THE USE OF SELECTION AND ORGANIZATION STRATEGIES TO IMPROVE SECOND-GRADE STUDENTS' READING COMPREHENSION OF EXPOSITION TEXT AT SMAN 1 KEBUN TEBU

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ABSTRACT

THE USE O F SELECTION AND ORGANIZATION STRATEGIES TO IMPROVE SECOND-GRADE STUDENTS' READING COMPREHENSION OF EXPOSITION TEXT AT SMAN 1 KEBUN TEBU

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The research was conducted to find out whether there is any significant improvement on students' reading comprehension of analytical exposition text after the use selection and organization strategies. This research is quantitative research and used one group pretest-posttest design as the method. The subject of this research is 36 students at second grade of SMAN 1 Kebun Tebu in class XIIIS 3. Instruments that used in this research were reading test.The data were collect through paired samplet-test SPSS 16.The results of the research , there is significant improvement on student's reading comprehension of analytical exposition text after the use selection and organization strategies. The results showed that the students' mean score on the pre-test was 61.22 and the mean score on the post-test was 70.67.

Keywords:Reading ,analytical exposition text, selection and organization strategies.

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Fatimah Azzahra

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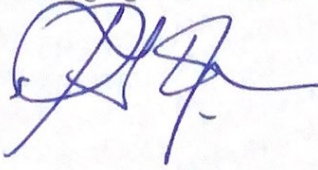
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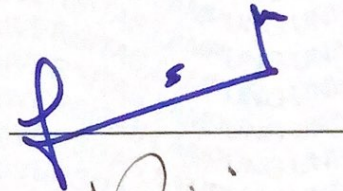
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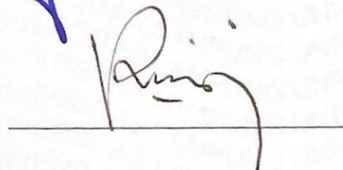**ADMITTED BY**

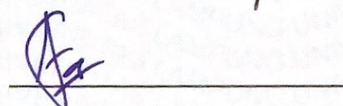1. Examination Committee

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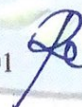Examiner   : **Drs. Huzairin, M.Pd.**

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                        Improve Second Grade Students' Reading Comprehension
                        Of Exposition Text at SMAN 1 Kebun Tebu .

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuansaya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagiantertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 12 Juni 2023
Yang membuat pernyataan,

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CURICULUM VITAE

Fatimah Azzahra was born in Purawiwitan on September 6th, 1999. She is the first child of a great couple Akhmad Ramli and Yati Daryati. She has one sibling, one young brother named Mustafa Kemal Pasha .

She began her first education at TK Darma wanita Purajaya 2005, after that she continued her study at SDN 1 Purawiwitan in 2006 and graduated in 2012. In the same year, she was accepted at SMPN 1 Kebun Tebu and graduated in 2015. Then, in 2015 she pursued her study at SMAN 1 Kebun Tebu and graduated in 2018. After graduating from SMAN 1 Kebun Tebu, she was accepted into the English Education Study Program of the Faculty of Teacher Training and Education at Lampung University through SNMPTN in 2018.

During her study at Lampung University, she enjoyed her experience during the Community Service Program or *Kuliah Kerja Nyata* (KKN) at Desa Cipta Mulya Lampung Barat and Teaching Practice Program or *Pengenalan Lingkungan Persekolahan* (PLP) at SDN 1 Cipta Mulya in 2021. To complete her study, she undertook research related to ''The Use Selection and Organization Strategies to Improve Second-Grade Students' Reading Comprehension Of Exposition Text at SMAN 1 Kebun Tebu'' at SMAN 1 Kebun Tebu .

DEDICATIONS

With full of love and appreciation, this script is proudly dedicated to :Allah Subhanahu Wa Ta'alla   and Rasulullah Shalallahu Alaihi Wassalam . My beloved parents, father and mother, Mr. Akhmad Ramli dan Mrs. Yati Daryati. My young brother Mustafa Kemal Pasha . They are truly the most perfect gift from Allah has ever given me and they are a light in my life who always guide me .

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MOTTO

Bepatient And bepatient. Verily Allah is with those who are patient.

(QS.Al-Anfaal:46)

Way out for the pious Who ever fears Allah,He will make away out for him,and provide him with sustenance from a way he did not expect, and whoever puts his trust in Allah, Allah is sufficient for him.

(QS.Ath-Thalaq:23

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Finally, the researcher realizes that this research is still far from perfection. Therefore, constructive criticism, comment and suggestion are welcomed for better research. Hopefully this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, 10 March 2023
Researcher

Fatimah Azzahra

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CHAPTER I
INTRODUCTION

This chapter deals with the background of the research , formulation of the research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Research

According to T. Hudson (2007), reading skills in general represented in four categories: word attack (decoding skill), comprehension skills, fluency skills, and critical reading skills. Among the four skills, comprehension skill seems to be the main one the most important skills needed by students in high school level. However, based on the experience of researchers in teaching English at the high school level, mostly students tend to have low comprehension abilities. Several aspects considered factors that influence student reading comprehension, such as lack of knowledge of English, is low motivation in reading, and lack of awareness of reading strategy. Many studies have been conducted to measure awareness of reading strategies. More specifically, study explore the use of reading strategies and other influencing factors, such as the field of study, and the experience of learning English.

According toN. Munsakorn (2012) . Studies show that the use of reading strategies is not influenced by the field of study, and learning English. Therefore, it is important to investigate further insight into the use of reading strategies and other factors which might influence the use of reading strategies. Primarily, the current study focuses on differences reading strategies used by students at various levels reading skills. Furthermore, this research seeks to find out the extent to which the use of reading strategies in helping students to understand English text, especially exposition text. Recent studies are different from previous research in several aspects: First, this research done at the high school level. Second, this Survey research focuses on the

use of reading strategies, selection and organization of reading strategies based on students' reading ability, and students' understanding of exposition text.

According to Byrnes (1998:8) reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning is. The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to achieve comprehension. Reading comprehension is an important academic skill. It underpins school learning and becomes increasingly important in all subject areas as students progress through the grades. According to Gersten et al., (2001) ; Swanson (1999), students' success in comprehension is influenced by how interesting and relevant they find the text they are reading, their competencies in recognizing, decoding, and pronouncing words fluently and accurately, they awareness of the different purposes associated with reading and facility with comprehension monitoring strategies. "Reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading".David Nunan (1989:33).

So, in the classroom, in the students' reading observation activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension in reading is needed David Nunan, (1989).

When the researcher conducted the pre-observation at SMAN 1 Kebun Tebu. The english teacher said that students get some difficulties in reading comprehension, especially in the exposition text.When students are reading, sometimes it is difficult for them to understand what they are reading.This can be extremely frustrating for students. Students generally also experience problems in recalling textual ideas,

identifying main ideas, and they tend to have difficulties monitoring their comprehension and relating new information.

Exposition texts are harder to read because they explain particular contents unlike fictional texts in which readers can easily follow the plot. Exposition text is a non-fiction text that contains and explains information or knowledge based on actual facts. According to McCormick,Zutell (2015)states that there are several characteristics of exposition text may contribute to this difficulty: technical vocabulary, high density of facts, unfamiliar content, and cognitively demanding concepts.Martin and Rose (2003:11) define exposition text is one of persuasive texts and there are two types of exposition texts, those are analytical exposition text and hortatory exposition text. Analytical exposition text is an exposition text that function is to justify position and persuade the reader or listener something in the case. On the other hand, hortatory exposition is a text that function is to persuade the reader or listener that some sort of action should be taken. Gerot and Wignell (1994: 197) state the purpose of analytical exposition is to persuade the readers that something is in the case.In this research, the researcher chooses an analytical exposition for the text to be studied.

However, if students are reading to learn,they need to use effective strategies that is selection and organization strategies. The reason why the researcher use selection and organization strategies because students' ability to select and organize the most important information in a text may keep them from becoming bogged down by less important details. Being able to identify the structure of a text is a helpful precursor to this objective because students learn that the important information is based on the text's structural elements (the problem and solution in a problem and solution passage or the similarities and differences in a compare and contrast passage). We present strategies first for selecting and then for organizing information from passages. According toShanahan (2010). The choice of text can help the success of a reading lesson. Because students have such different needs, there is no such thing as "one size fits all" when selecting a text for teaching reading comprehension. Additionally, sele

cting texts that align with student interest and background knowledge may also increase their motivation to persevere in comprehending a more challenging text. Exposition text can also be challenging because its structure is different from the typical story structure familiar to students. From the text mentioned, the writer decides to study about exposition text because of some reasons. Firstly, the writer knows that exposition is one of text types which are unfamiliar for the students. It is for the first time for the students to learn exposition text in this grade of school. It means the students never learn about this text in the previous level of school before. Obviously, the students face something new in learning this text. Secondly, exposition text is one of the text types which are mostly found in their real life. Unconsciously, the students will face with these types of text such as in the magazines, newspapers, tabloids, and news in their daily life. For this purpose, the organization of exposition text becomes an essential variable in students' understanding and remembering. Students need to understand how topics and supporting information relating to each other. Based on the syllabus, students of class XI SMA in even semesters must study a exposition text.

According to Anderson, Pichert, and Shirey (1979), knowledge of the structure of content area reading facilitates comprehension because it provides schemata or concepts for the reader to place topics and supporting details concerning one another. The researcher tries to determine how far the students' comprehension of exposition text is significantly after they are taught using selection and organization strategies. It hopes that by using the selection and organization strategies, the students understand in learning exposition reading text. The selecting and organized reading of the students benefits their conditional and procedural strategic knowledge. In accordance with prior research on reading strategies. According to Dole, Nokes, and Drits (2009), this procedural knowledge can also allow college students to apply their strategies competence to construct the that means of a textual content and, furthermore, to examine texts greater fluently through focusing at the maximum applicable elements

of a sentence as well as on linguistic factors indicating the members of the family of sentences.

In the previous research, there are several researchers who examined the same case. Wahyuni (2013) studied reading comprehension by improving students' reading comprehension in analytical exposition in small group discussions by using classroom action research in class IPS at second grade SMA Budi Utomo Sukarja.

Then, Veranda (2014) investigated whether or not the multipass strategy increases students' achievement in reading comprehension on analytical exposition text.

Bastian (2018) conducted a study about improving students' reading comprehension ability in analytical exposition text through Think-Pair-Share technique at the Second Grade of SMAN 10 Bandar Lampung. In this research, the researcher will do something different from the previous research. The difference is using a selection and organization strategy

1.2 Formulation of the Research Questions

Based on the background above, the research problems can be formulated as follow.
"Is there any significant improvement on student's reading comprehension of analytical exposition text after the use of selection and organization strategies ?"

1.3 The Objective of The Research

In relation to the statement of the problem above, the objectives of the research are determined as follow.
"To find out there is significant improvement on students reading comprehension of Analytical exposition text after the use of selection and organization strategies."

1.4The use of the Research

This research useful for :

1. For students

This study is expected to help the students' learn analytical exposition text and knowing selection and organization strategies in reading comprehension. It will help the readers to increase knowledge particularity in understanding analytical exposition text in reading comprehension.

2. For teachers

Teachers are expected to apply selection and organization strategies of analytical exposition text when teaching reading comprehension. The research practically can be used as the reference forthose who want to conduct a researcher in English teaching learning process especially about the use of selection and organization strategies to improve in reading comprehension of analytical exposition text.

1.5 Scope of The Research

The scope of this research is limited to be teaching and learning reading at SMAN 1 Kebun Tebu on second-grade of academic year 2022/2023. This research was a quantitative research which aimed to find out the significant improvement in students reading comprehension of analytical exposition text after the use of selection and organization strategies. Further, this research only focused on the analytical exposition text . Pre-test and post-test are the choices of the researcher in this study to see the significance improvement of students' Reading comprehension.

1.6 Definition of Term

Definitions of terms are provided to avoid misunderstanding regarding the concept, definitions of terms are defined as follows:

1. Reading Comprehension

Reading mean the consequence of a cognitive interaction between the researcher and the readers. During this process, the readers build the meanings intended by the author's idea of the content of the text. Furthermore, readers need to have

good interaction and the technique of understanding the material.(Nuttall, 1996) . Reading comprehension can be conceptualized as an interactive process requiring the dynamic combination of a reader's background knowledge with the information decoded from text (Gersten et al.,2001;Swanson, 1999). The effective comprehension of printed material is also related to text-based factors, such as the structure and quality of texts, and the familiarity or complexity of the concepts presented and the vocabulary used (Raben et al., 1999).

2. Selection and Organization Strategies

a. Selection

The choice of text can help the success of reading lessons. Because students have different needs when choosing texts for teaching reading comprehension.

b. Organization

Using the organization of text is just one variable influencing learning. Meaning is not in the text. Readers actively construct meaning (Spiro, 1980) in order to understand and remember.

3.Exposition Text

According to Djuharie (2007: 31) stated that in the exposition text researcher thrust view, idea, or in the idea that a topic or phenomenon or problem needs attention or data amplifier without appeared attempt to influence or persuade the reader to have the attitude of the pros-cons of something.

a. Analytical Exposition Text

Siahaan (2008: 34) concludes "Analytical exposition text is neither a paragraph nor an essay.When we are read a text, we should have a skill to comprehend the text by our understanding based on the text. Suparman (2008: 62) says "the social functions of analytical exposition are to persuade the reader or listener that something is the case."

b. Hortatory Exposition Text

Siahaan (2008) concludes "Hortatory exposition is a type of persuasive English text. Usually, this type of text is used to explain to the reader something that is allowed or not to be done. This type of text is of course formal and must also be written based on facts.

CHAPTER II
LITERATURE REVIEW

This chapter explains some theories and study findings which are relevant to the present research. There are, previous studies concept of reading comprehension ,reading comprehensionaspects, analytical exposition text, variety of analytical exposition text stucture, Strategies for improving exposition of reading comprehension,selection and organizaion strategies in reading comprehension of analytical exposition text, the advantages and disadvantages of using selection and organization strategies, theoretical assumption and hypothesis.

2.1 Previous Studies

In doing the research, the writer found some previous research that can be based on consideration for the writer's research. In this point, the writer tries to explain what the previous researchers discuss in their research. Moreover, the writer will take some points of their researchers related to the writer's study.

The first study was conducted by Bastian (2018) study about improving students' reading comprehension ability in analytical exposition text through Think-Pair-Share technique at the Second Grade of SMAN 10 Bandar Lampung. He had found that find out whether there was a statistically significant difference of the students' reading comprehension achievement between the pre-test and post-test in the implementation of TPS technique.

The second study was conducted by Mahdum (2017) investigated the ability of second- year students of SMA N 1 Benai in reading comprehension of analytical exposition text. She wanted to know students' highest and lowest score in reading comprehension components.

The third study was conducted by Roehling (2017). The research aimed to know that students will be able to identify the structure of an analytical exposition text , students will be able to select and organize the essential information in an analytical exposition text , students will be able to summarize an analytical exposition text , and students will be able to write their analytical exposition text .

Based on the three previous studies above, the researcher also researched teaching reading comprehension by using selection and organization strategies in learning analytical exposition text. However, the material is almost the same in the research that it also has differences. The first one is research by Bastian. His learning objective was to find out whether teaching text structure analytical exposition text s is an effective technique to improve reading comprehension. Mahdum wrote the second previous study. Her research was applied for second grade . Otherwise, the researcher will apply the strategy for second grade in junior high school. Siregar wrote the third study. The researcher applied a learning together strategy in teaching reading comprehension of exposition text. This research will apply selection and organization strategy in teaching reading comprehension of exposition text.

2.2 Concept of Reading Comprehension

There are many definitions of reading comprehension accepted by some experts. According to Klingner (2007), reading comprehension is "the process of constructing meaning by coordinating several complex processes that included word reading, word and word knowledge, and fluency." It refers to interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers, mention the skills that the students want to use. They give them opportunities to practice those skills through workbooks or worksheets and finally assess whether or not they use the skill successfully.

Reading is an enjoyable, intense, private activity. The readers get much pleasure and absorb the reading Alderson (2000: 28) defines. According to Pang (2003:14), comprehension is the process of making sense of words, sentences, and connected text. He says that comprehension is the process of deriving the meaning of one word to another in a text. Readers typically use background knowledge, vocabulary, grammatical knowledge, experience with a text, and other strategies to help them understand the written texts.

According to Mc Neil (1992:16), comprehension is the mind or power to understand what has been written. It means that the term of comprehension is that readers expect to understand fully. Thus, reading and comprehension are regarded as one activity that cannot separate. Reading comprehension is a necessary skill throughout schooling and a vital component of transitioning to adult responsibilities. It is the complex outcome of the process of constructing meaning from print.

Based on the description above, it is possible to infer that reading is an interactive process that takes place between the reader and the text, a reader can use his or her experience, and techniques to catch meaning and understanding the content of the text. It means that the readers attempt to understand the words they encounter in print and deduce the meaning of the written text. As a result, reading provides a thorough understanding of the author's message.

2.3 Reading Comprehension Aspects

The main purpose of reading is comprehension. From reading, the students will get some valuable information if the students can get what is the author intended to convey. To make it happen the readers or the students need to know the aspects of reading comprehension. According to (Nuttall, 1996) there are several reading comprehension aspects that students should master, including:

1. **Identifying the Main idea**

   (Duffy, 2009) states that main idea refers to the "big idea" or the main concept found in text. To identify the main idea, readers must understand what the

primary message that the author needs to convey by summarizing it and looking for repetition ideas. It is also found in the first sentence of the paragraph. To figure it out, the reader must think across the entire text.

2. Finding Specific Information in the Text

The reader must scan particular details when reading factual material. Factual information is the information that is explicitly stated in the text. There are many different forms of factual information definition, example, facts, an incident, analogy, comparison, cause and effect, statistics, and quotation. In which, the majority of the answers may be found in the text. To find the specific information the reader only reads a few sentences that are connected to the questions.

3. Determining Reference

It is essential to understand the references used in a text because the references often used in a text in order to avoid the repetition word. A text would be monotonous to have and repeat the same term or phrase every time an author uses it.

4. Making Inference

In reading comprehension, making inferences is very important. This process is how students to thinking more deeply about the implicit meaning in the text. It is an ability that allows students to integrate their prior knowledge to comprehend something that is not explicitly stated in the text.

5. Understanding Vocabulary

Vocabulary is essential for reading comprehension. Readers cannot comprehend what they are reading without knowing the majority of the words really mean. It is necessary to understand vocabulary in the text, (Harmer, 1997) the most important aspects of successful reading is the ability to understand the meaning of vocabulary items from context.

From the explanation above, the benefits of locating the main idea, determining reference, making inference, finding specific information in the text, and

understanding vocabulary help the readers to understand the points the author attempting to convey.

2.4 Analytical Exposition Text

The analytical exposition text presents information, opinions, or ideas. It exposes something about a topic and persuades the readers by presenting arguments. Gerot and Wignell (1994:195-210) state that exposition text is a kind of writing that explains or informs. The term exposition comes from the word expose, which means "to uncover, make known, and reveal." Exposition writing (in terms of a single paragraph) will reveal what you know, what you believe. It can be concluded that exposition text is a type of text which functions to inform, explain, and then persuade the readers by presenting arguments.

2.5 Variety of Analytical Exposition Text Structure

The generic structure is the way in which elements of a text are arranged to match its purpose of reading. Generic structure of analytical exposition text consists of thesis, argument, and reiteration. Thesis introduces the topic which will be talked about. Then to support and criticize the topic, the students need to elaborate the evidence to convince the audience called argument.

Rachmat Wahidi (2009) notes that this structure can be observed by readers, and writers will use this knowledge to structure the generic structure of analytical exposition are:

1. **Thesis**

   Introducing the topic and indicating the writer's position. This is an introduction to the topic of writing that shows how the author behaves towards the topic being discussed. In what position the author is on the topic being explained.

2. **Arguments**

   Explaining the arguments to support the writer's position. An explanation that supports why the author is in the position that has been stated in the first paragraph with various kinds of arguments and evidence to support his position.

3. **Reiteration**

   Restating the writer's position a kind of conclusion and restatement of the author's opinion on the topic being discussed.

2.6 Selection and Organization Strategies in Reading Comprehension of Analytical Exposition Text

Selection and organization strategies is a strategy outlines key principles that should be appired to any assessment and selection process that is focused on identifying and retaining talent in an organization. Selection of learning experiences is concerned with making decisions about the experiences in theory and practice which need to be given to the students undergoing any educational program. This section will help them understand the concept, basis, principles, and criteria of selection of learning experience. The subject matter or content must be within the schema of the learners. It should be within their experiences. After deciding on the content, the next step is organizing the content in a form that will facilitate learning. Organization strategy is when learners arrange materials into frame order, stock words remembered by learners, and order into meaningful categories (Elihami,2017).

Reading is an essential language skill, particularly in cases where students read English material for their specialist subject. Reading is also crucial because we can say that most good readers have a better chance to succeed in their education life. On the other hand, the worse their reading skill, the worse their chance in their education life. Following an explanation, as mentioned above, the researcher chooses the analytical exposition text to consider the text type when teaching reading comprehension to the students as it includes the treatment.

Analytical Expositiontext is the number one supply of studying to provide educational content materialtechnological know-how, social research. Analytical exposition textual content can also be challenging due to the fact its shape is different from the typical story structure acquainted to students. Structure refers to the manner statistics is organized in a textual content. Furthermore, college students must locate some thoughts and explicitly and implicitly whilst reading the analytical exposition text. But, coaching analyzing is tough for the lecturers due to the fact they attempt to help college students apprehend the text regardless of one of a kind background information of every student to realize the analyzing textual content. Based on the problem mentioned earlier, there must be a technique to enhance the skills. The researcher will apply selection and organization strategy in reading comprehension of analytical exposition text. Many variations on concept mapping techniques exist to help the students decide on an organizational structure for their content.

2.7The Advantages and Disadvantages of Using Selection and Organization Strategies

For all students, learning English as a foreign language is not easy. The researcher has to provide a quality atmosphere to ask the inducement and interest of all students. It is miles accomplished to take college students' ease in obtaining the language. They no longer best get the prospect of what they have examined and get satisfaction from the mastering. There are some advantages of reading using selection and organization strategies.

1. Containing rich ideas and information.
2. Aligning with the purpose of the lesson.
3. An appropriate difficulty level for students' word-reading and comprehensionSkills.
4. Developing their ability to engage in higher-order discussions about the text.
5. Increasing students' ability to apply reading comprehension strategies.

The disadvantages of using selection and organization strategies in teaching reading comprehension are:

1. Structure is different from the typical story structure familiar to students.

2. Students often become bored and inattentive.

3. Assumes all individuals have the same abilities and motivations and therefore restricts or hurries individual progressions.

4. Unfamiliar content

2.8 Theoretical Assumption

Getting some information from reading text is one of the students' problems that have to be overcome by the teacher. Many students always feel this subject is complicated to do. So, the score of their reading is deficient. Therefore, to solve this problem, the teacher must use a new technique to attract the students' attention to reading comprehension.

The success in teaching analysis is inspired by the technique used inside the coaching method. The teacher should pick out the perfect technique in coaching analyzing comprehension. The use of choice and corporation strategies in reading comprehension facilitates the students to pick the crucial information from passages. It is far a suitable education in coaching reading comprehension because it can boost self-regulated strategy use and scholar engagement or motivation to foster content learning. College students' potential to pick and prepare the essential facts in a text may additionally keep them from turning slowed down through much less critical information. Therefore, the researcher expects an improvement in students' reading ability by using selection and organization strategies.

2.9Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis as follows:

> H_1:There is a significant improvement on students reading comprehension of analytical exposition text after the use of selection and organization strategies.

According to the explanations above, this research focuses on the theories that relates to the research. They are previous studies, exposition text, variety of analytical exposition text structure, selection and organization strategies in reading comprehension of analytical exposition text, the advantages and disadvantages of using selection and organization strategies, theoretical assumption, and hypothesis.

CHAPTER III
RESEARCH METHOD

This chapter discusses the following points: research design, population and sample, research instrument , research procedure , data collecting techniques , validity reliiability, discrimination power, scoring system and data analysis.

3.1 Research Design

In conducting this research, the researcher used quantitative study. The research design that the researcher used in this study is *a single group pretest-posttest design*. Single group means that this study only used one class as the experimental class. Pretest-Posttest was served to measure the success of the study. The researcher was given the pre-test to know students' ability in reading before the treatment, and the post-test is used to find out the statistically significant improvement of students reading ability after the implementation of selection and organization strategies. Referring to Setiyadi (2018), the design presents as follows:

$$G = T1 \ X \ T2$$

G : refers to the group (one class)

T1 : refers the pre-test

X : means the treatment

T2 : relates to the post-test

3.2 Population and Sample

1. **Population**

   The population is the group of interest to the researcher, the group that the researcher would ideally like to generalize the results of study (Gay, 2012).The population of this research is the second-grade students of SMAN

1 Kebun Tebu. Which consist of six classes. It can be seen in the following table :

Table 3. 1 Class distribution of second grade students of SMAN 1 kebun Tebu

No.	Classes	Population	
		Male	**Female**
1.	X1 MIA.1	14	23
2.	XII MIA.2	10	25
3.	XI IIS.1	20	16
4.	XI IIS.2	16	20
5.	XI IIS.3	18	18
6.	XI IIS.4	16	21
Total population: 193		91	123

Source: Administration SMA Negeri 1 Kebun Tebu,2022

2. **Sample**

The sample was chosen by using cluster random sampling. According to Sugiyono (2001) Cluster random sampling technique is a technique of taking samples from members of the population which is done randomly without regard to the existing strata in the population . Probability sampling method in which you divide a population into clusters, and then randomly select some of these clusters as your sample. The clusters should ideally each be mini-representations of the population as a whole. So that the population has the same opportunity to be the sample of this research. There are six classes of second-grade at this school. Meanwhile, the researcher will only use one class, second grade as the representative for this research. The class consists of 36 students in second grade.

3.3 Research Instrument

In this research the researcher was got the data by conducting a reading comprehension test. The reading comprehension test was divided into pre-test and post-test. Pretest was conducted to measure the students' reading ability in comprehending the text before the treatment. Meanwhile, posttest was conducted in order to find out how far students' improvement in reading comprehension after conducting the treatment by using selection and organization strategies. The test contains of five aspects of reading which are main idea, specific information, inference, reference, and vocabulary. The test that was used in the pre-test is the same with the test that was used in the post-test, but the questionswas re-arranged. Therefore, before conducting the pre-test and post-test, the writer has to make a try-out of 60 items first, and test whether the questions that was used for the pre-test and post-test are reliable and valid.

3.4 Research Treatment

In order to collect the data, some procedures will be applied as follows:

1. **Determining the population and sample**

   The population is every second-grade student at SMAN 1 KebunTebu. There were six classes of second-grade at that school, but the researcher took only one class as the representative and it was second grade.

2. **Selecting the material**

   The reading materialwas used determine by the level of the students. Therefore, the researcher used the syllabus of the second-grade of Senior High School students based on school curriculum. In consequence, this research was focus on analytical exposition text.

3. **Try-out the instrument**

   Try-out was conducted before the pre-test for the treatments. This activity was conducted in order to investigate the validity and the reliability of the tests' items, wheter the test appropriate for the students or not.

4. Administering pre-test

Pre-test was conducted before the treatments. It aims to check students' reading ability in determining main idea, finding specific information,determining references, making inference, and understanding vocabulary in texts.

5. Conducting treatment

After the researcher gave the pre-test, treatments was given in three meetings. Every meeting was taken90 minutes.The researcher was taught some reading materials by using selection and organization strategies. Different assignments were given to the students for each session, and the materialswere about analytical exposition text.

6. Administering post-test

Post-test was given after giving the treatments. It aims to find out whether there was a significant improvement of students' reading comprehension after the treatments given. It was administered for 90 minutes 50 items of multiple choices.

7. Analyzing the data

The result of pretest and posttest will be analyzed by using *repeated measuret-test* to compare the data of the two means score (Hatch and Farhady:1982). The result was identified from the average scores of the pre-test and the post-test bycomparing them to see the improvement of the students' reading comprehension.

3.5 Data Collecting Techniques

In conducting this research, the researcher needs a technique to collect the data. The researcher uses the following tests (pre-test and post-test). Before pre-test and post-test the researcher give students Try-out.

1. Try-out

Try-out was conducted before the pre-test for the treatments. This activity was conducted in order to investigate the validity and the reliability of the tests' items, wheter the test appropriate for the students or not. The test was in the form of

multiple choices . There are 60 items that should be answer by the students with the five options (a,b,c,d and e). It requires 90 minutes for the try-out.

Table 3.2. Table Specification of Try-out

No.	Skills of Reading	Item numbers	Percentage of items
1.	Identifying the Main Idea	1,2,5,12,17,19,25,37,42,51,55,59	20%
2.	Finding Specific Information	4,6,9,10,21,32,38,41,44,53,56,60	20%
3.	Making Inference	3,13,20,23,26,28,31,35,45,49,50, 52,	20%
4.	Determining Reference	8,14,15,22,24,29,32,34,36,39,43, 48,	20%
5.	Understanding Vocabulary	7,11,18,16,27,30,40,46,47,54,57, 58	20%
Total		**60 Items**	**100%**

2. Pre-test

The researcher was given the pre-test to the students to measure the students' reading comprehension ability before getting the treatments. The test was in multiple choices in which the students was asked to answer 50 items where the choices consist of one true answer and four distracters. In this test, the students are given 90 minutes to do the test.

Table 3.3. Specification of Pre- Test

No.	Skills of Reading	Item numbers	Percentage of Items
1.	Identifying the Main Idea	1,4,10,15,21,29,34,43,46,49	20%
2.	Finding Specific Information	3,5,8,17,30,33,36,44,47,50	20%
3.	Making Inference	2,11,16,119,22,24,28,37,41,42	20%
4.	Determining Reference	7,12,13,18,20,26,27,31,35,40	20%
5.	Understanding Vocabulary	6,9,14,23,25,32,38,39,45,48	20%
Total		50 Items	100%

3. Post-test

The researcher was given the post-test right after giving the treatments to the students to measure how far the students' improvement in reading comprehension ability after they get the treatments. This test also consists of 50 items of multiple choices with five alternative answers and has to be done for about 90 minutes. The test that will be used for post-test is the same with the test that is usedfor pre-test, but the questions will be re-arranged.

Table 3. 4 Specificasion of Post-Test

No.	Skills of Reading	Item numbers	Percentege of Items
1.	Identifying the Main Idea	1,5,15,18,26,31,40,43,46,48	20%
2.	Finding Specific Information	2,8,11,27,30,33,41,44,47,50	20%
3.	Making Inference	6,13,16,19,21,24,37,38,39,49	20%
4.	Determining Reference	4,7,10,12,14,23,25,28,32,36	20%
5.	Understanding Vocabulary	3,9,17,20,22,29,34,35,42,45	20%
Total		50 Items	100%

3.6 Validity

The researcher measure the validity of reading comprehension test using inter-rater validity. The degree of agreement among raters is termed as inter-rater validity (Setiyadi,2018).Additionally, the raters assessed whether the reading test is suitable or not with the syllabus and aspect of reading . For evaluating and deciting the validity of reading test , the researcher will adopt those kinds of validity and consider the decision from the 2 raters (English teacher) .

    a. **Content validity**

Content validity relates to all the items that include in a test. To meet this validity, the researcher has to see all the indicators of the items in the test and analyze them thoroughly to see whether the test is a good reflection of what has been taught (Setyadi, 2006:22). To get the content validity of reading comprehension, the researcher was try to create the materials based on the standard competence in syllabus for the second-grade of Senior High School students. The validity of the instruments was referred to the content and construct validities in which the questions represent five sort reading skills, i.e. determining main idea, finding detail information, reference, inference, and vocabulary (Nuttal, 1982).

    b. **Construct validity**

Construct validity is about the instrument form. It investigates the research instrument appropriateness to the research object. In construct validity, the instruments are measured based on some indicators.Construct validity concerns whether the test is actually in line with the theory of what reading means to know the language (Hatch and Farhady, 1982). In order to know that the test is really the true reflection of the theory of language that is being measured, the items should be ableto test the students whether they have mastered the reading text. As what has been described in Nuttal'stheory, the construct validity in the instrumentsis represented by five short reading skills: main idea, specific information, reference, inference, and vocabulary.

c. Face validity

According to Sekaran (2006), face validity is a test conducted to show that statement items have the impression of being able to reveal the research concept to be measured.

3.7 Reliability

Hatch and Farhady (1982: 243) state that the reliability of a test can be defined as the extent to which a test procedures consistent result when administered under similar conditions. To measure the coefficient of the reliability between odd (x) and even (y) of the test items, the researcher usesperson product moment formulaas follows:

$$r^1 = \frac{\sum XY}{\sqrt{[\sum X^2]\,[\sum Y^2}}$$

Where:

r_1 = coefficient of reliability between first half and second half items

X = total number of odd numbers item

Y = total number of even numbers item

X^2 = square of X

Y^2 = square of Y

(Lado in Hughes, 1991)

After getting the reliability of half test, the researcher uses "Spearman Bown's Prophecy formula" (Hatch and Farhady, 1982) to determine the reliability of all tests, as follows:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

r_k: The reliability of the whole tests

r_{xy}: The reliability of half test

(Hatch and Farhady, 1982)

The criteria of reliability as follows:

1.90–1.00 = high

0.05– 0.89= moderate

1.0 –0.49 = low

3.8 Level of Difficulty

The difficulty level was defined as the proportion of correct responses, that the higher the difficulty, the lower proportion correct, and the higher the proportion incorrect (Henning, 1987). To find out the level of difficulty of the test, the researcher used the following formula:

$$LD = \frac{R}{N}$$

LD   =Level of Difficulty

R   =the number of students who answer correctly

N   =the number of the student

The criteria are:

LD < 0.30   = difficult

LD = 0.31- 0.70 = satisfied

LD > 0.71- 1.00 = easy

(Shohamy, 1985)

3.9 Discrimination Power

The difficulty level is defined as the proportion of correct responses, that the higher the difficulty, the lower proportion correct, and the higher the proportion incorrect (Henning, 1987). To find out the level of difficulty of the test, the researcher used the following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Where:

DP = discrimination power

U = the proportion of upper group students

L = the proportion of lower group students

N = total number of students

The criteria are as follow:

0.00-0.20 = poor

0.21-0.40 = satisfied

0.41-0.70 = good

0.71-1.00 = excellent

Negative = bad items (should be omitted)

(Heaton, 1975)

3.10 Scoring System

In scoring the students' results of the test, the below formula is used. The ideal high score is 100. The researcher calculated the average of the pre-test and post-test by using this formula:

$$S \frac{r}{n} 100$$

Where :

S = the score of the test

r = the total of correct answers

n = the total items

(Arikunto, 1997)

3.11 Data Analysis

In order to know the students' progress in comprehending the texts and the students' scores will be computed by doing three activities:

1. Scoring the pretest and posttest

2. Tabulating the result of the test and calculating the mean of pretest and the post-test. The mean was calculated by applying the following formula:

$$M = \frac{\Sigma x}{N}$$

The formula above is illustrated as follows:

M deals with mean (average score)

Σx relates to the total students' score

N refers to total number of students

(Hatch and Farhady, 1982)

3. Drawing conclusion from the tabulated results of the test given, that will be by statistically analyzing the data using statistical computerization i.e paired t-test of Statistical Package for Social Science (SPSS) to test whether the improvement of students' gain will be significant or not, in which the significance will be determined by $p < 0,05$. It will be used as the data from one sample (Hatch and Farhady, 1982: 117). In order to know whether the students get any progress, the formula will be as follows:

$I=X_2–X_1$

The formula can be explained as follows:

I relates to the improvement of students' reading comprehension achievement

X1 explains to the average score of pre-test.

X2explains to the average score of post-test

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions for English teachers who want to try implementing the Selection and Organization Strategies to teach narrative text in reading comprehension and other researchers who want to conduct similar research.

5.1 Conclusions

Based on the results of data analysis and discussions, the researcher concludes that there is typically a difference in students' reading comprehension before and after being taught through Selection and Organization Strategies as the whole aspects of reading comprehension. We see the result in finding above where before and after giving treatment to the students. It can be seen from the pretest and posttest results which shows that the student's score in the posttest is higher than the student's score in thepretest,with a gain score of 9.45 points. After applying Selection and Organization strategies, there are 65% (from 8% in pretest to 72% in posttest) of students reach the minimal mastery criterion of the English subject.

Besides that, the most significant improvement of aspects of reading is finding references. Thus, there is a significant improvement in students' reading achievements in analytical exposition text after they were taught through Selection and Organization strategies.

5.2 Suggestions

The researcher would like to propose some constructive suggestions regarding the several conclusions above. Firstly the teacher, who is in the teaching and learning process, is suggested to apply Selection and Organization strategies as one of the strategies in teaching reading comprehension on analytical exposition text. The reason why the researcher chooses analytical exposition text because it is structured to facilitate the study process for prospective readers. The text contains structural

elements that help guide students through their reading. The text can help students to be active learners, especially in reading comprehension as well. Moreover, implementing Selection and Organization strategies can improve students' reading achievements. Conversely, Selection and Organization strategies do not improve in a balanced result in aspects of reading. Considering the results of the student's ability, it is suggested that the students need to focus more on identifying the main idea since those aspects are pretty tricky for them in reading comprehension.

Further research can continue this field of study by focusing on how improving the student's ability to identify the main idea to overcome this situation to represent all aspects of reading can improve in a balanced number. Therefore, the students get more comprehension in reading. Secondly, for further research, picture the classroom and analyze the students' reading levels on the first day of school before you determine what text do you want selected in the research. It can conduct other kinds of text like descriptive text, recount text, or report text. Furthermore, it is suggested to include another proper method of data collection, like an observation sheet, to recognize students' limitations while implementing Selection and Organization strategies. This chapter has elaborated on the conclusions and suggestions for this research.

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