية  
المبتدعين بNDAR سونجي سيك.

أغراض هذا البحث ليوجد كيف فهم القراءة الطلاب يتعلم بإستراتيجية مولتيفاس و كون فيسيونال و  
ثم يجد موجود ام لا من الاستراتيجية مولتيفاس يرقى الفهم قراءة الطلاب.  
انواع هذا . موضوع في هذا البحث هو الطلاب المدرسة العالية  
. في هذا البحث 2 صل، قيادة الفصل و تجربت الفصل و كل  
43 . أمثلة، حتى يجد الأمثلة 43 . 21. 23  
الفصل مثل قيادة الفصل. يجمع السجل، يستفيد المباحث إمتحان و ملاحظة. يستفيد الامتحان هو أضعاف  
الخيار تحليل البيات يستفيد هذا البحث T-test  
بعد أن يحليل على البيانات أن ارقام 2.72 > 2.85 < 2.02. Ha  
Ho الرفض. بمهارة الطلاب لمدرسة العالية بNDAR سونجي  
ليقرأ النصوص هورتاتوري يكسفوسيسن.

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## CHAPTER I

### INTRODUCTION

#### A. Background

Reading is one of the subjects to get information and knowledge about everything those readers need from written form. Reading is very important, and it is one of the four language skills that should be mastered by the students at all level grade. According to Nunan, “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.”<sup>1</sup>

Reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly in cases when students have to read English materials for their own special subject.

Being able to read in English is very important as it is known that success in reading is the most necessary because it is a basic tool of education. Patel and Jain state that reading is the most useful and important skill from other skills (Speaking, Reading, and Listening).<sup>2</sup>All the subjects in Elementary School such as mathematics, science, language, and others depend on the ability to read. In high schools and colleges, reading ability becomes even more important. Through reading, readers

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<sup>1</sup>Neil Anderson, 2003, Reading, in *Practical English Language Teaching*, First Edition. Editor: David Nunan. Singapore: McGraw-Hill/Contemporary, Inc., 2003. p 68

<sup>2</sup>M. F Patel, Praveen M. Jain, *English Language Teaching Methods, Tools, and techniques*, First Published, Jaipur: Sunrise Publishers and Distributors, 2008, p 113-114

acquire new ideas, obtain needed information, seek support for their ideas and broaden their interest. Readers can also get the message that the writer had expressed.

One of the purposes of teaching English as a foreign language to Indonesian students is that they can read, grasp the idea, and understand the book written in English. It is stated on the syllabus of MA HIDAYATUL MUBTADIIN Bandar Sungai that the students should comprehend monolog texts in narrative, spoof and hortatory exposition forms well<sup>3</sup>.

In this school, the teacher always used traditional strategy. First, the teacher explained the material to the students, and then, the teacher asked them to give some questions, after that, the teacher asked the students to response the questions from some of their friends, finally the teacher concluded the lesson before closing.

From the explanation above, ideally the students at the second year of MA Hidayatul Mubtadiin should be able to understand the topic of reading well. Contrary to the fact, based on writer's preliminary observation at MA HIDAYATUL MUBTADIIN Bandar Sungai, he found students got difficulties in comprehending the text, especially in expository text. In addition, the score of some of students were low. It can be seen in the following symptoms:

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<sup>3</sup>Tim Penyusun Sillabus, *Syllabus of MA HIDAYATUL MUBTADIIN Bandar Sungai 2010-2011*, Bandar Sungai : Unpublished, 2011, p. 4

1. Some students are not able to find main idea of the text
2. Some students are no able to find the synonym and antonym of certain words.
3. Some students are difficult to find the detail information of the passage/text.
4. Some students cannot answer the question given after reading passage/text
5. Some of students have difficulties to find the reference of certain word.

Based on those conditions, the writer assumes that one of the factors influencing the students' failures is the strategy used by the English teacher. It can be said that the strategy is not appropriate. So, the writer tries to solve the problem by offering one teaching strategy for teaching reading called Multipass Strategy. It is a very useful and effective strategy to make students comprehend the expository texts, as Stout (1996) states that Multipass strategy has been studied for its effectiveness.<sup>4</sup> It can also be applied at ages 14-18.<sup>5</sup> Then, Klingner, Vaughn, and Boardman (2007) state that Multipass strategy has purpose to help student to find and remember key information in the passage (expository text).<sup>6</sup> From the theory, it is clear enough that Multipass is appropriate strategy for teaching

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<sup>4</sup>Chris E. Stout, *The Integration of Psychological Principles in Policy Development*, United States: Praeger Publisher, P. 236

<sup>5</sup>Rollanda E. O'Connor and Patricia F. Vadasy, *Handbook of Reading Interventions*. New York: The Guilford Press, 2011, P. 394

<sup>6</sup>Janette K Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York: The Guilford Press, 2007, p. 93

English toward learners, it helps the learners in comprehending the text, especially expository text.

Based on the description of phenomena, the writer is interested in carrying out a research entitled: “THE EFFECT OF USING MULTIPASS STRATEGY ON READING COMPREHENSION OF HORTATORY EXPOSITION TEXT OF THE SECOND YEAR STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL HIDAYATUL MUBTADIIN BANDAR SUNGAI SIAK SRI INDRAPURA REGENCY”.

## **B. The Definition of the Term**

To avoid misunderstanding in reading this paper, the writer feels that it is important to explain the terms used in this research. They are defined as follows:

### **1. Multipass Strategy**

MultiPass is a suite of strategies intended to improve reading comprehension, learning acquisition, and generalization and paraphrasing skills.<sup>7</sup> Then, Walker says that The Multipass Strategy is a teaching technique pioneered by Schumacher et al. in 1984 for helping learning-disabled students with reading comprehension.<sup>8</sup>

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<sup>7</sup> Schumaker et.al, *Multipass Strategy for Reading*, Posted by Profesor Mike on Moday, September 26, 2011 at <http://www.saddlebackdps.com/2011/09/multipass-strategy-for-reading.html>

<sup>8</sup> Kelvin Walker, *What is a Multipass Strategy?*, Retrieved on May 19, 2012 at [http://www.ehow.com/facts\\_7449788\\_multipass-strategy\\_.html](http://www.ehow.com/facts_7449788_multipass-strategy_.html)

In this research, multipass strategy is a strategy used by the researcher to improve students' reading comprehension of analytical exposition text at second year students of Senior High School Hidayatul Mubtadiin Bandar Sungai.

## 2. Reading Comprehension of hortatory exposition text

Reading comprehension is a process of using one's own prior experience (reader contact) and the writer cues (text context) to infer the author's intended meaning. This process can involve understanding and selectively recalling ideas in individual sentences (micro processes), inferring relationships between clauses and/or sentences (integrative processes), organizing ideas around summarizing ideas (macro processes), and making inferences not necessarily intended by the author (elaborative processes).<sup>9</sup>In addition, comprehension is the process of deriving meaning from connected text.<sup>10</sup>So, reading comprehension is a process to catch the information from a written form.

While exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.<sup>11</sup> Syafi'i, Ansyari, and Kasdi state that expository text is a text that gives information, explains why or how,

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<sup>9</sup>Judith Westphal Irwin, *Teaching Reading Comprehension Process*, New Jersey: Prentice-Hall, 1986, p. 9

<sup>10</sup>Elizabeth S. Pang, et al, *Teaching Reading*, International Academi of Education. P. 14

<sup>11</sup>Word Press, *Learn The World: Learning and Sharing Knowledge*, Retrieved on January, 18,2012 at <http://learntheworld.wordpress.com>

clarifies a process, or defines a concept.<sup>12</sup> And, the purpose of an exposition attempts to persuade the reader to believe something by presenting one side of the argument.<sup>13</sup>

Therefore, reading comprehension of hortatory exposition text in this research means a process to catch information from hortatory exposition text that elaborates the writer's idea about the phenomenon surrounding by involving micro processes, integrative processes, macro processes and elaborative processes.

### **C. The Problem**

#### **1. The Identification of the Problem**

Based on the background of the study mentioned above, the identification of the problem of the research is:

- a. Why are some students not able in finding main idea of the text?
- b. Why do some students get difficulty in understanding hortatory exposition text?
- c. Why do some students feel boring when reading because of the strategy used before?
- d. Why can some students not answer the question given after reading passage/text?

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<sup>12</sup>M. Syafi'i, M. Fauzan Ansyari, and Jonri Kasdi, *The Effective Paragraph Development: The Process of Writing for Classroom Settings*, Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, p. 62

<sup>13</sup>Sacs Library, *Exposition Text Type*, Retrieved on June, 26, 2011 at <http://sacsnet.sacs.edu.au/library/texttypes/textposition.htm>

- e. Why are some of students not able to comprehend the texts, especially in expository form?
- f. Is Multipass strategy effective in helping students to increase their comprehension in expository text?

## **2. The Limitation of the Problem**

To make the problem clear, it is necessary for the writer to limit the problem. There are two types of exposition text, they are analytical exposition text and hortatory. Here, the writer chooses hortatory exposition text by considering that it is taught at second semester where the writer plans to conduct the research. So, the limitation of the problem as the follows:

The effect of using multipass strategy on reading comprehension of hortatory exposition text of the second year students at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai Siak Regency.

## **3. The Formulation of the Problem**

The problems of this research can be formulated in these following questions:

- a. How is the students' reading comprehension of hortatory exposition text taught by using Multipass strategy at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai?
- b. How is the students' reading comprehension of hortatory exposition text taught without using Multipass strategy at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai?

- c. Is there any significant effect of the using multipass strategy on students reading comprehension of hortatory exposition text at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai?

## **D. The Objectives and Significances of the Research**

### **1. The Objectives of the Research**

Based on the formulation of the problem, the objective of the research can be stated as follows:

- a. To find out the students' reading comprehension of hortatory exposition text taught by using Multipass strategy at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai.
- b. To find out the students' reading comprehension of hortatory exposition text taught without using Multipass strategy at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai.
- c. To find out significant effect of the using multipass strategy on students reading comprehension of hortatory exposition text at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai.

### **2. The Significances of the Research**

- a. To broaden the writer's knowledge about teaching reading comprehension by using multipass strategy.
- b. To give some input for students of MA Hidayatul Mubtadiin Bandar Sungai Siak Regency to improve their reading comprehension ability in expository text.

- c. To give input for the English teacher in finding the appropriate strategy to teach reading comprehension, especially here is in expository text.
- d. To fulfill one of the requirements to finish the writer's undergraduate study program (S1) at the Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review of Related Theory**

##### **1. The Nature of Reading**

Reading knowledge is broadened and well-informed by reading. Reading is really crucial. Our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc.

The students should practice their reading more and more, so that their reading ability and their reading experience will be improved. They may find difficulty and frustrating, but if they keep on practicing, they will have a good sense of English and will help them to grasp the total meaning of the words.

Another thing should be remembered in reading is the students should not open a dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in the passages.

There are a lot of definitions of reading. Linguists give definitions about reading, their opinions about reading.

Some of them say that reading is the process to get, to understand, to catch the content of the reading. Reading is also a process to understand a written text which means extracting the required information from it as efficiently as possible.

According to Baker and Brown (2002) in Dorn and Soffos say that reading is a complex process involving a network of cognitive actions that work together to construct meaning.<sup>1</sup> Then, Johnson states in his book that reading is the act of linking one idea to another.<sup>2</sup>

Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

## **2. Reading Comprehension**

### **a. Definition**

The main thing that should be considered in reading process is reading comprehension which means understanding the text that has been read by the reader. Comprehension involves understanding vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating.<sup>3</sup> The related important skill in reading comprehension is grasping the main idea

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<sup>1</sup>Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension: A Reading Workshop Approach*, Portland, Maine: Stenhouse Publishers, 2005, p. 6

<sup>2</sup>Andrew P. Johnson, *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*, New York: Rowman and Littlefield Education, 2008, p. 4

<sup>3</sup>Kustaryo, S, *Reading Techniques for College Students*, Jakarta: Departemen Pendidikan dan Kebudayaan, 1998, p. 12

from reading paragraph or passage. Irwin said that reading comprehension is a process of using one's own prior experience (reader contact) and the writer cues (text context) to infer the author's intended meaning. This process can involve understanding and selectively recalling ideas in individual sentences (micro processes), inferring relationships between clauses and/or sentences (integrative processes), organizing ideas around summarizing ideas (macro processes), and making inferences not necessarily intended by the author (elaborative processes).<sup>4</sup> So, it can be said that reading comprehension is a process to understand the text read by the reader by involving some processes.

b. Skill

There are two skills in reading comprehension. They are:<sup>5</sup>

1. Micro skill of reading comprehension

The micro skill refers to producing the smaller chunks of language, such as;

- a. Discriminate among the distinctive graphemes and orthographic pattern.
- b. Retain chunks of language of different lengths in short-term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance.

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<sup>4</sup>Judith Westphal Irwin, *Loc. Cit*

<sup>5</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, San Francisco: Pearson Education, Inc., 2007, P. 367

- e. Recognize the grammatical word classes (Noun, verbs, etc), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
  - f. Recognize that a particular meaning maybe expressed in different grammatical form.
2. Macro skills of reading comprehension
- a. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
  - b. Recognize the rhetorical forms of written discourse and their significance for interpretation.
  - c. Recognize the communicative functions of written texts, according to form and purpose.
  - d. Infer context that is not explicit by using background knowledge.
  - e. Infer links and connections between events, ideas, etc.; deduce causes and effects; and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
  - f. Distinguish between literal and implied meanings.
  - g. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
  - h. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning

of word context, and activating schemata for the interpretation of text.

Finally, skilled reader may employ one type of processes which is more than other when the situation allows them in doing this without affecting their comprehension. But unskilled reader may tend to employ on one type of processing with poor comprehension resulted.

### 3. Level of comprehension

According to Burns et al, they state that reading comprehension is divided into four levels, they are:<sup>6</sup>

#### a. Literal reading

Reading for literal comprehension which involves acquiring information that is directly stated in a selection, recognizing stated main ideas, details, cause-effect, and sequencing in the basis of literal and a through understanding of vocabulary, sentence, meaning, and paragraph meaning is important. Details are explicitly stated parts of paragraph or passage that contain the basis information in literal reading. The main idea of the paragraph is organized. It is often, but not always expressed in a topic sentence. It is considered a literal skill when the cause-effect relationship explicitly stated in written passage. The ability to read and follow directions is prerequisite for virtually all successful schoolwork. This skill is considered an art of literal reading comprehension. It involves understanding details and sequence.

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<sup>6</sup>Burns, et. Al, *Teaching Reading in Todays Elementary Schools*; Third Edition, Boston: Houghton Mifflin Company

b. Integrative reading

As the reader progresses through individual sentence, he or she is processing more than individual meaning unit within sentence. He or she is also actively making connection across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing.<sup>7</sup> In other hand, interpretative reading involves between the lines or making inferences. It is the process of deriving ideas is implied rather directly stated.

c. Critical reading

Critical reading is evaluating written material-comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timelines. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material. Critical reading depends upon literal comprehension and interpretive comprehension and grasping implied ideas especially important. The mature critical reading must consider and evaluate the person who wrote the material; Author's purposes, author's point of view, author's style and tone, author's competence.

d. Creative reading

Creative reading involves going beyond the material presented by the author. Creative reader must be able to analyze the reasons for the action

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<sup>7</sup>Janett, K.Klingner, Vaughn Sharon, Alison Boardman, *Teaching Reading Comprehension to the Students with Learning Difficulties*, New York: The Guilford Press, 2007, p. 9

in the story: they see the colors, hear the sounds, feel the textures, taste the flavors and smell the odors described by the writer; they are able to determine whether the actions of characters are reasonable or unreasonable; they relate the things they read to their own personal problem; able to predict what will happen next in the story, reacting and drawing conclusions and able to make the story more interesting.

### **3. Reading Comprehension of Hortatory Exposition Text**

#### **a. Text Pattern**

One way that a reader can read like a writer is for him/her to pay attention to the author's style for organizing and explaining information. Whereas stories include a setting, plot, character, problem, and resolution, expository text is framed around different structures. These structures occur in both textbooks and trade books. The reader who is attentive to the author's organizational patterns will usually find it easier to comprehend the information being explained. The text patterns can be seen as follows:<sup>8</sup>

- a. Description or Enumeration Text Pattern. Paragraphs in this pattern list pieces of information (facts, ideas, steps, etc.). The order of the fact listing may reflect the order of importance or simply another logical order. The author may signal this pattern through the following words: one, two, first, second, third, to begin, next, finally, most important, when, also, too, then, to begin with, for instance, for

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<sup>8</sup>Joyce Melton Pagés, *LearningTip 39: Using an Author's Style and Text Patterns To Support the Reading of Information*, Retrieved on June, 26, 2011 at <http://JoyceMeltonPage.learningtip39.com>

example, and in fact. Subjects which commonly employ this text pattern include social studies and science.

- b. Time Order or Sequence Text Pattern. This involves putting facts, events, or concepts in order of occurrence. The author traces the development of the topic or gives the steps in the sequence. The author may signal this pattern through the following words: on (date), not long after, now, as, before, after, when, first, second, then, finally, during, finally, and until. The main subject which commonly employs this text pattern is social studies.
- c. Question and Answer Text Pattern. The author asks a question and then answers it. The main subject which commonly employs this text pattern is social studies.
- d. Comparison-Contrast Text Pattern. The author points out likenesses (comparison) and/or differences (contrast) among facts, concepts, events, people, etc. The author may signal this pattern through the following words: however, but, as well as, on the other hand, not only...but also, either...or, while, although, similarly, yet, unless, meanwhile, nevertheless, otherwise, compared to, and despite. The main subject which commonly employs this text pattern is social studies.
- e. Cause-Effect Text Pattern. . The author shows how facts, events, or concepts (effects) happen or come into being because of other facts, events, or concepts (causes). The author may signal this pattern

through the following words: because, cause, since, therefore, consequently, as a result, this led to, so, so that, nevertheless, accordingly, if...then, and thus. The subjects which commonly employ this text pattern include social studies and science.

- f. **Problem and Solution Text Pattern.** The author shows the development of a problem and the solution(s) to the problem. The author may signal this pattern through the following words: because, cause, since, therefore, consequently, as a result, this led to, so, so that, nevertheless, accordingly, if...then, and thus. The main subject which commonly employs this text pattern is science.

### **b. Generic structure**

Three parts of a hortatory exposition are:<sup>9</sup>

- c. **Thesis:** announcement of issue concern
- d. **Arguments:** reasons why there is concern leading to recommendation.
- e. **Recommendation:** statement of what ought or ought not to happen

### **c. Language features**

The language features which are usually found in a hortatory exposition text are:<sup>10</sup>

- a. Focusing on the writer
- b. Using abstract noun; policy, advantage, etc

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<sup>9</sup> Anggit Palupi Utomo, *Hortatory Exposition Text Analysis*, Posted on January 05, 2010 at <http://33lif.wordpress.com>

<sup>10</sup> Ibid

- c. Using action verb
- d. Using thinking verb
- e. Using modal adverb; certainly, surely, etc
- f. Using temporal connective; firstly, secondly, etc
- g. Using evaluative words; important, valuable, trustworthy, etc
- h. Using passive voice
- i. Using simple present tense

By considering the definition on point B and the explanation above, the writer may conclude that reading comprehension of analytical exposition text means a process to understand and catch the indicators of the analytical exposition text by involving some processes.

#### **4. Teaching Reading**

Because of the importance of reading, it needs a serious attention in learning reading from both learners and teachers. It becomes a great challenging act for the teacher to teach reading, what kind of methods they use, and what kind of reading text that they give. There are some key principles of teaching reading:<sup>11</sup>

- a. Exploit the reader's background knowledge

A reader's background knowledge has important role in reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experience, educational experiences,

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<sup>11</sup>Neil Anderson, *Op.cit*, p. 74-75

knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking question, making prediction, teaching text structure, and so on. If students are reading on an unfamiliar topic, you may need to begin the reading process by building up background knowledge.

An interesting concept to consider related to the role of background knowledge is the negative influence it may have. Incorrect background knowledge can hinder comprehension. For example, some readers may have misconceptions about how AIDS is contracted. Some may believe that you can get AIDS by kissing or swimming in a pool. These misconceptions ma interfere with a reading passage on AIDS, and you may have to correct the background knowledge through a pre-reading activity before reading comprehension can be achieved.

b. Build a strong vocabulary base

Recent research emphasized the important of vocabulary to successful reading. Basic vocabularies should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary. Special terminology is easier for the reader of academic texts to cope than general vocabulary". They stress the great need for a teaching program that builds general, basic vocabulary.

Vocabulary instruction enhanced by asking three questions from nation:

- a. What vocabulary do my learners need to know?
  - b. How will they learn this vocabulary?
  - c. How can I best test to see what they need to know and what they now know?
- c. Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the prediction being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

Cognition can be defined as thinking. Metacognitive can be defined as thinking about our thinking. In order to teach for comprehension, reader must monitor their comprehension processes and be able to discuss with the teacher and/or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills.

- d. Work in increasing reading rate

One great difficulty in the second language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, in our effort to assist students in increasing their reading rate,

teacher overemphasizes accuracy which impedes fluency. The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand that the focus is not to develop speed reader as one who reads at a rate of 200 words-per-minute with at least 70 percent comprehension.

One focus here is to teach readers to reduce their dependence on a dictionary. Skills such as scanning, skimming, predicting, and identifying main ideas, get students to approach reading in different ways. Readers should spend more time analyzing and synthesizing the content of the reading, and not focusing on moving through the passage one word at a time. Part of the joy of reading is being able to pick up a book and comprehend it, without having to struggle through the task of reading.

e. Teach reading strategies

Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not single event, but rather a creative sequence of events that learners actively use. This definition underscores the active role that readers take in strategic reading. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching how to use the strategy should be a prime consideration in the reading classroom. Some of the researches that I have done indicate that “there is no single set of processing strategies that significantly contributes to

success...” in second language reading tasks. Strategic reading means not only knowing what strategy to use, but also knowing how to use and integrate a range of strategies.

A good technique to sensitize students to the strategies they use is to get them to verbalize (or talk about) their thought processes as they read. Readers can listen to the verbal report of another reader who has just read the same material, and it is often revealing to hear what other readers have done to get meaning from a passage. I use this technique in my reading classes to get students to become more aware of their reading strategies and to be able to describe what those strategies are.

f. Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

For example, guessing the meaning of unknown vocabulary from context can be listed as both a strategy and a skill in reading texts. When a reader is first introduced to this concept and is practicing how to use context to guess the meaning of unfamiliar vocabulary he or she is using a strategy. The use of the strategy is conscious during the learning and practice stages. As the ability to guess unfamiliar vocabulary from context

becomes automatic, the reader moves from using conscious strategy to using an unconscious skill. The use of the skill takes place outside the direct consciousness of the reader. The goal for explicit strategy instruction is to move readers from conscious control of reading strategies to unconscious use of reading skills.

g. Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklist.

h. Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom. The good reading teacher actively teaches students what to do. To succeed, you need more than classroom tips and techniques: you need to understand the nature of the reading process.

The International Reading Association gathers input from reading educators around the world each year on what the “hot topics” are in reading. In 2002, a hot topic that appeared on the list for the first time was teacher education for reading. Just because you are a reader does not mean that you are prepared to be a teacher of reading.

Thus, it can be concluded that for teaching reading successfully, the teacher must consider those principles.

## **5. The Nature of Multipass Strategy**

### **a. Definition of Multipass Strategy**

Multipass is a strategy developed by Schumaker et. al in 1984. Multipass is a suite of strategies intended to improve reading comprehension, learning acquisition, and generalization and paraphrasing skills steps approach for systematic rereading of expository text.<sup>12</sup> Then, The Multipass Strategy is a teaching technique pioneered by Schumacher et al. in 1984 for helping learning-disabled students with reading comprehension.<sup>13</sup>

It includes three steps approach for systematic rereading of expository text..<sup>14</sup> While, Kumara and Srivastava said that Multipass strategy is a strategy that students make three passes (Survey Pass, Size-Up Pass, and Sort-out Pass) through an expository text.<sup>15</sup> Then, Cummings

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<sup>12</sup> Schumaker et. al, *Loc. cit*

<sup>13</sup> Kelvin Walker, *Loc. cit*

<sup>14</sup> Jeanne Shay Schumm, *Reading Assessment and Instruction for All Learners*. New York: The Guilford Press, 2006, p. 279

<sup>15</sup> Sarita Kumari, D.S. Srivastava, *Education: Skills and Competencies*, Delhi: Mehra Offset Press, 2005, p. 90

states that Multipass strategy is a skill that needs to be taught and practice.<sup>16</sup> It is useful for the students because some of the texts on their handbook are expository text, moreover most of scientific textbook are in expository forms. So, it can be defined that Multipass as a complex learning strategy designed to enable students to gain information from a text by passing three steps (surveying the reading, sizing-up the information, and sorting out main ideas).

#### **b. The Advantage of Multipass Strategy**

The advantage of Multipass strategy is that registration of information in long-term memory is enhanced by going over the reading several times with different goals and mind. In addition, the approach may be used to improve understanding of reading in a variety of subject. Similarly, it may be used for reading textbook assignment as well as journal, articles, and other forms of texts. By producing written materials and providing review of readings, multipass aids in exam preparation.<sup>17</sup>

#### **c. Teaching Procedures of Multipass Strategy**

According to Harris and Graham the teaching process can be done as following steps:<sup>18</sup>

- a. During the first pass, called “Survey,” students spend about 3 minutes skimming the text to become familiar with its main ideas and

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<sup>16</sup>Carol Cummings, *Winning Strategies for Classroom Management*, Alexandria: Library of Congress Cataloging data, 2000, p. 62

<sup>17</sup>Mike, *Multipass Strategy for Reading*, Posted on Monday, September 26, 2011 at <http://www.saddlebackdps.com>

<sup>18</sup>Janett K.klingner, Vaughn Sharon, Alison Boardman, *Teaching Reading Comprehension to The Students with Learning Difficulties*, New York: The Guilford Press, 2007, p. 93

organization. They paraphrase the title of the chapter, note how the chapter relates to other chapters and the unit of study, and scan the chapter's introduction, headings, and summary.

- b. During the next pass, called "Sort-out," they look for specific information in the text. They can do this by reading the questions at the end of the chapter and guessing at the answers, or they might turn each section heading into a question and skim the section to find the answer. Students also make study cards for key terms highlighted in the text.
- c. During the last pass, called "Size-up," they read the text to find the correct answers to the questions from the previous step. They also test themselves with the study cards they made earlier.

Then, Kumari and Srivastava stated on their book that the procedure of teaching Multipass strategy is; the first pass involved students becoming familiar with main ideas and organization. The next pass included getting specific information from the text by reading questions at the end of each chapter and guessing at the answer, then reading the text to find the correct answer to the question, and finally self testing by answering each question with the newly acquired information.<sup>19</sup>

The third teaching procedure comes from Schumm, she stated on her book simpler than above. She stated that in Multipass strategy, the students make three steps approach for systematic rereading of expository

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<sup>19</sup>Sarita Kumari, D.S. Srivastava, *Loc. cit*

text.<sup>20</sup> First, students read an assignment to get an overview of the topic and to detect the organization of the text. Second, students read comprehension questions, guess an answer based on their reading of the text and then confirm their guess with a rereading of the passage. Third, students prepare for tests by quizzing themselves on comprehension questions.

Teachers teach students how to use the Multipass strategy by explaining and modeling each of these three steps. Students then take turns verbally rehearsing each step until they can perform it correctly without prompts. They then practice the strategy with a text at their reading level, with feedback from the instructor. As students become more proficient using Multipass, they should try it with more difficult texts. The teacher evaluates students on each step of Multipass and checks their understanding of the text with a comprehension test at the end of each completed chapter.

Here, the writer is interested in teaching procedure of Multipass strategy stated by Schumm above.

## **B. The Relevant Research**

To avoid the same title used in the research, then the writer shows the relevant research, which was done by previous students of English Education Department of UIN SUSKA RIAU. According to Syafii, he states that the researcher is required to observe some previous researches conducted by other

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<sup>20</sup>Jeanne Shay Schumm, *Loc. cit*

researchers in which they are relevant to the research you are conducting.<sup>21</sup> Besides, we have to analyze what the point that what focused on, inform the designs, findings and conclusions of the previous research, that of:

In Schumaker et. al research, Multipass was taught to eight learning disabled adolescents. The instructional procedures involved a 10 step process including such procedures as describing the steps of the strategy, modeling the strategy, and student practice to criterion in both ability level and grade level materials. Results showed that students learned the strategy following the institution of training and generalized their use of the strategy to grade level textbooks. Furthermore, their grades on tests covering the textbook material improved after learning the strategy.<sup>22</sup>

So far, the research on using Multipass strategy in teaching reading was indicated in small numbers of investigation. So, it is needed to conduct further research to examine the effect of Multipass strategy in improving reading comprehension. Moreover, in the first research conducted by Schumaker was in first language. So, no research found in foreign language or second language context. Therefore, this research fills the gap of previous research. Here, the writer wants to know the effect of Multipass strategy toward reading comprehension of analytical exposition text of Indonesian students, especially at the second year student of MA. Hidayatul Mubtadiin Bandar Sungai.

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<sup>21</sup>M. Syafii S., *From Paragraphs to a Research Report: A writing of English for Academic Purposes*, Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2011, p. 122

<sup>22</sup>Schumaker, et al, *Loc. cit*

### **C. Operational Concept**

This operational concept is used to avoid misunderstanding and misinterpretation because the theoretical concept is still an abstract form. So, it should be interpreted into particular words. There are two variables are used in this research. The first is Multipass strategy to the teacher technique in teaching reading comprehension. The second is students' ability in reading comprehension of expository text. Multipass strategy is as an independent variable and students' reading comprehension in expository text as an dependent variable. In operating the investigation on the variable, the researcher works based on the following indicators:

1. The indicators of Multipass strategy (X experimental class)
  - a. The teacher asks students to read an assignment to get an overview of the topic
  - b. The teacher asks students to detect the organization of the text.
  - c. The teacher asks the students to read comprehension questions
  - d. The teacher asks the students to guess an answer based on their reading of the text.
  - e. The teacher asks students to confirm their guess with a rereading of the passage.
  - f. The teacher asks students to prepare for tests by quizzing themselves on comprehension questions.

2. The indicators of students' reading comprehension<sup>23</sup>
  - a. Students are able to find the detail information
  - b. Students are able to identify the main ideas of the text.
  - c. Students are able to identify the thesis of the hortatory exposition text.
  - d. Students are able to identify the arguments of the hortatory exposition text.
  - e. Students are able to identify the recommendation of the hortatory exposition text.
  - f. Students are able to infer meaning of an unknown word from the text.
  - g. The students are able to refer of certain words.
  - h. Students are able to identify explicit meaning.
  - i. Students are able to identify implicit meaning.

#### **D. Assumption and Hypothesis**

##### **a. Assumption**

The writer assumes that the students' reading comprehensions are various. And there are many strategies can improve students reading comprehension. Then, the writer assumes that Multipass strategy is one of strategies that can improve reading comprehension of expository text of the second year students of Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai.

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<sup>23</sup> Depdiknas. *SKL Ujian Nasional SMA/MA Tahun 2011*

**b. Hypothesis**

The hypothesis in this research is:

$H_0$  : There is no significant effect of the using multipass strategy on students reading comprehension of hortatory exposition text at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai Siak Sri Indrapura Regency.

$H_a$  : There is a significant effect of the using multipass strategy on students reading comprehension of hortatory exposition text at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai Siak Sri Indrapura Regency.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The research design used in this research is experiment. It was an appropriate way to this research in order to find out the significant effect of using multipass strategy toward students' reading comprehension ability of hortatory exposition text of Islamic Senior High School Hidayatul Mubtadiin Siak. Experiment is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.<sup>1</sup> In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures.<sup>2</sup>

In this study, the writer used Quasi-Experimental design with posttest-only design. To apply this research, the writer took two classes, science class as experimental class and social class as control class. The writer gave treatment for experimental class only. Then, the writer gave them a posttest to find out the effect of the strategy applied by the researcher. During the treatment, the writer cooperated with the observer to monitor him in teaching learning process. Finally, the writer would like to show the reader the design of the research as follows:<sup>3</sup>

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<sup>1</sup>John. W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Education, 2008, p. 299

<sup>2</sup>L.R. Gay and Peter Airasian, *Educational Research Competencies For Analysis And Application, Six Ed*, New Jersey: Prentice-Hall, Inc, 2000, p. 15

<sup>3</sup>John. W. Cresswell, *Op.cit* p. 314

**Table III.1**  
**Research Design**

Group	Treatment	Post Test
Experimental	X	X
Control	O	X

**B. The Location and the Time of the Research**

The research was conducted at the second year students of Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai Siak Regency, in 2011-2012 of academic year. The research was done in April and may, 2012.

**C. The Subject and the Object of the Research**

The subject of the research was the second year students of Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai Siak Sri Indrapura Regency. The object of the research was the effect of using Multipass strategy toward reading comprehension in hortatory exposition text of the second year students at the school.

**D. The Population and Sample of the Research**

The population of the research was the second year students of Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai Siak Sri Indrapura Regency in 2011-2012 academic years. There were two classes, science by 21 students and social class by 21 students. The total number of the population was 42 students.

Based on the total of population the writer used total sampling, one class as an experimental class and another one was a control class. So, the total of sample was 42 students. The writer decided this by considering some conditions below:

1. Both of them use the same curriculum
2. Both of them use the same book
3. Both are taught by the same teacher

It could be concluded that they were in the same level. To decide which one to be an experimental class, the writer used lottery by using two small pieces paper and wrote science class on the first paper and social class on another paper. Then, the writer put them into a small box and shook them to make one of them thrown out. The paper which thrown out was chosen as an experimental class and other is control class. The result found that science class became the experimental class and social class became the control class.

**Table III.2**

**Distribution of the Research Population and Sample**

No	Class	Total Students
1.	XI A (Experimental class)	21
2.	XI B (Control class)	21
Total		42

## **E. Technique of Collecting Data**

In completing the data, the next step of this research was collecting the data; the function of data collecting was to determine the result of the research. In collecting data, the writer used some techniques.

### **1. Observation**

The writer used observation to get the data about the implementation of Multipass strategy to improve students' ability in teaching reading of hortatory exposition text. In this case, the writer used observation checklist and ask an English teacher of Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai as the observer.

### **2. Test**

To determine the result of the teaching-learning process by using Multipass strategy, the writer used test. Because the method chosen by writer is quasi-experimental by post test design, the writer gave them test once at the end of the treatment. In giving the assessment, the writer correlated it to the goal or purpose of the reading in curriculum. And the techniques was used by the writer was multiple choice.

The multiple choices technique was a technique that was designed by using four options or choices and the students chose the appropriate one, it based on the question. This technique could assess the students' reading comprehension. Before the test was given to the students, it was tried out in order to find its validity and reliability.

## F. The Validity and Reliability of The Test

### 1. Validity of the Test

In this research, the writer used multiple choices as the instrument of test. In giving the test, the test should be valid. The research instrument should be qualified. The instrument can be valid if the instrument is measuring what the researcher wants to find out. Scarvia B. Anderson et.al in Suharsimi claims that a test is valid if it measures what it purpose to measure<sup>4</sup>.

The validity in this research used construct validity. This test particularly measured the purpose of the test based on the purpose of the particular instructions. It means that every item in the test measured the particular instructions in thinking aspect.<sup>5</sup> The product moment formula was used. Thus, the formula of validity can be seen below:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2) (\sum y^2)}}$$

$$r_{xy} = \frac{3037.5}{\sqrt{(3032.5) (3220)}}$$

$$r_{xy} = \frac{3037.5}{\sqrt{9668050}}$$

$$r_{xy} = \frac{3037.5}{3109}$$

$$r_{xy} = 0.97$$

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<sup>4</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*, Jakarta: PT. Bumi Aksara, 2009, P.65

<sup>5</sup> *Ibid*, P. 67

**Table III.3**  
**The interpretation of validity**

<b>Coefficient correlation</b>	<b>Category</b>
0.800-1.00	Very high
0.600-0.800	High
0.400-0.600	Enough
0.200-0.400	Low
0.00-0.200	Very low (invalid)

(Suharsimi, 2009:72)

Based on the result above, the instrument was categorized into very high validity

## **2. Reliability of the Test**

Reliability is the other important thing in measuring the instrument. Reliability was used to determine the consistency of the test. It focused on how many items were given to the respondents. Reliability was related to validity. Even validity is more important, but reliability supports validity.<sup>6</sup> There are several formulas that can be used to measure the reliability of the test. In this research, the researcher used SPSS 16.0 program. To determine the reliability of the test, the writer found the mean score was 10.54, the standard deviation of the test was 3.605, and Cronbach's Alpa.

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<sup>6</sup> *Ibid*, P. 87

**Table III.4**  
**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.652	.660	20

Based on the table, we can see that cronbach's Alpha is 0,652, cronbach's alpha based on standardized items is 0,660, and number of items are 20.

The score obtained compares to  $r$  table of product moment that the degree of freedom was 48 " $r$ " product moment at the level of 5% is 0.273 and 1% is 0.354. The score obtained of Cronbach's Alpha was 0.652. It means that the test was high reliability.

#### **D. Technique of Data Analysis**

To analyze the data, the writer used students' post-test of experimental and control group. These scores are analyzed by using statistical analysis. The different mean is analyzed by using T-test formula<sup>7</sup>:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

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<sup>7</sup> Hartono, *Statistik untuk Penelitian*, Jogjakarta: Pustaka Pelajar, 2004, p. 171

$t_o$	= The value of T-obtained
$M_x$	= Mean score of experimental sample
$M_y$	= Mean score of control sample
$SD_x$	= Standard deviation of experimental group
$SD_y$	= Standard deviation of control group
$N$	= Number of the students

The T-table is employed to see whether or not there is significant difference between the mean score in both experimental and control groups. The obtained value is consulted with the value of T-table at the freedom  $(df) = (N_1 + N_2) - 2$

Statistical hypothesis:

$$H_0 = t_o < t \text{ table}$$

$$H_a = t_o > t \text{ table}$$

Criteria of hypothesis:

1.  $H_0$  is accepted if  $t_o < t \text{ table}$  or it can be said that there is no significant effect of using Multipass Strategy toward students' reading comprehension.

2.  $H_a$  is accepted if  $t_0 > t_{table}$  or there is effect of using Multipass Strategy toward students' reading comprehension

## **CHAPTER IV**

### **THE DATA PRESENTATION AND THE DATA ANALYSIS**

#### **A. The Description of Research Procedure**

The purpose of this research was to obtain the students' reading comprehensions of hortatory exposition text who were taught by using Multipass strategy and those who were taught by using conventional strategy, and to determine whether there was significant difference between the students' reading comprehension who were taught by using Multipass strategy and those who were taught by using conventional strategy. The data were obtained from the students' reading comprehension of experimental and control classes. Before taking the data from the sample, the writer tried at another school with the same class in order to prove whether the test was reliable or not. The result found in the try out was 0.660. It meant that the test was high reliable. The researcher asked the students to answer some questions based on the text given; the text was a hortatory exposition text. Based on design of the research, it was found that class XI A (science class) was as an experimental class and XI B (social class) was as a control class. Then, the researcher gave treatments to experimental class for sixth meetings.

After giving treatments to the experimental class, the researcher used the same format of questions and hortatory exposition text to test students' reading comprehension for the post-test of experimental class. While for the control class, which was taught without using treatments, the researcher used the same format as questions of hortatory exposition text for their post-test

also. The result of reading test was evaluated by concerning nine components, namely:

- a. Students are able to find the detail information
- b. Students are able to identify the main ideas of the text.
- c. Students are able to identify the thesis of the hortatory exposition text.
- d. Students are able to identify the arguments of the hortatory exposition text.
- e. Students are able to identify the recommendation of the hortatory exposition text.
- f. Students are able to infer meaning of an unknown word from the text.
- g. The students are able to refer of certain words.
- h. Students are able to identify explicit meaning.
- i. Students are able to identify implicit meaning.

The data of this research were determined from the score of students' of experimental class and control class. All of data were collected through the following procedures:

1. In Both classes, students were asked to answer the questions based on the hortatory exposition text given.
2. The format of the test was multiple choices.
3. The researcher gave score of the students' reading comprehension that was collected from their score of post-test

The test was composed of 20 items, and each item was given score 5.

The final score was analyzed by using the following formula<sup>1</sup>:

$$\text{Final score} = \frac{\text{Total Correct Answer}}{\text{Total Questioner}} \times 100$$

## **B. The Data Presentation**

To obtain the data about the effect of using multipass strategy to improve students reading comprehension of hortatory exposition text, the researcher acquired to show the observation lists.

### **1. The Implementation of multipass strategy**

The items of observation list are as follows:

- a. The teacher asks the students to read the text to get an overview of the topic.
- b. The teacher asks the students to read the text to detect the organization of the text.
- c. The teacher asks the students to read comprehension questions.
- d. The teacher asks the students to guess an answer based on their reading of the text.
- e. The teacher asks the students to confirm their guess with a rereading of the passage.
- f. The teacher asks the students to prepare for tests by quizzing themselves on comprehension questions.

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<sup>1</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: PT. Rajafindo Persada, 2008, p. 32

Pertaining to the items of implementation of multipass strategy above, it can be presented by the following table data that show the implementation of multipass strategy from the beginning of taking the data until the end completed by its percentage.

The researcher used the following formula to get the percentage of the observation:<sup>2</sup>

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

Where:

P : Percentage

F : Frequency of the score

N : Number of Case

The category of the formula result is as follows:

- a. 80-100 = Very good
- b. 70-79 = Good
- c. 60-69 = Enough
- d. 50-59 = Less
- e. 0-49 = Bed

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<sup>2</sup>Anas Sudijono, *Loc.Cit*, p. 43

1. Based on the observation on the first meeting, every step had been done by the reseacher. The indicators of implementing multipass strategy in experimental class had been checklist by the observer. It means that the steps have been done 100%. It can be concluded that the implementing of multipass strategy is very good.
2. On the second meeting, it was found that every step had been done by the researcher. The indicators of implementing multipass strategy in experimental class had been checklist by the observer. It means that the steps have been done 100%. It can be concluded that the implementing of multipass strategy is very good.
3. On the third meeting, it was found that every step had been done by the researcher. The indicators of implementing multipass strategy in experimental class had been checklist by the observer. It means that the steps have been done 100%. It can be concluded that the implementing of multipass strategy is very good.
4. On the fourth meeting, it was found that every step had been done by the researcher. The indicators of implementing multipass strategy in experimental class had been checklist by the observer. It means that the steps have been done 100%. It can be concluded that the implementing of multipass strategy is very good.
5. On the fifth meeting, it was found that every step had been done by the researcher. The indicators of implementing multipass strategy in experimental class had been checklist by the observer. It means that

the steps have been done 100%. It can be concluded that the implementing of multipass strategy is very good.

6. On the sixth meeting, it was found that every step had been done by the researcher. The indicators of implementing multipass strategy in experimental class had been checklist by the observer. It means that the steps have been done 100%. It can be concluded that the implementing of multipass strategy is very good.

Based on the orientation above, it can be seen that the implementation of Multipass strategy was well done by the teacher. It means the implementation of procedure of multipass strategy was categorized into Very good. Conclusion, the implementation of multipass strategy would give maximum effect toward students' reading comprehension of the second year at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai Siak Sri Indrapura Regency.

## **2. Data Presentation of Students' Reading Comprehension Who are Taught by Using Multipass Strategy at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai**

The data of students' reading comprehension taught by using multipass strategy were obtained from post-test of XII (science class) as the experimental class. The sample of this class was 21 students. The researcher taught directly for six meetings in the experimental class. The data can be seen from the table below:

**Table IV. 1**  
**The Score of the Students' Reading Comprehension Taught by Using**  
**Multipass Strategy**

No	Students	Experimental Class
		Post-Test
1	Student 1	85
2	Student 2	85
3	Student 3	80
4	Student 4	80
5	Student 5	80
6	Student 6	75
7	Student 7	75
8	Student 8	70
9	Student 9	70
10	Student 10	70
11	Student 11	70
12	Student 12	65
13	Student 13	65
14	Student 14	60
15	Student 15	55
16	Student 16	55
17	Student 17	55
18	Student 18	50
19	Student 19	50
20	Student 20	45
21	Student 21	40
<b>Total</b>		<b>1380</b>

The distribution of frequency of students reading comprehension of hortatory exposition of experimental class can be seen in the following table:

**Table IV.2**  
**The Distribution of Frequency of**  
**Students' Post-test scores of Experiment class**

	Frequency	Percent	Valid percent	Cumulative percent
Valid 40	1	4.76	4.76	4.76
45	1	4.76	4.76	9.52
50	2	9.52	9.52	19.04
55	3	14.28	14.28	33.32
60	1	4.76	4.76	38.08
65	2	9.52	9.52	47.6
70	4	19.05	19.05	66.65
75	2	9.52	9.52	76.17
80	3	14.28	14.28	90.45
85	2	9.52	9.52	100.0
Total	21	100.0	100.0	

Referring on the table above, it shows that there was 1 student who got score 40 (4.76%), 1 student got 45 (4.76%), 2 students got 50 (9.52%), 3 students got 55 (14.28%), 1 student got 60 (4.76%), 2 students got 65 (9.52%), 4 students got 70 (19.05%), 2 students got 75 (9.52%), 3 students got 80 (14.28%), 2 students got 85 (9.25).

Based on the table above, it can be seen that the total number of the students was 21 students. The highest score was 85 and the lowest score was 40. The highest frequency was 4 at the score of 70.

### **3. Data Presentation of Students' Reading Comprehension Who are Taught without Using Multipass Strategy at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai**

The data of students' reading comprehension taught by using Conventional strategy were taken from post-test of XI2 (Social Class) as control class. The sample taken of this class was 21 students. The data can be seen from the table below:

**Table IV.3**  
**The Score of the Students' Reading Comprehension Taught without Using**  
**Multipass Strategy**

No	Students	Control Class
		Post-Test
1	Student 1	60
2	Student 2	70
3	Student 3	50
4	Student 4	65
5	Student 5	60
6	Student 6	60
7	Student 7	60
8	Student 8	55
9	Student 9	80
10	Student 10	65
11	Student 11	60
12	Student 12	55
13	Student 13	55
14	Student 14	40
15	Student 15	45
16	Student 16	65
17	Student 17	35
18	Student 18	30
19	Student 19	60
20	Student 20	40
21	Student 21	35
<b>Total</b>		<b>1145</b>

The distribution of frequency of students reading comprehension of hortatory exposition of experimental class can be seen in the following table:

**Table IV.4**  
**The Distribution of Frequency of**  
**Students' Post-test scores of Control class**

	Frequency	Percent	Valid percent	Cumulative percent
Valid 30	1	4.76	4.76	4.76
35	2	9.52	9.52	14.28
40	2	9.52	9.52	23.8
45	1	4.76	4.76	28.56
50	1	4.76	4.76	33.32
55	3	14.28	14.28	47.6
60	6	28.6	28.6	76.2
65	3	14.28	14.28	90.48
70	1	4.76	4.76	95.24
75	0	0	0	95.24
80	1	4.76	4.76	100.0
Total	21	100.0	100.0	

Referring on the table above, it shows that there was 1 student who got score 30 (4.76%), 2 students got 35 (9.52%), 2 students got 40 (9.52%), 1 student got 45 (4.76%), 1 students got 50 (4.76%), 3 students got 55 (14.28%), 6 students got 60(28.6%), 3 students got 65 (14.28%), 1 student got 70 (4.76%), 0 student got 75 (0%), and 1 student got 80 (4.76%).

Based on the table above, it can be seen that the total number of the students was 21 students. The highest score was 80 and the lowest score was 30. The highest frequency was 6 at the score of 60.

### C. The Data Analysis

#### 1. Analysis of Students' Reading Comprehension Taught by Using Multipass Strategy at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai

The analysis of data of the students reading comprehension for the experimental group is explained in the following table:

**Table IV. 5**  
**The Classification of Post Test Experimental Group**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	5	23.8 %
2	Good	70-79	6	28.6 %
3	Enough	60-69	3	14.28 %
4	Less	50-59	5	23.8%
5	Bad	0-49	2	9.52%
	Total	-	21	100 %

Based on the table above, classification of the experimental group at the second year students of Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai, the output from 21 students shows that the frequency of category number 1 is 5 (23.8%), number 2 is 6 (28.6%), number 3 is 3 (14.28%), number 4 is 5 (23.8%), and number 5 is 2 (9.52%). The table above shows that the highest percentage of classification of experimental group is 28.6% with category good. While, the result of analysis on the students reading comprehension, the mean score was 65.71. It means the students'

reading comprehension of hortatory exposition text includes in **enough** category.

**2. Analysis of Students' Reading Comprehension after Being Taught without Using Multipass Strategy at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai**

The analysis of data of the students reading comprehension for control group is explained in the following table:

**Table IV. 6**  
**The Classification of Control Group**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	1	4.76%
2	Good	70-79	1	4.76%
3	Enough	60-69	9	42.8%
4	Less	50-59	4	19.04%
5	Bad	0-49	6	28.6%
	Total	-	21	100

Based on the table above, classification of control group at the second year students of Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai the output from 21 students show that the frequency of category 1 is 1 (4.76%), number 2 is 1 (4.76%), number 3 is 9 (42.8%), number 4 is 4 (19.04%), number 5 is 6 (28.6%). The table above shows that the highest percentage of classification of control group is 42.8 % with category enough. While, the result of analysis on students reading comprehension, the mean

score was 54.52. It means that students reading comprehension of hortatory exposition text includes in **Less** category.

**3. Analysis of the Effect of Using Multipass Strategy on Students' Reading Comprehension at Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai**

**Table IV. 7**

**Mean and Standard Deviation**

Students	Score		x	y	X <sup>2</sup>	Y <sup>2</sup>
	X	Y				
1	85	60	19.28	5.48	30.03	30.03
2	85	70	19.28	15.48	371.93	239.63
3	80	50	14.28	-4.52	204.08	20.43
4	80	65	14.28	10.48	204.08	109.83
5	80	60	14.28	5.48	204.08	30.03
6	75	60	9.28	5.48	86.22	30.03
7	75	60	5.48	5.48	30.03	30.03
8	70	55	5.48	0.48	30.03	0.23
9	70	80	5.48	25.48	30.03	649.23
10	70	65	5.48	10.48	30.03	109.83
11	70	60	5.48	5.48	30.03	30.03
12	65	55	0.71	0.48	0.51	0.23
13	65	55	0.48	0.48	0.23	0.23
14	60	40	0.48	-14.52	0.23	210.83
15	55	45	10.71	-9.52	114.79	90.63
16	55	65	10.71	10.48	114.79	109.83
17	55	35	10.71	-19.52	114.79	381.03
18	50	30	15.71	-24.52	246.93	601.23
19	50	60	15.71	5.48	246.93	30.03
20	45	40	20.71	-14.52	429.08	210.83
21	40	35	25.71	-19.52	661.22	381.03
Total	1380	1145	-	-	3180.13	3295.23
Mean	65.71	54.52	-	-	151.43	156.91

While the result of the standard deviation of post-test for each class is as follows:

- a. Standard deviation for range score of experimental class

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{3180.13}{21}} = \sqrt{151.43} = 12.3$$

- b. Standard deviation for range score of control class

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{3295.23}{21}} = \sqrt{156.91} = 12.53$$

From the calculation above, it can be stated that:

$$SD_x = 12.3$$

$$SD_y = 12.53$$

$$M_x =$$

$$M_y = 54.52$$

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$= \frac{65.71 - 54.52}{\sqrt{\left(\frac{12.3}{\sqrt{20}}\right)^2 + \left(\frac{12.53}{\sqrt{20}}\right)^2}}$$

$$\begin{aligned}
&= \frac{11.19}{\sqrt{\left(\frac{12.3}{4.47}\right)^2 + \left(\frac{12.53}{4.47}\right)^2}} \\
&= \frac{11.19}{(2.75)^2 + (2.8)^2} \\
&= \frac{11.19}{\sqrt{7.56 + 7.84}} \\
&= \frac{11.19}{\sqrt{15.4}} \\
&= \frac{11.19}{3.92}
\end{aligned}$$

$$T_o = \mathbf{2.85}$$

Based on the calculation above, it clear that  $t_o$  obtained is 2.85. To know whether there is significant effect or not between the use of Multipass strategy toward reading comprehension, we need to obtain the degree of freedom by using the following way:

$$\begin{aligned}
Df &= (N_1 + N_2) - 2 \\
&= (21 + 21) - 2 \\
&= 42 - 2 \\
&= 40
\end{aligned}$$

After getting the degree of freedom above, it can be said that the degree of freedom is 40.. The T-table at 5% level of significance 2.02, and 1% level of significance is 2.72. So the writer could conclude that it is higher than t-table of both in 5% and 1% level of significance. It can be concluded  $2.02 < 2.85 > 2.72$ . Therefore, the first hypothesis can be accepted and it means that there is significant effect of using Multipass toward reading comprehension at the second year students of Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai.

As Stout states on his book that multipass strategy has been studied for its effectiveness, it was proved that mulipass strategy gave positive effect on students reading comprehension of hortatory exposition text. It can be seen from the difference of the mean score between experimental group with mean score 65.71 and control group with mean score 54.52. It also can be seen from the result of T-test above above where  $2.02 < 2.85 > 2.72$ .

## CHAPTER V

### THE CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on data analysis and research findings in chapter IV, finally the research about The Effect of Using Multipass Strategy on Reading Comprehension of hortatory exposition of the Second Year Students at Islamic Senior High School Hidayatul Mubtadiin comes to the conclusion as follows:

1. The students' reading comprehension of hortatory exposition text taught by using Multipass Strategy was categorized into enough level.
2. The students' reading comprehension of hortatory exposition text taught without using multipass strategy was categorized into less level.
3. There is significant effect between students' reading comprehension of hortatory exposition text who are taught by using Multipass strategy and those who are taught without using multipass strategy at the second year students of Islamic Senior high School Hidayatul Mubtadiin Bandar Sungai.

So, it can be concluded that Multipass strategy has a positive effect on reading comprehension of hortatory exposition text at the second year students of Islamic Senior High School Hidayatul Mubtadiin Bandar Sungai.

## **B. Suggestion**

Considering the effect Multipass Strategy on reading comprehension of hortatory exposition text, the researcher would like to give some suggestions as follows:

- 1) Suggestions for the teacher:
  - a. It is recommended to teacher to use Multipass strategy in teaching reading, especially for hortatory exposition text.
  - b. The teacher builds a favorable atmosphere in teaching-learning process, because the conducive condition in teaching would become one asset to carry the success of material to be taught. It also can make multipass strategy work better.
- 2) Suggestion for the students:
  - a. The students should try to understand to use Multipass strategy in reading text and practice in the classroom.
  - b. The students pay more attention to when the teacher explains and how to use multipass strategy
  - c. The students should try and practice the multipass strategy by themselves in their class or other places.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study.

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