THE USE OF COLLABORATIVE STRATEGIES TO IMPROVE THE STUDENTS’ READING COMPREHENSION ON HORTATORY EXPOSITION TEXT OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR OF 2016/2017

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.) of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga.

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2017
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ATTENTIVE COUNSELOR’S NOTE
Case: Toyi Ambarwati’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.
After reading and correcting Toyi Ambarwati’s graduating paper entitled “THE USE OF COLLABORATIVE STRATEGIES TO IMPROVE THE STUDENTS’ READING COMPREHENSION ON IORTATORY EXPOSITION (A Classroom Action Research of the Eleventh Grade of SMA Muhammadiyah (Plus) Salatiga in the Academic Year of 2016/2017)”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

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EXPOSITION TEXT OF THE ELEVENTH GRADE OF SMA
MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR OF
2016/2017
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Has been bought to the Board of Examiners of English Education Department of
Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN)
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Dean of Teacher Training and
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MOTTO:

“It always seems impossible until it’s done”

(Nelson Mandela)

“The most basic of all human needs is the need to understand
and be understood. The best way to understand people is to
listen to them”

(Ralph G. Nicols)

“Have Patience Because Allah Will Surely
Reward Your Effort”

(Q.S. HUD: 115)
DEDICATION

This graduating paper is dedicated to:

1. My beloved mother (Tutik Rahayu Ningsih) and father (Sutiman),
   thanks for all the supports, prayers, and struggle.

2. My beloved brother (Galih Asmara) and sister (Alvi Anindya), thanks for your motivation and support

3. My dearest aunt (Endang Irianti) and (Suprapto), thanks for the supports and motivation

4. My beloved friends at IAIN Salatiga
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In the name of Allah, The Most Merciful and The Most Gracious. All praises for Him, the researcher could finish this graduating paper as one of the requirement for Sarjana Pendidikan in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, the writer also extends her gratitude for:

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2. Suwardi, M.Pd. as the Dean of Teacher Training and Education Faculty
3. Noor Malihah, Ph.D. as the Head of English Education Department
4. Rr. Dewi Wahyu M., S.S., M.Pd. as a counselor who has educated, guided, supported, directed and given the researcher advices, suggestions, and recommendations for this graduating paper from beginning until the end
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6. All of the staff who have helped the researcher in processing of graduating paper administration
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11. All of my closest friends Maya, Ernia, Fedya, Susi and Brono who supported the researcher all the time.

12. All of my beloved friends who I could not mention one by one

Finally, this graduating paper is expected to be able to provide useful knowledge and information for the readers. Moreover, the researcher is pleased to accept more suggestions and contribution from the readers for the improvement of the graduating paper.

Salatiga, September 11th 2017

The Researcher,

Tovi Ambarwati

113-13-057
ABSTRACT


Keywords: reading comprehension, the collaborative strategies, hortatory exposition text

The researcher and the teacher used the Collaborative Strategies to improve the students’ reading comprehension on hortatory exposition. This research had two objectives (1) to describe the implementation of teaching comprehension on Hortatory Exposition text through The Collaborative Strategies at the eleventh grade students of SMA Muhammadiyah (Plus) Salatiga (2) to identify how far the improvement of teaching comprehension on hortatory exposition text through the Collaborative Strategies at the eleventh grade students of SMA Muhammadiyah (Plus) Salatiga. The research design of this research was Classroom Action Research (CAR). It included two cycles. Each cycles consisted of planning, acting, observing, and reflecting. From this research, the researcher found many findings on the result. The result of this research is there is an improvement of students’ by using The Collaborative Strategies. It could be seen from the mean score of pre-test and post-test. In cycle 1, the post-test is higher than pre-test: 60.91>43.34. In the cycle 2 the result is 85.30>65.60. The students’ mean score percentage in pre-test cycle 1 was 0%, post-test cycle 1 was 43.47%, pre-test cycle 2 was 34.78%, and post-test cycle 2 was 82.60%. The improvement of the students’ reading comprehension on hortatory exposition text at the eleventh grade of SMA Muhammadiyah (Plus) Salatiga is really significant. In the cycle 1, the t-test is 4.56, and the t-table is 1.71. The significant level is 5%. Then, in the cycle 2, the t-test is 5.05. It meant that the used of The Collaborative Strategies is able to improve the students’ reading comprehension in hortatory exposition text.
TABLE OF CONTENT

<table>
<thead>
<tr>
<th>TABLE OF CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
</tr>
<tr>
<td>DECLARATION</td>
</tr>
<tr>
<td>ATTENTIVE COUNSELOR’S NOTES</td>
</tr>
<tr>
<td>STATEMENT OF CERTIFICATION</td>
</tr>
<tr>
<td>MOTTO</td>
</tr>
<tr>
<td>DEDICATION</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
</tr>
<tr>
<td>ABSTRACT</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
</tr>
<tr>
<td>LIST OF FIGURE</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
</tr>
</tbody>
</table>

CHAPTER I INTRODUCTION

| A. | Background of the Research | 1 |
| B. | Statement of the Problems | 4 |
| C. | Objectives of the Research | 5 |
| D. | Limitations of the Research | 5 |
| E. | Benefits of the Research | 6 |
| F. | Definitions of the Key Terms | 7 |
| G. | Graduating Paper’s Outline | 8 |
CHAPTER II LITERATURE REVIEW

A. Previous Researches........................................................... 10

B. Concept of Reading.......................................................... 14
   a. Definition of Reading..................................................... 14
   b. Types of Reading.......................................................... 15
   c. Reading Comprehension............................................... 16
   d. Teaching Reading Comprehension............................... 17
   e. Collaborative Strategies.............................................. 18
   f. Role of the Teacher..................................................... 22
   g. Text........................................................................... 24
      1. Definition of text....................................................... 24
      2. Types of Text............................................................ 24
   h. Hortatory Exposition.................................................... 27
      1. Definition of Hortatory Exposition............................ 27
      2. Generic Structure of Hortatory Exposition............... 28
      3. Significant Lexicogrammatical Features of Hortatory Exposition........................................ 28
      4. Example of Hortatory Exposition.............................. 29

CHAPTER III RESEARCH METHODOLOGY

A. Location of the Research.................................................. 31

B. Research Design............................................................ 31

C. Subject of the Research.................................................. 32

D. Time Allocation............................................................. 32
CHAPTER IV FINDINGS AND DISCUSSION

A. Implementation of the Use of Collaborative Strategies to Improve the Students’ Reading Comprehension In Hortatory Exposition Text of the Eleventh Grade Students of SMA Muhammadiyah (Plus) Salatiga................................................................. 46
   1. Cycle 1................................................................. 46
   2. Cycle 2................................................................. 54

B. Improvement of the Students’ Reading Comprehension In Hortatory Exposition Text of the Eleventh Grade Students of SMA Muhammadiyah (Plus) Salatiga................................. 60
   1. Cycle 1................................................................. 60
   2. Cycle 2................................................................. 68

CHAPTER V CONCLUSIONS AND SUGGESTION
A. Conclusion……………………………………………………………….. 76
B. Suggestions……………………………………………………………… 77

REFERENCES

CURRICULUM VITAE

APPENDICES
LIST OF FIGURE

Figure 3.1 Model of classroom action research........................................ 37
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Research schedule</td>
<td>32</td>
</tr>
<tr>
<td>3.2</td>
<td>Field note for the teacher</td>
<td>34</td>
</tr>
<tr>
<td>3.3</td>
<td>Field note for the students</td>
<td>35</td>
</tr>
<tr>
<td>3.4</td>
<td>Scoring of Reading</td>
<td>43</td>
</tr>
<tr>
<td>4.1</td>
<td>Pre-test score of the students’ cycle 1</td>
<td>60</td>
</tr>
<tr>
<td>4.2</td>
<td>Post-test score of the students’ cycle 1</td>
<td>62</td>
</tr>
<tr>
<td>4.3</td>
<td>Score Differences of the pre-test and post-test cycle 1</td>
<td>64</td>
</tr>
<tr>
<td>4.4</td>
<td>Pre-test score of the students cycle 2</td>
<td>68</td>
</tr>
<tr>
<td>4.5</td>
<td>Post-test score of the students cycle 2</td>
<td>69</td>
</tr>
<tr>
<td>4.6</td>
<td>Score Differences of the pre-test and post-test cycle 2</td>
<td>71</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

A. Background of the Research

Language is the most significant tool that used by every human in the world to understand many things surround them. Not only to communicate with other, by language people can learn about varieties of cultures. Kopriva (2008, p.27) stated “Language is learned, transmitted from generation to generation and as an integral part of culture, changes through time.” By those statements, the writer concludes that everyone can learn a language by any resources. There are many languages which can be learned in a institution, one of them is English.

English is known as Foreign Language for Indonesia. Most of people learn English for specific purpose. For example, the students need to learn English well if they want to study abroad. Dealing with its learning process, there are many ways is offered to learn English. It means that the achievement of the students in English lesson also can be influenced by the teacher’s strategy.

Teaching English in a school, especially in Senior High School is aimed to enable the students to mastering the four skills in English; those are reading, listening, speaking and writing. McDonough (2013, p.110) argues that “Reading is the most important language skill especially in a case when the students have to read English but they may never use the language.” It
means that to understand the English material the students’ have to mastering the reading skill well. As stated by Willis (2007, p.10) that reading is an active process that needs a great effort of practice and skill. In order to be good readers, the students have to understand about what have presented on the text correctly. Dealing with the purpose of reading, according to Gilakjani and Ahmadi (2011, p.22) “The main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.” Hence, it becomes a crucial matter when the reader just able to read without getting any information from the text. The students need an active process while reading to get the correct information and to get a lot of new vocabularies knowledge.

As stated in the Ontario Ministry of Education (2003, p.06) “Foundation of effective reading is comprehension, an interactive of constructing meaning.” It means that, when the reader wants to understand the concept of the text which they read, they have to comprehend the text correctly. Hans (2015, p.61) stated that “Comprehension is the ultimate goal of all reading, that is, the ability to understand a text underlies all reading tasks.” Thus, the students must be able to decoding the words in the text and have an ongoing process to retain every word in their memories as knowledge. The success reading happened if the reader is able to gain the purpose of the text which present.

In Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-Based Curriculum (SBC), there are several types of text which should be done in
senior high school; one of them is hortatory exposition text. For the students, reading English was not always easy. They would felt difficult with reading comprehension if they could not recognize and define the meaning of the words.

On 19-28th of April, 2017 the researcher has observed the teacher and some of the eleventh grade students of SMA Muhammadiyah (Plus) Salatiga dealing with the teaching and learning process in studying English. The researcher conducted an interview to collect the data. The facts, the eleventh grade students’ of SMA Muhammadiyah (Plus) Salatiga said that learning English was very confusing. The time which have scheduled was not enough for them to understand the point when they studied English, especially to comprehend the hortatory exposition text.

The students found some difficulties in comprehending the text, such as they could not recognized the words, they did not get the purpose of the text and they felt bored with the teacher’s strategy to teach them in the classroom. The teacher-center’s strategy that usually used by the teacher, sometimes made the students felt bored when they studied English.

In other condition, the teacher said that she just needs the participation of the students in the classroom and she hoped that the students would pay attention well and understood with every material that given in the classroom.

Looking at the problem, the research highlight on the strategy used and the students’ participation. The teacher needs an appropriate strategy to help the students feel comfort and enjoy in the classroom, which can give a
positive impact for the students to build their understanding when they studying English. The researcher has a glance there is a strategy which could be useful for both the teacher and the students, and the Collaborative Strategies is the answer. The strategy engages the researcher and the teacher to make plans to applying the seven steps to comprehend the text. Hence, in her mind the researcher wants to know can this strategy improve the students’ reading comprehension, especially on hortatory exposition text. Based on the explanation above, the researcher proposes the research entitled “The Use of Collaborative Strategies to Improve the Students’ Reading Comprehension on Hortatory Exposition Text (A Classroom Action Research of the Eleventh Grade Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year of 2016/2017)”.

B. Statement of the Problems

1. How is the implementation of Collaborative Strategies to improve the students’ reading comprehension on hortatory exposition text of the eleventh grade students’ of SMA Muhammadiyah (Plus) Salatiga in academic year of 2016/2017?

2. To what extent is the improvement of the use of Collaborative Strategies to improve the students’ reading comprehension in hortatory exposition text of the eleventh grade students of SMA Muhammadiyah (Plus) Salatiga in academic year of 2016/2017?
C. Objectives of the Research

1. To describe the implementation of the use of Collaborative Strategies to improve the students’ reading comprehension in hortatory exposition text of the eleventh grade students of SMA Muhammadiyah (Plus) Salatiga

2. To measure how far is the improvement the students’ reading comprehension in hortatory exposition text after being taught by Collaborative Strategies

D. Limitation of the Research

This research concerns only based on the problem on students’ reading comprehension in hortatory exposition to the eleventh grade students’ of SMA Muhammadiyah (Plus) Salatiga. The researcher used a skimming task which in this research the students were asked to answer the question by pay attention to the content, grammar, spelling, and vocabulary. Those are the focus on the evaluation criteria. The students have to know all of the generic structures of the hortatory exposition text and they have to identify at least some of the language features which used in the hortatory exposition text such as the connectives used, etc. The reading activities will be guided by the teacher through the Collaborative Strategies.
E. Benefits of the Research

By this research, the researcher hopes it can be useful and can offer some contributions for academic and practical field as follows:

1. Theoretically

   This research can be helpful for the teacher to learn about teaching reading comprehension through the Collaborative Strategies.

2. Practically

   a. For the students

      1) Help the students to comprehend the hortatory exposition text easily.

      2) Improve the students’ reading comprehension which is taught by the Collaborative Strategies.

   b. For the teacher

      The teacher can use this strategy as a reference for teaching reading comprehension.

   c. For the Institution

      The result of this research gives a new reference to improve teaching learning process.
F. Definition of the Key Terms

Based on the title, here are some key terms which need to be explained as follows:

1. Reading

According to Anderson et al. (1985) as cited by Sabouri (2016, p.230), “Reading is defined as the process of making meaning from written text.” Moreover, in it needs the congruity between the reader and the text in order to have a good reading process.

2. Reading comprehension

According to Snow (2002, p.14), “Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” It means that reading comprehension is the complex process to gain some information needed.

3. Collaborative strategies

According to Moreillon (2007: para.1) collaborative strategies is a collaboration between researcher and classroom teacher in order to develop common language, a common set of practices, and channels for better serve the academic and social needs of students and families.

The collaborative strategies using seven steps in its implementation, they are; activating background knowledge, using
sensory images, questioning, making prediction and inferences, determining main idea, using fix-up option, and synthesizing.

4. Hortatory Exposition Text

According to Gerot and Wignell (1995, p. 152) hortatory exposition can be defined as a text which represents the attempt of the writer to have the addressee do something or act in certain way. In other words, hortatory exposition could be defined as a written text which have a purpose for the readers to do something or not.

G. Graduating Paper’s Outline

This paper divided into five chapters; here are the topics that will be discussed on each chapter:

Chapter one conveys about introduction. It consists of the background of the research, problems of the research, objectives of the research, limitation of the study, the significance of the research, definition of key terms, and graduating paper’s outline.

Chapter two is about literature review. It describes about the previous studies, concept of reading, concept of reading comprehension, concept of type of text, and concept of Collaborative Strategies.

Chapter three is methodology. It discuss about description of SMA Muhammadiyah (Plus) Salatiga presents by giving supporting data: the location of the research, research design, subject of the research, time
allocation, technique of collecting data, cycles of CAR, evaluation criteria, and techniques of analyzing data.

Chapter four is findings and discussion. It contains the implementation of using collaborative strategies to improve students’ reading comprehension on hortatory exposition text at the eleventh grade students’ of SMA Muhammadiyah (Plus) Salatiga. It also describes the improvement of using collaborative strategies to improve students’ reading comprehension on hortatory exposition text at the eleventh grade students’ of SMA Muhammadiyah (Plus) Salatiga.

Chapter five is closure. It is presented by giving conclusions and suggestions.

References

Appendices
CHAPTER II

LITERATURE REVIEW

A. Previous Researches

The first previous research came from Dwie (2012). She had investigated the improvement on the students’ reading comprehension which taught by Collaborative Strategic Reading (CSR). She had two research questions. They were (1) Does the use of Collaborative Strategic Reading (CSR) improve students’ reading comprehension? (2) What happens to the class situation when Collaborative Strategic Reading (CSR) is implemented? In this previous study, it used qualitative and quantitative data in her research design. The qualitative data were collected by observation, questionnaire, interview, diary, and document. Then, the quantitative data were collected by using test (pre-test and post-test). Regarding to the first and second research question, the teacher taught the students by using the Collaborative Strategic Reading (CSR) which consist of these strategy; preview, click and clunk, get the gist and wrap up. There were improvements in the students reading comprehension and in the classroom situation as the finding of this research. The research had showed that there were some improvements in the students’ reading comprehension such as; the students are able to infer new vocabulary, the students be able to identify the main idea, the students are able to find explicit and implicit information from the text, students are able to determine references. Then, the students had a better participation during teaching learning process in the classroom.
The second previous research came from Saefurrohman (2004). He had conducted a research about collaborative learning which influenced the students’ motivation in learning English. In his research, he had a question whether collaborative learning effective in increasing the students’ motivation in learning English? The data were collected through observation, interview, questionnaire, and documentation. In this previous study, he used action research as methodology. It was involved the researcher, the English teacher and teacher collaborator to had a collaboration work since preparation stage, planning, action, observation, and reflection in order to improve students’ English motivation using the collaborative learning strategy. The results of the research showed that collaborative learning is effective in increasing the students’ motivation. Collaborative learning gave positive impacts; it was increasing the students’ creativity, students had a better interaction between them and made the material more enjoyable and more understandable. The condition in the class is more dynamic and the function of the students as the subject of the teaching and learning process could be done well.

The third previous research came from Adnyana (2014). He had conducted a research which focused on teaching reading by collaborative learning. He had a research question. It was to what extent is the effectiveness of collaborative learning in teaching reading comprehension? Regarding with the research question, the study aimed to figure out the effectiveness of collaborative learning in teaching reading comprehension. The researcher
conducted classroom action research (CAR) in which the research was done in two cycles. There were pre – test and post-test on each cycle. The data were analyzed by comparing the result of pre-test and post-test. There was a questionnaire in the last cycle as supporting data. Based on the result of pre-test, post-test, and questionnaire, it could be concluded that the collaborative learning was very effective in teaching reading comprehension. In the experimental class, a web forum was provided and students were asked to share their writings and to give comments or feedback (do peer editing) to their friend’s uploaded writing task. The web system accumulated mark of the quantity and the quality of those writings and comments or feedbacks. The control class, on the other hand, was taught with a conventional method. Both groups were compared in the development of their English writing quality by providing pretest and posttest was analyzed quantitatively using SPSS. And the average performance of the experiment class better than the control class.

The next previous research came from Togarotop (2015). He had conducted a research on writing skill. The researcher tried to teach writing with a web-based collaborative method to increase the students’ ability in writing performance. This research used a quasi-experimental as research design which is implemented a purposive sample; those were two classes that took Academic Writing Courses. One of the classes which consist of 24 students was treated as the experiment group and the other one which consist of 23 students was treated as the control group.
From the four previous researches above, the researcher saw something difference from her study. From the first previous research, the collaborative strategy was showed in the process of reading activities. The second research was focused on the effectiveness of the collaborative learning strategy in increasing students’ motivation to learn English. The third research showed that collaborative learning was effective in teaching reading comprehension, it was not clear enough. Then, the last research was focused on teaching writing skill through collaborative learning, and it showed that the average on the experiment class were better than the control class. In this research, the researcher highlight the collaboration which used in teaching process, this study was about the collaboration between the classroom teacher and the researcher. The researcher made a specific on teaching reading comprehension on hortatory exposition text using Collaborative Strategies. The Collaborative Strategies refers to Zimmerman and Hutchin’s steps to comprehend the text which is doesn’t used yet by the researchers in the previous researches. In this research, the researcher and the teacher tried to increase the students’ ability in reading comprehension by have some planning before apply the seven steps to comprehend the text. This study had specific rule rather than previous studies. However, those are still having relevance and significance factors why it is interested to be observed.
B. Concept of Reading

a. Definition of Reading

According to Patel (2008, p.113), “Reading skill is an important tool for academic success.” It means that reading becomes the central in the learning process, to understanding and getting both of the general and specific information from a text. Reading is not only source of information, but also as an instrument to increasing knowledge and experience especially in academic’s scope.

Risdianto (2012, p.21) outlines that “Reading is an active process to constructing the meaning.” It means that in reading process the reader makes an effort in inquiring and acquiring the information which contained in the text.

From those statements, the researcher concluded that reading is an active process which aims to explore any information contained in the text. As stated by Wixson, Peters, Weber, and Roeber (1987) as cited by Sabouri (2013, p. 230), “Reading is the process of creating meaning that involves: (a) the reader’s existing knowledge; (b) the text information; and (c) the reading context.” In the implementation of reading, the activeness in reading activity can be formed by identifying activity, analyzing activity, and comprehending activity.
b. Types of Reading

According to Patel and Jain (2008, p.117). Reading divided into several types. They were; intensive reading, extensive reading, and reading aloud. The reading type which commonly used in the classroom are intensive reading and extensive reading, here is the explanations;

1. Intensive Reading

Intensive reading usually becomes as a basic activity in the classroom. The implementation of intensive reading can be a passage which needs to understand by the students not only to get the information from the text, but also about the process in getting the meaning.

Intensive reading is related to ongoing progress in language learning under the teacher’s guidance. Here are the characteristics of intensive reading according to Patel (2008, p.118-119);

1) It helps learners to active in developing vocabulary.
2) The teacher is the subject.
3) It develops the linguistic items.
4) It aims to use language actively.
5) It is reading aloud.
6) In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.
2. Extensive Reading

Extensive reading is train the students to read directly and fluently without the teacher’s guidance. Brown (2003, p.212) outlines that extensive reading the material can be formed as longer text such as journal article, magazines, newspaper, etc. It means, students have an opportunity to enrich their knowledge by choosing their material for extensive reading activity in order to have a joyful process. According to Patel (2008, p.120), there are some characteristics of extensive reading:

1) It helps learner to develop vocabulary actively.
2) It is silent reading.
3) The subject matter is emphasized.
4) The learner play main role to ask.
5) The idea can be developed.
6) It aims to enrich learners’ knowledge.
7) Good reading habit can be developed.

C. Reading Comprehension

Most people want to complete to create a concept of reading comprehension which is never ended to be discussed. People always try to give limitation the meaning in order to have a clearer definition and understanding of reading comprehension.

According to Anderson, as cited by Klingner (2007, p.17) reading comprehension is the process of constructing meaning which is needed a
complex process to get it. The complex activities involved were about reading, wide knowledge, and fluency. First of all, the reader has to recognized every written symbols clearly in order to connected with the text. It means that in reading comprehension the reader must able to coordinate both of their perception and thought.

Talking about perception in getting meaning of the text, Gilakjani (2013, p. 230) stated that “The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers’ previous knowledge.” It means that the comprehension of the students in a text also influenced by their background knowledge.

D. Teaching Reading Comprehension

Since reading is needed to be comprehended in order to get the purpose of the text, there are experts which conducted a research which try to provide a best strategy to teach reading comprehension. Tierney (1980, p.02) describes that there are some activities in reading which should be as the instructional intervention to improve the students’ understanding on reading, they are includes pre-reading activities, guided reading activities and post-reading activities. The differences between them might be characterized as follows: building background knowledge, activating readers’ existing background knowledge and attention focusing before reading to learn; guiding reader-text interactions during reading to learn; and providing review, feedback, or cognitive stimulation after reading to learn. Here are the explanations:
a. Pre-reading activity

Pre-reading activity commonly provides a bridge between the prior knowledge of the readers’ and the text. The readers should activate it before they read a passage. The teacher also need to develop vocabulary recognition of the students, so that the students can easier in their pre-reading activity. Before the students continue to read the passage, they have to think a question and make such as visualization to obtain a deep understanding of the text before they read.

b. While reading activity

Some teachers commonly used any ways which is expected to increase students’ ability to comprehend the text. They are can be formed as follows; inducing imagery, inserted-question, self-questioning, oral reading, lesson frameworks, and study guided.

c. Post-reading activity

Generally, post-reading activity is an integral part of reading. In this activity, the teacher guide the students to do what should be done by them in their reading activity. The post-reading activity can be formed as follows; post-question, feedback, and discussion.

E. Collaborative Strategies

Collaborative Strategies is collaboration between researcher and classroom teacher in order to develop common language, a common set
of practices, and channels for better serve the academic and social needs of students and families (Moreillon:2007, p.06). The Collaborative Strategies gave a lot of opportunities for educators to share their idea in order to set the best classroom activity.

Moreillon (2007, p.04) stated that “Collaboration can happen in the planning, implementation, and assessment steps in teaching.” It means that the collaborative strategies can help the educators to have a better preparation in order to get the better improvement of the students’ competency in a classroom. In this research, the researcher collaborate with the teacher in the planning to discuss and prepare some activities which are should be taught. In its implementation, the Collaborative Strategies offered some activities which have organized to increasing the students’ ability especially in reading comprehension. As stated by Morreillon (2007, p.04) “It dynamic, interactive process among equal partners who strive together to reach excellence.” It means that in the Collaborative Strategies, there are participation between the teacher and the students which have planned to have a better result in the teaching-learning process.

As identified by Zimmermann and Hutchins (2003) in Moreillon (2007, p.156) there are seven reading comprehension steps that used in the implementation of collaborative strategies. Here are the steps:

1. Activating or building background knowledge
Dealing with intelligence, some researchers assumed that background knowledge is important. Before opened a book, link to a website, or sit down in front of the TV, our mind begin to activate what we already know, think, or believe. The mind tried to seek out any resources to have a connection. To teach this first step, the teacher focus on modeling some ways that used are influenced in reading itself. Regarding about connection in reading comprehension, Keene and Zimmermann (1997, as cited by Morreillon 2007) stated there were three types of connection as follows:

a. Text-to-self

b. Text-to-text

c. Text-to-world

By having connection the students not just supports their comprehension, but it also enriches their academic attainment.

2. Using sensory image

Sensory images are part of background knowledge that reader brought to the text. It was became a significant aspect of our background knowledge. As stated by Marzano (2004) in Morreillon (2007, p.39) “Thinking about sensory experienced means creating representation of those experience in the memories.” In addition, sensory experience is the center to get visualization. By using this step, the teacher tries to help the
students to have visualization by utilized all their senses and make mental pictures of the text given.

3. Questioning

Questioning became a sign in an active classroom. It also the essential component of reading comprehension. In short, questioning can be a key to learning. In this step, the teacher guides the students to identify the texts that lead students to ask question in their mind and should be answered by them later.

4. Making prediction and inference

The teacher should emphasize that prediction also important in reading. Predicting means that the reader was used their background knowledge to predict the meaning. Before students reading, they can do predicting by looked at the title of the text which sometimes it gave a clues what is text about. While, inference simply means that the students have to find some of the clues, then combine it to their background knowledge and interpret the meaning of the text.

5. Determining main idea

Determining main idea may be the primary strategies that students need to develop. It was a complex process to get the point from a text. In determining, the students tries to find the purpose of the text by their understanding in reading process.

6. Using fix-up options
Using fix up options can be done at the end of reading activity. It is the tools for students to monitoring their own understanding in reading comprehension.

7. Synthesizing

Synthesizing means put it all together. It is dealing with any information that the students have got in reading activity. To synthesize a text, the students should know the main idea of the text and found the point in each paragraph. Students also have to write their own understanding at the end of the synthesizing. By doing this step, it helps the students to maximize their mastery of the text.

F. Role of the Teacher

As stated by Harmer (2011, p.56), “Teachers use many metaphors to describe what they do. Sometimes they say that they are like actors because they are always on the stage.” Stage can be defines as a classroom or other situation where the role of teacher is needed. As an actor, a teacher is a facilitator to modeling any subject in order to sharing any material to become knowledge to their students. The teacher also act as a guide in a classroom which their utterances also became the student’s focus. As stated by Mustikasari (2013, p.157) “The function of the teacher’s utterances are directive, because of teacher’s utterances consist of command, order, request, that the purpose to get students to do something.” Dealing with that statement
it can be conclude that the level of the students’ comprehension could be influenced by the teacher’s utterance.

According to Harmer (2011, p.57), there are several roles of teacher which is designed to help students regarding with reading comprehension. The role of teacher during the research was listed as follows:

a. Controller

The students need a teacher who can make them comfort in their learning activity. The teacher should have a way to handle the classroom. In this research, the teacher controlled the students by giving explanations and commands to do some activities in the classroom.

b. Organizer

It can be the most important role which is the teacher should guide the students’ activities. In this research, the teacher tried to make sure that she have organized the students well by initiate every activities of the students.

c. Resource

The students sometimes get difficult to comprehend a text, have no idea to predict a new vocabulary, or in some other way they do not understand about what will they learn. In this research, the teacher is ready to help when the students need some explanation about something that they do not understand yet.
d. Observer

The teacher should observe the students activity in order to monitor the students understanding. Observing is also needed to give a feedback to the students after the lesson. So that, the students can have a reflection after they learnt a lesson. Here, the teacher helps the researcher to observe the students during the teaching-learning process.

G. Text

1. Definition of Text

It has already known that language is always produced. It could be about receiving or exchanging a text. According to Knapp (2005, p.25), as a system, language has text as the cohesive units of communication. Text has stand alone as an act of communication. Text was classified and every type of the text has their own characteristics. It clearly present that text is various and every type of the text organized by different way.

2. Types of Text

According to Gerot and Wignell (p.152) there are 13 types of the text described as follows:

1. Spoof

A spoof text is a text which functions to retell an event with a humorous twist. Spoof text can be formed about a short story, etc. it usually proceeds through an orientation, events, and twist.
2. Recount

A recount text is used to retell events, to state what happened for the purpose of informing or entertaining which usually proceeds through an orientation, sequence of events in time order, and re-orientation or conclusion.

3. Report

Report is a factual text which provides to describe the ways things are, and give the information about what is or what happened. Reports can be written about an object, animal, person, place, event or thing. It usually proceeds through a classification and description.

4. Analytical Exposition

An analytical exposition is a text which functions to persuade the reader or listener that something in the case. It is usually proceeds through a thesis, arguments, and re-iteration.

5. News Item

News item is a text which functions to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important. It is usually proceeds through newsworthy events, background events, and sources.

6. Anecdote
Anecdote is a text which functions to share with others an account of an unusual or amusing incident. It usually proceeds through the abstract, orientation, crisis, reaction, and coda.

7. Narrative

Narrative is a text which tells a story to amuse, entertains and to deal with actual or vicarious experience in different way. Narrative can be formed as legends, myths, fable, etc. It usually proceeds through an orientation, evaluation, complication, resolution, and re-orientation.

8. Procedure

Procedure is a text which used to tell someone about the description how to make something. It usually proceeds through the goal, materials and the steps.

9. Description

Description is a text which functions to describe a particular person, place or thing. It usually proceeds through the identification and description.

10. Hortatory exposition

Hortatory exposition is a text which functions to persuade the reader or listener that something should or should not be the case. It usually proceeds through thesis, argumentations, and recommendation.
11. Explanation

An explanation is a factual text used to explain the process of how something works. It usually proceeds through a general statement, explanation, and conclusion.

12. Discussion

Discussion is a text which used to present information about different sides of an issue or topic. It usually proceeds through the issue, arguments, and recommendation.

13. Reviews

Review is a text which contains of any critiques to an artwork or event for a public audience. It usually proceeds through the orientation, interpretative recount, evaluation, and evaluative summation.

H. Hortatory Exposition

1. Definition

There are many references to define what hortatory exposition is, according to Gerot and Wignell (1995, p. 152), “Hortatory exposition argues that X should or should not be the case.” In addition, hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. Hortatory exposition is a type of spoken or written text which has a specific purpose to explain the listeners or readers that something should or should not be done.
Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, research report, etc.

2. Generic structure

Generic structure is the steps for constructing a text. In hortatory exposition there are three components as follows:


b. Argumentation: reasons for concern that will lead to recommendation.

c. Recommendation: statement of what should or should not happen or be done based on the given arguments

3. Significant Lexicogrammatical Features

Lexicogrammatical features is language feature that is found in a text. Language features that usually found in hortatory exposition text are:

a. Focus on generic human and non-human Participants, except for speaker or writer referring to self.

b. Use of mental process. It is used to state what the writer thinks or feels about issues. For example: realize, feel, etc.

c. Use of material processes. It is used to state what happens. For example: polluting, drive, travel, spend, should be treated, etc.

d. Use of relational processes. It is to state what is or should not be. For example: doesn’t seem to have been, etc.

e. Use simple present tense. It is a tense that is used to expresses events or situations that exist always, usually, exist now, and
probably will exist in the future. The formula of simple Present Tense is S+V1 (s/es). For example: I read a novel every night.

f. Use of temporal conjunction / connectives. For example: first, secondly, thirdly, etc.

4. Example of Hortatory Exposition

<table>
<thead>
<tr>
<th>Generic Structures</th>
<th>Country Concern</th>
<th>Lexicogrammatical Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>In all the discussion over the removal of lead from petrol (and the atmosphere) there doesn’t seem to have been any mention of difference between driving in the city and the country.</td>
<td>Use of relational process</td>
</tr>
<tr>
<td>Argumentation 1</td>
<td>While I realize my leaded petrol car is polluting the air wherever I drive, I feel that when you travel through the country, where you only see another car every five to ten minutes, the problem is not as severe as when is traffic is Generic human participant</td>
<td>Use of mental process Use of material process Simple present</td>
</tr>
<tr>
<td>Argumentation 2</td>
<td>Those who want to penalize older, leaded petrol vehicles and <strong>their owners</strong> don’t seem to appreciate that, in the country, there is no public transport to fallback upon and one’s own vehicle is the only way to get about.</td>
<td></td>
</tr>
<tr>
<td>Recommendation</td>
<td>I <strong>feel that</strong> country people, who often have to travel huge distances to the nearest town and who already spend a great deal of money on petrol, should be treated differently to <strong>the people who live in the city</strong>.</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Gerot and Wignell, p.167)
CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

The researcher conducted classroom action research in SMA Muhammadiyah (Plus) Salatiga which located on Jl. KH. Ahmad Dahlan No.1 Soka, Sidorejo, Salatiga.

B. Research Design

In this research, the researcher used classroom action research to solve the teacher’s teaching and the students learning problem. There were some definitions of action research from experts. As stated by Wallace (1998), as cited by Mackey and Gass (2005) “Action research could be defined as a way of reflecting on teaching activities in order to know about the future practice should be taught based on the analyzable data which collected from the everyday practice.” It means that action research is continuous research which in its implementation basically related to the everyday practice. Action research helps the teacher to get a better practice in classroom activity. Therefore, there will be an improvement from the teacher to teach their students.

Bassey (1998, p.93) in Koshy (2005, p.08) defined that action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice. Regarding with the enquiry
in action research, there were some preparation before conducted the action research. The problems in the class used as the background of the study and there were a reflection in the end of each process in order to improve the teaching-learning process.

The researcher used action research as the research design. It used several procedures to fix the problems in the class. In this study, the researcher act as an observer. The other observer who accompanied the researcher was Fitri Handayani. She is a student of IAIN Salatiga. She helped the researcher to observe the students’ and the teacher’s activity in the classroom.

C. Subject of the Research

The subject of the research is the students of eleventh grade from Science class in SMA Muhammadiyah (Plus) Salatiga. There were 23 students in that class.

D. Time Allocation

Table 3.1 Research Schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepared the research proposal</td>
<td>April</td>
</tr>
<tr>
<td>2</td>
<td>Prepared cycle 1 and cycle 2</td>
<td>April</td>
</tr>
<tr>
<td>3</td>
<td>Checked the class and the students before cycle 1</td>
<td>April</td>
</tr>
<tr>
<td>4</td>
<td>Conducted pre-test cycle 1</td>
<td>May 4\textsuperscript{th} 2017</td>
</tr>
</tbody>
</table>
E. Technique of Collecting the Data

To carry out the study, the researcher had several techniques of collecting the data. The techniques of collecting the data could be test, observation, interview and documentation. In this study, the researcher used test as the primary method and observation to get the data.

1. Test
   a. Pre-Test

   Before conducting the cycle 1 and cycle 2, the researcher gave pre-test for each cycle in order to know the reading comprehension ability of the students before they got the treatment in cycle 1 and cycle 2 in this research. The students of eleventh grade of science class got a sheet of paper about a hortatory exposition text. They have to answer the five questions based on the text given. The researcher observed the pre-test’s score to get the data analysis.
b. Post-Test

After got the pre-test from the researcher and got the treatment in cycle 1 and cycle 2 by the teacher, the students got the post-test in the end of each cycle. The students have to answer five questions based on the hortatory exposition’s text which they have read in a paper.

2. Observation

According to Kothari (2004: p.96), he outlines that the observational method is the most commonly used method especially in studies relating to behavioral sciences. Hence, in this study, the researcher observed the study by using field note. The researcher collaborate the research with the teacher. There were two kinds of field notes. Those were field note for the teacher and the students.

**Table 3.2 Field Note for Teacher**

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begins</td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
</tr>
<tr>
<td>3</td>
<td>Checking students attendant</td>
</tr>
<tr>
<td>4</td>
<td>Convey the methodology</td>
</tr>
<tr>
<td>5</td>
<td>Giving students pre-test</td>
</tr>
</tbody>
</table>
6. Giving an example of Hortatory exposition’s text and applied the Collaborative Strategies

7. Guide the students to identify the social function, and language features of hortatory exposition’s text

8. Guide the students to apply the seven steps to comprehend hortatory exposition text

9. Giving feedback after the lesson

10. Facilitate the students to have a reflection

11. Giving a motivation for the students

12. Closure

**Table 3.3 Field Note for Students**

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pay attention to the teacher guidance</td>
</tr>
<tr>
<td>2</td>
<td>Identify the definition and the generic structure of hortatory exposition individually</td>
</tr>
<tr>
<td>3</td>
<td>Analyze the language features of hortatory exposition</td>
</tr>
<tr>
<td>4</td>
<td>Comprehend the text step by step as the teacher’s guidance in Collaborative Strategies</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Reflecting what they have learnt orally</td>
</tr>
<tr>
<td>6</td>
<td>Doing worksheet given by the teacher individually</td>
</tr>
<tr>
<td>7</td>
<td>Collect the information from the lesson</td>
</tr>
</tbody>
</table>

3. **Interview**

According to Kothari (2004: p.97), he argues that “The interview method of collecting data involves of oral-verbal and reply in terms of oral-verbal responses.” In this research, the researcher has interviewed the teacher about the situation and the students’ participation in the classroom when she taught the English lesson and for the eleventh grade students’, the researcher asked them to tell her whether they have any troubles in understanding English especially on reading comprehension.

4. **Documentation**

Hullet (2007, p.82,) states that “Action research requires constant reflection and documentation of interventions and growth.” Based on that statement, it means that documentation also has a role in this research as the tool which records the activities during the research. It also helps the teacher to monitoring the situation and condition during the research. In this study, the researcher used photos as the documentation of the study.
F. Cycles of Classroom Action Research

Kemmis and McTaggart (2000) in Koshy (2015, p.4), make a model of action research which illustrated to a figure as follow:

**Figure 3.1 Model of Classroom Action Research**

![Figure 3.1 Model of Classroom Action Research](image)

Source: Koshy (2015, p.04)

In this study, the researcher planned the cycle as below:

1. Cycle 1
   a. Planning

   In planning stage, the researcher and the teacher planned what action would be done. It focused on constructing some preparation that was suitable in SMA Muhammadiyah (Plus) Salatiga and also applicable with the collaborative strategies. The activities in the planning were presented as below:

   1) Prepared syllabus, lesson plan, rubric, and media
2) Prepared the students attendance list, and the students scoring list
3) Prepared the teacher’s and the students’ field note
4) Prepared tools of learning in the class
5) Prepared worksheet for pre-test and post-test
6) Prepared the camera to take the pictures

The media used in this study is PowerPoint Presentation which presented some explanations about the hortatory exposition’s material and the steps to comprehend a text based on the Collaborative Strategies. It was a new material for the eleventh grade students, they have to identify the social function of the text, analyze the language feature, and understand the topic of the text, and it would be presented in the PowerPoint Presentation.

b. Acting

In acting stage, the teacher applied the researcher’s lesson’s plan, and she presented as below:
1) Greeted the students, pray together, checked the attendance list and then start to prepare the material.
2) Presented the PowerPoint Presentation about hortatory exposition and the steps to comprehend the text in the Collaborative Strategies.
3) Guided the students to identify the social function of the text, structure of the text, and language features.
4) Guided the students to comprehend the hortatory exposition’s text
5) Gave feedbacks and motivation to the students

c. Observing

The researcher observed how the teacher’s taught her students start from the treatment until post-test. The teacher and the researcher also collaborate to observe the students activities started from pre-test until post-test. The observer used field note to observe the teacher and the students. The field note of the teacher’s activities was listed below:

1) Greeted students before the lesson begins
2) Praying before the lesson begins
3) Checked students attendant
4) Conveyed the methodology
5) Gave an example of Hortatory exposition’s text and applied the Collaborative Strategies
6) Guided the students to identify the social function, and language features of hortatory exposition’s text
7) Asked the students to previewing the title of the text, and make text-to-self connection (Activating Background Knowledge)
8) Asked the students to read the text and make a visualization in their mind (Using Sensory Image)
9) Gave an opportunity to students to make a question dealing with the text given (Questioning)

10) Asked the students to read carefully the text and try to predict the topic the text (Making prediction and inference)

11) Guided the students to re-read the text and find out the main idea of the text (Determining Main Idea)

12) Guided the students to monitoring their comprehension with the text (Using fix-up options)

13) Guided the students to synthesize the text (Synthesizing)

14) Gave feedback after the lesson

15) Facilitated the students to have a reflection

16) Gave a motivation for the students

17) Closure

While the field note of the students’ activities was listed below:

1) Pay attention to the teacher guidance

2) Identified the definition, social function, and the generic structure of hortatory exposition

3) Analyzed the language features of hortatory exposition

4) Comprehended the text step by step as the teacher’s guidance in Collaborative Strategies

5) Reflected what they have learnt orally

6) Finished the worksheet given by the teacher individually

7) Collected the information from the lesson
d. Reflecting

The teacher and the researcher reflected the lesson plan, evaluated how the teacher taught her students. The researcher calculated the score and analyzed the data from the observation. When the lesson plan was not effective to teach, the researcher would reform her lesson plan. If the score of her students were less than the passing grade (KKM), the researcher conducted the next cycle.

2. Cycle 2
   a. Planning

   In the planning stage of the cycle 2, the researcher did preparation in these several activities. It would be explained as below:

   1) Prepared the students attendance list
   2) Prepared pre-test, post-test, media, and material for cycle 2
   3) Revised the teacher’s and students’ field note
   4) Revised the lesson plan based on the solution of the teacher
   5) Reselected the learning strategy to improve the students’ activeness and proficiency

b. Acting

   In cycle 2, the activities were almost similar with the actions in cycle 1. The researcher only changed the students’ learning model and added new material. It would be explained below:

   1) Gave a new topic of hortatory exposition text
   2) Divided the students into some groups
3) Explained the new topic of hortatory exposition
4) Discussed the material
5) Gave a feedback to the students

In the steps to comprehend the text, the researcher highlight on the Synthesizing’s step, she repaired the explanation by added more time to explain this step.

c. Observing

Almost similar with the observation on the previous cycle, the researcher has observed the teacher how she taught her students by using the field note (checklist). The teacher and the researcher also observed the students, would start from pre-test until post-test, and would collect the score of the students.

d. Reflecting

In the reflecting on cycle 2, the researcher reflected her lesson plan, evaluated how the teacher taught her students, and calculated the score of the students. The researcher evaluated the result of cycle 1 and cycle 2 after she conducted the cycle 2. The researcher also expected 80% students could pass the passing grade (KKM). When the result of cycle 2 was less than 80%, the researcher would conduct the next cycle.
G. Evaluation Criteria

In this research, the researcher gives five essay’s questions on the students’ worksheet. The assessments of the score were based on the rubric below:

### Table 3.4 Scoring of Reading

<table>
<thead>
<tr>
<th>Score</th>
<th>20</th>
<th>15</th>
<th>10</th>
<th>5</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>Consist of 4 aspects from: Content, Grammar, Spelling, and Vocabulary.</td>
<td>Consist of 3 aspects from: Content, Grammar, Spelling, and Vocabulary.</td>
<td>Consist of 2 aspects from: Content, Grammar, Spelling, and Vocabulary.</td>
<td>Consist of 1 aspect from: Content, Grammar, Spelling, and Vocabulary.</td>
<td>No answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Aspect</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>0-5</td>
</tr>
<tr>
<td>Grammar</td>
<td>0-5</td>
</tr>
<tr>
<td>Spelling</td>
<td>0-5</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>0-5</td>
</tr>
<tr>
<td><strong>Maximum score of every question</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
II. Techniques of Analyzing Data

In this study, the researcher used mixed-methods. It used qualitative and quantitative research. According to Wordburry (2003, p.07), data are information that we collect, and this information is not necessarily numerical. It was divided into two types as follows:

1. Qualitative Data

According to Kothari (2004, p.03), qualitative research is especially important in the behavioral sciences where the aim is to discover underlying motives of human behavior. The qualitative data such as interview and documentation and it was analyzed by the researcher. First, the researcher presented the data. Second, the study selected the presented data. Third, the data were concluded and reviewed by the study.

2. Quantitative Data

According to Kothari (2004, p.03), quantitative research is based on the measurement of quantity or amount. To calculate the mean of pre-test and post-test, the researcher used the following formula:

a. Mean of Pre-test and Post-test

\[ M = \frac{\Sigma X}{N} \]

Explanation:

\( M \) = Mean of the students’ score

\( \Sigma X \) = Sum of the students’ score

\( N \) = Total Number of the students
To calculate t-test, the researcher used the following formula:

b. Calculated Mean of Difference

\[ MD = \frac{\Sigma D}{N} \]

Explanation:

MD = Mean of difference
\( \Sigma D \) = Total of difference between pre- and post-test

C. Standard Deviation Calculation

\[ SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

Explanation:

SD_D = Standard deviation
D = Difference between pre- and post-test
N = Number of the students

d. Looking for \( t_0 \) by using the following formula:

\[ t_0 = \frac{M_D}{SE_{MD}} \]

\( t_0 \) = t-value of observation
MD = Mean of difference
SE_{MD} = Standard error of mean difference
d.b. = N-1
CHAPTER IV

RESEARCH PROCESS AND DISCUSSION

A. Implementation of the Use of Collaborative Strategies to Improve the Students’ Reading Comprehension In Hortatory Exposition Text of the Eleventh Grade Students Of SMA Muhammadiyah (Plus) Salatiga.

1. Cycle 1
   a. Planning

   In the planning, the researcher were planned and prepared all the material about hortatory exposition for conducting the cycle 1 such as prepared the syllabus, lesson plan, prepared rubric for reading comprehension, prepared teaching materials and the slides of PowerPoint Presentation about Introduction to Hortatory Exposition, prepared the students’ attendance list, prepared the teacher’s and student’s field note for cycle 1, and the researcher was also prepared a camera to take the pictures.

   This was first meeting for the eleventh grade students to learn about hortatory exposition’s text, so the teacher prepared the materials about hortatory exposition. The teacher used a PowerPoint Presentation as the media to show the explanation of the material. The research gave the students’ score were from their result of pre-test and post-test. The form of the questions was essay in the students’ worksheet. There were four aspects that the researcher used to assess the students. They were content, grammar, spelling and vocabulary.
The detail of rubric had been presented in chapter 3 in criteria of evaluation.

b. Implementation of the action

The cycle 1 started on Mei 2017. The cycle divided into three parts. The researcher and the teacher discussed about time allocation to conduct the research. After discussing, the teacher gave a suggestion that the researcher should conduct the research before Ramadhan, because hortatory exposition the last material in that semester. The first part, the researcher conducted pre-test on Mei 4\textsuperscript{th}, 2017. The researcher gave a worksheet. In the worksheet contained of a hortatory exposition’s text with five essay questions.

In the pre-test, some students got difficulties. The questions were WH question. For example “what is the social function of the text above?” the students answer were almost incorrect. Most of students were confused to answer the question. The students could not define some new vocabularies which found in the text. Some students also did not understand with the meaning of the questions. Therefore, the researcher needed to give clues of the meaning of the question.

The second part, the researcher conducted treatment. On Mei 9\textsuperscript{th}, 2017, the teacher and the researcher came to the class. The teacher started her class by greeting and praying together. Then, the teacher checked the attendance list of students, there were two students who absents. Then, the teacher started to teach the students by introducing
the strategies used. Before applied the strategies, the teacher presented the first material on PowerPoint Presentation about hortatory exposition’s text. The researcher helped to distributed print out of PowerPoint Presentation (PPT). The first example of hortatory exposition text entitled “Corruption”. Then, the teacher started to explain the material by asked the students to define what hortatory exposition is. After a few minutes, some of the students tried to define what hortatory exposition is. Almost of them answered that hortatory exposition is the text which have a specific purpose. The teacher said that the answer is too general, she asked to the students to have other definitions. However there were no answer, so the teacher presented the slide of definition of hortatory exposition on the board. The students wrote the definition on their book. Then, the teacher asked the students to identify the social function of hortatory exposition. After a few minutes, some of the students conveyed their identification. Almost of them said that the social function of hortatory exposition is to give information to the reader. Once more, it was a general answer that given by the students. The teacher asked the students to make a specific answer by gave a clue that hortatory exposition is to persuade the reader to….. the teacher stop her clue and the students continued the statements by said “to do something”. The teacher presented the slides of the social function of hortatory exposition. Then, the teacher said that there were three generic
structures in hortatory exposition as follows: thesis, argumentation, recommendation. The teacher tried to explain the generic structures clearly by presented the hortatory exposition's text by pointed the passage related with the generic structures. Then, the teachers asked the students to analyze the language features on the hortatory exposition text. The teacher guided the students to find out the language features of the text. Tasyarinda was the first student who tried to answer the question by said she thought that there were some language features in the text. Then the students gave responses by tried to answer together. In collaborative strategies, the learning process dividing into seven stages. They were stage one (Building or Activating Background Knowledge), stage two (Using Sensory Images), stage three (Questioning), stage four (Making Prediction and Inferences), stage five (Determining main idea), stage six (Using fix-up options), and stage seven (Synthesizing). The focus in the treatment is the implementation of the stages to comprehend the text, but teacher’s feedback also inserted during the teaching-learning activities.

The first stage is activating or building background knowledge. The teacher asked the students to previewing the title of the text in order to have a connection with the text. The teacher guided this stage by asked the students a question “have you read the information before?”. Then the students look at the title for a while individually
and almost of them said that corruption was a commonly news in Indonesia.

The second stage is using sensory image. In this stage, the teacher guided the students to visualize about the text. After connected with the title of the text; the students have to continue to previewing the text. The teacher gave a minute for the students to previewing the text. After that, the teacher asked the students by those questions “what do you see after previewing the text? What do you feel about the text?.” Some of the students did not understand about the teacher’s command, so that the teacher repeated the command and the students were understood. Almost of the students said they saw a lot of money.

The third stage was questioning. The teacher tried to make sure that the students have connected with the text. The students were asked to make a question in their mind related with the text in order to deeper their connection.

The fourth stage was making prediction and inferences. In this stage, the students were asked to make a prediction based on the text that they have previewed before. Then, the students have to convey their prediction. At that time, the students tried to arrange a sentence as the prediction and the inferences from the text.

The fifth stage entitled determining main idea. In this stage, the teacher were guided the students to re-read the text and they were
asked to find out the main idea from the text. The students felt difficult to found the main idea, so that the teacher was helped the students by gave a clue where there main idea located. At last, the students were found the main idea and some of them were asked to share their discovery.

In the sixth stage, Using Fix-up Options there were activities that the teacher monitored the students’ comprehension of the text. The teacher used a table from Moreillon to check the students’ understanding.

Stage seven was Synthesizing. Here, the teacher helped the students to synthesize the text orally. It was hoped that the students could understood the text well by summarized the text and synthesized it. Because the time was over, the teacher closed the lesson and greeted the students.

The third part, the researcher conducted post-test on May 10th, 2017. The teacher gave the same worksheet which have used in pre-test. There was an improvement from pre-test. In pre-test, some students got troubles in their worksheet such as they did not answer completely, they did not understand the purpose of the question, etc. While in post-test, they were seemed better than before. Some of them still confused with the question, but the other could be quite when finished their post-test.
c. Observation

In the cycle 1, the researcher observed the teaching and learning process. The researcher prepared two field notes for the teacher and students. There were so many aspects of the activities of the teacher which were observed by the researcher start from the teacher greeting the students, leading the students to praying, checking the students attendance, explaining the material of the hortatory exposition, guiding the students to applied the seven steps in collaborative strategies to comprehend the hortatory exposition’s text, giving the students a feedback, giving motivation to the students, and close the lesson.

The students’ activities were also observed by the researcher start from answering the teacher’s greeting, praying together, respect to the teacher when she check their attendance, pay attention to the teacher’s explanation on hortatory exposition text, respect and applying the teacher guidance to comprehend the hortatory exposition’s text, listening to the teacher’s feedback and motivations. The complete version of the observation’s data in cycle 1, the researcher has already attached it in appendix. The teacher was not explained the seventh stage as well as required. The time was not enough and the teacher explained too fast, so that the students felt confused with the explanation of the seventh stage.
d. Reflection

From the cycle 1, the researcher could reflect that the students were still confused with the teacher’s explanation on Synthesizing’s stage to comprehend the text. The teacher explained too fast and almost not clears to explain this last stage. The researcher also thought, that the individual system were not effective in learning process. By the written answer on the pre-test and post-test, could be seen that almost of the students did not understand about WYH question and how to answer it. In the next cycle, the researcher would revise the lesson plan, change the learning process into a pair group, and explain how to answer WH question. The passing grade (KKM) of English at SMA Muhammadiyah (Plus) was 75. In this cycle, the mean of pre-test score of the students was 43.34 and the mean of post-test score of the students was 60.61. The target of the passing grade was 75%, but only 43% from the students could reach the target. The students did not achieve the target of the passing grade in the pre-test and post-test cycle 1. Therefore, the researcher would conduct the cycle 2 to achieve the target of the passing grade.
2. Cycle 2

a. Planning

As the researcher did in the previous cycle, in cycle 2 the researcher prepared the activities’ plan which has repaired such as prepared revised lesson plan and rubric for cycle 2, prepared a new topic about hortatory exposition, prepared PowerPoint Presentation, prepared the students attendance list, prepared the teacher’s and students’ field note for cycle 2, prepared a worksheet for pre-test and post-test of cycle 2 and camera to take the pictures as the documentation.

The researcher added the differences to the lesson plan. The researcher highlight on the last stage’s explanation and changed several point. The topic of the material was also changed. In the cycle 2, the teacher gave another example of hortatory exposition on the PowerPoint Presentation’s slide entitled “Why Should Eat Breakfast”. In the cycle 2, the students were asked to learn in a pair group.

b. Implementation of the Action

As same as the previous cycle, in the implementation of cycle 2 was also divided into three parts. The first part, the researcher conducted pre-test on May 16th, 2017. There were five essay questions should be answered by the students according to the hortatory exposition’s text entitled “Learning English through Music and Songs is Fun”.

54
In the pre-test of cycle 2, the students got a worksheet which has an equal quality which the previous pre-test in cycle 1. The students have to answer five essay questions which consist of WH questions. In their second pre-test, they could finish the pre-test with less confusion, but, for some students it still difficult to define new vocabularies which they found in the text. However, the researcher still needed to give clues if there were some students’ who could not recognized new vocabularies or could not understand with the question given.

The second part, the researcher conducted treatment. On Mei 17th, 2017, the teacher and the researcher came to the class. As usual, the teacher started her class by greeting and praying together. There was a student who absent on that day. Before applied the strategies, the teacher presented the material on PowerPoint Presentation about new topic of hortatory exposition’s text. The researcher helped to distributed print out of PowerPoint Presentation (PPT). The second example of hortatory exposition text entitled “Why Should Eat Breakfast”. Before started to learn, the students’ were asked to make a group of 2. As the teacher did in cycle 1, the teacher started to explain the material by asked the students to define what hortatory exposition is. Almost all of groups were raised their hand and tried to define what hortatory exposition is. Their answers were almost correct at all, because they have learnt it before. Then, the teacher
asked every group to identify the social function of hortatory exposition. It was an easy question for them, their identifications were correct. The students could answer specifically. In identifying the generic structures of the text, the students were asked to find out it on their paper. They could found the generic structures successfully. Then, the teachers asked the students to analyze the language features on the hortatory exposition text. In this analyzing, the teacher guided the students to find out the language features of the text. Then the students were discussed to find out the answer.

In cycle 2, the focus in the treatment was same as the previous cycle; the implementation of the seven’s steps to comprehend the text. The first stage is activating or building background knowledge. As the same with the previous activity in cycle 1, the teacher asked the students to previewing the title of the text in order to have a connection with the text. The teacher guided this stage by asked the students a question “have you read the information before?’’. Then the students look at the title for a while and they did little discussion with their partner. Almost of them answer it was first time for them to read the topic of the text.

The second stage is using sensory image. In this stage, the teacher guided the students to visualize about the text. The teacher gave a minute for the groups to previewing the text. After that, the teacher asked the students by those questions “what do you see after
previewing the text? What do you feel about the text?”. Later, some of the students said that they saw bread, fried rice, milk, and many more which usually they got every morning. They also said that breakfast is the ammunition in our body.

The third stage was questioning. The students were asked to discuss with their partner a question in their mind related with the text in order to deeper their connection.

The fourth stage was making prediction and inferences. In this stage, the students were asked to discuss about their prediction based on the text that they have previewed before. Then, the students have to convey their prediction. At that time, in a group the students arranged a sentence as the prediction and the inferences from the text.

The fifth stage entitled determining main idea. In this stage, the teacher were guided the students to re-read the text and they were asked to find out the main idea from the text. The students still felt difficult to found the main idea, so that the teacher was helped the students by gave a clue where there main idea located. At last, the students were found the main idea and some of them were asked to share their discovery.

In the sixth stage, Using Fix-up Options. As same as the teacher did in cycle 1, the teacher monitored the students’ comprehension by using a table from Moreillon to check the students’ understanding.
Stage seven was Synthesizing. In this last stage, the teacher explained what synthesizing is. The teacher showed the steps how to synthesize a text in the PowerPoint Presentation. The students pay attention to the teacher’s explanation. The teacher repeated to explain this step until the students were understand. At last, the students said they more understand about the last steps.

Before the time was over, the teacher asked the students to answer some questions in a worksheet which has given a group. After a few minutes, the students submitted their worksheet. In the end, the teacher gave feedbacks. The teacher gave advice to the students that they had to optimize when learning English. Because the time was over, the teacher closed the lesson by praying together.

The third part, the researcher conducted post-test on May 18th, 2017. The teacher gave the same worksheet which have used in pre-test of cycle 2. In the post-test of cycle, the students looked quieter than the previous cycle. The researcher and the teacher expected they could got the better result in this cycle. There was an improvement from pre-test. In pre-test and post-test, some students could answer the question correctly and completely.

c. Observation

In the cycle 2, as same as the researcher did in the previous cycle, the researcher observed the teaching and learning process. The researcher observed the teacher activities about how she applied the
revised lesson plan and the students’ activities during the cycle were also observed. Some aspects of the teacher activities which were observed by the researcher start from greeting the students, leading them to pray together, checking the students’ attendance list, asked the students to make a group, giving new example of hortatory exposition text, guiding the students to apply the seven steps to comprehend the text, giving feedback, facilitate the students to have some reflection, and motivate the students.

There were so many aspects of the students’ activities which were observed by the researcher start from answering the teacher’s greeting, pray together, respect and pay attention when the teacher checking the attendance, applying the seven steps to comprehend the text by the teacher guidance, have some reflection after the lesson, and got motivations.

d. Reflection

The cycle 2 had run well. The teacher fixed some problems in the cycle 1. By revised the lesson plan and better explanation from the teacher about hortatory exposition and the seven’s steps to comprehend the text, the students got well understanding about the material and there was an improvement in this cycle. The mean of the pre-test score of the students was 65.60, and the mean of post-test score of the students was 84.30. The passing grade (KKM) was 75 and the target was 80%. 86.9% of the students could pass the passing
grade in the cycle 2. The result of post-test in cycle 2 was more than the target of the passing grade. Therefore, the students achieved the target of the passing grade, so the researcher stopped the study until cycle 2.

B. Improvement of the Students’ Reading Comprehension in Hortatory Exposition’s Text After Being Taught by the Collaborative Strategies

The researcher collected the data of cycle 1 and cycle 2 from the students. They consist of 23 students from eleventh grade in SMA Muhammadiyah (Plus) Salatiga. In this study, the researcher collect the scores of the students. The scores were given based on the evaluation criteria. At last, the researcher calculated the scores.

1. Cycle 1
   a. Pre test

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<th>SCORE</th>
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<td>4</td>
<td>Fatima Talifia K.</td>
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Table 4.1 The Students’ score in the pre-test of cycle 1
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<th>Age</th>
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<td>8</td>
<td>Muhammad Iqbal</td>
<td>M</td>
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<td>Muhammad Rosi S.Y.</td>
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<td>Uswatun Khasanah</td>
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From the table’s score above, could be seen there were no students who could passed the passing grade in pre-test of cycle 1. The percentage of it was 0%.

b. Post test

Table 4.2The students’ score in post-test of cycle 1

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Based on the students’ score above, the calculations the number of students who passed the passing grade in post-test were 10 students, while the other students’ could not passed the passing grade. The percentage of it was 43.47%, and it was less than the target.

c. Calculation of mean

Table 4.3 The Score’s Differences of pre-test & post-test in cycle 1

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<td>Sania Rizka N.A</td>
<td>50</td>
<td>75</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>17</td>
<td>Sarah Kamahadi</td>
<td>51</td>
<td>80</td>
<td>29</td>
<td>841</td>
</tr>
<tr>
<td>18</td>
<td>Rahma Aditya M.H.</td>
<td>40</td>
<td>55</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>19</td>
<td>Tasyarinda Y.</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>20</td>
<td>Uswatun Khasanah</td>
<td>50</td>
<td>75</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>21</td>
<td>Wahyu Siti M.</td>
<td>40</td>
<td>65</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>22</td>
<td>Yunitaningsih</td>
<td>35</td>
<td>78</td>
<td>43</td>
<td>1849</td>
</tr>
<tr>
<td>23</td>
<td>Riegel Antarest H.</td>
<td>45</td>
<td>55</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>ΣX</td>
<td>ΣY</td>
<td>ΣD</td>
<td>ΣD²</td>
</tr>
<tr>
<td></td>
<td></td>
<td>997</td>
<td>1401</td>
<td>404</td>
<td>14572</td>
</tr>
</tbody>
</table>
d. Mean of the Pre-test

\[ M = \frac{\Sigma X_1}{N} \]

\[ = \frac{997}{23} \]

\[ = 43.34 \]

e. Mean of the Post-test

\[ M = \frac{\Sigma Y_1}{N} \]

\[ = \frac{1401}{23} \]

\[ = 60.91 \]

In the cycle 1, the mean of pre-test was 43.34 and the mean of post-test was 60.91. It means that there was a score improvement in the result of pre-test and post-test in cycle 1.

f. Calculation of The Mean of difference

\[ M_D = \frac{\Sigma D}{N} \]

\[ = \frac{404}{23} \]

\[ = 17.56 \]

g. Calculation of The standard Deviation

\[ SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

\[ = \sqrt{\frac{14572}{23} - \left(\frac{404}{23}\right)^2} \]

\[ = \sqrt{633.56 - (17.56)^2} \]

\[ = \sqrt{633.56 - 308.53} \]
\[ \sqrt{325.02} \]
\[ = 18.02 \]

h. Standard Error for the Mean Difference

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

\[
= \frac{18.02}{\sqrt{22}}
\]

\[
= \frac{18.02}{4.69}
\]

\[= 3.84\]

i. Calculation T-test

\[
T_o = \frac{MD}{SE_{MD}}
\]

\[
= \frac{17.56}{2.97}
\]

\[= 4.56\]

From the data of cycle 1, the researcher and the teacher found that the T-test was 4.56, and the T-table with N-1 was 1.71. The significant level was 5%. The value of T-test was bigger than the T-table. However, the researcher and the teacher conducted the cycle 2 because the number of the students who passed the passing grade were less than the target.
2. Cycle 2
   a. Pre-test

Table 4.4 The Students’ Score on pre-test cycle 2

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>SEX</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Afiful Fida’ Setiawan</td>
<td>M</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>Eva Yuliyani</td>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Alfina Damayanti</td>
<td>F</td>
<td>71</td>
</tr>
<tr>
<td>4</td>
<td>Fatima Talifia K.</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>5</td>
<td>Imam Assidik</td>
<td>M</td>
<td>53</td>
</tr>
<tr>
<td>6</td>
<td>Izzulkhaq Rizky A.P.</td>
<td>M</td>
<td>46</td>
</tr>
<tr>
<td>7</td>
<td>Lela Shafira W.</td>
<td>F</td>
<td>67</td>
</tr>
<tr>
<td>8</td>
<td>Muhammad Iqbal</td>
<td>M</td>
<td>33</td>
</tr>
<tr>
<td>9</td>
<td>Muhammad Rosi S.Y.</td>
<td>M</td>
<td>78</td>
</tr>
<tr>
<td>10</td>
<td>Nur Fuadi Luthfi</td>
<td>M</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>Oktafiana Nabila A.</td>
<td>F</td>
<td>78</td>
</tr>
<tr>
<td>12</td>
<td>Purnawadi</td>
<td>M</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Purwanti</td>
<td>F</td>
<td>78</td>
</tr>
</tbody>
</table>
From the data above, could be seen there were only 8 students who could passed the passing grade, and the other students could not passed the passing grade.

b. Post-test

Table 4.5 The Students’ Score on Post-Test Cycle 2

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>SEX</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Afiful Fida’ Setiawan</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
<td>Age</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>2</td>
<td>Eva Yuliyani</td>
<td>F</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>Alfina Damayanti</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>4</td>
<td>Fatima Talifia K.</td>
<td>F</td>
<td>97</td>
</tr>
<tr>
<td>5</td>
<td>Imam Assidik</td>
<td>M</td>
<td>84</td>
</tr>
<tr>
<td>6</td>
<td>Izzulkhaq Rizky A.P.</td>
<td>M</td>
<td>58</td>
</tr>
<tr>
<td>7</td>
<td>Lela Shafira W.</td>
<td>F</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>Muhammad Iqbal</td>
<td>M</td>
<td>78</td>
</tr>
<tr>
<td>9</td>
<td>Muhammad Rosi S.Y.</td>
<td>M</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>Nur Fuadi Luthfi</td>
<td>M</td>
<td>93</td>
</tr>
<tr>
<td>11</td>
<td>Oktafiana Nabila A.</td>
<td>F</td>
<td>95</td>
</tr>
<tr>
<td>12</td>
<td>Purnawadi</td>
<td>M</td>
<td>76</td>
</tr>
<tr>
<td>13</td>
<td>Purwanti</td>
<td>F</td>
<td>96</td>
</tr>
<tr>
<td>14</td>
<td>Putri Listiani</td>
<td>F</td>
<td>83</td>
</tr>
<tr>
<td>15</td>
<td>Riska Amalia R.</td>
<td>F</td>
<td>97</td>
</tr>
<tr>
<td>16</td>
<td>Sania Rizka N.A</td>
<td>F</td>
<td>87</td>
</tr>
<tr>
<td>17</td>
<td>Sarah Kamahadi</td>
<td>F</td>
<td>88</td>
</tr>
</tbody>
</table>
In the post-test of cycle 2 there were 19 students’ score who could passed the passing grade, and 4 students could not passed the passing grade. It means that there were a significant improvement in the pre-test and post-test in cycle 2 based on the scores.

c. Calculation of Mean

Table 4.6 The Score’s Differences of pre-test & post-test in cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre Test $(X_1)$</th>
<th>Post Test $(Y_1)$</th>
<th>$D$</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Afiful Fida’ Setiawan</td>
<td>68</td>
<td>72</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Eva Yuliyani</td>
<td>0</td>
<td>85</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>3</td>
<td>Alfina Damayanti</td>
<td>71</td>
<td>76</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Fatima Talifia K.</td>
<td>76</td>
<td>97</td>
<td>21</td>
<td>441</td>
</tr>
<tr>
<td></td>
<td>Nama</td>
<td>Poin</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>------</td>
<td>-----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>5</td>
<td>Imam Assidik</td>
<td>53</td>
<td>84</td>
<td>31</td>
<td>961</td>
</tr>
<tr>
<td>6</td>
<td>Izzulkhaq Rizky A.P.</td>
<td>46</td>
<td>58</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>7</td>
<td>Lela Shafira W.</td>
<td>67</td>
<td>80</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>8</td>
<td>Muhammad Iqbal</td>
<td>33</td>
<td>78</td>
<td>45</td>
<td>2025</td>
</tr>
<tr>
<td>9</td>
<td>Muhammad Rosi S.Y.</td>
<td>78</td>
<td>80</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Nur Fuadi Luthfi</td>
<td>70</td>
<td>93</td>
<td>23</td>
<td>529</td>
</tr>
<tr>
<td>11</td>
<td>Oktafiana Nabila A.</td>
<td>78</td>
<td>95</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>12</td>
<td>Purnawadi</td>
<td>70</td>
<td>76</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>13</td>
<td>Purwanti</td>
<td>78</td>
<td>96</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>14</td>
<td>Putri Listiani</td>
<td>56</td>
<td>83</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>15</td>
<td>Riska Amalia R.</td>
<td>83</td>
<td>97</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>16</td>
<td>Sania Rizka N.A</td>
<td>70</td>
<td>87</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>17</td>
<td>Sarah Kamahadi</td>
<td>68</td>
<td>88</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>18</td>
<td>Rahma Aditya M.H.</td>
<td>67</td>
<td>88</td>
<td>21</td>
<td>441</td>
</tr>
<tr>
<td>19</td>
<td>Tasyarinda Y.</td>
<td>93</td>
<td>95</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>Uswatun Khasanah</td>
<td>79</td>
<td>91</td>
<td>12</td>
<td>144</td>
</tr>
</tbody>
</table>
21 Wahyu Siti M.  |  92  |  94  |  2   |  4   \\
22 Yunitaningsih |  80  |  93  |  13  |  169 \\
23 Riegel Antarest H. |  33  |  53  |  20  |  400 \\
Total                  | ΣX₁  | ΣY₁  | ΣD   | ΣD²  \\
                      | 1509 | 1939 | 430  | 14964 \\

d. Mean of the Pre-test
\[ M = \frac{\Sigma X_1}{N} \]
\[ = \frac{1509}{23} \]
\[ = 65.60 \]
e. Mean of the post-test
\[ M = \frac{\Sigma Y_1}{N} \]
\[ = \frac{1939}{23} \]
\[ = 84.30 \]

By those calculation, could be seen that the mean of pre-test was 65.60 and the mean of post-test was 84.30. It means that there was a score improvement in the result of pre-test and post-test in cycle 2.

f. Calculation of The Mean of difference
\[ M = \frac{\Sigma D}{N} \]
\[ = \frac{430}{23} \]
g. Calculation of The standard Deviation

\[
SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{14964}{23} - \left(\frac{430}{23}\right)^2}
\]

\[
= \sqrt{650.61 - (18.69)^2}
\]

\[
= \sqrt{650.61 - 349.53}
\]

\[
= \sqrt{301.08}
\]

\[
= 17.35
\]

h. Standard Error for the Mean Difference

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

\[
= \frac{17.35}{\sqrt{22}}
\]

\[
= \frac{17.35}{4.69}
\]

\[
= 3.69
\]

i. Calculation T-test

\[
T_o = \frac{M_D}{SE_{MD}}
\]

\[
= \frac{16.69}{3.69}
\]

\[
= 5.05
\]

From the data of cycle 2 above, the researcher and the teacher found that the T-test was 5.05, and the T-table with N-1 was 1,71. The significant level was 5%. The value of T-test was bigger than T-table. It means that there was significant improvement in cycle
2. Finally, the researcher and the teacher have conducted the research successfully.

After analyzing the students’ score in the cycle 1 and cycle 2, the researcher concluded that there was significant improvement of the students’ reading comprehension in hortatory exposition after being taught by Collaborative Strategies. It can be seen from the total of the students who passed the passing grade (KKM). Moreover, the t-test in the cycle 2 was bigger than the t-test of the cycle 1.

Based on the result above, the researcher concluded that using Collaborative Strategies could improve the students’ reading comprehension. That statement was support the theory of Morreillon (2007) which has stated in chapter II page 19, some activities which have organized in the Collaborative Strategies influenced the teaching-learning process in the classroom. In addition, the efforts of the collaboration between the teacher and the researcher and all the activities of the Collaborative Strategies in this research had reached the target, especially in the improvement of the students’ reading comprehension on hortatory exposition text.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

I. Implementation of the Use of Collaborative Strategies to Improve the Students’ Reading Comprehension In Hortatory Exposition Text of the Eleventh Grade Students Of SMA Muhammadiyah (Plus) Salatiga.

After conducting this research, the researcher concludes that the use of collaborative strategies to improve the students’ reading comprehension in hortatory exposition’s text of the eleventh grade of SMA Muhammadiyah (Plus) Salatiga has done successfully. Applying seven steps to comprehend the text by using collaborative strategies were improved the students’ comprehension. It could be seen from the score of the pre-test and post-test in the cycle 1 and cycle 2. In the cycle 1, the researcher and the teacher got reflections that individual learning process was not effective for the students dealing with the process of comprehending the text and the explanation of one of the stage should be taught clearly in the cycle 2. After those reflections were applied in the cycle 2, the students’ reading comprehension could be better.

In cycle 2 the implementation was did as same as the implementation in cycle 1 by added some repairs according to the
reflection. As the result, the students’ in the cycle 2 score could better than the cycle 1.

II. Improvement of The Students’ Reading Comprehension in Hortatory Exposition’s Text After Being Taught by The Collaborative Strategies

After calculated and analyzed the students’ score in each cycle, the researcher concluded that there was a significant improvement in using collaborative strategies for improving the students’ reading comprehension in hortatory exposition text of the eleventh grade students of SMA Muhammadiyah (Plus) Salatiga.

In the cycle 1, the mean of pre-test was 43.34, and the mean of post-test was 60.91. In the cycle 2, the mean of the pre-test was 65.60 and the mean of post-test was 84.30. By the number of the students who could passed the passing grade (KKM) in each cycle could be seen that the students’ reading comprehension was increased, and the researcher stopped the cycle on cycle 2 because the number of the students who passed the passing grade were more than 80%.

B. Suggestion

1. For teachers

The teacher can use the collaborative strategies to improve the students’ reading comprehension. By collaboration, it will help the
teacher to maximize teaching-learning process in the classroom. Moreover, the teacher can apply the seven steps in the collaborative strategies to comprehend the text which in its implementation, the students can be more active.

2. **For students**

   The students have to motivate themselves to learn English, especially in reading skill because from that activity it can be help the students to enrich the mastery of vocabulary, grammar, and comprehension. Learning to comprehend the text by the seven steps in the collaborative strategies can be the one of their alternatives.
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LIST OF APPENDICES

1. Certification for graduating paper’s counselor
2. Letter of research permission
3. Proof of conducted research
4. Consultation sheets of graduating paper
5. SKK
6. Syllabus
7. Validation’s sheet for syllabus
8. Lesson plan for cycle 1
9. Validation’s sheet for lesson plan cycle 1
10. Observation sheets (field note) of cycle 1
11. The students’ worksheet of pre-test cycle 1
12. The students’ worksheet of post-test cycle 1
13. Lesson plan for cycle 2
14. Validation’s sheet for lesson plan cycle 2
15. Observation sheets (field note) of cycle 2
16. The students’ worksheet of pre-test cycle 2
17. The students’ worksheet of post-test cycle 2
18. List of students’ pre-test score of cycle 1
19. List of students’ post-test score of cycle 1
20. List of students’ pre-test score of cycle 2
21. List of students’ post-test score of cycle 2
22. PowerPoint Presentation of the material
23. Photos documentation
24. Curriculum Vitae
25. Publication’s Sheet
Nomor : B.1.3.070/In.21/D1.1/PN.03.00/03/2017
Lamp : 
Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Kepada
Yth. Rr. Dewi Wahyu Mustikasari, M.Pd

di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : TOYI AMBARWATI
NIM : 113-13-057
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi :

THE USE OF COLLABORATIVE STRATEGIES TO IMPROVE READING COMPREHENSION TO THE ELEVENTH GRADE STUDENTS OF SMA N 1 BERGAS IN THE ACADEMIC YEAR OF 2016/2017

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas, Demikian untuk dikerahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 17 Maret 2017

Ratu Kuswari
Wakil Dekan Bidang Akademik

Siti Nursani, S.Ag., M.Phil.

Tembusan : l. Dosen Pembimbing
Nomor : B-699/n.21/D1/PN.03.00/04/2017
Lamp : -
Hal : Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala SMA Muhammadiyah Salatiga
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : TOYI AMBARWATI
NIM : 113-13-057
Mahasiswa : Institut Agama Islam Negeri ( IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.
Judul skripsi :
THE USE OF COLLABORATIVE STRATEGIES TO IMPROVE READING COMPREHENSION TO THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH SALATIGA IN THE ACADEMIC YEAR OF 2016/2017

Dengan Pembimbing : Rr. Dewi Wahyu Mustikasari, M.Pd
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 13 April 2017 s.d selesai.
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 12 April 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

[Signature]
NIP. 19670121 199903 1002

Tembusan :1. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor : 352/ SMA.M/S.6/V/2017

Kepala SMA Muhammadiyah (Plus) Salatiga menerangkan bahwa Mahasiswa di bawah ini:

Nama : TOYI AMBARWATI
NIM : 113-13-057
Jurusan : Tarbiyah
Prodi : Tadris Bahasa Inggris (TBI)
Fakultas : FTK IAIN SALATIGA

Yang bersangkutan benar-benar telah mengadakan Penelitian di SMA Muhammadiyah (Plus) Salatiga mulai 02 Mei 2017 s/d 18 Mei 2017 dengan judul "THE USE OF COLLABORATIVE STRATEGIES TO IMPROVE READING COMPREHENSION ON HORTATORY EXPOSITION TEXT TO THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR OF 2016/2017"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Salatiga, 16 Mei 2017

Kepala Sekolah

[Signature]

Diari Hutrihartani, S. Sos, M. Pd
NIP. 19710924 200312 2 002
<table>
<thead>
<tr>
<th>NO.</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
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<tbody>
<tr>
<td>1.</td>
<td>April 2017</td>
<td>Consult the title</td>
<td>- Title pix</td>
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<tr>
<td>2.</td>
<td>Rabu, 12 April 2017</td>
<td>Prepare pre-survey observations.</td>
<td>- Before go to the school, prepare the lesson plan, observational checklist, validation checklist, rubric score, pre-test and post-test.</td>
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<td>3.</td>
<td>Selasa, 20 April 2017</td>
<td>Consult the syllabus - Consult the lesson plan C1</td>
<td>- Reuse the lesson plan - Reuse the observational checklist &amp; validation</td>
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<td>4.</td>
<td>Kamis, 27 April 2017</td>
<td>Consult the observation checklist &amp; validation</td>
<td>- Pre-test &amp; post-test pix</td>
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<td>5.</td>
<td>Kamis, 2 May 2017</td>
<td>Consult the revised lesson plan - Consult the observation checklist and validation</td>
<td>- lesson plan pix - observational checklist &amp; validation pix, all preparation pix</td>
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<td>6.</td>
<td>Jum'at, 12 May 2017</td>
<td>Consult the revised lesson plan</td>
<td>- Conduct the research - Calculate the number of the students' score which are passed the passing grade - Have a reflection - Underline the differences in the lesson plan C2 - The test pix</td>
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<td>7.</td>
<td>Jum'at, 19 Mei 2017</td>
<td>Consult the result of cycle 2</td>
<td>- lesson Plan pix Continue to the cycle 2</td>
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<td>8.</td>
<td>Rabu, 26 Juni 2017</td>
<td>Consult Chapter 1</td>
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**ATATAN:**
EIAF KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing

Re: Dewi Wahyu Mustikasari S.S., M.Pd.
NIP. 17908211 2011.01.007
<table>
<thead>
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| 9.  | Rabu, 5 Agustus 2019 | - Consult Revised chapter III  
- Consult the chapter II & III  
- Check the little, grammar, and the content  | - Revise Chapter I, II, III  
- Pay attention to the punctuation  
- Continue to chapter IV - V  | Jeng  |
| 10. | Selasa, 12 Agustus 2019 | - Consult Revised chapter I - III  
- Consult the chapter IV  | - Revise the layout, check grammar,  
- Revise chapter IV  | Jeng  |
| 11. | Jumat, 8 Sept '19 | - Consult the revised chapter I - IV  
- Consult the chapter V  | - Revise chapter IV  
- Revise references  | Jeng  |
| 12. | Rabu, 13 September 2019 | - Consult the chapter I - V  | - Revise chapter V  | Jeng  |
| 13. | Kamis, 14 September 2019 | - Consult the chapter IV  
- References  | - ACC  | Jeng  |

CATATAN:

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing:

Rw Dewi Wiyung Kusumawati S.S., M.Pd.
NIP. 19790821 20101 2007
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<tbody>
<tr>
<td>1</td>
<td>OPAK STAIN SALATIGA 2013 Rekonstruksi Paradigma Mahasiswa yang Cerdas, Peka, dan Peduli</td>
<td>26-27 Agustus 2013</td>
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<td>OPAK TARBIYAH 2013 Menjunjung Tinggi Nilai-nilai Kearifan Lokal Sebagai Identitas Pendidikan Indonesia</td>
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<td>Achievement Motivation Training (AMT) Dengan AMT Semangat Menyongsong Prestasi (CEC-JQH)</td>
<td>23 Agustus 2014</td>
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<td>English Friendship Camp (EFC) CEC is the Best Way for Great Generation</td>
<td>27-28 September 2014</td>
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<td>9</td>
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<td>13</td>
<td>Seminar Nasional Peranan technopreneur dalam mendukung program pemerintah melalui ekonomi kreatif (KOPMA FATAWA)</td>
<td>15 April 2015</td>
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<td>Diskusi Aktif Peran Perempuan Dalam Dunia Pendidikan</td>
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<td>28 Mei 2016</td>
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<td>Seminar Nasional</td>
<td>Geliat Masyarakat Urban (DinamikA)</td>
<td>25 Maret 2016</td>
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<td>Indonesia Budayaku Indonesia Warisanku (Salatiga Kota Pusaka)</td>
<td>2 Juni 2016</td>
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<td>19</td>
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<td>A 2-hour Teacher Training workshop focusing on Ice Breaking to Teach Language Skills</td>
<td>27 Juli 2016</td>
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<td>Talkshow</td>
<td>Satu jam lebih dekat bersama kandidat walikota dan wakil walikota salatiga periode 2017-2022</td>
<td>5 November 2016</td>
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<td>21</td>
<td>Karnaval Tahunan Peringatan Hari Ibu</td>
<td>“Ibuku, Inspirasiku”</td>
<td>27 Desember 2016</td>
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<td>22</td>
<td>Seminar Internasional</td>
<td>Be Global Citizen through Non Formal Learning in International Voluntary Service: Another way to Go Abroad</td>
<td>4 April 2017</td>
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<td>Seminar Nasional Unlocking Students Potential to Deal with Globalization</td>
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<td>25</td>
<td>Kegiatan Peringatan HUT RI KE-72 “Budaya Lokal Bukan Hanya Milik Masa Lalu”</td>
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Salatiga, 29 Agustus 2017

Mengetahui,

Wakil Dekan Kemahasiswaan dan Kerjasama ETIK

[Signature]

Achmad Mahmun, M.Ag.
### SYLLABUS

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicator</th>
<th>Learning Material</th>
<th>Learning Method</th>
<th>Assessment</th>
<th>Time Allocated</th>
<th>Source</th>
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<tbody>
<tr>
<td>1.1 Responding to a meaning in short functional text (e.g. Banner, poster, pamphlet, etc) for both formal or informal by using written language variety accurately, fluently and acceptably in the context of daily life.</td>
<td>• Reading meaningful written variety text discussed with the correct spelling and intonation • Identifying the topic of the text read • Identifying specific information from banner, poster or pamphlet</td>
<td>Banner Poster Pamphlet</td>
<td>Meetings: • Studying the model of banner, poster and pamphlet. • Reading the models individually. • Answering the questions based on the topic individually. Structural Instructions: • Giving assignment by looking for any kind of banner, poster and pamphlet in groups/ individually. Non Structural self activity: • Reading the banner, poster and pamphlet in the front of the class.</td>
<td>Performance Written test Quiz Assignment</td>
<td>4 x 45'</td>
<td></td>
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</tbody>
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| 11.2 Responding to a meaning and rhetorical in essay by using written language variety accurately, fluently and acceptably in the context of daily life to access sciences in forms of narrative, spoof and hortatory exposition text | Meetings:  
- Identifying the meaning of words in exposition text individually  
- Identifying the meaning of the sentence in the text  
- Identifying the setting in narrative  
- Identifying the complication in narrative text  
- Identifying the events of the text  
- Identifying the case of the text given  
- Identifying the arguments given  
- Identifying the recommendation given  
- Identifying the rhetorical steps in the text  
- Identifying the communicative purpose in the text  
- Written text of narrative  
- Written text of spoof  
- Written text of hortatory exposition  
- Complex sentences | Performance  
- Written test  
- Assignment  | 8:45' |
<table>
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<tr>
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<th>to the topic: Non Structural self Activity:</th>
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<tr>
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<td>Reading aloud the text related to the topics in front of the class.</td>
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<td></td>
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<td></td>
<td>Quiz</td>
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LEMBAR VALIDASI
SILABUS

A. TUJUAN

Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan silabus dalam pelaksanaan pembelajaran bahasa inggris yang implementasinya menggunakan collaborative strategies to improve the students reading comprehension.

B. PETUNJUK

1. Bapak/Ibu dapat memberikan penilaian dengan memberikan tanda (V) pada kolom yang tersedia.

<table>
<thead>
<tr>
<th>NO</th>
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<td>I</td>
<td>ISI YANG DI AJI KAN</td>
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<tr>
<td></td>
<td>1. Mengajari keterkaitan antar standar kompetensi (SK) dan keterampilan dasar (KD)</td>
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</tr>
<tr>
<td></td>
<td>2. Mengidentifikasi materi yang menunjang pencapaian KD</td>
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<tr>
<td></td>
<td>3. Aktivitas kedalaman dan keselusahan materi</td>
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<td>4. Pemilihan materi ajar</td>
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<td></td>
<td>5. Kegiatan pembelajaran dirancang dan dikembangkan berdasarkan SK, KD, potensi siswa</td>
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<tr>
<td></td>
<td>6. Merumuskan indikator pencapaian kompetensi</td>
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<tr>
<td></td>
<td>7. Menentukan sumber belajar yang disesuaikan dengan SK, KD, serta materi pokok, kegiatan pembelajaran dan indikator pencapaian kompetensi</td>
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<td>8. Penentuan jenis penilaian</td>
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<td>II</td>
<td>BAHASA</td>
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<td>1. Penggunaan bahasa sesuai dengan EYD</td>
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<td>2. Kesederhanaan struktur kalimat</td>
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<tr>
<td>III</td>
<td>WAKTU</td>
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<td>2. Pemilihan alokasi waktu didasarkan pada tuntutan KD</td>
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<td>3. Pemilihan alokasi waktu didasarkan pada ketersediaan alokasi waktu per semester</td>
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2. Bapak/ibu dapat menuliskan nilai pada kolom yang tersedia dan memberikan komentar/saran sesuai kelengkapan instrument

- **RUBRIK PENELITIAN**

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<td>Cukup</td>
<td>66 - 78</td>
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<td>46 - 65</td>
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*Keterangan*: Silabus dikatakan valid, apabila nilai mencapai 75-100

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Salatiga, Mei 2017
Validator

[Saryati Purwaniaga, S.S.]
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMA Muhammadiyah Plus Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI /2
Alokasi Waktu : 2 x 45 menit ( 1x pertemuan )
Topik Pembelajaran : Hortatory Exposition

Keterampilan : Membaca

PertemuanKe : 1

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional pendek dan esei sederhana berbentuk narrative, hortatory exposition dan spoof dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkap-kan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, hortatory exposition, dan spoof

C. Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Nilai Budaya dan Karakter Bangsa</th>
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<tbody>
<tr>
<td>1. Mengidentifikasifungsi social dan struktur teks hortatory exposition</td>
<td>jujur, disiplin, mandiri</td>
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<tr>
<td>2. Menganalisa unsur kebahasaan dalam teks hortatory exposition secara tertulis</td>
<td></td>
</tr>
<tr>
<td>3. Menangkap makna esei sederhana dalam teks hortatory exposition secara tertulis sesuai pertanyaan</td>
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</tbody>
</table>
Kewirausahaan/ Ekonomi Kreatif :
- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

1. Pada akhir pembelajaran siswa dapat:
2. Siswa dapat mengidentifikasifungsi social dan struktur teks hortatory exposition
3. Siswa dapat menganalisa unsur surkebahasaan dalam teks hortatory exposition secara tertulis
4. Siswa dapat menangkap makna cerita dalam teks hortatory exposition secara tertulis sesuai pertanyaan.

E. Materi Pokok

Teks Hortatory Exposition

1. Definition
   Hortatory exposition is a text which represent the attempt of the writer to have the addressee do something or act in certain way.

2. Social Function
   The Purpose of hortatory exposition is to persuade the readers that something should or should not be the case or be done.

3. Generic Structure
   A hortatory exposition will consists of the following structure:
   1. Thesis: After stating the thesis and proving with various arguments, the text is completed with the writer’s recommendation on how to overcome. Recommendation contains a recommendation or solicitation writer to the reader.
   2. Argument: After stating the thesis and proving with various arguments, the text is completed with the writer’s recommendation on how to overcome. Recommendation contains a recommendation or solicitation writer to the reader.
3. **Recommendation/conclusion**: After stating the thesis and proving with various arguments, the text is completed with the writer’s recommendation on how to overcome. Recommendation contains a recommendation or solicitation writer to the reader.

4. **Language Features**
   1. Using simple present tense
   2. Using modal adverbs, for example fortunately, maybe, etc.
   3. Using action verbs, for example we must save, etc.
   4. Using thinking verbs, for example I believe, etc.
   5. Using general and abstract noun, for example policy, advantage, etc.
   6. Using connective/transition, for example firstly, secondly, etc.

5. **W-H Questions**
   1. What: to ask kind of the text, generic structure, and the social function.
   2. When: to ask the time.
   3. Where: to ask where the information can be found. Example: where is the thesis of the text located?
   4. Who: to ask the person/community that intended in the text. Example: Who have to prevented from getting a bad mentality caused by corruption?
   5. Why: to ask the reason. Example: Why the survey has made the writer sad?
   6. How: to ask about the writer suggestion. Example: how the writer conclude the text?

5. **Example of Hortatory Exposition**

   **Corruption**

   **Thesis**

   Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It’s just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.
Argument 1
The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Argument 2
Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

Recommendation
I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

Exercise
Answer the following questions based on the text!

1. What is the social function of text above?

2. Identify generic structure of the text above!

3. Please mention the thinking verb that used in the text!

4. Why the survey has made the writer sad?

5. How did the writer conclude the text?

F. Metode Pembelajaran/Teknik:

1. Metode: Communicative Language Teaching
2. Strategi: Collaborative Strategies

Collaborative strategies is a collaboration between researcher and classroom teacher in order to develop common language, a common set of practices, and channels for communication that can increase student learning and help the entire school community better serve the academic and social needs of students and families.

The collaborative strategies using seven steps in its implementation, they are:
1) Activating background knowledge
2) Using sensory image
3) Questioning
4) Making prediction and inferences
5) Determining main idea
6) Using fix-up option, and synthesizing

G. Langkah-langkah Kegiatan Pembelajaran

KegiatanAwal (35’)

a. Guru mengucapkan salam dengan ramah kepada siswa ketika masuk ke kelas
b. Guru meminta siswa memimpin doa sebelum pelajaran dimulai
c. Guru mengecek kehadiran siswa
d. Guru mengaitkan materi/kompetensi yang akan dipelajari dengan karakter dengan merujuk pada labus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan asal yang terkait dengan SK/KD
e. Guru menyampaikan model pembelajaran
f. Guru memberikan soal pre-test dan di kerjakan oleh siswa

KegiatanInti (50’)

Eksplorasi

- Guru memberikan contoh teks hortatory exposition berjudul “Corruption” dan menerapkan Collaborative Strategies
- Guru menyampaikan fungsi sosial, struktur teks, unsur kebahasaan, W-H questions dan isicetera dalam teks.
- Siswa yang belum tahu mengenai fungsi sosial, struktur teks, unsur kebahasaan bisa bertanya kepada guru (Questioning)

**Elaborasi**

- Siswa mengamatijudul teks hortatory exposition, kemudian membuat koneksi dengan bacaan berdasarkan judul (Activating background knowledge)
- Siswa membaca sepiptas teks hortatory exposition dan menggambarkan bagaimana kira-kira bagaimana teks tersebut (Using sensory image)
- Siswa membaca teks hortatory exposition dan mencoba memprediksi isi teks tersebut secara lisan (Making prediction and inference)
- Siswa membaca teks hortatory exposition dan menemukan menentukan gagasan pokok teks (Determining Main Idea)
- Dengan arahan guru siswa menceritakan kembali dalam bentuk tertulis teks hortatory exposition berjudul “Corruption” dengan menggunakan bahasa masing-masing. (Synthesizing)

**Konfirmasi**

- Guru memberikan umpan balik dengan memberi penguat dan lambung klisian padasiswa yang telah dapat menyelesaikan tantangan.
- Guru memfasilitasi swaralakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Guru memberikan motivasi pada padasiswa yang kurang atau belum bisa mengikuti teks hortatory exposition.

**Kegiatan Akhir (5')**

- Guru memberikan umpan balik/kesempatanswa untuk bertanya kembali terhadap proses dan hasil belajarnya.
- Guru memberikan ucapan salam perpisahan yang kemudian di respon oleh siswa.
H. **Sumber/Bahan/Alat**

1. **Sumber:** Silabus SMA/ MA (X /2)
2. **Alat:** papantulis, lembarsoal, lembarbacaan
3. **Bahan:** Absensi, Silabus, RPP

Salatiga, April 2017

Mengetahui

Guru Mata Pelajaran                  Mahasiswa Peneliti

Saryati Purwanigara, S.S              Toyi Ambarwati
I. Penilaian Pre-Test dan Post-Test

1. Indikator, Bentuk dan Soal

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator</th>
<th>Bentuk</th>
<th>Soal</th>
</tr>
</thead>
</table>
| 1.  | Mengidentifikasi fungsi sosial dan struktur teks | Tes tertulis | 1) What is the social function of text above?  
2) Identify generic structure of the text above! |
| 2.  | Menganalisa unsur kebahasaan dalam teks hortatory exposition secara tertulis | Tes tertulis | 3) Please mention the thinking verb that used in the text! |
| 3.  | Menangkap makna isi dari teks hortatory exposition secara tertulis sesuai pertanyaan | Tes tertulis | 4) Why the survey has made the writer sad?  
5) How did the writer conclude the text? |

Kunci Jawaban

<table>
<thead>
<tr>
<th>No</th>
<th>JawabanLengkap</th>
<th>JawabanKurangLengkap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>The social Function of this text is to persuade the readers</strong> that something should or should not be the case or be done.</td>
<td>to persuade the readers that something should or should not be the case or be done.</td>
</tr>
<tr>
<td>2.</td>
<td>The generic structure of the text are thesis, argumentation, recommendation/conclusion</td>
<td>Thesis, argumentation, recommendation/conclusion</td>
</tr>
<tr>
<td>3.</td>
<td>The thinking verb that used in the text is</td>
<td>I believe</td>
</tr>
</tbody>
</table>
I believe

4. The survey has made the writer sad because the writer stay and earn a living there in the capital

5. The writer conclude the text by state that he believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

### III. Rubrik Penilaian Reading Comprehension

<table>
<thead>
<tr>
<th>Nilai</th>
<th>20</th>
<th>15</th>
<th>10</th>
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<td>Memenuhi 3 aspek dari Content (Ketepatan Jawaban), Grammar (Kelengkapan Jawaban), Spelling, Vocabulary.</td>
<td>Memenuhi 2 aspek dari Content (Ketepatan Jawaban), Grammar (Kelengkapan Jawaban), Spelling, Vocabulary.</td>
<td>Memenuhi 1 aspek dari Content (Ketepatan Jawaban), Grammar (Kelengkapan Jawaban), Spelling, Vocabulary.</td>
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### Aspek penilaian

<table>
<thead>
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<tr>
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<tr>
<td>Grammar (Kelengkapan Jawaban)</td>
<td>0-5</td>
</tr>
<tr>
<td>Spelling</td>
<td>0-5</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>0-5</td>
</tr>
</tbody>
</table>

### Nilai Maksimal Per Soal

| Nilai Maksimal Per Soal | 20 |

### IV. Pedoman Penilaian

1. Soal Berjumlah 5
2. Masing-masing soal maksimal bernilai 20
3. Nilai maksimal adalah 5X20=100
4. Nilai KKM adalah 75
5. Misalnya Raka mendapat jawaban yang memenuhi 4 aspek pada 3 soal dan hanya memenuhi 2 aspek pada 2 soal, maka nilai Raka adalah \((3 \times 20) + (2 \times 10) = 80\)

Mengetahui
Guru Mata Pelajaran

Saryadi Purwanigara, S.S

Mahasiswa Peneliti

Toyi Ambarwati

Salatiga, April 2017
<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan Guru</th>
<th>Ya</th>
<th>Tidak</th>
<th>Kegiatan Siswa</th>
<th>Ya</th>
<th>Tidak</th>
<th>Keterangan</th>
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<tbody>
<tr>
<td>1</td>
<td><em>Pembukaan,</em></td>
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<td>✔</td>
<td>Siswa menjawab salam guru</td>
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<td></td>
<td>Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas</td>
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<td>2</td>
<td>Guru meminta siswa memimpin doa sebelum pelajaran dimulai</td>
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<td>Siswa berdoa bersama-sama</td>
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<tr>
<td>3</td>
<td>Guru mengecek kehadiran siswa</td>
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<td>Siswa secara individu mengkonfirmasi kehadiran</td>
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<td>✔</td>
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<tr>
<td>4</td>
<td>Guru menyampaikan model pembelajaran</td>
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<td>Siswa memperhatikan penjelasan guru mengenai model pembelajaran</td>
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<td>Guru memberikan soal pre-test dan di kerjakan oleh siswa</td>
<td>Siswa menerima soal pre-test dan mengerjakannya sesuai arahan guru</td>
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<td>5</td>
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<td>Guru memberikan contoh teks hortatory exposition berjudul “Corruption” dan menerapkan Collaborative Strategies</td>
<td>Siswa memperhatikan guru dan teks hortatory exposition yang diperlihatkan oleh guru</td>
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<td>6</td>
<td>Guru mengarahkan siswa untuk mengidentifikasi fungsi sosial, struktur</td>
<td>Siswa berusaha mengidentifikasi fungsi sosial, struktur teks dalam teks hortatory</td>
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<td></td>
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<td>7</td>
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<td></td>
<td>Guru meminta siswa mengamati judul teks hortatory exposition, kemudian membuat keseksi <em>text-to-self</em> dengan bacaan berdasarkan judul (<em>Activating background knowledge</em>)</td>
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<td>No</td>
<td>Guru meminta siswa membaca sepintas teks hortatory exposition dan menggambarkan apa yang terlihat pada pikiran mereka (Using sensory image)</td>
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<td>9</td>
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<td>Siswa membaca sepintas teks hortatory exposition dan menggambarkan apa yang terlihat pada pikiran mereka</td>
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<table>
<thead>
<tr>
<th>No</th>
<th>Guru memberi kesempatan kepada siswa untuk memikirkan sebuah pertanyaan terkait dengan teks hortatory exposition (Questioning)</th>
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<tbody>
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<table>
<thead>
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<tbody>
<tr>
<td>11</td>
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<tr>
<td>12</td>
<td>Guru membimbing siswa untuk membaca teks hortatory exposition dan menemukan gagasan pokok teks tsb (Determining Main Idea)</td>
</tr>
<tr>
<td>13</td>
<td>Dengan arahan guru, siswa memonitor pemahaman mereka terhadap teks hortatory exposition (Using Fix-up Options)</td>
</tr>
<tr>
<td>14</td>
<td>Dengan arahan guru siswa menyintesa teks hortatory exposition yang berjudul “Corruption” dengan menggunakan bahasa masing-masing.</td>
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<tr>
<td>No</td>
<td>Deskripsi</td>
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<tr>
<td>15</td>
<td><strong>Konfirmasi</strong></td>
</tr>
<tr>
<td></td>
<td>Guru memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.</td>
</tr>
<tr>
<td>16</td>
<td>Guru memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.</td>
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<td>17</td>
<td>Guru memberikan motivasi kepada siswa yang kurang dan belum bisa</td>
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<td>18</td>
<td><strong>Kegiatan akhir</strong>&lt;br&gt;Guru memberikan umpan balik/kesempatan siswa untuk bertanya kembali terhadap proses dan hasil belajarnya</td>
</tr>
<tr>
<td>19</td>
<td>Guru memberikan ucapan salam perpisahan yang kemudian di respon oleh siswa.</td>
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<p>| | | | | |</p>
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<td>21</td>
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</tbody>
</table>
Why Should Wearing a Helmet when Motorcycling

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in worse.

Wearing a fitted protective helmet offers many benefits which reduces the negative aspects of riding. First and the most important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can give the riders a matter of style. Helmets give the opportunity for rider to express the image they may want to project when riding on the way. This benefit may not be important to some people, but to others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shorty, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets which are fixed to their head. It is really not good if they place simply the helmets on the head without setting them properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfort.

Answer the following questions based on the text?

1. What is the social function of text above?
   - Exclaiming a helmet when met with cycling

2. Identify generic structure of the text above?
   - Thesis: Argument: Recommendation

3. Please mention the connectives that used in the text?
   - Even, however, and, to, for

4. Why the bikers should fasten the helmet correctly?
   - Because it saves a rider's life, physical ability, family pain, and money.

5. How did the writer conclude the text?
   - If you are not wearing a helmet you will die and then your head die. If you not die you some
Why Should Wearing a Helmet when Motorcycling

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess.

Wearing a fitted protective helmet offers many benefits which reduce the negative aspects of riding. First and the most important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide head protection. They not only protect riders from getting a worse road accident but also from flying bugs, such as rain, dirt, mud and other potential projectiles.

Second, wearing a helmet can give the riders a matter of style. Helmets give the opportunity for rider to express the image they may want to project when riding on the road. This benefit may not be important to some people, but to others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as bunnies, shorties, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Riders should see the helmets which are fixed to their head. It is really not good if they place simply the helmets on the head without setting them properly. The riders should fasten the helmet correctly to their head in order to get safe and comfort.

Answer the following questions based on the text:

1. What is the social function of text above?
   
   In order to keep a rider's life, physical ability, family pain, and money.

2. Identify generic structure of the text above
   
   Thesis, argument, recommendation

3. Please mention the connectors that used in the text
   
   And, con.
   Second, however

4. Why the bikers should fasten the helmet correctly?
   
   To their head in order to get safe and comfortable

5. How did the writer conclude the text?
   
   Wearing a helmet is make one safe if when motorcycling
Why Should Wearing a Helmet when Motorcycling

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in meets.

Wearing a fitted protective helmet offers many benefits which reduces the negative aspects of riding. First and the most important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can give the riders a matter of style. Helmets give the opportunity for rider to express the image they may want to project when riding on the road. This benefit may not be important to some people, but to others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as bimbo, doorknocker, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Riders should use the helmets which are fixed to their head. It is really not good if they place simply the helmets on the head without settling them properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfort.

Answer the following questions based on the text!

1. What is the social function of text above?
   To persuade the readers that something should be done or not.

2. Identify generic structure of the text above!
   Thesis, argumentation, recommendation

3. Please mention the connectives that used in the text!
   And

4. Why the bikers should fasten the helmet correctly?
   To prevent the helmet from being damaged or losing its protective qualities.

5. How did the writer conclude the text?
   Wearing helmet when riding is a matter of using it properly.
2. Identify generic structure of the text above!


3. Please mention the connectives that used in the text!

   First second are the connectives

4. Why the bikers should fasten the helmet correctly?

   The bikers should fasten the helmet correctly to their head in

5. How did the writer conclude the text?

   Wearing helmet can reduce the negative aspects of riding. They
   protect riders from getting a worst road injured. And also make
   riders feel more confident when riding on the road.

---

1. What is the social function of text above?

   To persuade the reader to use a correct helmet when motorcycling,
   to reduce the negative aspects of riding.
Why Should Wearing a Helmet when Motorcycling

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess.

Wearing a fitted protective helmet offers many benefits which reduces the negative aspects of riding. First and the most important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, dust, mud and other potential projections.

Second, wearing a helmet can give the riders a matter of style. Helmets give the opportunity for rider to express the image they may want to project when riding on the road. This benefit may not be as important to some people, but to others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shorty, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets which are fitted to their head. It is really not good if they place simply the helmets on the head without setting them properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfort.

Answer the following questions based on the text !

1. What is the social function of text above?
   (to persuade the reader)

2. Identify generic structure of the text above
   (thesis, argumentation, recommendation)

3. Please mention the connectives that used in the text
   (second, however)

4. Why the bikers should fasten the helmet correctly?
   (to their head in order to get safe and comfort)

5. How did the writer conclude the text?
Why Should Wearing a Helmet when Motorcycling

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess.

Wearing a fitted protective helmet offers many benefits which reduces the negative aspects of riding. First and foremost important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a severe road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can gives the riders a matter of style. Helmets give the opportunity for rider to express the image they may want to project when riding on the way. This benefit may not be as important to some people, but to others, it means a lot and important. By choosing the most appropriate helmet from one of the various styles, such as beanies, shorty, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets which are fixed to their head. It is really not good if they place simply the helmets on the head without settling them properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfort.

Answer the following questions based on the text:

1. What is the social function of text above?
   - To persuade the reader about what should or shouldn't do is the social function of the text.
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMA Muhammadiyah Plus Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI /2
Alokasi Waktu : 2 x 45 menit (1x pertemuan)
Topik Pembelajaran : Hortatory Exposition
Keterampilan : Membaca
Pertemuan Ke : 2

A. Standar Kompetensi
Mengungkapkan makna dalam teks lisan fungsional pendek dan esei sederhana berbentuk narrative, hortatory exposition dan spoof dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar
Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, hortatory exposition, dan spoof

C. Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Nilai Budaya dan Karakter Bangsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Mengidentifikasifungsi social dan struktur teks hortatory exposition</td>
<td>jujur, disiplin, mandiri</td>
</tr>
<tr>
<td>5. Menganalisa unsur kajian bahasa dan analamteks hortatory exposition secara tertulis</td>
<td></td>
</tr>
<tr>
<td>6. Menangkap makna, sicerita, alamteks hortatory exposition secara tertulis sesuai pertanyaan</td>
<td></td>
</tr>
</tbody>
</table>
Kewirausahaan/ Ekonomi Kreatif :

1. Percaya diri (keteguhan hati, optimis).
2. Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
3. Pengambil resiko (suka tantangan, mampu memimpin).
4. Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa dapat mengidentifikasifungsi social dan struktur teks hortatory exposition.
2. Siswa dapat menganalisa unsur kebahasaan dalam teks hortatory exposition secara tertulis.
3. Siswa dapat menangkap makna isi cerita dalam teks hortatory exposition secara tertulis sesuai pertanyaan.

E. Materi Pokok

Teks Hortatory Exposition

7. Definition

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

8. Social Function

The Purpose of hortatory exposition is to persuade the readers that something should or should not be the case or be done.

9. Generic Structure

A hortatory exposition will consists of the following structure:

4. Thesis: After stating the thesis and proving with various arguments, the text is completed with the writer’s recommendation on how to overcome. Recommendation contains a recommendation or solicitation writer to the reader.
5. **Argument**: After stating the thesis and proving with various arguments, the text is completed with the writer’s recommendation on how to overcome. Recommendation contains a recommendation or solicitation writer to the reader.

6. **Recommendation/conclusion**: After stating the thesis and proving with various arguments, the text is completed with the writer’s recommendation on how to overcome. Recommendation contains a recommendation or solicitation writer to the reader.

10. **Language Features**

7. Using simple present tense

8. Using modal adverbs, for example fortunately, maybe, etc

9. Using action verbs, for example we must save, etc.

10. Using thinking verbs, for example I believe, etc.

11. Using general and abstract noun, for example policy, advantage, etc.

12. Using connective/transition, for example firstly, secondly, etc.

**W-H Questions**

7. What : to ask kind of the text, generic structure, and the social function.

8. When : to ask the time.

9. Where : to ask where the information can be found. Example: where is the thesis of the text located?

10. Who : to ask the person/community that intended in the text. Example : Who have to prevented from getting a bad mentality caused by corruption?

11. Why : to ask the reason. Example : Why should eat breakfast before going to school?

12. How : to ask about the writer’s suggestion. Example: how the writer conclude the text?

11. **Example of Hortatory Exposition**
Exercise

Why you should eat breakfast

A lot of people, especially young people, go through the day without having breakfast. Many people believe that it is not necessary, or they say that they don’t have time for that, and begin their day with no meal. I believe that everyone should eat breakfast before going to their activities. The purpose of this paper is to show the importance of breakfast, especially for students.

The first reason why you should eat breakfast before going to school is for your health. When you skip breakfast and go to school, you are looking for a disease because it’s not healthy to have an empty stomach all day long. It’s very important to have a meal and not let your stomach work empty. All you are going to get is gastritis and a lot of problems with your health if you don’t eat breakfast.

Another reason for eating breakfast is because you need food for to do well in your classes. You body and your brain are not going to function as good as they could because you have no energy and no strength. When you try to learn something and have nothing in your stomach, you are going to have a lot of trouble succeeding. A lot of people think that they should not eat because they are going to feel tired, but that’s not true. Breakfast is not a very big meal, and on the contrary, you’re going to feel tired if you don’t have breakfast

The last reason to have breakfast every day is because you can avoid diseases if you eat some breakfast in the morning. If you don’t eat, you are going to get sick, and these diseases will have a stronger effect on you because you’re going to get sick easier than people who have breakfast every day.

You have to realize that breakfast is the most important meal of the day, and you cannot skip it without consequences for your health, your school and your defense mechanism. It is better to wake up earlier and have a good breakfast that run to school without eating anything. It is time for you to do something for your health, and eating breakfast is the better

Answer the following questions based on the text!

6. What is the social function of text above?
7. Identify generic structure of the text above!

........................................................................................................................................................................

8. Please mention the action verb that used in the text!

........................................................................................................................................................................

9. Why should eat breakfast before going to school?

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10. How did the writer conclude the text?

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F. Metode Pembelajaran/Teknik:

3. Metode: Communicative Language Teaching
4. Strategi: Collaborative Strategies

Collaborative strategies is a collaboration between researcher and classroom teacher in order to develop common language, a common set of practices, and channels for communication that can increase student learning and help the entire school community better serve the academic and social needs of students and families.

The collaborative strategies using seven steps in its implementation, they are:

1) Activating background knowledge
2) Using sensory images
3) Questioning
4) Making prediction and inferences
5) Determining main idea
6) Using fix-up option, and
7) Synthesizing

G. Langkah-langkah Kegiatan Pembelajaran
Kegiatan Awal (20’)
1) Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
2) Guru meminta siswa memimpin doa sebelum pelajaran dimulai
3) Guru mengecek kehadiran siswa
4) Guru meminta siswa untuk berkelompok tiap kelompok beranggotakan 2-3 siswa

Kegiatan Inti (50’)

a. Eksplorasi
1) Guru memberikan contoh teks hortatory exposition berjudul “Why you should eat Breakfast” dan menerapkan Collaborative Strategies
2) Dengan arahan guru, semua siswa mengidentifikasi fungsi sosial, struktur teks dalam teks hortatory exposition
3) Dengan arahan guru, semua siswa menganalisa unsur kebahasaan yang ada dalam teks hortatory exposition

b. Elaborasi
1) Dengan arahan guru, siswa secara berkelompok mengamati judul teks hortatory exposition, kemudian membuatkoneksi teks-to-self dengan bacaan berdasarkan judul (Activating background knowledge)
2) Dengan arahan guru, setiap siswa membaca sepintas teks hortatory exposition dan menggambarkan apa yang terlihat pada pikiran mereka (Using sensory image)
3) Setiap siswa berkesempatan untuk memikirkan sebuah pertanyaan terkait dengan teks hortatory exposition (Questioning)
4) Secara berkelompok, siswa membaca teks hortatory exposition dan memprediksi isi teks tsb secara lisan (Making prediction and inference)
5) Siswa membaca teks hortatory exposition dan menemukan gagasan pokok teks tsb (Determining Main Idea)
6) Dengan arahan guru, siswa memonitor pemahaman mereka terhadap teks hortatory exposition (Using Fix-up Options)
7) *Guru menjelaskan secara bertahap proses untuk menyintesa teks hortatory exposition*, kemudian siswa secara berkelompok menyintesa teks hortatory exposition yang berjudul “Why should eat Breakfast” dengan menggunakan bahasa masing-masing. (*Synthesizing*)

c. *Konfirmasi*

1) Guru memberikan umpan balik kepada siswa dengan memberikan penguat dan tambalan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
2) Guru memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
3) Guru memberikan motivasi kepada siswa yang kurang dan belum bisa memahami materi teks hortatory exposition.

*Kegiatan Akhir (5')*

1) Guru memberikan umpan balik/kesempatansiwa untuk bertanya kembali terhadap proses dan hasil belajarannya
2) Guru memberikan ucapan salam perpisahan yang kemudian di respon oleh siswa.

H. *Sumber/Bahan/Alat*

4. Sumber: Silabus SMA/ MA (X /2)
5. Alat: papantulis, lembar bacaan dan soal, power point
6. Bahan: Absensi, Silabus, RPP

Salatiga, Mei 2017

Mengetahui

Guru Mata Pelajaran

Mahasiswa Peneliti
I. Penilaian

1. Indikator, Bentuk dan Soal

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator</th>
<th>Bentuk</th>
<th>Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mengidentifikasi fungsi sosial dan struktur teks</td>
<td>Tes tertulis</td>
<td>6) What is the social function of text above?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7) Identify generic structure of the text above!</td>
</tr>
<tr>
<td>2</td>
<td>Menganalisa unsur kebahasaan dalam teks hortatory exposition secara tertulis</td>
<td>Tes tertulis</td>
<td>8) Please mention the action verb that used in the text!</td>
</tr>
<tr>
<td>3</td>
<td>Menangkap makna isi dari teks hortatory exposition secara tertulis sesuai pertanyaan</td>
<td>Tes tertulis</td>
<td>9) Why should eat breakfast before going to school?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10) How did the writer conclude the text?</td>
</tr>
</tbody>
</table>

III. Rubrik Penilaian Reading Comprehension

<table>
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<tr>
<th>Nilai</th>
<th>Ketentuan</th>
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<tbody>
<tr>
<td>20</td>
<td>Memenuhi 4 aspek dari Content (Ketepatan Jawaban), Grammar (Kelengkapan Jawaban),</td>
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<td>15</td>
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</tr>
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<td>5</td>
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<td>0</td>
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</table>
### IV. Pedoman Penilaian

5. Soal Berjumlah 5
6. Masing-masing soal maksimal bernilai 20
7. Nilai maksimal adalah $5 \times 20 = 100$
8. Nilai KKM adalah 75
9. Misalnya Raka mendapat jawaban yang memenuhi 4 aspek pada 3 soal dan hanya memenuhi 2 aspek pada 2 soal, maka nilai Raka adalah $(3 \times 20) + (2 \times 10) = 80$

Salatiga, Mei 2017

Mengetahui

Guru Mata Pelajaran

Mahasiswa Peneliti

Saryati Purwanigara, S.S

Toyi Ambarwati
CATATAN LAPANGAN

Peneliti : Toyi Ambarwati
Guru    : Saryati Purwarianti
Siklus  : 2

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan Guru</th>
<th>Ya</th>
<th>Tidak</th>
<th>Kegiatan Siswa</th>
<th>Ya</th>
<th>Tidak</th>
<th>Keterangan</th>
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<tr>
<td>1</td>
<td>Pembukaan, muat salam dan ramah</td>
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<td>Siswa menjawab salam</td>
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<td></td>
<td>Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang klas</td>
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<td>Siswa berdoa bersama-</td>
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<td>Guru meminta siswa memimpin doa</td>
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<td>Sebelum pelajaran dimulai</td>
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<td>Guru mengecek kehadiran siswa</td>
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<td>Siswa secara individu mengkonfirmasi kehadiran.</td>
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<td>4</td>
<td>Guru meminta siswa untuk membuat kelompok yang beranggotakan 2 orang</td>
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<td>√</td>
<td>Siswa berkelompok sesuai dengan arahan guru</td>
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<td>√</td>
<td>Guru memberikan contoh teks hortatory exposition berjudul “Why Should Eat Breakfast”</td>
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<td>No</td>
<td>Guru mengarahkan siswa secara berkelompok untuk mengidentifikasi fungsi sosial, struktur teks dalam teks hortatory exposition</td>
<td>✓</td>
<td>Siswa berupaya mengidentifikasi fungsi social, struktur teks dalam teks hortatory exposition</td>
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<td>7</td>
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<td>Siswa mendengarkan arahan guru dan menganalisa unsur kebahasan yang ada dalam teks hortatory exposition</td>
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<tr>
<td>1</td>
<td>Guru membaca dan memahami teks</td>
<td>Membantu siswa memahami konteks teks</td>
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<td>4</td>
<td>Siswa menjawab pertanyaan</td>
<td>Memahami teks dan memberikan komentar</td>
<td>Memahami teks dan memberikan komentar</td>
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<td></td>
<td>yang terlihat pada pikiran mereka (Using sensory image)</td>
<td>yang terlihat pada pikiran mereka</td>
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<td>10</td>
<td>Guru memberi kesempatan kepada siswa untuk memikirkan sebuah pertanyaan terkait dengan teks hortatory exposition (Questioning)</td>
<td>Siswa memikirkan sebuah pertanyaan terkait dengan teks hortatory exposition</td>
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<tr>
<td>11</td>
<td>Guru meminta siswa membaca teks hortatory exposition dan mendiskusikan ide pokok teks tb secara lisan (Making prediction and</td>
<td>siswa membaca teks hortatory exposition dan menemukan ide pokok teks kemudian menyampaikan apa yang</td>
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<th>Inference</th>
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<tr>
<td>12 Guru membimbing siswa untuk membaca teks hortatory exposition dan menemukan gagasan pokok teks</td>
<td>✓</td>
<td>Siswa membaca teks hortatory exposition dan menemukan gagasan pokok teks</td>
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<td>13 Dengan arahan guru, siswa memonitor pemahaman mereka terhadap teks hortatory exposition (Using Fix-up Options)</td>
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<td>Siswa memonitor pemahaman mereka terhadap teks hortatory exposition</td>
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<tr>
<td>16</td>
<td>Guru menceritakan siswa melakukannya</td>
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<tr>
<td></td>
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<td>untuk memperingatkan siswa yang sudah dibahasa</td>
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<td>pelajaran belajar yang sudah dibahasa</td>
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<td>17</td>
<td>Guru memberikan motivasi kepada siswa yang kiasan dan</td>
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<td></td>
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Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress.

Some underlying reasons can be drawn to support the idea why we use songs in language learning.

First, "the song stuck in my head" Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping mall, etc) can be both enjoyable and sometimes unevading. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Second, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically, and poetically, and can be analyzed in the same way as any other literary sample.

Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don't have passive people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in maintaining culture, religion, patriotism and yes, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, predicting selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

1. What is the social function of text above?

2. Identify generic structure of the text above

3. Please mention the connectives that used in the text

4. Why songs are relaxing?

5. How did the writer conclude the text?

If you learning English through music and song, you will enjoy the music and your study is feel happy.
Learning English through music and songs is fun

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, "the song stuck in my head" phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

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From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

1. What is the social function of text above?

   Persuade the reader that should or should not do...

   3323

2. Identify generic structure of the text above

   Thesis, Argument, Recommendation

3. Please mention the connectors that used in the text

   Firstly, Secondly, Furthermore

4. Why songs are relaxing?

   The song are relaxing because... make me happy

5. How did the writer conclude the text?

   That learning through music and songs...
Learning English through music and songs is Fun

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, "the song stuck in my head" phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes amusing. This phenomenon also seems to reinforce the idea that songs work on our short-term and long-term memory.

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Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

1. What is the social function of text above? 5355

The social function of the text is to persuade the reader to learn English through music and songs can be enjoyable and fun.

2. Identify generic structure of the text above 5545

3. Please mention the connectives that used in the text 5355

Therefore, first and then, secondly.

4. Why songs are relaxing? 5355

Songs are relaxing because they provide variety and fun, and encourage harmony within oneself and within a group.

5. How did the writer conclude the text? 5355

The writer concludes the text that learning through music and songs, learning English can be enjoyable and fun.
Learning English through music and songs is Fun

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English program. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, "the song stuck in my head" phenomenon (the echoing in our minds of the best song we heard after leaving a restaurant, shopping mall, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long-term memory.

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Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

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The social function of the text above is to persuade the reader about what should or should not do.
Learning English through music and songs is Fun

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English program. Some underlying reason can be drawn to support the idea why we use songs in language learning.

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Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

1. What is the social function of text above?

2. Identify generic structure of the text above!

3. Please mention the connectives that used in the text

4. Why songs are relaxing?

5. How did the writer conclude the text?

   The writer conclude the text is there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

   From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.
Learning English through music and songs is fun.

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English program. Some underlying reasons can be drawn to support the idea why we use songs in language learning.

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Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

1. What is the social function of text above?

The social function of text above is to persuade the reader about what should be or should not be.
The Students’ score of Pre-test Cycle 1

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Total (Σx) 1401
Number of the students (N) 23
Mean (M) 60.91
The Students’ score of Pre-test Cycle 2

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Total ($\sum x$) 1939
Number of the students (N) 23
Mean (M) 84.30
HORTATORY EXPOSITION

What is it?

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

Social function

The purpose of hortatory exposition is to persuade the reader that something should or should not be the case or be done.

Generic structure

**Thesis:**
Statement or announcement of issue/concern

**Argument:**
Reasons for concern that will lead to recommendation

**Recommendation/Conclusion:**
Statement of what should or should not happen or be done based on the given arguments
Example of hortatory exposition

Corruption

In this section, we discuss the meaning of corruption. Corruption refers to the violation of the law or ethical principles, especially in official positions or corporations, resulting in the misuse of power or resources for personal gain.

Language features

1. Using simple present tense
2. Using modal verbs, for example, fortunately, indeed, etc.
3. Using action verbs, for example, must, etc.
4. Using present verbs, for example, food, etc.
5. Using general and abstract nouns, for example, policy advantages, etc.
6. Using connecting/transition, for example, firstly, secondly, etc.

How to comprehend the hortatory exposition text?

Here are the steps:
1) Activating background knowledge
2) Using personal images
3) Questioning
4) Making prediction and inferences
5) Determining main idea
6) Using fixed option and
7) Synthesizing
1) Activating background knowledge
Look at the title of the expository exposition and have a connection with the text.
Do you have the concept before?

2) Using sensory image
After you have connected with the text based on the title, then preview the text and what do you see after previewing the text? Do you have a feeling related with the text?

3) Questioning
To make sure that you have connected with the text, please read the text then do you have any question related with the text?

4) Making prediction and inferences
You have read the text and now, can you predict what information you will get from the text?
5) Determining main idea
Now, re-read the text and what information do you get from the text? What do you want to remember from the text?

6) Using fix-up options
One step closer!
Make sure you have followed the step before going to the last step.

7) Synthesizing
Welcome to the last step!
You have tried to comprehend the text with 6 steps, it is the last...
How to synthesize the text?
You knew the main idea from the text, then summarize the text, then add your own interpretation on it and arranged into a paragraph.
DOCUMENTATION OF THE RESEARCH
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