#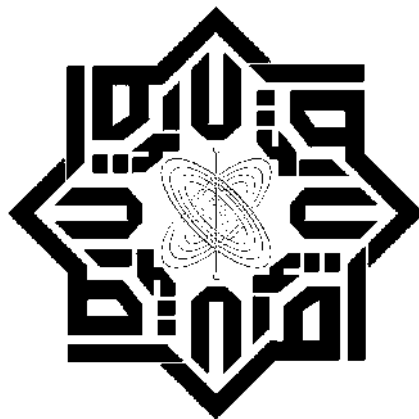 THE EFFECT OF USING INSERT (INTERACTIVE NOTATION SYSTEM TO EFFECTIVE READING AND THINKING) STRATEGY TOWARD READING COMPREHENSION IN HORTATORY EXPOSITION TEXT AT THE SECOND YEAR STUDENTS OF MAN KUOK BANGKINANG BARAT OF KAMPAR REGENCY

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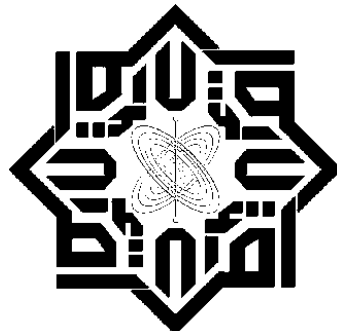
PEKANBARU

1434 H/2013 M

THE EFFECT OF USING INSERT (INTERACTIVE NOTATION SYSTEM TO EFFECTIVE READING AND THINKING) STRATEGY TOWARD READING COMPREHENSION IN HORTATORY EXPOSITION TEXT AT THE SECOND YEAR STUDENTS OF MAN KUOK BANGKINANG BARAT OF KAMPAR REGENCY

Thesis

Submitted as a Partial Fulfillment of the Requirements

For Getting Bachelor Degree of Education

(S.Pd.)

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ABSTRAK

Rahmi Muliati (2012). Pengaruh Penggunaan Strategi INSERT (Sistem Notasi Interaktif untuk Berfikir dan Membaca secara Efektif) terhadap Pemahaman Bacaan Siswa dalam Teks Hortatory Exposition Siswa Tahun Kedua di MAN Kuok Bangkinang Barat Kabupaten Kampar.

Berdasarkan studi pendahuluan peneliti, ditemukan bahwa siswa belum mampu memahami bacaan dalam buku pelajaran disekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya sebagian siswa memiliki kesulitan dalam menemukan ide pokok dari text bacaan dan memiliki kesulitan dalam menganalisa text bacaan. Jadi, penulis tertarik melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan di MAN Kuok Bangkinang Barat Kabupaten Kampar. Subjek dari penelitian ini adalah siswa tahun kedua MAN Kuok Bangkinang Barat Kabupaten Kampar, dan objek dari penelitian adalah pengaruh signifikan dari penggunaan strategi INSERT (Sistem Notasi Interaktif untuk Berfikir dan Membaca secara efektif) terhadap pemahaman bacaan siswa dalam teks hortatory exposition. Adapun jenis penelitiannya adalah *Quasi-Experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari Jumlah populasi adalah 153 siswa. Peneliti mengambil dua kelas sebagai sampel; XI IPA$_I$ yang terdiri dari 38 siswa sebagai kelas experiment, dan XI IPA$_2$ yang terdiri dari 38 siswa sebagai kelas control. Jadi, jumlah sampel dari kedua kelas tersebut adalah 76 siswa. Untuk data analisisnya, peneliti menggunakan T-test formula.

Akhirnya, berdasarkan analisis data dari formula T-test, null hypothesis (Ho) ditolak dan alternatif hypotesis (Ha) diterima. Maksudnya, ada pengaruh yang signifikan dari strategi INSERT terhadap pemahaman bacaan siswa tahun kedua di MAN Kuok Bangkinang Barat Kabupaten Kampar.

ABSTRACT

Rahmi Muliati (2012). The Effect of Using INSERT (Interactive Notation System to Effective Reading and Thinking) Strategy toward Reading Comprehension in Hortatory Exposition Text at the Second Year Students of MAN Kuok Bangkinang Barat of Kampar Regency.

Based on the researcher's preliminary study, it was found that the students could not comprehend the meaning of the text in their text book at the school. This problem was caused by some factors. For example, some of the students had difficulties in getting ideas from the reading text and had difficulties analyzing the reading text. So, the researcher was interested in carrying out the research about this problem.

The research was administered at MAN Kuok Bangkinang Barat of Kampar Regency. The subject was the second year students of MAN Kuok Bangkinang Barat of Kampar Regency, and the object of this research was the difference of INSERT (Interactive Notation System to Effective Reading and Thinking) Strategy toward reading comprehension in hortatory exposition text. 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 153 students. The researcher took two classes as sample; XI IPA_I consisted of 38 students as experimental class, and XI IPA_2 consisted 38 students as control class, so the number of the samples from two classes was 76 students. To analyze the data, the researcher used T-test formula.

Finally, based on the analysis of T-test formula, null hypothesis (H_o) was rejected and alternatif (H_a) was accepted. It means that there was a significant difference of using INSERT (Interactive Notation System to Effective Reading and Thinking) Strategy toward reading comprehension in hortatory exposition text at the second year students of MAN Kuok Bangkinang Barat of Kampar Regency.

ملخص

رحمى موليتى (٢٠١٢) : أثر استخدام الطريقة INSERT (Interactive Notation System to
Effective Reading and Thinking) **فى الفهم القراءة عند طلاب
الفصل الثاني بالمدرسة العالية الحكومية كواق بعكنع غارب كامبار
ريجنسي**

كشف الباحث أن الطلاب لا يفهمون معاني النصوص في كتبهم بناء على الدراسة الأولية التي
أداها الباحث، وتأتي هذه المشكلات ببعض العوامل منها: بعض الطلاب لا يفهمون محتويات النصوص
و لا يقدرون على تعيين المعلومات الخاصة من تلك النصوص، ومع ذلك رغب الباحث في أداء هذا
البحث.

انعقد هذا البحث بالمدرسة العالية الحكومية كواق بعكينع غارب كامبار ريجنسي. الهدف لهذا
البحث طلبة الصف الثاني بالمدرسة العالية الحكومية كواق بعكينع غارب كامبار ريجنسي بينما الهدف
في هذا البحث أثر استخدام الطريقة INSERT(Interactive Notation System to Effective
Reading and Thinking) فى لفهم القراءة اانص خرطا طري وعرض هذا البحث–Quasi
Experimental Research.

الأفراد في هذا البحث جميع طلبة الصفا و مجموع العينات في هذا البحث نحو153 طالبا ثم هذا
البحث هما طلبة الصف XI IPA$_1$ الألف بقدر 38 طالبا لفرقة التجربة و طلبة الصف XI IPA$_2$ الباء
بقدر 38 طالبا لفصل الضبط. ومع ذلك كان بمجموع العينات في هذا البحث بقدر **76** طالبا. و في
تحليل البيانات استخدام الباحث عينة مستقلة الاختبار باستخدام البرنامج الحسوبى T-test

وأخيرا، بناء على تحليل البيانات من تصميم Ho, T-Test مردودة. وHa مقبولة. وغرضه أن فيه
هناك اثرا هاما من أثر استخدام الطريق INSERT(Interactive Notation System to Effective
Reading and Thinking) إلى لفهم الطلاب في القراءة لطلبة الصف الثاني بالمدرسة العالية الحكومية
كواق بعكينع غارب كامبار ريجنسي.

ACKNOWLEDGMENT

بسم الله الرحمن الرحيم

By the name of Allah Almighty, the Lord of the Universe, who rewards the researcher time, opportunity, energy, financial, health and the most is belief, so the researcher is able to accomplish this project paper to fulfill one of the requirements for the award of undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. Shalawat and gratitude do to our noble character, the prophet Muhammad peace is upon him, he is a teacher of teachers, he is as the best educator that teaches and educates the human kind, so he has brought us from darkness to the lightness.

In conducting the research and finishing this project paper, the researcher got suggestions, encouragements, motivation, and supports from many sides. Therefore, in this opportunity, the researcher would like to express the great thanks and gratitude to those who have given the researcher a lot of things that researcher is able to finalize and publish this research, especially for my beloved parents, Ayahanda Drs. Mawardi and Ibunda Zusmanurni, S.Pd.I and also my beloved brother, SL.Rahmat Fauzan. The thanks also gratitude for:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.

2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty State Islamic University of Sultan Syarif Kasim Riau.

11. Oreb Santoso, for giving me meaningful supports in my life. Our dream will come true.

12. My classmates of B Class of English Education Department in Academic Year 2008 (B08 Class); Agung Prasetyo Wibowo, Ahmad Hafizon, Ahmad Ukhrowi, Aliyas Pikal, Abdul Razak, Hernandes, Miftah Faridl, Faisal, Ayudia Yolanda Putri, Ida Roswita, Noviza Helmi, Nency Utama Haslin, Ningnur Aliyah, Nurfadlina, Nurjannah, Novianti Sri Rejeki, Lia Alvina, Lena, Ristina.

Finally, the researcher realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this project paper. May Allah Almighty bless them all. Amin.

Pekanbaru, September 10th 2012
The Reseacher,

RAHMI MULIATI
NIM. 10814002541

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the language skills that should be mastered by students. Reading is the key of knowledge, so through reading the students get much information about anything. In accordance with the statement above, Neil Anderson pointed out, "reading is fluent process of readers combining information from a text and their own background knowledge to build meaning"[1].

Some students think that to comprehend reading is very difficult because there are many aspects should be considered. Activation of background knowledge becomes an important thing in reading process; it makes the readers become active. In accordance with the statement above, Kalayo Hasibuan pointed out "the purpose for reading also determines the appropriate approach to reading comprehension"[2]. The same idea is also pointed out by Anderson, et all in Klingers' that "reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency"[3].

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. The generic structure of

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[1]Neil Anderson, in David Nunan, *Practical English Language Teaching,* New York: McGraw-Hill Companies, 2003, p.68

[2]Kalayo Hasibuan & Muhammmad Fauzan Ansyari, *Teaching English as Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p.115

[3]Janette K. Klinger, Sharon Vaughn, & Alisson Boardman, *Teaching Reading Comprehension to the Students with Learning Difficulties*, New York: The Guilford Press, 2007, p.2

hortatory exposition text consist of thesis (stating an issue of concern), arguments (giving reasons for concern, leading recommendation), and recommendation (stating what ought or ought not to happen). The social function of hortatory exposition is to persuade the readers or the listeners that something should or should not be the case[4].

In order to accomplish students' needs toward reading, School Based Curriculum (KTSP) provides reading as one of the skills in mastering English that must be taught and learned in Senior High School. MAN Kuok Bangkinang Barat is one of the schools that also uses School Based Curriculum (KTSP). The basic competence stated in this syllabus for the second grade in the second semester is the students are able to comprehend the meaning of the short functional texts and essay such as *narrative, spoof,* and *hortatory exposition text* on the daily life context and access the knowledge"[5]. In this research, the researcher focuses on *hortatory exposition text.* The research is used to know the students' ability in reading comprehension in hortatory exposition text.

Based on preliminary study at the second grade of MAN Kuok Bangkinang Barat, the teacher applied three-phase technique in teaching process. There were three activities in this technique as follows: beginning activity, the main activity, and the last activity. The beginning activity was asking and answering about the text in the book. The main activity was the students read

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[4]Didin Kholidin, *Hortatory Exposition Text.* http://smanpluspropriau.com/index.php?option=com_content&view=article&id=96:hortatoryexposition&catid=65:bahasa-inggris&Itemid=103, . 2010. p.1

[5]Departemen Pendidikan Nasional, Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, *Silabus Mata Pelajaran Bahasa Inggris,* Jakarta: Departemen Pendididikan Nasional, 2006, p.19

about the text and then the students answered the question related to the text. The last activity was the students give their opinion about the text that they had already read. This technique was used to make the students are able to read and to comprehend the meaning.

From the description above, ideally the students at the second year of MAN Kuok Bangkinang Barat should be able to understand the hortatory exposition text well. However, the reality has shown that some of the students are not able to comprehend hortatory exposition text; the students' reading comprehension is still very far from the expectations of the curriculum. This problem is seen from the phenomena as follows:

1. Some of the students have lack of motivation in reading activity.

2. Some of the students have difficulties to identify the main idea of the hortatory exposition text.

3. Some of students are not able to identify the factual information from the hortatory exposition text.

4. Some of the students have difficulties answering the questions from the hortatory exposition text.

5. Some of students have lack of vocabulary.

Based on the phenomena above, the researcher assumes that some of students at the second year of MAN Kuok Bangkinang Barat still have difficulties in reading comprehension because of inappropriate teaching strategy. In order to improve students' reading comprehension in hortatory exposition text, the

resercher would like to apply a strategy might help the students reading comprehension in hortatory exposition text namely INSERT strategy.

INSERT (Interactive Notation System to Effective Reading and Thinking) is an active reading strategy designed by Vaughn & Estes. The INSERT strategy can help the students improve their comprehension and focus in material. This strategy provides the student to "insert" their own thoughts into the text as they are reading by determining; whether or not they are understand what they are reading, whether or not they have encounterred new or important ideas, whether or not they agree with what they have read, and what they might be wondering about"[6]. It is a particularly helpful way for less skilled readers to become more aware of breakdown in comprehension so that they can remember to clarify the issue at a later time[7].

Therefore, the researcher is interested in carrying out a research entitled: **"The Effect of using INSERT (Interactive Notation System to Effective Reading and Thinking) Strategy toward Reading Comprehension in Hortatory Exposition Text at the Second Year Students of MAN Kuok Bangkinang Barat of Kampar Regency".**

B. Definition of the Terms

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

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[6]Roberta L. Sejnost, *Tools for Teaching in the Block*, Thousand Oaks: Corwin, 2009, p.121

[7]June Preszler, *Reading Strategy to Guide Learning*, Rapid City: Black Hills Special Services Cooperative (BHSSC), 2005, p.19

1. INSERT (Interactive Notation System to Effective Reading and Thinking) Strategy.

INSERT strategy is a text coding strategy that can help students interact with text without taking extensive notes. "The strategy is to provide the opportunities for reflection; to make connection between prior knowledge and content" [8]. This strategy was designed to help students monitoring their thinking and learning while reading.

In this research, INSERT strategy means that a strategy used to monitoring and making connections between the students knowledge and the text. So, this strategy may help the students more understand about what they already read.

2. Strategy

Strategy is a series of ordered steps that will allow a student to perform a task. The strategy serves to help structure the students' efforts (i.e.,to do the steps in order) and to remind the student what to do at each stage of the process.[9] In this study, strategy deals with the way used by the students to comprehend reading text. Strategy that is used in this research is INSERT strategy.

3. Reading Comprehension

Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written

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[8]Maureen McLaughlin, & Mary Bath Allen, *Guided Comprehension,* Canada: International Reading Association, 2002, p.131

[9]Robert Reid and Torri Ortiz Lieneman, *Strategy Instruction for Students with Learning Disabilities*, New York: The Guilford Press, 2006, p.18

language"[10]. In this research, reading comprehension is the crucial thing because it can result the meaning of text acurately.

C. Problem

Based on the phenomena above, some of students at MAN Kuok Bangkinang Barat still get some difficulties in English subject, especially in reading comprehension on hortatory exposition text.

1. Identification of the Problem

Based on the explanation above, the researcher identifies the problems as follows:

a. Why are some of students have lack of motivation in reading activity?

b. Why are some of students unable to identify the main idea of the hortatory exposition text?

c. Why are some of students unable to identify the factual information from the hortatory exposition text?

d. Why are some of the students have difficulties answering the questions from the hortatory exposition text?

e. Why do some of the students have lack of vocabulary?

f. How is the students' reading comprehension in hortatory exposition text taught without using INSERT strategy?

g. How is the students' reading comprehension in hortatory exposition text taught by using INSERT strategy?

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[10]Catherine Snow, *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*, Santa Monica: RAND, 2002, p.11

h. Is there any significant difference of students' reading comprehension in hortatory exposition text taught by using INSERT strategy and taught without using INSERT strategy?

2. Limitation of the Problem

Based on the identification of the problem above, this research limited to the difference of using INSERT strategy toward reading comprehension in hortatory exposition text at the second year students of MAN Kuok Bangkinang Barat.

3. Formulation of the Problem

Based on the problems above, the researcher formulates the problem of this study into the following questions:

a. How is the students' reading comprehension in hortatory exposition text taught without using INSERT strategy?

b. How is the students' reading comprehension in hortatory exposition text taught by using INSERT strategy?

c. Is there any significant difference of students' reading comprehension in hortatory exposition text taught by using INSERT strategy and taught without using INSERT strategy at the second year students of MAN Kuok Bangkinang Barat of Kampar Regency?

D. Objective and Significance of the Research

    1. Objective of the Research

a.   To find out the students' reading comprehension in hortatory exposition text taught without using INSERT strategy.

b.   To find out the students' reading comprehension in hortatory exposition text taught by using INSERT strategy.

c.   To find out the significant difference of students' reading comprehension in hortatory exposition text taught by using INSERT strategy and taught without using INSERT strategy at the second year students of MAN Kuok Bangkinang Barat of Kampar Regency.

    2. Significance of the Research

      The finding of this research is hopefully expected to give valuable contribution as follows:

a.   It is expected to give the positive contribution, especially in term of students' reading comprehension by using INSERT strategy.

b.   To enlarge and develop the reseracher insight and knowledge

c.   To be academic requerment to get undergraduated degree.

CHAPTER II

REVIEWING OF RELATED LITERATURE

A. **Theoritical Framework**

1. **The Nature of Reading**

Reading is difficult because many aspects must work in reading. According to Neil Anderson, "reading is a fluent process of reader combination of word recognition; intellect and emotion interrelated with prior knowledge to understand the message communicated"[1]. It means that the participants or the readers transfer meaning from the text and give assessment from the text to understand the message communicated.

In addition, Colin Harrison said that reading is not only increases our life skills and extends our knowledge, but also it goes much deeper. Many respects reading determines how students are able to think, that it has a fundamental on the development of imagination, and thus exerts the powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming[2].

On the other hand, Johnson says that there are several meaning of the reading:[3]

1) *Reading is the practice of using text to create meaning.* It means that if there is no meaning being created, there is no reading taking place.

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[1] Neil Anderson, in David Nunan, *Practical English Language Teaching,* New York: McGraw-Hill Companies, 2003, p.68

[2] Colin Harrison, *Understanding Reading Development,* London: SAGE Publications, 2004, p.3.

[3] Andrew P. Johnson, *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*, Lanham: Rowman and Littlefield Education, 2008, p.3

2) *Reading is a constantly developing skill.* Like any skill, we get better at reading by practicing. Conversely, if we do not practice, we will not get better and our skills may deteriorate. It means that the more we practice in reading, the better our reading are.

3) *Reading integrates visual and non visual information.* During the act of reading, the visual information found on the page combines with the non visual information contained in our head to create meaning. In that way, what is in our head is just as important as what is on the page in the process of creating meaning (reading).

4) *Reading is the act of linking one idea to another.* Putting ideas together to create a sensible whole is the essential part of reading. It not necessary to know every word in order to read. It means in here we focus on the context of the sentence and paragraph to know the meaning, not for each word in the text.

In conclusion, reading emphasizes on process to encode the writer's messages into their own comprehending. Reading also gives information to the reader's needed.

There are four basic types of reading performance, they are[4]:

1) Perceptive

It is the level that is talking about the letters, words, punctuation and other graphic symbols or Bottom-up processing is implied.

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[4]H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, New York: San Fransisco State University, 2004, p.189

2) Selective

This category, the students can give brief respond from the text that are intended as well. In other words, a combination of bottom-up and top-dawn processing in teaching reading.

3) Interactive

It is a type of reading that stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact the text.

4) Extensive

It is the highest level; the reader has to comprehend text such as; articles, essays, technical reports, short stories, and books.

All four components above can sign for students' reading performances. To achieve these reading performance purposes, we need to be active on kind of the text. People cannot imagine that it is the same as developing oral language ability. Therefore, in developing reading skill, it involves qualitatively different process[5].

2. Reading Comprehension in Hortatory Exposition Text

a. The Nature of Reading Comprehension

Comprehension on reading text is an active process to which the reader brings the individual attitudes, interests, and expectations. "Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many

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[5]David Nunan, *Language Teaching Methodology: A Text Book for Teacher*, New York: Prentice-Hall, 1991, p. 82

interactions between reader and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)"[6]. The purpose of reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.

b. The Components of Reading Comprehension

According to Philips in Brown, there are eight components of reading comprehension features. They are main idea, expression/idiom/phrases in context, inference, grammatical feature, detail including facts not written, supporting idea, and vocabulary in context[7].

c. The Categories of Reading Comprehension

Dauglas Brown states there are two categories of reading comprehension, as follows:[8]

1) Micro skills for reading comprehension:

   a) Discriminate among the distinctive graphemes and orthographic patterns of English.
   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.
   e) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
   f) Recognize that a particular meaning may be expressed in different grammatical forms.

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[6]Janette K. Klingner, Sharon Vaughn, & Alisson Boardman, *Teaching Reading Comprehension to the Students with Learning Difficulties,* New York: The Guilford Press, 2007, p.8

[7]H. Douglas Brown, *op.cit*., p.206

[8]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* New Jersey: Prentice Hall Regents, 2007, p. 367

2) Macro skills for 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 meaning.

   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 words from context, and activating schemata for the interpretation of texts.

On the other hand, Rivers and Temperley says the macro skills imply the reader's focus on the larger elements such as;[9]

   a) To obtain information for some purpose or because we are curious about some topic.

   b) To obtain instruction on how to perform some task for our work or daily life.

   c) To act in apply, play a game do the puzzle

   d) To keep in touch with friend by correspondence or to understand business letters.

   e) To know when and where something will take place and what is available

   f) To know what is happening or happened

   g) For enjoyment or excitement

Finally, skilled reader may employ one type of process more than the other when the situation allows them to do this without affecting their comprehension. However, less able readers may tend to rely too much on one type of processing with the results of poorer comprehension. Unfortunately, some students have the

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[9]David Nunan, *Designing Task for Communicative Classroom,* Cambridge: Cambridge University, Press, 2001, p. 33

idea that knowledge-based processing is not appropriate reading activity, so that they fail to use knowledge they have.

d. Comprehending a 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[10]. The social function of hortatory exposition is to persuade the readers or the listeners that something should or should not be the case.

The Generic Structure of Hortatory Exposition Text
  a) Thesis (stating an issue of concern)
  b) Arguments (giving reasons for concern, leading recommendation)
  c) Recommendation (stating what ought or ought not to happen)
Language Features of Hortatory Exposition Text
  d) Focusing on the writer
  e) Using abstract noun; policy, advantage, etc
  f) Using action verb
  g) Using thinking verb
  h) Using modal adverb; certainly, surely, etc
  i) Using temporal connective; firstly, secondly, etc
  j) Using evaluative words; important, valuable, trustworthy, etc
  k) Using passive voice
  l) Using simple present tense

From the explanation above, the researcher conclude that the purpose of hortatory exposition text is to persuade the readers that something should/should not be the case should be done.

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[10]Didin Kholidin, *Hortatory Exposition Text*. http://smanpluspropriau.com/index.php?option=com_content&view=article&id=96:hortatoryexposition&catid=65:bahasa-inggris&Itemid=103, 2010, p.1

3. The Factors Influencing Reading Comprehension

There are several factors that influence reading comprehension. They are:[11]

a. Prior knowledge.

Prior knowledge is so necessary for comprehension that some speculate that can often account for a large portion of the difference between successful and unsuccessful comprehenders. Teachers must begin by assessing whether or not this is true, by providing background information and vocabulary instruction when necessary, and by helping students to select what information they will need to apply and when to apply it.

b. Motivation and interest.

Comprehension is also improved when students are motivated and interest. To some extent, teachers facilitate motivation each time they make the task easier by making sure that students have the requisite skills and schemata. Interest in the material leads to more motivation and students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

c. Cultural differences.

Teachers should be aware of how cultural differences influence the comprehension of individual students. Cultural differences can clearly be related to differences in prior knowledge, vocabulary, and interest. Moreover, teachers

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[11]Judith Westphal Irwin., *Teaching Reading Comprehension Processes*, New Jersey: Prentice-Hall, 1986, p.102

must be careful to recognize the validity of the thinking strategies of culturally different students, even when trying to teach standard one.

d. Decoding fluency.

Finally, students cannot be expected to comprehend passages when they are devoting large amounts of attention to identifying individual words. They must be given material they can decode fluently if they are to develop their comprehension skills.

The teacher can provide the students by teaching fluency skills for comprehension on reading. A few pointers to facilitate fluency include the following[12]:

1) Monitor students' progress in reading by asking them to read information passages at the grade level you are teaching. Calculate the correct words read per minute. Ask students to monitor their progress by graphing results.

2) Ask students to reread difficult passages.

3) Ask students to work with peer partners to read and reread passages.

4) Identify key words and proper nouns and preteach prior to asking students to read text.

5) Students' fluency increases when they listen to books or text on tape prior to reading independently.

6) Give opportunities for students to showcase their reading by asking them to prepare a passage or dialogue to read aloud to the class. Advanced

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[12]Janette K. Klingner, Sharon Vaughn, & Alisson Boardman, *op.cit.,* p.9

preparation allows students time to read and reread material—an effective practice for improving fluency.

7) Names of people, places, and things are often difficult to read; teach these prior to reading.

The skills and strategies that good readers use include[13]:

1) Rapid and accurate word reading

2) Setting goals for reading

3) Noting the structure and organization of text

4) Monitoring their understanding while reading

5) Creating mental notes and summaries

6) Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed.

7) Capitalizing on what they know about the topic and integrating that with new learning

8) Making inferences

9) Using mental images such as visualization to assist them in remembering or understanding events or characters

4. Teaching Reading Comprehension

a. Teaching Reading

The purpose of teaching reading is develop the students' ability to understand the text effectively and efficiently. According to Anderson, there are several principles in teaching reading[14]:

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[13]*Ibid*., p.9

1) Exploit the reader's background knowledge

2) Build a strong vocabulary base

3) Teach for comprehension

4) Work on increasing reading

5) Teach reading strategies

6) Encourage readers to transform strategies into skills

7) Build assesment and evaluation into your teaching

8) Strive for continuous improvement as reading teacher

b. Principles for Teaching Reading Comprehension

There are some processes involved in teaching reading comprehension to the student that get difficulties. Irwin describes five basic comprehension processes that work together simultaneously and complement one another, they are[15]:

1) Microprocesses

Microprocessing refers to the reader's initial chunking of idea units within.

2) Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences.

3) Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way.

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[14]Neil Anderson, in David Nunan, *op.cit*., p.74

[15]Janette K. Klingner, Sharon Vaughn, & Alisson Boardman, *op.cit*., p. 9

4) Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text.

5) Metacognitive Processes

Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved monitoring understanding, selecting what to remember, and regulating the strategies used when reading.

c.   Level of Reading Comprehension Skills

Based on Barrett's taxonomy which is to define levels of cognitive and affective dimentions of reading comprehension. They are[16]:

1) Literal Comprehension.

It is the lowest level, the students identify information directly stated. Literal comprehension have two cathegories, they are Recognition and Recall that includes Details; main ideas; a sequence; comparison; cause and effect relationships; and character traits. The students identify information directly stated.

2) Reorganization

The students organize or order the information in a different way than it was presented. Reorganization includes classifying; outlining; summarizing; and syntesizing.

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[16]Thom Hudson, *Teaching Second Language Reading,* Oxford: Oxford University Press, 2007, p.85

3) Inferential Comprehension

The students respond to information implied but not directly stated. Inferential comprehension includes supporting details, main ideas, sequence, comparisons, cause, and effect relationships, character traits, outcomes, figurative language.

4) Evaluation

The students make judgements in light of the material. Evaluation includes Judgement of reality, fact as opinion, adequacy and validity, appropriateness, worth, desirability and acceptability.

5) Appreation

It is the highest level, the students give an emotioanal or image-based response. Appreation includes emotional response to content, identification with characters or indicates, reeactions to the author's, use of language, and imagary.

5. INSERT Strategy

a. The Nature of INSERT Strategy

INSERT (Interactive Notation System to Effective Reading and Thinking) strategy is an active reading strategy designed by Vaughn & Estes. According to Roberta L. Sejnost, this strategy provides the student to "insert" their own thoughts into the text as they are reading by determining (a) whether or not they are understand what they are reading, (b) whether or not they have encounterred new or important ideas, (c) whether or not they agree with what they have read,

and (d) what they might be wondering about"[17]. INSERT strategy is used to monitoring and making connections between the students knowledge and the text. It makes them become understand about the text that they already read.

b. The Purpose of INSERT Strategy

Teaching reading by using INSERT strategy helps students to interact and make connections with the text during reading. It helps to:

1) establish a purpose for reading

2) draw conclusions about the information in the text

3) practice note-taking strategies

4) enhance metacognition

5) improve reading comprehension using content area text

INSERT strategy is different with underlining. Underlining is often less helpful because developing learners are not clear about what to underline. Underlining is not important, but the reason for underlining is important. With the result that, INSERT makes the reason for notation immedietely apparent at a glance. We consider INSERT an ideal strategy to prepare students for discussion after they read.

Assessment of this strategy can be done during or after a reading or activity. By observing the students during reading and text coding, teachers can discuss student choices of text coding symbols and how it helped them to understand the text. Informal assessment of strategy use can be done through

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[17]Roberta L. Sejnost, *Tools for Teaching in the Block*. Thousand Oaks: Corwin., 2009, p.121

small group discussions of their notations and responses or by reviewing student work.

6. Teaching Reading Comprehension in hortatory exposition text by Using INSERT Strategy

Reading comprehension is a process which the reader constructs or assigns meaning by interacting with the text. The students should have comprehension to get the information from the hortatory exposition text. Based on the purpose of INSERT stretegy, this strategy can help the students' reading in comprehending the hortatory exposition text.

Teaching by using INSERT strategy uses the symbol as on the table below[18]:

INSERT SYMBOLS	
	This confirms what I alredy knew
!	This is an interesting fact/ida
+	I want more information about this.
?	This is confusing and unclear to me
∗	This is a new idea or word to me

After the students read the text and add the symbol, the students make their opinion in graphic organizer, they give their reson why they use the symbol in the text, such as:

SYMBOLS	FACTS/IDEAS
!	
+	
?	
∗	

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[18]Florida Department of Education & University of Central Florida, *For PD's Reading Strategy for the Mounth*. Florida Department. http://www.readwritethink.org/lesson_images/lesson230/insert.pdf / ,2009, p.1

The procedure of using INSERT strategy are[19]:

1) begin by explaining to students what the INSERT strategy symbols mean and how they can use them to mark/code text while reading. Take time to note the purpose of this strategy and how it can help students with developing meaning from text.

2) modeling to the class through overhead projector is recommended but other modeling options work as well. Start reading the passage and use a think aloud, including statements like " I do not understand what they are saying here so I will put a question mark (?)" or "I already knew that so I will put a plus (+) sign next to this sentence". These think aloud statements will help students to learn when to use the notations.

3) It is useful to note that every line in a passage may not receive a notation, especially in more dense text. In such situations, it would be recommended to use one notation for a few sentences or for general ideas such as a paragraph.

4) Once teacher decides that students have had sufficient practice with text coding using the INSERT strategy, there are a few different ways students can practice text coding independently. One way is to have students work in pairs and ask them to discuss their responses to text using the INSERT strategy. Another way is to have students read and add notations on their own and then get into small groups to share what they think about the INSERT strategy, how it helped them to interact with text, and what questions or responses they might have as a result.

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[19] *Ibid*., p 2

5) For more advanced students, charts can be incorporated with the notations. After reading and adding the notations, they can write down the page number, a quote from text, and what symbols they used to text code. This approach can be helpful when students are reading independently and have questions that might be answered further in the text. There are many variations to the charts which can run from a few simple notations to more advanced, depending on the grade level.

The example of reading comprehension in hortatory exposition text by using INSERT strategy:

INTERNET

Internet is a tool of communication or searching about everything we want. By using internet people have possibility to know or surf in another country every time, every where, and whenever they want. Internet makes us easy getting information over the world but this also has bad impacts. The impacts will vary depend on the use itself.

Internet, nowadays, is very popular among us. There are many applications that can make us interested in. For example, google, yutube, twitter, facebook, etc. If the students use internet with uncontrollable use will disturb their concentration in learning. They tend to operate their hp with web facilitation without necessary learning except looking for the internet. It deals with the students' task, for example, that they do not want to do it themselves but by using internet as well. The students will lose their creativity in learning they just stuck in the use of internet as powerful tool for them.

It is also dangerous if they download pornography video which is very forbidden and can damage their moral. Besides, they often busy in visiting twitter, facebook that also can disturb their learning process.

In short, we have to use internet as good as possible in the positive purposes that can add our insight because internet provide whatever we want to know. As a student we have to know that

internet not only good but also bad for us. So, <u>we have to manage our need toward internet.</u>

                *

**   The example of using graphic organizer to give the explanation why they use the symbol:**

SYMBOLS	FACTS/IDEAS
	<u>Internet is a tool of communication or searching about everything we want.</u> From television and the other media, I already knew that many people use the internet to search about everything they want. I also use internet to search more explanation about my lesson.
!	<u>There are many applications that can make us interested in. For example, google, yutube, twitter, facebook, etc</u> This is interesting to me, from internet I can find yutube, facebook, and twiter, we can find a new friend from this.
+	<u>They tend to operate their hp with web facilitation without necessary learning except looking for the internet.</u> I want more information about this.
?	<u>By using internet people have possibility to know or surf in another country every time.</u> This sentence make me confuse, I don't know what the meaning of surf in this sentence.
*	<u>we have to manage our need toward internet.</u> This is a new idea for me, from the text I know that the internet is good for us to search something but internet is also bad for as if we can not manage our self.

   After the students use the symbol and give their opinion about the text, then, the student use their opinion as the basis of discussion to achieve the goal of the reading in hortatory expotion text.

B. Relevant Research

   A research from Anteng Ria A. (2007), entitled: "The teaching of reading comprehension by using a small group discussion at the first year students of SMP 1 Wanadadi in the Academic year of 2006/2007" had found that the means of students' proficiency in reading comprehension of the experimental group. In the post test was 7.70 and the mean of the students' proficiency of the control group in the post test was 6.10. It means there was significant effect of using small group discussion for reading comprehension.

Sri Wastuti research in (2005) focused on the effect of collaborative point strategic reading toward the second year student's reading comprehension achievement at SLTP Negeri 20 Pekanbaru. She found that the mean score of experimental group which has taught by using collaborative point strategic reading was 82,75, while the mean score of control group which has taught by using traditional reading classroom was 75,75. It means there was significant effect of using collaborative point strategic reading for reading comprehension achievement.

C. Operational Concept

The operational concept of this research, there are two variables will be used. INSERT strategy is an independent variable (X) and reading comprehension in hortatory exposition text is a dependent variable (Y). To operate the investigation on the variables, the researcher will work based on the following indicators:

1. The Indicators of INSERT Strategy (variable X):

a. The teacher chooses a topic to be taught.

b. The teacher gives the personal copy of text material to the students.

c. The teacher explain to the students what the INSERT symbols mean and how they can use them to mark text while reading.

d. The teacher gives a model how to use the INSERT symbols while reading.

e. Each students read the text once and add the symbol as they read.

f. Each students reread the text and copy notes in the INSERT graphic organizer.

g. After the students finish reading and inserting the symbols, use that information as the basis of discussion, to seek the information, to answer questions.

2. The Indicators of Students' Reading Comprehension (variable Y) as follows:

a. The students are able to identify main idea from the hortatory exposition text.

b. The students are able to identify the factual information from the hortatory exposition text.

c. The students are able to identify the meaning of the sentences in hortatory exposition text.

d. The students are able to identify the communication purpose from the text.

D. Assumption and Hypotheses

1. Assumption

In this research, the researcher assumes that the better using INSERT strategy, the better students' reading comprehension in hortatory exposition text will be.

2. Hypotheses

Ha: There is a significant difference of using INSERT strategy toward students' reading comprehension in hortatory exposition text.

Ho: There is no significant difference of using INSERT strategy toward students' reading comprehension in hortatory exposition text.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was quasi-experimental design, which uses the nonequivalent control group design. Creswell states that "quasi-experiments are experimental situations in which the researcher assigns, but not randomly.[1] The researcher used intact classes, the first class is as the experimental class and the second class was as the control class. Gay also states that quasi-experimental design is not possible to randomly assign individual participants to groups in several cases[2].

This research operated two variables; independent variable (variable X) refered to the difference of INSERT strategy, and dependent variable (variable Y) refered to reading comprehension in hortatory exposition text. In conducting this research, the researcher used two classes; an experimental class taught by using INSERT strategy and a control class taught without using INSERT strategy. Before the treatment was done, both of the class gave a pre-test. Then, the researcher gave the treatment to the experimental class, meanwhile the control class did not give the treatment. After six meetings, both of them were given the post-test in order to know the difference of using INSERT strategy toward reading comprehension in hortatory exposition text at the second year students of MAN Kuok Bangkinang Barat of Kampar Regency.

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[1]John W. Creswell, *Educational Research (Planning, Conducting, and Evaluating Quantitive and Qualitative research) Third Edition*, New Jersey: Pearson Education International, 2008, p.645
[2]L. R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application*, *Sixth edition*, New Jersey: Prentice-Hall, 2000, p.394

Table III.1
The Diagram of Research Design

Class	Pre-test	Treatment	Post test
Experiment Class	O_1	X	O_2
Control Class	O_1	-	O_2

Where:

O_1 : pre-test

X   : Treatment

O_2 : Post-test

B. Location and the Time of the Research

The research was conducted at the second year students of MAN Kuok Bangkinang Barat of Kampar Regency, in 2011/2012 of Academic Year. The research was done on May until June 2012.

C. Subject and the Object of the Research

The subject of the research was the second year students of MAN Kuok Bangkinang Barat, and the object of this research was the difference of INSERT strategy toward the students' reading comprehension in hortatory exposition text.

D. Population and Sample of the Research

The population of this research was the second year students of MAN Kuok Bangkinang Barat in 2011-2012 academic years. There were 4 classes which consisted of 2 classes for the scientific program and 2 classes for the social program. The total number of the second year students at MAN Kuok Bangkinang Barat was 153 students.

The population above was large enough to be taken as sample of the research. Arikunto states that the amount subject is then less 100, it is better to take sample amount 10-15% or 20-25% of the population[3].

This research was the experimental research, so the sample of the research should have the same ability and heterogen. The researcher took the Science Department of the second year students of MAN Kuok Bangkinang because the information from the teacher of MAN Kuok Bangkinang, they use the same curriculum, the same syllabus, and taught by the same teacher. She also informed that the students of Science Department had the same ability.

Because there were two classes of the Science Department, so both of classes became the sample of this research; XI IPA$_1$ as an experimental class and XI IPA$_2$ as a control class after doing lottery. The total sample were 76 students: 38 students for experimental class and 38 for control class.

Table III.2
The Population of the Research

No.	Class	Male	Female	Total
1	XI IPA 1	6	32	38
2	XI IPA 2	7	31	38
4	XI IPS 1	19	20	39
5	XI IPS 2	18	20	38
	Total	50	103	153

Table III.3
The Sample of the Research

No.	Class	Male	Female	Total	Sample
1	XI IPA 1	6	32	38	Experimental Class
2	XI IPA 2	7	31	38	Control Class
	Total	13	63	76	

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[3]Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik,* Jakarta: Rineka Cipta, 2006, p.134

E. Technique of Collecting Data

In this research, the researcher used tests as instrument to collect the data needed. These instruments were used to find out how the students' reading comprehension in hortatory exposition text taught by using INSERT strategy and without using INSERT strategy. Then, whether there was significant difference of using INSERT strategy or not.

There will be two kinds of tests, pre-test and post-test.

a) Pre-test

At the beginning, both classes; experimental and control class took pre-test in order to find out the ability of the students' reading comprehension in hortatory exposition text.

b) Post-test

Post test was administered toward experimental and control class at the end of course. It aimed to see whether there was significant difference of using INSERT strategy toward students' reading comprehension or not.

According to Hughes, there are many techniques that can assess the students' reading comprehension; one of them is multiple choice techniques[4]. Then, the researcher used multiple choices technique consisting of 25 items. Multiple choices technique was a technique designed by using five choices and the participant will choose one correct answer. This technique can assess the student's reading comprehension. All of the items were tried out to all of the students in order to know the validity and reliability of the test.

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[4]Arthur Hughes, *Testing for Langauge Teachers*, *Second Edition*, Cambridge: Cambridge University Press, 2005, p.143

After the students did the test, the researcher then took the total score from the result of the reading comprehension test. The classification of the students' score can be seen below[5]:

Table III.4
The Classification of Students' Score

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

F. Validity and Reliability of the Test

1. Validity of the Test

Before the tests were given to the sample of this research, both of the tests were tried out to 38 students of the second year students on the other class out of the samples. The purpose of the tried out was to obtain validity and reliability of the test. The test is said to be valid if it measures accurately what it is intended to measure[6]. It was determined by finding the difficulty level of each item. The formula of item difficulty was as follows:[7]

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

Where:

P   : Index of difficulty or facility value

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[5]Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2009, p.245

[6]Arthur Hughes, *op.cit*., p.26

[7]Suharsimi Arikunto, *op.cit*., p.208

B   : the number of correct answers

JS   : the number of examiners or students

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

The function of the difficulty level usually depend on the aim of the test. To the research or diagnose the students ability used the medium level. The classification of the difficulty can be seen from the below:[8]

Table III.5
The Difficulty Level of question

Classification	Categories
0.00-0.30	difficult level
0.31-0.70	medium level
0.71-1.00	easy level

The standard level of difficulty used was   0,31 and > 0,70. It means that an item was accepted if the level of difficulty was between 0,31-0,70 and it was rejected if the level of difficulty was less than 0,31 (the item was too difficult) and over than 0,70 (the item was too easy). The proportion of correct was represented by "p", whereas the proportion of incorrect was represented by "q". The calculation of item difficulty can be seen from the following table below:

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[8]Safari, *Analisis Butir Soal dengan Manual, Kalkulator, dan Komputer,* Jakarta: Asosiasi Pengawas Sekolah, 2008, p.24

Table III.6
The Students are able to Identify Main Idea

Variable	Identifying Main Idea					JS
Item No.	1	6	11	19	21	38
B	26	26	24	18	23	
P	0,68	0,68	0,63	0,47	0,61	
Q	0,32	0,32	0,37	0,53	0,39	

Based on the table, the item numbers of question for identifying main idea were 1, 6, 11, 19, and 21. It showed that the proportion of correct answer for identifying main idea of test item number 2 was 0.68, the proportion of correct answer for test item number 6 was 0.68, the proportion of correct answer for test item number 11 was 0.63 the proportion of correct answer for test item number 19 was 0.47, and the proportion of correct answer for test item number 21 was 0.61. The total correct answer of identifying main idea was 0.61. Then, based on the standard level of difficulty, all items for identifying main idea or "p" was >0,31 and <0,70. So, the items of identifying main idea are accepted.

Table III.7
The Students are able to Find Factual Information

Variable	Finding Factual Information					JS
Item No.	2	7	15	16	25	38
B	25	22	25	14	19	
P	0,66	0,58	0,66	0,37	0,5	
Q	0,34	0,42	0,34	0,63	0,5	

Based on the table, the item numbers of question for finding the factual information were 2, 7, 15, 16 and 25. It showed that the proportion of correct answer for finding factual information of test item number 1 was 0.66, the proportion of correct answer for test item number 7 was 0.58, the proportion of

correct answer for test item number 15 was 0.66, the proportion of correct answer for test item number 16 was 0.37 and the proportion of correct answer for test item number 25 was 0.5. The total correct answer of finding factual information was 0.55. Then, based on the standard level of difficulty, all items for finding factual information or "p" was >0,31 and <0,70. So, the items of finding factual information are accepted.

Table III.8
The Students are able to Make Inference

Variable	Making Inference					JS
B	5	10	12	20	22	38
Correct	26	11	25	21	22	
P	0,68	0,29	0,66	0,55	0,58	
Q	0,32	0,71	0,34	0,45	0,42	

Based on the table, the item numbers of question for making inference were 5, 10, 12, 20, and 22. It showed that the proportion of correct answer making inference of test item number 5 was 0.68, the proportion of correct answer for test item number 10 was 0.29, the proportion of correct answer for test item number 12 was 0.66, the proportion of correct answer for test item number 20 was 0.55 and the proportion of correct answer for test item number 22 was 0.58. The total correct answer of making inference was 0.55. Then, based on the standard level of difficulty, all items for making inference or "p" was >0,31 and <0,70. So, the items of making inference were accepted.

Table III.9
The Students are able to Locate the Meaning of Vocabulary

Variable	Locating meaning of vocabulary					JS
Item No.	3	8	13	18	23	38
B	24	12	23	25	26	
P	0,63	0,32	0,61	0,66	0,68	
Q	0,37	0,68	0,39	0,34	0,32	

Based on the table, the item numbers of question for locating meaning of vocabulary were 3, 8, 13, 18, and 23. It showed that the proportion of correct answer for locating meaning of vocabulary of test item number 3 was 0.63, the proportion of correct answer for test item number 8 was 0.32, the proportion of correct answer for test item number 13 was 0.61, the proportion of correct answer for test item number 18 was 0.66 and the proportion of correct answer for test item number 23 was 0.68. The total correct answer of locating meaning of vocabulary was 0.58. Then, based on the standard level of difficulty, all items for locating meaning of vocabulary or "p" was >0,31 and <0,70. So, the items of locating meaning of vocabulary were accepted.

Table III.10
The Students are able to Identifying Reference

Variable	Identifying Reference					JS
Item No.	4	9	14	17	24	38
B	26	20	25	15	26	
P	0,68	0,53	0,66	0,39	0,68	
Q	0,32	0,47	0,34	0,61	0,32	

Based on the table, the item numbers of question for identifying reference are 4, 9, 14, 17, and 24. It shows that the proportion of correct answer for identifying reference of test item number 4 is 0.68,the proportion of correct

answer for test item number 9 is 0.53, the proportion of correct answer for test item number 14 is 0.66, the proportion of correct answer for test item number 17 is 0,39 and the proportion of correct answer for test item number 24 is 0.68. The total correct answer of identify inference is 0,59. Then, based on the standard level of difficulty, all items for identify reference or "p" was >0,31 and <0,70. So, the items of identify references are accepted.

2. Reliability

Reliability is a necessary characteristic of a good test. It is possible that the test can be reliable but not valid, whereas the test is valid automatically it automatic reliable. Reliability is used to measure the quality of the test scores and the consistency of the test.

Calculation of reliabilty uses various kinds of formula. They are Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alfa formula, Kuder Richardson 20 formula and Kuder Richardson 21 formula.[9] From all of these formula, the researcher then used the Kuder Richardson 20 (K-R 20) formula to calculate the reliability of the test. The formula is as follows:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

Where :

r_{11} : Instrument reliability

n   : Number of items

S   : Deviation Standard

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[9]Suharsimi Arikunto, *op.cit.*, p.100

P   :The proportion of the students who are correct in answering an item divided with the total number of the students

Q   : The proportion of the students who are incorrect in answering an item divided with the total number of students.

The data can be seen at appendix 3:

n   : 25

S   : 3.99

pq : 5,76

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

$$r_{11} = \left(\frac{25}{25-1}\right)\left(\frac{3.99^2 - 5.76}{3.99^2}\right)$$

$$r_{11} = \left(\frac{25}{24}\right)\left(\frac{15.92 - 5.76}{15.92}\right)$$

$$r_{11} = (1,04)\left(\frac{10.16}{15.92}\right)$$

$$r_{11} = (1,04)(0.64) = 0.667$$

The degree of freedom(df) as follow:

$$df = N - 2$$
$$df = 38 - 2 = 36$$

To know whether the test was reliable or not, the value of r_{11} had to be compared with r product moment. The value of r_{11} had to be higher than r-table.

From the calculation above the value of r_{11} was 0,667. Then the r_t at 5% grade of significance was 0.329. While r_t at 1% grade of significance was 0.424.

Thus, it can be concluded that 0.329<0.667>0.424. On the other hand, the instrument was reliable because the value of r_{11} is higher than r_t.

G. Technique of Data Analysis

The technique of data analysis used in this research was t-test formula. According to Hartono, t-test is one of the statistic test that is used to know whether any or not the different significance of two samples of mean in two variables[10]. The researcher used the formula in Hartono as follows:

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

Where:

t_o : The value of t–obtained

Mx   : Means score of experimental class

My   : Mean score of control class

SDx   : Standard deviation of experimental class

SDy   : Standard deviation of control class

N   : Number of students

The t-table is employed to see whether there was a significant difference between the mean score of both experimental and control class or not. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) = $(N_1+N_2) - 2$. Then to know whether H_a and H_o is rejected or accepted, the hypotheses are statistically formulated as follows:

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[10] Hortono, *Statistik untuk Penelitian*, Yogyakarta: Pustaka Pelajar, 2006, p.193

H_a: t_o > t-table

H_o: t_o < t-table

Ha is accepted if t_o > t–table or there is a significant difference of using INSERT strategy toward students' reading comprehension in hortatory exposition text.

Ho is accepted if t_o < t–table or there is no significant difference of using INSERT strategy toward students' reading comprehension in hortatory exposition text.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Description of Research Procedure

The purpose of this research is to obtain the data of students' reading comprehension in hortatory exposition text taught without using INSERT strategy and taught by using INSERT strategy, and also the significant difference of students' reading comprehension in hortatory exposition text taught by using INSERT strategy and taught without using INSERT strategy. The data were obtained from students' post-test scores of experimental and control class. The procedures of this research were as follows:

1. Before administering the test, the researcher examined whether the test was reliable or not.

2. The researcher gave pre-test to XI IPA$_1$ and XI IPA$_2$. The researcher asked students to answer some questions based on the text given. The test was multiple choice consist of twenty five questions.

3. Then, the researcher gave treatments to experimental class for six meetings.

4. After giving treatments to experimental class, the researcher used the same format questions but in different text to test students' reading comprehension in hortatory exposition text for the post-test of experimental class. While for control class, taught without using treatments, the researcher used the same format of questions and different text for the post-test too.

The total score of pre-test and post-test for both classes were different. The total score of pre-test in experimental class was 2376, while the highest score was 72 and the lowest was 44. The total score of pre-test in control class was 2260, while the highest score was 76 and the lowest score was 44. The total score of post-test in experimental class was 2832, while the highest score was 88 and the lowest score was 52. The total score of post-test in control class was 2384, while the highest score was 84 and the lowest score was 48. It can be seen in the table below:

Table IV.1
Statistics

		Pre_Experimental	Post_Experimental	Pre_Control	Post_Control
N	Valid	38	38	38	38
	Missing	0	0	0	0
Mean		62.53	74.53	59.47	62.74
Std. Error of Mean		1.192	1.239	1.701	1.509
Median		64.00	76.00	60.00	64.00
Std. Deviation		7.348	7.636	10.487	9.305
Variance		53.986	58.310	109.986	86.578
Range		28	36	32	36
Minimum		44	52	44	48
Maximum		72	88	76	84
Sum		2376	2832	2260	2384

B. Data Presentation

The data of this research were obtained from the score of the students' pre-test and post-test. All of the data were collected through the following procedures:

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

2. The format of the test was multiple choices and the test was made based on several aspects such as finding factual information, identifying the main idea, locating the meaning of vocabulary in context, identifying the references and making inferences from reading text.

There were two data of reading comprehension in hortatory exposition text test by the researcher. They were the data of students' reading comprehension in hortatory exposition text taught by using INSERT strategy and taught without using INSERT strategy, and they are as follows:

1. Data Presentation of Using INSERT Strategy (Variable X)

In this research, the researcher used a test to collect the data. The test was administered by the researcher, where the researcher taught the experimental class by herself. The test was multiple choices with 25 items. To get a good data; the test should be valid and reliable.

2. Data Presentation of Reading Comprehension (variable Y)

a) Data of Students Reading Comprehension In Hortatory Exposition Text Taught by Using INSERT Strategy

There were 25 items of reading comprehension in hortatory exposition text test given to the respondents in this research. From pre-test of experimental class, the highest score was 72 and the lowest score was 44. The data descriptions of pre-test of reading comprehension in experimental class are as follows:

Table IV.2
The Frequency Distribution of Pre-Test in Experimental Class

Pre_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	2.6	2.6	2.6
	48	3	7.9	7.9	10.5
	56	4	10.5	10.5	21.1
	60	8	21.1	21.1	42.1
	64	10	26.3	26.3	68.4
	68	5	13.2	13.2	81.6
	72	7	18.4	18.4	100.0
	Total	38	100.0	100.0	

Based the table IV.2, it can be seen that there were 38 students. In interval 44, the frequency was 1 students (2.6%), the frequency of interval 48 was 3 students (7.9%), the frequency of interval 56 was 4 students (10.5%), the frequency of interval 60 was 8 students (21.1%), the frequency of interval 64 was 10 students (26.3%), and the frequency of interval 68 was 5 students (13.2%), the frequency of interval 72 was 7 students (18.4%).

To determine more about the pre-test in experimental class which consisted of 38 students, the researcher describes it in the following histogram obtained from output of SPSS:

Histogram IV.1
The Pre-test Result of Experimental Class

Pre_Experimental
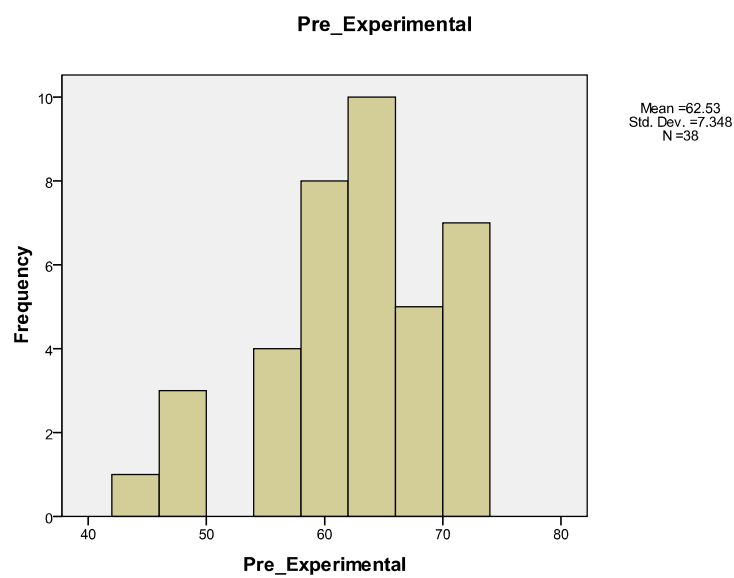
Pre_Experimental

Then, for the post-test of the experimental class, there were also 25 items of reading comprehension in hortatory exposition text. From the post-test, the highest score of experimental class was 88 and the lowest score was 52. The data descriptions of post-test of reading comprehension in experimental class are as follows:

Table IV.3
The Frequency Distribution of Post-test in Experimental Class

Post_Experimental

		Frequency	Percent	Valid Percent	Cumulative
Valid	52	2	5.3	5.3	5.3
	64	2	5.3	5.3	10.5
	68	4	10.5	10.5	21.1
	72	6	15.8	15.8	36.8
	76	10	26.3	26.3	63.2
	80	11	28.9	28.9	92.1
	84	2	5.3	5.3	97.4
	88	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

Based on the table IV.3, it can be seen that there were 38 students. In interval 52, the frequency was 2 students (5.3%), the frequency of interval 64 is 2 students (5.3%), the frequency of interval 68 was 4 students (10.5%), the frequency of interval 72 was 6 students (15.8%), the frequency of interval 76 was 10 student (26.3%), the frequency of interval 80 was 11 student (28,9%), the frequency of interval 84 was 2 student (5.3%), and the frequency of interval 88 was 1 student (2.6%).

To determine more about the post-test in experimental class, the researcher explains it in the following histogram obtained from output of SPSS:

Histogram IV.2
The Post-test Result of Experimental Class
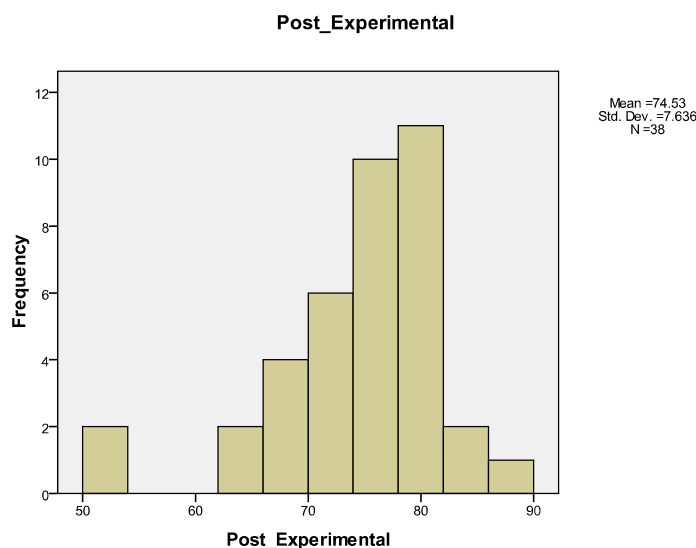
Post_Experimental

Based on the explanation above, the researcher classified the pre-test and post-test result of experimental class to know the category of the students' reading comprehension score. The classification of experimental class reading comprehension can be seen from the following table:

Table IV.4
The Classification of Reading Comprehension In Hortatory Exposition Text
Score on Experimental Class

No	Categories	Score	Pre-test		Post-test	
			F	**%**	**F**	**%**
1	Very Good	80-100	-		14	36.84%
2	Good	66-79	12	31.58%	20	52.63 %
3	Enough	56-65	22	57.89%	2	5.26%
4	Less	40-55	4	10.53%	2	5.26%
5	Fail	30-39	-		-	-
	Total		38	100%	38	100%

Based on table IV.4, it can be seen that there were 5 categories for students' reading comprehension of experimental class in pre-test. The frequency

of very good category was no students (0%), the frequency of good category was 12 students (31.58%), the frequency of enough category was 22 students (57.89%), the frequency of less category was 4 students (10.53%) and there was no student categorized into fail category. The table showed that the highest percentage of students' classification of reading comprehension was 57.89% in enough category. Thus, the majority of the students in experimental class was classified as enough category.

While, in post-test, the frequency of very good category was 14 students (36.84%), the frequency of good category was 20 students (52.63%), the frequency of enough category was 2 students (5.26%), the frequency of less category was 2 students (5.26%) and there was no student categorized into fail category. The table showed that the highest percentage of students' classification of reading comprehension was 52.63% in good category. Thus, the majority of the students in experimental class was classified as good category.

b) Data of Students Reading Comprehension In Hortatory Exposition Text Taught Without Using INSERT Strategy.

There were 25 items of reading comprehension in hortatory exposition text test given to the respondents in this research. From pre-test of control class, the highest score was 76 and the lowest score was 44. The data were obtained from the research by using SPSS. The data descriptions of pre-test of reading comprehension in experimental class are as follows:

Table IV.5
The Frequency Distribution of Pre-test in Control Class

**Pre_Control**

		Frequency	Percent	Valid Percent	Cumulative
Valid	44	3	7.9	7.9	7.9
	48	8	21.1	21.1	28.9
	52	5	13.2	13.2	42.1
	60	5	13.2	13.2	55.3
	64	4	10.5	10.5	65.8
	68	4	10.5	10.5	76.3
	72	7	18.4	18.4	94.7
	76	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

Based on the table IV.5, it can be seen that there were 38 respondents. In interval 44, the frequency was 3 students (7.9%), the frequency of interval 48 was 8 students (21.1%), the frequency of interval 52 was 5 students (13.2%), the frequency of interval 60 was 5 students (13.2%), the frequency of interval 64 was 4 students (10.5%), the frequency of interval 68 was 4 students (10.5%), the frequency of interval 72 was 7 students (18.4%), and the frequency of interval 76 was 2 students (5.3%).

To determine more about the pre-test in control class consisted of 38 respondents at the second year of MAN Kuok Bangkinang Barat of Kampar Regency, the researcher describes it in the following histogram which is obtained from output of SPSS.

Histogram IV.3
The Pre-test Result of Control Class
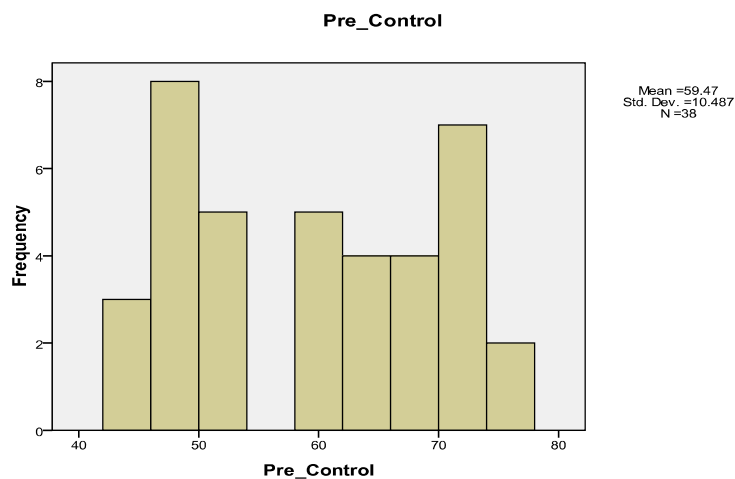
Pre_Control

Then for the post-test of the control class, there were also 25 items of reading comprehension. From the post-test, the highest score of control group was 84 and the lowest score was 48. The data descriptions of post-test of reading comprehension in control class are as follows:

Table IV.6
The Frequency Distribution of Post-test in Control Class

Post_Control

		Frequency	Percent	Valid Percent	Cumulative
Valid	48	4	10.5	10.5	10.5
	52	4	10.5	10.5	21.1
	56	4	10.5	10.5	31.6
	60	6	15.8	15.8	47.4
	64	6	15.8	15.8	63.2
	68	4	10.5	10.5	73.7
	72	7	18.4	18.4	92.1
	76	1	2.6	2.6	94.7
	80	1	2.6	2.6	97.4
	84	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

Based on the table IV.6, it can be seen that there were 38 respondents. In interval 48, the frequency was 4 students (10.5%), the frequency of interval 52 was 4 students (10.5%), the frequency of interval 56 was 4 students (10.5%), the frequency of interval 60 was 6 students (15.8%), the frequency of interval 64 was 6 students (15.8%),   the frequency of interval 68 was 4 students (10.5%), the frequency of interval 72 was 7 students (18.4%), the frequency of interval 76 was 1 student (2.6%),   the frequency of interval 80 was 1 student (2.6%), and the frequency of interval 84 was 1 student (2.6%).

To determine more about the post-test in control class which consisted of 38, the researcher explains it in the following histogram below:

Histogram IV.4
The Post-test Result of Control Class
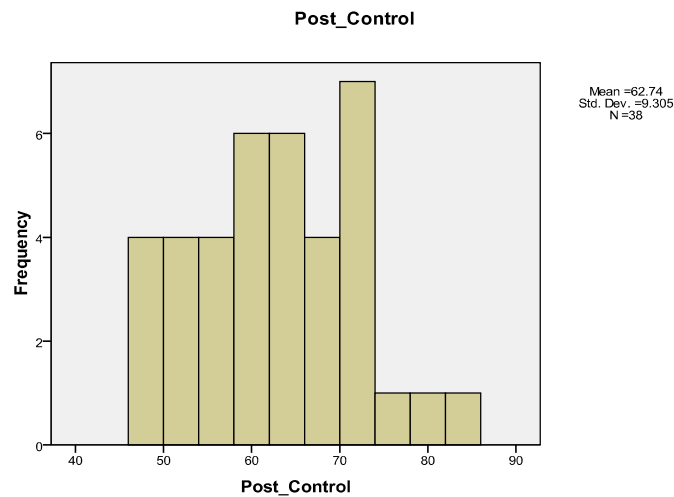
Post_Control

Mean =62.74
Std. Dev. =9.305
N =38

Based on the explanation above, the researcher classified the pre-test and post-test result of control class of the respondents to know the category of the students' reading comprehension score. The classification of control class reading comprehension can be seen from the following table:

Table IV.7
The Classification of Reading Comprehension In Hortatory Exposition Text Score on Control Class

No	Categories	Score	Pre-test		Post-test	
			F	%	F	%
1	Very Good	80-100	-		2	5.26%
2	Good	66-79	13	34.21%	12	31.58%
3	Enough	56-65	9	23.68%	16	42.11%
4	Less	40-55	16	42.11%	8	21.05%
5	Fail	30-39	-		-	-
	Total		38	100%	38	100%

Based on table IV.7, it can be seen that there were 5 categories for students' reading comprehension of control class in pre-test. The frequency of very good category was no students (0%), the frequency of good category was 13 students (34.21%), the frequency of enough category was 9 students (23.68%), the frequency of less category was 16 students (42.11%) and there was no student categorized into fail category. The table showed that the highest percentage of students' classification of reading comprehension was 42.11% in less category. Thus, the majority of the students in experimental class was classified as less category.

While, in post-test, the frequency of very good category was 2 students (5.26%), the frequency of good category was 12 students (31.58%), the frequency of enough category was 16 students (42.11%), the frequency of less category was

8 student (21.05%) and there was no student categorized into fail category. The table showed that the highest percentage of students' classification of reading comprehension was 42.11% in enough. Thus, the majority of the students in experimental class was classified as enough category.

C.   The Homogeneity of the Test

The homogeneity of the test was obtained from the result of standard deviation of pre-test in experimental and control class. The data of mean and deviation for both classes were obtained by using SPSS. The Mean and Standard deviation of both classes can be seen as follows:

Table IV.8
The Mean and Standard Deviation of Pre-test in
Experimental and Control Class

	Mean	Standard Deviation
Pre-test of Experiment	62.53	7.348
Pre-test of Control	59.47	10.487

Then, the reseacher input the square value of standard deviation (SD^2) into the formula as follows:

$$F_0 = \frac{Sb^2}{Su^2}$$

$$F_0 = \frac{7.348^2}{10.487^2} = \frac{53.99}{109.98} = 0.49$$

Based on the statistic above, it can be seen that F-obtained was 0.49. Then, determining homogeneity of the test, $F_o < F_t$. F table was compared by getting the degree of freedom (df). Getting "df", the researcher used the following formula $Df = (N_1 + N_2) - 2$

$$Df = (38 + 38) - 2 = 74$$

The degree of freedom was 74. Because the degree of 74 was not available, the researcher took 70 as the nearest score to 74. the researcher got result of Fo the degree of significant 1% and 5%. The degree significant 1% was 2.65 and the degree of significant 5% was 2.00. so, it can be analyzed that 2.00>0.49<2.65. on the other hand Fo<Ft. In conclusion, the test was homogeneity.

D. Data Analysis

1. Data Analysis of Using INSERT Strategy (Variable X)

In order to find whether or not there was significant difference in increasing reading comprehension of two classes, the reseacher calculated the data taken from the scores of the students' final test. The data were analyzed by using statistical analysis technique in order to identify the average score of both experimental and control class. This research used pre-test and post-test. There were 25 items of reading comprehension test given to 38 respondents.

2. Data Analysis of Reading Comprehension (Variable Y)

In this part, the researcher shows the pre-test, post-test and the gain of experimental class and also the control class. The data were taken from 38 respondents of experimental class and 38 respondents of control class. The data can be seen from the following table:

Table IV.9
The Students' Reading Comprehension In Hortatory Exposition Text Score

No	Students	Experimental Class			Control Class		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Student 01	48	64	16	68	64	-4
2	Student 02	68	88	20	48	60	12
3	Student 03	72	76	4	72	72	0
4	Student 04	60	72	12	52	60	8
5	Student 05	68	76	8	64	72	8
6	Student 06	64	80	16	68	60	-8
7	Student 07	56	80	24	48	52	4
8	Student 08	56	72	16	64	72	8
9	Student 09	72	68	-4	48	60	12
10	Student 10	72	80	8	60	64	4
11	Student 11	60	72	12	44	56	12
12	Student 12	72	80	8	72	68	-4
13	Student 13	68	64	-4	60	72	12
14	Student 14	64	76	12	64	64	0
15	Student 15	68	84	16	60	60	0
16	Student 16	64	76	12	64	72	8
17	Student 17	64	76	12	48	48	0
18	Student 18	60	68	8	60	68	8
19	Student 19	56	76	20	72	72	0
20	Student 20	44	52	8	48	52	4
21	Student 21	64	80	16	76	84	8
22	Student 22	60	68	8	60	68	8
23	Student 23	64	72	8	48	64	16
24	Student 24	72	76	4	52	48	-4
25	Student 25	60	76	16	52	56	4
26	Student 26	64	72	8	72	68	-4
27	Student 27	60	76	16	52	48	-4
28	Student 28	56	76	20	44	60	16
29	Student 29	48	52	4	72	76	4
30	Student 30	60	80	20	76	80	4
31	Student 31	72	80	8	48	48	0
32	Student 32	48	68	20	72	72	0
33	Student 33	72	80	8	52	56	4
34	Student 34	64	80	16	72	56	-16
35	Student 35	68	80	12	68	64	-4
36	Student 36	64	72	8	48	52	4
37	Student 37	64	84	20	68	64	-4
38	Student 38	60	80	20	44	52	8
	Total	2376	2832	456	2260	2384	124

From the table above, the calculation of total score of experimental class in pre-test was 2376 and the total score of experimental class in post-test was 2832. The gain of experimental class was 456. While the calculation of total score of control class in pre-test was 2260 and the total score of control class in post-test was 2384. The gain of control class was 124.

To determine the data analysis of the difference of the students' reading comprehension in hortatory exposition text between the students taught by using and without using INSERT Strategy, the researcher then used t-test. The data of t-test can be seen from the table as follows:

a) The result of mean and standard deviation of Pre-test in Experimental and Control Class

Table IV.10
The Statistic of Pre-Test in Experimental and Control Class

	N	Mean	Std. Deviation	Std. Error Mean
Pre_Experimental	38	62.53	7.348	1.192
Pre_control	38	59.47	10.487	1.701

The table above showed that the mean of the pre-test of the experimental class was 62.53 and the mean of pre-test of the control class was 59.47, and N (number of the case) was 38 for experimental class and 38 for control class. The standard deviation for experimental class was 7.348 and the standard deviation for control class was 10.487. Standard error mean of experimental class was 1.192 and standard error mean of the control class was 1.701. It means that the students' pre-test of experimental and control class classified was enough category.

b) The result of mean and standard deviation of Post-test in Experimental and Control Class

<div align="center">

Table IV.11
The Statistic of Post-Test in Experimental and control Class.

</div>

	N	Mean	Std. Deviation	Std. Error Mean
Post_Experimental	38	74.53	7.636	1.239
Post_Control	38	62.74	9.305	1.509

Based on the table above, that the mean of the post-test of the experimental class was 74.53 and the mean of post-test of the control class was 62.74, and N (number of the case) was 38 for experimental class and 38 for control class. The standard deviation for experimental class was 7.636 and the standard deviation for control class was 9.305. Standard error mean of experimental class was 1.239 and standard error mean of the control class was 1.509. It can be concludes that, the student's post-test in experimental class was classified as good category. Meanwhile, the students' post test in control class was classified as enough category.

a) Analysis of Experimental Class

$$X = \frac{Mx_2 - Mx_1}{Mx_1} X100\%$$

$$X = \frac{74.53 - 62.53}{62.53} X100\%$$

$$X = \frac{12}{62.53} X100\%$$

$$X = 19.19\%$$

The percentage of reading comprehension in hortatory exposition text taught by using INSERT strategy in experimental class increase 5.49%.

b) Analysis of Control Class

$$X = \frac{My_2 - My_1}{My_1} X100\%$$

$$X = \frac{62.74 - 59.47}{59.47} X100\%$$

$$X = \frac{3.27}{59.47} X100\%$$

$$X = 5.49\%$$

The percentage of reading comprehension in hortatory exposition text taught without using INSERT strategy in control class increase 5.49%.

Based on the percentage above show the diffrences between mean and standard deviation of experimental and conrol class. The experimental class increase 19.19% and control class increase 5.49%.

c) Testing Hypothesis

To obtain the result of the effect of using INSERT Strategy toward reading comprehension in hortatory exposition text, the formula of t-test can be seen the bellow:

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

$$to = \frac{74.53 - 62.74}{\sqrt{\left(\frac{7.636}{\sqrt{37}}\right)^2 + \left(\frac{9.305}{\sqrt{37}}\right)^2}}$$

$$to = \frac{11.79}{\sqrt{\left(\frac{7.636}{6.083}\right)^2 + \left(\frac{9.305}{6.083}\right)^2}}$$

$$to = \frac{11.79}{\sqrt{(1.255)^2 + (1.530)^2}}$$

$$to = \frac{11.79}{\sqrt{(1.576) + (2.341)}}$$

$$to = \frac{11.79}{\sqrt{3.917}}$$

$$to = \frac{11.79}{1.979}$$
$$to = 5.958$$

The degree of freedom(df) as follow:

$$df = (N_1 + N_2) - 2$$
$$df = (38 + 38) - 2$$
$$df = 74$$

After getting the degree of freedom above, it can be said that the degree of freedom was 74. Because the degree of 74 was not available, the researcher took 70 as the nearest score to 74. the researcher got result that "t-formulated, 5.958 is higer than t-table in level significant 5% was 2.00 and the level of significance of 1% was 2.65. It can be seen than 2.00<5.958>2.65.

The intrpretation of hypothesis can be seen below:

H_a: t_o > t-table

H_o: t_o < t-table

Ha is accepted if t_o > t–table or there is a significant difference of using INSERT strategy toward students' reading comprehension in hortatory exposition text.

Ho is accepted if t_o < t–table or there is no significant difference of using INSERT strategy toward students' reading comprehension in hortatory exposition text.

Based on the interpretation above, the researcher concluded that the score of $t_o > t_t$. It means that there is a significant difference of students' reading comprehension in hortatory exposition text taught by using INSERT strategy and without using INSERT strategy at the second year students of MAN Kuok Bangkinang Barat of Kampar Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are three conclusions of this research based on the objectives of the research:

1. The students' reading comprehension in hortatory exposition text taught without using INSERT strategy is categorized as **enough category** (62.74).

2. The students' reading comprehension in hortatory exposition text taught by using INSERT is categorized as **good category** (74.53).

3. There is significant difference of students' reading comprehension in hortatory exposition text taught by using INSERT strategy and taught without using INSERT strategy at the second year students of MAN Kuok Bangkinang Barat of Kampar Regency.

So, it can be conclude that INSERT strategy have a positive effect to the students' reading comprehension in hortatory exposition text at the second year students of MAN Kuok Bangkinang Barat of Kampar Regency.

B. Suggestion

After finding the result of the effect of using INSERT strategy toward reading comprehension in hortatory exposition text at the second year students of MAN Kuok Bangkinang Barat of Kampar Regency, the researcher would like to give some suggestions as follows:

1) Suggestion for the School:

    a. It is recommended to the school to do evaluation for students' difficulties based on the result of teaching and learning process.

    b. It is hoped for the school to establish an English club in order to expand the students' knowledge in English.

2) Suggestion for the English Teacher:

    a. It is recommended to teacher to use INSERT strategy in teaching and learning process.

    b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.

    c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted because the conducive condition in teaching would become one asset to carry the success of material to be taught.

3) Suggestion for the Students:

    a. The students should try to understand about using INSERT strategy in reading text.

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

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

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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