



**THE EFFECTIVENESS OF QUESTION-ANSWER  
RELATIONSHIP AND ANTICIPATION-REACTION GUIDE  
STRATEGIES FOR TEACHING READING HORTATORY  
EXPOSITION TEXTS TO STUDENTS WITH HIGH AND LOW  
CRITICAL THINKING**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirements for the Magister's  
Degree in English Language Education**

**by**

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## ABSTRACT

Hamdani, Haris. 2015. "The Effectiveness of Question-Answer Relationship and Anticipation-Reaction Guide Strategies for Teaching Reading Hortatory Exposition Texts to Students with High and Low Critical Thinking". *Thesis*. English Language Education. Graduate Program. Semarang State University. Advisor I: Prof. Dr. Dwi Rukmini. Advisor II: Dr. Rudi Hartono, S.S, M.Pd.

Keywords: Teaching Reading, Question-Answer Relationship, Anticipation-Reaction Guide, High Critical Thinking, Low Critical Thinking.

This study investigates the effectiveness of Question-Answer Relationship and Anticipation-Reaction Guide strategies for enhancing students' reading comprehension of hortatory exposition texts to students with high and low critical thinking. This study is a quantitative research by using experimental factorial design 2x2. The participants of this study were 51 students of the eleventh graders of *XI-IPS* namely 26 students of *XI-IPS 1* as the first experimental group treated by Question-Answer Relationship strategy in teaching reading hortatory exposition texts and 25 students of *XI-IPS 2* as the second experimental group treated by Anticipation-Reaction Guide strategy in teaching reading hortatory exposition texts at the Islamic Private Senior High School *Sultan Agung 3* Semarang.

The findings of this study show that (1) the strategy that has better effect in teaching reading hortatory exposition texts to students with high and low critical thinking is Question-Answer Relationship strategy (2) Question-Answer Relationship and Anticipation-Reaction Guide strategies are equal in the effectiveness of teaching reading hortatory exposition texts to students with high critical thinking (3) Question-Answer Relationship strategy has better effect than Anticipation-Reaction Guide strategy in teaching reading hortatory exposition texts to students with low critical thinking (4) the students with high and low critical thinking improve equally treated by using Question-Answer Relationship strategy (5) the students with high critical thinking improve better than the students with low critical thinking treated by using Anticipation-Reaction Guide strategy (6) there is interaction among teaching strategies, reading comprehension, and students' critical thinking in teaching reading hortatory exposition texts.

To sum up, there are significant differences of the effectiveness of Question-Answer Relationship and Anticipation-Reaction Guide strategies for enhancing students' reading comprehension related to students with high and low critical thinking but sometimes the effectiveness of both strategies is equal. However, there is interaction among teaching strategies, reading comprehension, and students' critical thinking in teaching reading hortatory exposition texts to students with high and low critical thinking.

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